Barnard College, Online Course Catalogue

COURSE CATALOGUE*
2007-2008

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*In accordance with its own values and with Federal, State, and City statutes and regulations, Barnard does not discriminate in admissions, employment, programs, or services on the basis of race, creed, national origin, sexual
orientation, or disability.

This catalogue is intended for the guidance of persons applying for or considering application for admission to Barnard and for the guidance of Barnard students and faculty for the 2006-07 academic year. The catalogue sets forth in general the manner in which the College intends to proceed with respect to the matters set forth herein, but the College reserves the right to depart without notice from the terms of this catalogue. This catalogue is not intended to be and should not be regarded as a contract between Barnard College and any student or other person.

We welcome your comments and suggestions, which can be sent to catalog@barnard.edu

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Barnard Catalogue 2007-2008
MESSAGE FROM
THE PRESIDENT

You have before you a map of the intellectual terrain of Barnard College. The list of hundreds of courses in more than 40 departments only hints, however, at the journey of discovery you will undertake over the four years of your undergraduate education.

That journey takes place across many dimensions. Students tell me they choose Barnard because of its unique combination of attributes. It is: a residential liberal arts college offering students a breadth and depth of intellectual and social experiences that will serve them all their lives; a college located in one of the world’s most cosmopolitan cities; a college that enjoys a partnership with a great research university; and, a college dedicated to the advancement of women.

As a residential liberal arts college, Barnard offers students a faculty of distinguished scholars who remain accessible to undergraduates, along with a dedicated and responsive student services staff. Barnard’s New York City setting offers students a world of museums, theatre, and music, as well as possibilities for year-round internships in institutions that stand at the center of the fields of commerce, publishing, science, medicine, education, the arts, and finance. As members of one of the undergraduate schools of the Columbia University community—and the only one to remain independent—students are part of a vibrant “academic acropolis” on Morningside Heights, which also includes the University’s graduate and professional schools and a number of neighboring institutions, including Teachers College, the Jewish Theological Seminary, and the Manhattan School of Music.

Women do, indeed, find it all at Barnard.

Barnard students, faculty, and staff shape and are shaped by the College’s continuing tradition of intellectual discipline and independence, its combination of diversity and common purpose, and its commitment to undergraduate teaching informed by distinguished scholarship and advanced scientific inquiry. The College’s track record in sending its students on to graduate and professional training is remarkable.

A Barnard faculty member, speaking at a recent induction ceremony of the honor society Phi Beta Kappa, offered the following advice, which applies equally to all Barnard students: "We hope you will integrate the wisdom of the humanities and the expressive arts with the rigor of the scientific method. We are confident that you have the intelligence, creativity, and skepticism necessary to challenge the conventional wisdom. Barnard itself stood as a challenge to the conventional wisdom at the time of its founding, and we know that you will carry on its traditions." Good luck on your journey; we are here to help you make the most of it.

Judith Shapiro
President

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Barnard Catalogue 2007-2008
COLLEGE

Barnard has been a distinguished leader in higher education for women for over 100 years and is today the most sought after private liberal arts college for women in the nation. Founded in 1889, the College was the first in New York City, and one of the few in the nation at the time, where women could receive the same rigorous liberal arts education available to men. Its partnership with a great research university, combined with its setting in an international city and its unwavering dedication to the advancement of women, makes Barnard unique among liberal arts colleges today.

Barnard is both an independently incorporated educational institution and an official college of Columbia University—a position that simultaneously affords it self-determination and a rich, value-enhancing partnership. Barnard students may take classes at Columbia and benefit from the University’s academic resources, as Columbia students may do at Barnard.

New York City and its vast cultural and social resources are also an extension of the Barnard campus, literally used by every department to enhance curriculum and learning. The City is an inescapable presence, inviting students with both its challenges and infinite opportunities (from dancing with the American Ballet to working with social-change organizations to interning on Wall Street).

The College draws motivated, talented, curious young women who create a stimulating atmosphere and diverse community. Barnard alumnae include pioneers like anthropologist Margaret Mead and Judith Kaye, the first female Chief Judge of the State of New York, along with prominent cultural figures such as choreographer Twyla Tharp, writers Zora Neale Hurston and Mary Gordon, and Pulitzer Prize-winning journalists Anna Quindlen and Natalie Angier.

Mission Statement
Click here to read the Mission Statement of Barnard College.

Barnard’s History

Barnard College was among the pioneers in the late 19th-century crusade to make higher education available to young women.

The College grew out of the idea, first proposed by Columbia University’s tenth president, Frederick A.P. Barnard, that women have an opportunity for higher education at Columbia. Initially ignored, the idea led to the creation of a “Collegiate Course for Women.” Although highly-qualified women were authorized to follow a prescribed course of study leading ultimately to Columbia University degrees, no provision was made for where and how they were to pursue their studies. It was six years before Columbia’s trustees agreed to the establishment of a college for women. A provisional charter was secured, and Barnard College was named in honor of its most persistent advocate.

In October 1889, the first Barnard class met in a rented brownstone at 343 Madison Avenue. Fourteen students enrolled in the School of Arts and twenty-two “specials,” lacking the entrance requirements in Greek, enrolled in science. There was a faculty of six.

Nine years later Barnard moved to its present site in Morningside Heights. In 1900, Barnard was included in the educational system of Columbia University with provisions unique among women’s colleges: it was governed by its own Trustees, Faculty, and Dean, and was responsible for its own endowment and facilities, while sharing instruction, the library, and the degree of the University.

Barnard Today

From the original 14 students, enrollment has grown to 2,350, with over 33,000 Barnard students awarded degrees since 1893. The integration of teaching and scholarship occurs at an incomparable level at Barnard. Barnard’s faculty of 292 women and men are teacher-scholars whose paramount concern is the education of undergraduate students and whose professional achievements bring added vitality to the classroom. This commitment to personal attention and high achievement provide the ultimate learning environment.

Barnard’s liberal arts education is broad in scope and demanding. The curriculum includes a series of general education requirements—a program of courses the faculty believes provides a stimulating and thorough education, while remaining flexible and varied enough to suit a student’s own interests, strengths,
and talents. Classes vary in size. Those in which student participation is important are small. There are opportunities for independent study and students are often invited to work on research projects with faculty members.

In 1998, Barnard College and Columbia University amended and extended the longstanding agreement for cooperation between the institutions, an agreement which remains unique in higher education. Barnard stands as an independent college for women with its own curriculum, faculty, admissions standards, graduation requirements, trustees, endowment, and physical plant. At the same time, Barnard and Columbia share resources, thereby giving students open access to the courses, facilities, and libraries of both schools. Barnard and Columbia students also share in a wide variety of social and extra curricular activities. Barnard boasts 80 undergraduate clubs, and students have access to an additional 140 at Columbia.

From its inception, Barnard has been committed to advancing the academic, personal, and professional success of women. Students benefit from an atmosphere in which over half of the full-time faculty are women, and women are well represented in the administration. The College is led by Judith R. Shapiro, anthropologist and former provost of Bryn Mawr. At Barnard, women are given the opportunities and the freedom to lead both in and out of the classroom, and to develop the skills that will equip them to lead throughout their lives.

Barnard's unique ties to several of Columbia's graduate schools and to premier New York City institutions, including the Juilliard School, the Manhattan School of Music, the Jewish Theological Seminary of America, and Teachers College, give students an unusual range of educational options, including a number of joint degree programs. Academic organizations within and beyond the University also offer vital opportunities for research, study, studio experience, internships, and community service.

Barnard has a high student retention rate, an indication of student satisfaction with the college experience. Barnard students also enjoy leaves for study, travel, and internships. About two-thirds of students graduate having undertaken an internship at sites ranging from investment banks like Goldman Sachs to cultural institutions like the Metropolitan Museum of Art, network news programs including 60 Minutes, medical facilities including New York Presbyterian Medical Center, and a wide range of other venues. Every year Barnard admits about 80 transfer students who come to take advantage of the educational opportunities available to Barnard women.

Every year the Office of Career Development collects and summarizes information about post-baccalaureate study and employment. In the first year after graduation, almost one-third of Barnard graduates enter full-time graduate or professional schools, with the largest proportions opting to study medicine, law, or business. The rest obtain employment in business and industry, the arts, communications, teaching, social services, and many other fields.

Accreditation

Barnard College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The Barnard College Education Program is accredited by The New York State Education Department in Albany, NY, 12234, for provisional teaching certification for childhood and adolescent education.

The Campus

The Barnard campus occupies four acres of urban property along the west side of Broadway between 116th and 120th Streets. At the southern end of the campus, four residence buildings, Brooks Hall (1907), Hewitt Hall (1925), Helen Reid Hall (1961), and the College's newest building, Iphigene Ochs Sulzberger Hall, formerly Centennial Hall (1988), form an enclosed quadrangle. In 2003, the College's four oldest buildings were added to the National Register of Historic Places.

Barnard Hall, formerly Students Hall, 1917, renamed in 1926, is just north of the "Quad" and contains seminar rooms, classrooms, and faculty offices, as well as the LeFrak Gymnasium, a swimming pool, and dance studios. The Sulzberger Parlor on the third floor is used for meetings and special events. The Julius S. Held Lecture Hall, an electronically equipped multimedia classroom, is also on the third floor.

Adele Lehman Hall, 1959, contains the Wollman Library and two floors of faculty offices and classrooms. The library includes the reserve room and the Lehman Computer Center on the first floor; the reference area, periodicals, microforms, and open book stacks on the second floor; and on the third floor, audiovisual
facilities and more open stacks. Computer facilities for the Economics and Political Science departments are also located in Lehman. The building overlooks a lawn surrounded by trees and shrubs.

Helen Goodhart Altshul Hall, 1969, and construction site of Nexus (formerly McIntosh, 1969), face each other across an open plaza. The 14 stories of Altshul Hall are devoted to the sciences. Herbert H. Lehman Auditorium is on the first floor.

Milbank Hall, 1897, occupies the northern end of the campus and houses administrative and faculty offices, classrooms, the Arthur Ross Greenhouse, and the Minor Latham Playhouse, a well-equipped modern theater. Substantial renovations took place in Milbank recently, yielding expanded neuroscience research laboratories and animal facilities, the Krueger Lecture Hall, as well as a redesigned and updated Math Help Room/Computer Laboratory.

In the immediate neighborhood, Barnard maintains additional residence halls, including Plimpton Hall, acquired in 1968, and Eleanor Thomas Elliott Hall, formerly 49 Claremont Avenue, acquired in 1982 and renamed in 1992. In addition, three apartment buildings on West 115th Street, 600 (acquired in 1971), 616 (acquired in 1964), and 620 (acquired in 1968) are Barnard residence halls. The College also rents additional spaces at 601 West 110th Street. Cathedral Gardens is the proud new member of the residential options. Located at 110th and Manhattan Ave., students have the opportunity to share this new facility with faculty members and their families, as well as with neighbors in the adjacent luxury high-rise condominium tower.

Columbia University is directly across the street on Broadway.

Maps
Click here for maps of Barnard College and Columbia University.

Enrollment Figures
For a chart of enrollment figures from 1889 to 2007 click here. To view this chart you will need adobe acrobat.

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<td>Dean of the College</td>
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<td>Provost and Dean of the Faculty</td>
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ADMISSIONS

The Committee on Admissions selects young women of proven academic strength who exhibit the potential for further intellectual growth. In addition to their high school records, recommendations, and standardized test scores, the candidates' special abilities and interests are also given careful consideration. While admission is highly selective, no one criterion determines acceptance. Each applicant is considered in terms of her individual qualities and her potential for successfully completing the course of study at Barnard.

Barnard seeks students from diverse educational and cultural backgrounds and from all geographic regions. However, no preconceived profile of an ideal student population limits the number of applicants accepted from any one group. The College admits students and administers its financial aid and loan programs, educational policies and programs, recreational programs, and other College programs and activities without regard to race, color, creed, national origin, sexual orientation, or disability.

First-Year Application Procedures

Application for admission to the first-year class should be made by January 1 for entrance in September of the same year. Barnard accepts the Common Application along with the Barnard supplement. Application forms may be obtained by contacting the Office of Admissions. Students may also obtain copies of the Common Application from their high schools or via the Web. Applicants should ordinarily be at least 15 years of age at entrance.

A non-refundable fee of $55 must accompany each application. Checks or money orders must be in U.S. funds drawn on a U.S. bank and made payable to Barnard College. Students with significant financial hardship should request a fee-waiver from their high school counselor on school letterhead and submit it with the application.

Secondary School Preparation

Each candidate for admission must offer a college preparatory program from an accredited secondary school or an equivalent education representing a four-year course of study. Academic preparation for admission should be based on the requirements for the A.B., or liberal arts, degree. A recommended program would comprise four years of work in English; three or more years in mathematics; three or more years in a foreign language (ancient or modern); three or more years in science with laboratory; and three years or more in history. An introduction to a second foreign language is generally useful. The remainder of the program should include additional work in the aforementioned subjects with the possible addition of music and art. Applications varying from this pattern are considered without discrimination if the candidate’s records indicate genuine intellectual ability and high motivation.

First-Year Entrance Tests

Barnard requires all candidates to take the College Board's SAT I Reasoning Test and two SAT II Subject Tests. The ACT with writing can be substituted for the SAT I and SAT II Subject Tests. We recommend that students take these standardized tests by the fall of their senior year. Candidates should contact the College Board or the American College Testing Program for the Bulletin of Information containing descriptions of the tests, directions for filing applications, the dates on which examinations are administered, and a list of examination centers as early as possible. Dates vary from year to year, and applications to take the test must be received by the College Board and ACT well in advance. Students who require non-standard administration of the tests should consult with their guidance counselors for testing accommodations.

It is the student's responsibility to direct the College Board or American College Testing Program to send official test scores to the Office of Admissions. The SAT tests code number for Barnard is 2038. The ACT code number for Barnard is 2718.

Another important part of the application is the submission of three recommendations, one from the high school counselor and two from academic teachers. Students should submit teacher recommendations from 11th or 12th grades in English, math, science, social sciences, or foreign language courses. These recommendations give the Committee on Admissions additional information about the candidate's interests, character, skills, and aptitude.

Interviews
Although not required, an interview is recommended. For students who are able to visit the campus, an interview can be arranged by contacting the Office of Admissions. Appointments are scheduled Monday through Friday from 9:30 A.M. to 4:00 P.M., and on selected weekends throughout the Fall. Applicants who are unable to visit the College may request an interview with a local Barnard Alumnae Admissions Representative (BAAR) by calling Admissions or by submitting an online request form from our website.

Early Decision

Well-qualified high school seniors who have selected Barnard as their first-choice college may apply under a binding Early Decision plan. To be considered under Early Decision, a candidate should submit her application and other required credentials (listed under First-Year Application Procedures) to Admissions by November 15. The Committee’s decision is mailed by Admissions no later than December 15. A student may initiate regular applications to other colleges; she must, however, withdraw all other applications upon admission to Barnard. Notification of financial aid for those candidates who have demonstrated financial need will follow the admissions decision. To reserve a place in the first-year class, an Early Decision student must submit a nonrefundable enrollment deposit. This deposit is applied toward tuition and fees for the first year.

The Committee on Admissions may choose to postpone a decision on an Early Decision application until the spring. In that event, the student is asked to submit a record of schoolwork from the first half of the senior year.

Centennial Scholars Program

The Centennial Scholars Program offers a limited number of intellectually independent students an early opportunity to engage in challenging projects tailored to their individual interests. Centennial Scholars work with faculty mentors on the development, execution, and presentation of these projects.

The program is limited to 15 students in any single class, approximately half chosen at the time of their admission to college. The remaining Scholars are selected later from the first-year class. Admission of a future first-year student to the program is based on the Centennial Scholar Committee’s review of her Barnard application, including her secondary school record, recommendations from her counselors and teachers, her personal statement, standardized test scores, and evidence of advanced preparation. Consideration of an enrolled first-year requires i) submission of a project proposal, ii) a faculty recommendation letter, iii) a writing sample, and iv) an interview with the Program Directors. This process occurs annually following the midterm break of spring semester.

Deferred Enrollment

An admitted first-year or transfer student who wishes to defer enrollment in Barnard for one year must obtain permission in writing to the Dean of Admissions explaining the reasons for the deferral request. Such a request is normally granted for purposes of work, travel, or pursuit of a special interest. Students admitted from the waiting list cannot defer their admission.

International Students

Barnard welcomes applications from international students following the same application procedure and presenting the same credentials as domestic candidates. Fluency in the English language is essential for admission. Those international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL); international applicants who have lived in the United States for less than four years must also submit scores for the TOEFL. Information about registration for the test is obtained by contacting the TOEFL Program at the Educational Testing Service. For more information on international students click here.

Transfer Students

Barnard welcomes transfer students in the fall and spring term of each year. Applications for admission will be reviewed according to the following schedule:

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Each candidate must submit the Common Application for Transfer Admission and the following credentials: the Barnard Supplement for Transfer and Visiting Students; an official secondary school transcript; the results of the SAT I Reasoning Test or ACT, and, if appropriate, the TOEFL; the official transcripts of all college work and a copy of the college catalogue in which the courses taken are clearly marked. Two recommendations are also required: one each from a college faculty member and a college dean or adviser. Transfer applicants may also submit a recommendation from the high school counselor (optional).

A strong record at an accredited college, university, or equivalent institution is required. In some cases, advanced credit cannot be assigned until a student has had an opportunity to establish a satisfactory record at Barnard, but, in general, credit is given for courses which are similar in content and depth to Barnard courses.

After acceptance, academic and general guidance is provided by the advisers to Transfer Students in the Dean of Studies Office. For information on financial aid, students should consult the Financial Aid website.

**Visiting Students**

Undergraduate students who are degree candidates at other colleges may apply for admission as visiting students for one or two semesters. In addition to the traditional visiting student program offered in the fall semester, Barnard offers a unique program during the spring semester. In the “Spring in New York” program, students combine the opportunity to study at Barnard with guided cultural and career opportunities. For more information on visiting students click here.

**Other Degree Credit**

Students who have satisfactorily completed college courses before entering Barnard as first-year students may apply for a maximum of 15 points of degree credit. The courses must be intended primarily for college students and taught at the college by members of its faculty and must be in excess of the courses required for the high school diploma. With the exception of Advanced Placement courses overseen by the College Board, and of International Baccalaureate work, courses taught in high school, either by specially trained high school teachers or college instructors, will not be credited towards the Barnard degree.

**Resumed Education Program**

Former Barnard students who wish to return to the College after an absence of five years or more in order to complete their degree may obtain applications from Dean Aaron Schneider in the Dean of Studies Office. Alumnae who wish to pursue further study in new areas of interest after graduation should contact Dean Ani Bournoutian.

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FINANCIAL AID

Insofar as possible, Barnard assists qualified students who demonstrate financial need. Barnard does not discriminate against applicants for financial aid on the basis of race, color, creed, national origin, or disability.

Financial aid from the College consists of grants, loans, and opportunities for part-time employment. In addition to providing financial aid from its own funds, i.e., gifts, endowment, and general income, Barnard participates in the following federal programs: the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Perkins Loan Program, the Federal Family Education Loan Program, and the Federal College Work Study Program. Barnard also participates in the New York State Higher Education Opportunity Program (HEOP). Federal and state funds are administered by the College in accordance with government regulations and the College’s general policies relating to financial aid. To supplement the above-mentioned financial aid sources, students are urged to investigate state loan and scholarship/ tuition assistance programs and college tuition financing plans. The Controller’s Office has additional information and applications for payment plans.

Any student who thinks she will need financial assistance in order to attend Barnard is encouraged to apply. The decision of the Committee on Admissions to admit a student is not affected by the fact that a student has applied for or demonstrated need for financial aid.

A detailed explanation of current College policies and awarding practices may be found in the brochure, Barnard College Financial Aid Policies and Procedures, available from the Office of Financial Aid or from the Financial Aid website: http://www.barnard.edu/finaid

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FINANCIAL INFORMATION

The costs of education at Barnard are met by tuition, income from endowment, current gifts from alumnae and other friends of the College, and grants from foundations, corporations, and government agencies. The College makes every effort to limit the charges to students, but must reserve the right to set tuition and fees at the level necessary for the maintenance of a high quality of instruction. For more information please see the Bursar http://www.barnard.edu/bursar/tuition.html
THE CURRICULUM

A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

Requirements for the Liberal Arts Degree

Requirements for Transfer Students

Other Academic Opportunities

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Requirements for the Liberal Arts Degree

Barnard’s motto, Following the Way of Reason (Hepomena toi logismoi), signals the College’s continuing commitment to the intellectual breadth and analytical depth of the liberal arts tradition. Since the College’s founding in 1889, a Barnard education has been characterized by its distinctive combination of elements: a rigorous, broadly based framework of general education requirements; a focused inquiry into major subjects; and a range of electives. Together these elements allow for substantial personal choice. The exact structure of College requirements has varied over the past century in response to changes in society, education, and student needs. Today, degree candidates complete two first-year foundation courses, general education courses organized around different “ways of knowing,” a major, and electives, totaling 122 points (120 points for students entering before Autumn 2003). They also fulfill a physical education requirement reflecting the College’s view that physical well-being is an essential part of a healthy and productive life. (Of the 122 required points, 2 must be for PE. Transfer students who have entered with 24 points of credit need 121 points, of which 1 is for PE.)

The Barnard Education

A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

The Barnard curriculum enables students to develop strength in language and literature, in social and historical analysis, in mathematics and the natural sciences, and in the arts and the humanities—ways of knowing that incorporate but also transcend traditional academic disciplines. Built around major methods for apprehending the world and organizing knowledge, the College’s basic requirements are designed to equip students to respond both critically and creatively to a rapidly changing world. Barnard students learn to employ a variety of analytical methods in order to engage new complexities of social evolution and scientific knowledge. The College dedicates itself to imparting to every student self-renewing intellectual resourcefulness, the mark of a liberal arts education.

The College faculty encourages each student to elect courses in a manner that ensures exposure to distinct forms and traditions of knowledge and to the human experience as lived in various parts of the world. Each student is encouraged to make selections that develop connections among the elements of the curriculum, that promote understanding of global issues, and that acknowledge both the diversity and the commonality of human endeavors in civilizations around the world and through time.

As a college for women, Barnard embraces its responsibility to address issues of gender in all their complexity and urgency, and is committed to an integrated curriculum that recognizes the importance of gender in all forms of human endeavor. The College encourages students to profit from the exceptional and varied opportunities to explore women’s histories, challenges, and achievements. Courses explicitly on women and gender are offered by the Department of Women’s Studies and by many other departments and programs; students also find gender-related matters incorporated into a wide range of additional courses across the academic disciplines.

Barnard also encourages students to take full advantage of the world city of New York—its international character and economic power, its prominence in science, medicine, and the arts; its cultural abundance; its diverse neighborhoods and peoples; its architectural richness. In their studies, their work, and their personal lives, Barnard students can avail themselves of the city’s unparalleled resources. As an extended campus, New York serves not only as a multidisciplinary research laboratory for coursework and guided field experiences, but also as the site for a vast array of internships and wide-ranging, city-based student activities.

Barnard seeks to ensure that students become aware of, and knowledgeable about, their physical being. Students complete two courses that focus on physical activity, fitness, and well-being. The College also provides additional opportunities for students to exercise and to learn more about fundamental elements of good health and women’s health issues.

First-Year Foundations
Two courses are required of all first-year students to ensure that their skills in reading, writing, and speaking continue to develop in ways that will support their learning throughout their years at Barnard. First-Year Foundation courses are deliberately kept small; they focus on individual participation and on methods of research, analysis, and revision.

1. First-Year English
All first-year students take the one-semester writing course ENGL BC 1201 (First-Year English), designed to cultivate and develop prose writing and related tools of scholarship. Every student, whatever her level of attainment, can learn to improve her skills of writing, analysis, and argumentation. Students choose among several clusters that differ in topic. Reading and writing assignments focus on major works of literature supplemented by material from other sources. Some first-years will be required to take ENGL BC 1202, Studies in Writing, as a prerequisite to First-Year English.

Transfer students who did not pass a satisfactory course at their previous institution are not required to take ENGL BC 1201, but must take ENGL BC 3103 or BC 3104 or a 3-point literature course from the Barnard English department offerings.

2. First-Year Seminar
First-year students take this one-semester course designed to develop the intellectual skills and styles central to subsequent academic work. This course emphasizes the enhancement of writing and communication skills and the group-discussion mode of intellectual inquiry and discourse.

Seminars center on major themes or issues, and participants read and discuss a limited number of important philosophical, historical, literary, or scientific texts. Students and faculty engage in an extended consideration of a theme of general human concern, one that goes beyond departmental boundaries.

Transfer students are not required to take the First-Year Seminar.

General Education Requirements
The aim of the General Education Requirements is to ensure that each Barnard graduate confronts and engages in central ways of knowing the world. These ways of knowing—divided into nine key areas,—include, but also bridge, the traditional disciplines of the liberal arts and sciences. Inquiry into these areas establishes the basis for a Barnard education. Each student studies, from analytical, quantitative, and artistic perspectives, the major means by which human knowledge has been constructed.

To allow for flexibility within this framework, a student chooses among the designated courses that fulfill each of the nine requirement areas. She will find some courses that offer a broad view of a field, exploring issues that help create an educated citizenry; other courses satisfy the purposes of general education by close scrutiny of critical methods and their specific application. Thus, each student will shape her own academic program, deliberately and distinctively, by electing a combination of wide-ranging introductory courses and more specialized upper level courses to fulfill the General Education Requirements. The areas included in the General Education Requirements are:

1. Reason and Value 1 course
2. Social Analysis 1 course
3. Historical Studies 1 course
4. Cultures in Comparison 1 course
5. Laboratory Science 2 courses in one science
6. Quantitative and Deductive Reasoning 1 course
7. Language study through at least the fourth semester
8. Literature 1 course
9. The Visual and Performing Arts 1 course

Courses used to fulfill these area requirements must be at least 3 points and may also be used to satisfy requirements for majors or minors. Students may not use Advanced Placement Credit to fulfill the area requirements unless specifically noted otherwise.

Designated courses may be listed in more than one area; students are free to choose which area requirement is satisfied, but may not use a single course to fulfill two or more areas. In addition, certain
identified course sequences taken together may fulfill more than one area requirement.

A student's choice of specific courses should be influenced by an intent to forge links among topics and ways of knowing, to find common themes across time and form, and to develop an internal coherence within her own set of courses used to fulfill the College’s General Education Requirements. A student should also be mindful that her choices of courses can, and should, expand and enrich her understanding of the world at large, of cultural diversity, and of issues of gender.

A Comprehensive list of courses satisfying general education requirements for each area is on the Barnard website. The specific aims for each of these area requirements are set forth below:

1. *Reason and Value*
   Requirement: One course that allows students to explore ways in which values shape thought, thought shapes values, and both guide human actions.
   
   Aim: To introduce ways of thinking, both past and present, about the formation of human values, their role in guiding action, and their susceptibility to rational reflection and critical discussion. This requirement allows students to discover how established disciplines in the humanities, social sciences, and natural sciences—as well as newer interdisciplinary fields—approach a wide range of value-related issues. Courses may address such questions as: What does it mean to follow “the way of reason”? What are the sources of human values? How do we arrive at our conceptions of virtue and obligation, and how do such conceptions shape our notions of a good life and a just society? How have questions about values emerged in different traditions at different times? Other possible subjects include the intersecting ethical dilemmas of private and public life, the relation between moral thought and moral action, and issues of human rights, cultural diversity, and global equity.

2. *Social Analysis*
   Requirement: One course that acquaints students with the central concepts and methods of the social sciences, while also critically examining social structures and processes, and the roles of groups and individuals within them.
   
   Aim: To introduce various ways of analyzing social structures and processes, and to explore how these institutions and processes both shape and are shaped by group and individual behavior. Courses will focus on a variety of institutions and processes, from the family, to the nation-state, to the international economy. All courses will address fundamental questions such as: How are individual and collective human behavior linked to the cultural, economic, and political context in which they occur? How is power distributed across different groups and among individuals? How do social systems develop and change? How can we come to better understand societal dynamics through a variety of quantitative and qualitative methods?

3. *Historical Studies*
   Requirement: One course enabling students to study times and traditions of the past, to learn theories and methods of historical analysis, and to discover how different concepts of history shape our understanding of both past and present.
   
   Aim: To emphasize the importance of historical knowledge for understanding various aspects of human experience and activity, and to develop the skills necessary to conduct or evaluate historical research. Coursework will demonstrate how history is not a simple record of past events, but an interpretation of the past shaped by the theories, methods, and data used to construct it. Among the questions to be raised are: Whose past is remembered? How is it remembered? To serve what purposes?

4. *Cultures in Comparison*
   Requirement: One course that compares two or more cultures from the perspectives of the humanities and/or social sciences.
   
   Aim: To study the diversity and the commonality of human experience, and to examine and question personal cultural assumptions and values in relation to others. Through comparative methods, courses will explore the beliefs, ideologies, and practices of different peoples in different parts of the world, across time, and through migrations. Courses may include comparison of cultures from two or more geographical areas or from two or more cultures within one area, and may approach the subject matter using anthropological, historical, social, and/or humanistic perspectives.

5. *Laboratory Science*
   Requirement: Two courses with laboratory in one science chosen from among: astronomy, biology, chemistry, environmental science, physics, or psychology. Acceptable courses must meet for at least three hours of lecture and three hours of laboratory each week.

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Requirements for Transfer Students

A student admitted to Barnard with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar and two semesters of Physical Education. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree at Barnard, a transfer student must be enrolled at Barnard (Morningside Heights, Reid Hall, or the Berlin Consortium) for at least four full-time regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Exemption from the language requirement may be attained on the basis of College Entrance Examination Board Achievement scores alone or by a combination of those scores and additional college work. Those who do not receive exemption must complete the normal language requirement. Transfer students are eligible for general honors when both overall and Barnard averages meet the required academic standards.

Transfer Credit

Courses completed at other accredited colleges and universities which are similar in content and depth to Barnard courses may be submitted for transfer credit. Transfer courses are evaluated after a complete official transcript is received in the Office of the Registrar. Students are asked to submit catalogues and course descriptions with their requests for transfer credit to the Admissions Office.

Credit for approved work at another institution is applied to Barnard's 122-point (120 points for students entering prior to Autumn 2003; 121 points for transfer students) graduation requirement with a maximum of 16 points per term. Credit cannot be granted for courses with grades lower than C minus. Acceptable transfer work does not usually include applied or professional courses or more than the equivalent of two Barnard studio courses. The first term of an elementary language course is not normally credited unless or until the second term or a more advanced course has been satisfactorily completed, but a student may request a single exception to this ruling.

Transfer students who entered Barnard in or after Autumn 2003 with fewer than 24 points need 122 points to graduate, and two of those points are for PE, either at the previous school or here. Those entering with 24 or more points must complete 121 points for the Barnard degree, and 1 of those points is for PE (1 is both the minimum and the maximum).

Transfer students may apply for credit for previous summer courses under the regulations governing summer study.

First-year students with a record of prior course work taken as non-matriculants at an accredited college in the United States may request up to 15 points of transfer credit. Such work will be evaluated after the student has completed 12 points at Barnard. Grades for this course work are included in the overall average.

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Other Academic Opportunities

Writing Fellows Program

The Writing Fellows Program offers students with strong writing, reading, and communication skills an opportunity to become peer tutors in writing. During their first semester in the program, students take a seminar and practicum in the teaching of writing (The Writer's Process, see ENGL BC 3101), usually in the autumn term of their sophomore or junior year. As Writing Fellows, they go on to work in different settings (e.g., The Jong Writing Center, writing-intensive courses across the curriculum) with Barnard undergraduates at all levels and in all disciplines. Writing Fellows receive a stipend and are asked to make a commitment of three semesters to the Program.

Writing-Intensive Courses Across the Disciplines

Students in these courses undertake at least three writing projects, each of which goes through at least two drafts. Writing Fellows read and confer with students on the first drafts of their papers, which students may then revise, handing in both first and second drafts to their instructors, who comment on and grade the revised drafts.

The departments of Anthropology, Architecture, Art History, Asian and Middle Eastern Cultures, Biology, Dance, Economics, Education, English, Environmental Science, French, History, Philosophy, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, Theatre, and Women’s Studies have offered writing-intensive courses. Both instructors and students report positive results. Students appreciate the help they get in revising drafts and experience significant gains in their writing skills. Instructors find that the revised papers they receive permit them to focus their comments on course content, rather than on the mechanics of writing.

The Writing Center

In addition to their work in specific courses across the curriculum, Writing Fellows staff The Erica Mann Jong Writing Center (121 Reid Hall). Any Barnard student is welcome to confer on a particular writing project or to discuss some broader aspect of her writing (e.g., how to articulate, organize, and structure thoughts, how to use evidence effectively, how to work on English as a second language). Students confer on chapters of their senior theses, drafts of papers for First-Year English, outlines or ideas for papers in upper-level courses, lab reports, personal statements for admission to law school, etc.

Senior Scholar Program

The Barnard Senior Scholar Program allows a qualified student to undertake a single project for the entire senior year, or for one semester of the senior year (normally the second). The Program is intended for a student who is unusually well prepared in an academic discipline or in one of the performing arts. It offers the special advantages of concentration on one project, designation as Senior Scholar on the permanent transcript, and the amendment of some major requirements. Senior Scholars are allowed credit for no more than 30 points for the project. In the past, Barnard Senior Scholars have gained approval for a wide range of proposals.

A qualified student interested in the Senior Scholar Program should consult the Senior Class Dean in the Dean of Studies Office, who is coordinator of the program, in her junior year. Before the beginning of the senior year, the student should have completed all but the major requirements for the A.B. degree. Her written application for the Senior Scholar Program is submitted to the Committee on Honors for approval.

Centennial Scholars Program

The Centennial Scholars Program offers intellectually independent students an early opportunity to engage in challenging projects, tailored to their individual interests, with faculty mentors. The program is limited to 15 students in any single class. Selection is based on the Centennial Scholars Committee’s review of a student’s application for admission or on an application made by the student herself during the spring semester of her first year. Students selected for the program will be notified by the Committee.
The Program confers a maximum of 18.5 points of credit toward the degree. In the spring of a Centennial Scholar’s sophomore year, she enrolls in CTSC BC 1889, Working With Ideas, an interdisciplinary course designed to lay the foundation for the core of the Program, an extended apprenticeship with her mentor(s). Her project may extend over two or three semesters and may include a summer to accommodate travel or other particular needs. The Program culminates in the Centennial Scholars Symposium, devoted to preparing a public presentation of the project. Dinner lectures, outings to museums, performances, and research laboratories, and similar activities, are additional features of the Program.

The Centennial Scholars Program is overseen by a committee consisting of:
Elizabeth Castelli, Co-Director, Associate Professor of Religion
Tim Halpin-Healy, Co-Director, Professor of Physics
Dorothy Denburg, Dean of the College
Jennifer Gill Fondiler, ex-officio, Dean of Admissions
Lisa Hollibaugh, First-Year Class Dean

Barnard Leadership Initiative

The Barnard Leadership Initiative (BLI) is an exciting new effort in the College’s mission to prepare women to move into positions of leadership and authority in our society. This initiative musters and combines the curricular and co-curricular efforts and resources of the College to help prepare ambitious Barnard women to lead more effectively. It focuses on integrating Barnard’s rigorous liberal arts curriculum with vibrant experience-oriented co-curricular programming, building upon the enriching experiences of the close-knit Barnard community and the vast educational, cultural and professional opportunities of New York City.

Higher Education Opportunity Program

The Higher Education Opportunity Program, a support service to meet the needs of New York State undergraduates from backgrounds that are disadvantaged economically and academically, provides counseling, tutoring, and financial assistance. During a summer program, all incoming HEOP students receive instruction in English, mathematics, research, and public-speaking skills. During the academic year, tutoring, workshops, and study groups are available in addition to academic and personal counseling.

Collegiate Science and Technology Entry Program

The Collegiate Science and Technology Entry Program (CSTEP) is a New York State Department of Education initiative designed to provide services to students from underrepresented populations or economically disadvantaged backgrounds who are seeking careers in the sciences, mathematics and technological fields, and the licensed professions.

During the academic year CSTEP provides faculty mentors, academic support (tutorials), financial assistance for specialized preparation courses for standardized examinations (e.g. GRE, LSAT, MCAT, etc.), workshops, placement in internships and academic counseling.

Mellon Mays Undergraduate Fellowship Program

The Barnard Mellon Mays Undergraduate Fellowship (MMUF) Program, in accordance with the mission of the Andrew W. Mellon Foundation, seeks to increase the number of minority students and students with a demonstrated commitment to eradicating racial disparities who will pursue Ph.D.s in the arts and sciences. The program’s long-term goal is to redress the under-representation of minority groups on American college and university faculties. Mellon Mays Fellowships provide opportunities for talented undergraduates to work with faculty mentors in research and other activities designed to encourage the pursuit of the PhD in the humanities and sciences.

Study Abroad

Several options for study abroad are available to academically-qualified Barnard students. The Faculty has set the following guidelines for eligibility. By the time they plan to study abroad, students should:

1. have two years or the equivalent at the college-level of the language of the host country, provided the language is offered at Barnard or Columbia, regardless of the language of instruction, or have completed one year or the equivalent at the college-level (this includes AP test scores, language proficiency exam or courses taken at

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another college or university) of the language of the host country and enroll in a program with a home stay or have a language intensive at the start of the semester. For students studying the sciences or mathematics abroad, language requirements vary slightly. When the language is not offered at Barnard or Columbia, students should have some knowledge of the language of the host country;

2. have a plan for completing the general education requirements for the degree;
3. have no outstanding incompletes;
4. have a good academic record;
5. have worked out, in consultation with the major advisor and Dean for Study Abroad, a plan for the completion of all major and college requirements for graduation.

The educational interests of each applicant are of primary concern in acting on a student's request to study abroad for degree credit. Interested students should begin the process of applying to study abroad by consulting Dean for Study Abroad, Hilary Link, in the Dean of Studies Office no later than the first semester of the sophomore year. Students must obtain her approval, as well as that of the class dean, the academic adviser, and the department chairs through which credit is being requested in order to receive the College’s permission to study abroad for credit toward the Barnard degree. Students pay Barnard tuition and an off-campus comprehensive fee for the period of study abroad. All other costs (housing, meals, other fees, etc.) are payable directly to the other institution at their own rate.

Barnard approves programs of study throughout the world. Some programs—in partnership with Barnard—require nomination by the College, e.g., St. Peter’s at Oxford.

Barnard students who wish to study for degree credit in Paris may apply to the Columbia University in Paris program, which offers a varied and attractive curriculum in French language, literature, culture, art history, political science, history, philosophy, film studies, and women’s studies. In addition to the courses offered there, students with sufficient preparation may, through this program, enroll in courses in the French university system in a variety of academic disciplines. To qualify for admission, a student must have completed two years of college French with grades of B or better. It is possible to spend one term or an academic year in Paris. Some participants are French majors, but most are not. The student body comprises undergraduates from Barnard and Columbia, as well as those from other colleges and universities. The program is owned and administered by Columbia University. It is located in the Montparnasse district of Paris, near Luxembourg Gardens. The administrative staff assists students in planning academic programs and in finding housing accommodations. Credit is awarded for no other programs in Paris.

Barnard students who wish to study for degree credit in Germany may apply to the Berlin Consortium for German Studies program, based at the Free University of Berlin. This program makes it possible for humanities, science, and social science majors who have completed at least two years of college German or the equivalent to become German university students for an academic year or semester. The program involves full immersion into the German language, enrollment directly into courses shared with German students, access to university libraries and student housing, internship opportunities during vacation periods, and maximum exposure to contemporary German cultural and political life. The program is administered by Columbia University, and both a full-time academic director and resident director located at Free University assist students in planning academic programs.

Bulletins and applications for Columbia University in Paris and the Berlin Consortium are available in 203 Lewisohn Hall and in 105 Milbank.

Barnard also offers the opportunity for study in Japan at the Kyoto Center for Japanese Studies through its participation in a consortium directed by Columbia, as well as directly through other universities.

In addition to the programs that Barnard oversees with Columbia, study through the programs of many other U.S. colleges and universities have been approved for Barnard credit. Please visit the Study Abroad website, which includes a list of all approved programs. Course credit for courses taken at institutions abroad other than the Barnard-Columbia programs is generally treated as transfer credit (link here).

Study at Spelman

Barnard participates in an exchange program with Spelman College, the historically Black college for women in Atlanta, Georgia. Barnard students in the program may register for classes at any of the institutions within the Atlanta University Center: Clark Atlanta University, Morehouse College, Morehouse School of Medicine, the Interdenominational Theological Center, as well as Spelman. In addition, students may participate in the Columbia University—Howard University Exchange Program. Barnard students studying at Spelman pay Spelman's rates for tuition, fees, room, and board to Barnard. Barnard students

http://www.barnard.edu/catalog/cur/other.php
studying at Howard pay Barnard's tuition and fees to Barnard and Howard's room and board costs directly to Howard.

Applications for both programs may be obtained in the Dean of Studies Office.

**Study at Jewish Theological Seminary**

The Jewish Theological Seminary of America (JTS), located two blocks from the Barnard campus, offers opportunities to Barnard students for specialized study under a cooperative arrangement. Students may enroll in courses at the Seminary under any of two options: (1) individual courses; (2) a double-degree program.

A student wishing to study at the Seminary should consult her adviser and obtain the written permission of the chair of her major department. Courses taken at the Jewish Theological Seminary are evaluated as transfer credit. Students who wish to obtain simultaneously the degree of Bachelor of Arts from Barnard and Bachelor of Hebrew Literature from the Seminary must consult the appropriate dean in the Dean of Studies Office at Barnard and at the Seminary's List College and must be separately admitted to each institution.

Barnard students who are enrolled in the Double-Degree Program may request housing at the Seminary. Double-degree students who enroll in the Seminary College will be subject to both Barnard and Seminary tuition charges and pay their student accounts separately to each institution. Students taking JTS courses pay the Seminary directly for those courses at the JTS rate.

**Study at the Juilliard School**

The Juilliard School at Lincoln Center offers opportunities to Barnard students for individual courses in music. For a five-year program leading to the Barnard A.B. and the Juilliard M.M., rigorous auditions are required for which early application must be made. Students interested in these options may obtain further information and audition dates by consulting Dr. Gail Archer, Coordinator of the Barnard Music Program (319 Milbank), at the time of admission to Barnard or as early as possible. Students enrolled at Barnard taking music lessons at Juilliard pay tuition only to Barnard. Students admitted to the Juilliard M.F.A. program pay tuition to Barnard for courses taken at Barnard and to Juilliard for courses taken at Juilliard.

**Study at the Manhattan School of Music**

The Manhattan School of Music is located one block to the north of the Barnard campus. Under a cooperative program of cross-registration, musically qualified Barnard students who pass required auditions have the opportunity to enroll in six semesters of private instrumental lessons at the Manhattan School, subject to the regulations specified in the application form available at the Office of the Registrar. Majors and minors in Music may take eight semesters of lessons. Students must complete a Barnard approval form each semester before receiving permission to enroll at the Manhattan School. Students pay Barnard tuition.

**Study at Teachers College**

Permission is needed to take a course at Teachers College. Students should obtain an application from the Office of the Registrar, obtain course approval from the Dean Blank, and return the completed form to the Office of the Registrar. TC courses require the payment of additional tuition at the Teachers College rate over and above Barnard tuition.

**Joint Degree Intrauniversity Programs**

Barnard offers double and joint degrees in coordination with other schools in the University system, including the School of International and Public Affairs (SIPA), the Fu Foundation School of Engineering and Applied Science (SEAS), the School of Law, and the School of Dental and Oral Surgery. Details on specific programs are given below.

**School of International and Public Affairs: International Affairs and Public Administration**

Barnard College and the Columbia University School of International and Public Affairs offer two joint programs leading to the A.B. degree at the end of four years and the Master of International Affairs (M.I.A.) or Master of Public Administration (M.P.A.) after one additional year.
Interested students should consult Dean Runsdorf in the Dean of Studies Office as early as the sophomore year.

Qualified students, nominated by the Dean of Studies Office, complete the application, which is sent to the School of International and Public Affairs. Finalists will be interviewed by an admissions officer at SIPA. The final decision on admission to a program rests with the SIPA Review Committee.

Admission to a joint program does not constitute automatic admission to the M.I.A. or M.P.A. graduate program. The student in a joint program applies for admission to the graduate program in the autumn term of her senior year. Final admission is conditional upon the applicant’s receiving the A.B. degree from Barnard. A Barnard student’s eligibility for the joint programs is governed by the following conditions:

2. At least four semesters of matriculation at Barnard before enrolling in a joint program.
3. Fulfillment of all basic and distribution requirements before the senior year.
4. No more than four courses in the major to be completed during the senior year.
5. Completion of introductory courses in microeconomics and macroeconomics and a strong background in quantitative courses.

A Barnard student in the Program must satisfy all Barnard degree requirements. Courses in the School of International and Public Affairs may be used to fulfill major requirements only with the written permission of the chair of the major department.

School of International and Public Affairs: Public Policy and Administration

Application to this program is made through the Barnard Dean of Studies Office during the junior year, but to ensure appropriate guidance and preparation, consultation is recommended in the sophomore year with Dean Runsdorf. Qualified students nominated by the Dean of Studies Office complete the application, which is sent to the School of International and Public Affairs. The final decision on admission to the program rests with the SIPA Review Committee. Acceptance for the joint program is a provisional admission to SIPA for the M.P.A. degree.

A Barnard student in the joint program must satisfy all requirements for the A.B. degree at Barnard. Courses in the graduate program may be used to fulfill major requirements only with the written consent of the chair of the department in which the student is majoring. During the junior and senior years she must complete at least 24 points of course work at the 4000 level or above, including the first-year required core courses specified in the Bulletin of the Graduate Program in Public Policy and Administration. An internship, usually during the summer between the fourth and fifth years, is also required. In the fifth year of the program, a student completes at least 30 points, including a workshop and policy specialization requirements.

School of Law

Each year Barnard College has the option of nominating, in conjunction with the Columbia University School of Law, juniors with outstanding records to enter the Law School under the Accelerated Program in Interdisciplinary Legal Education (A.I.L.E.).

Each student must submit a record of 90 points, at least 60 of which will have been completed at Barnard. She must have fulfilled all degree requirements except those for the major, which she must be able to complete together with the final 30 points at the Law School. Twelve of the 30 must be in the liberal arts and the remainder in appropriate law courses.

To be nominated, a student must have an outstanding academic record (3.7 average or above) and have taken the LSAT by March of her junior year with a score in keeping with the median level of applicants accepted to the law school in that academic year. Students interested in the program should consult the pre-law deans in the Dean of Studies Office early in the junior year and with the Senior Class Dean to ensure fulfillment of graduation requirements. LSAT registration information is available in the Dean of Studies Office.

School of Dental and Oral Surgery

A limited number of qualified students may enter the Columbia University School of Dental and Oral Surgery after three years of undergraduate work at Barnard. To be eligible for this program, the student must have

Barnard Catalogue 2007-2008

http://www.barnard.edu/catalog/cur/other.php
ACADEMIC POLICIES & PROCEDURES

Academic policies and procedures are determined by the faculty and implemented by the Office of the Registrar. For complete information on academic policies and procedures, see the Registrar’s Website.

Advanced Placement Credit

International Baccalaureate Credit

Registration

Examinations

Grading & Academic Honors
ACADEMIC POLICIES & PROCEDURES

Registration

Registration for New and Continuing Students

Instructions for registration are distributed to students and available online.

Students are expected to register online during the registration times published in the College Calendar. Permission to register may be refused to students who do not observe the deadline for registration. Those students who have permission to register late will be assessed additional fees, as posted at the Office of the Registrar.

Bills for tuition and fees (link here) are mailed before the beginning of the semester, and payment must be received by the deadline published in the College Calendar. In addition, any outstanding debts to the College or University, including library fines, must be paid before the student may register.

The final stage of the registration process is program filing (see below), which must be completed by the deadline published in the College Calendar. If for some compelling reason a student must enroll in less than a full-time program, the written permission of her Class Dean in the Dean of Studies Office is required.

Registration for Resumed Education Students

Resumed Education students are those Barnard students who have been away from the College for five years or more and are returning to complete the A.B. degree requirements and those Barnard graduates who are returning to the College to take additional course work. Resumed Education students are subject to regular registration procedures and deadlines.

Enrollment in Columbia University Courses

Many courses offered in other divisions of the University are open to qualified Barnard students; those cross-listed in the Barnard Catalogue do not normally need special approval; no undergraduate courses listed in the Columbia College bulletin need special approval unless so indicated in the course description. Other courses not cross-listed in the Barnard Catalogue may require divisional or instructor's approval in addition to the approval of the student's academic adviser. Columbia University courses are entered on the Barnard program, specific instructions are distributed. The student is expected to have reviewed the course description and prerequisites before consulting an adviser, to determine for herself whether she is eligible to enroll.

Certain Columbia courses are limited in enrollment. Barnard students wishing to register in such courses must take part in the limited-enrollment procedures.

Permission is needed to take a course at Teachers College. Students should obtain an application from the Office of the Registrar, obtain course approval from Dean Blank, and return the completed form to the Office of the Registrar. TC courses require the payment of additional tuition at the Teachers College rate and above Barnard tuition.

Program Filing

The list of courses for which the student is enrolled each semester is known as the student's program.

Each student is required to schedule and attend a program-planning meeting with her adviser before the end of each semester (see College Calendar) and to consider carefully and seriously her selection of courses for the following semester.

During the program-planning period, various departments post sign-up sheets for laboratory courses, sectioned courses, and limited-enrollment courses. A student who wishes to enroll in such a course or courses must enter her name on these sheets to ensure a place for the following semester. Each student files her program online through the Registrar's website by the stated deadline. The program is finalized only upon receipt of her adviser's approval, also by the deadline.

There is no refund issued for courses dropped after the published deadline for program filing, and any part-time program filed after that date will be assessed full tuition.

Note: the deadline for submission of programs is separate from, and somewhat later than, the registration deadline (see College Calendar). Programs filed late must be approved by each instructor and the Committee on Programs and Academic Standing and will be assessed additional fees, which will be posted at the Office of the Registrar. A student who neglects to file
a program is subject to academic probation.

**Adjustment of Fees and Refunds for Changing Program of Study**

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be refunded the excess only if the alteration of her program is made by September 14 (last day of program filing) in the autumn term and by February 1 in the spring term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

**Schedule of Classes and Room Assignments**

Class times and room numbers are published in the Directory of Classes. Final information on changes in Barnard-taught courses (class times and rooms) is posted on the Barnard and Columbia websites. Disabled students needing wheelchair-accessible classrooms should provide this information to the Registrar during program planning.

**Courses with Limited Enrollment**

Enrollment in certain Barnard and Columbia courses is strictly limited and students must follow specified procedures to secure places in these courses.

**Adding Courses**

Courses may not be added after the deadline for filing academic programs. Up to that deadline, the student may add courses online. Adding a course requires the online approval, or the signature on an Add form, of the student's adviser.

**Dropping Courses**

Courses may be dropped by submission of an Application to Drop a Course, available at the Office of the Registrar. The form requires the written approval of the student's adviser and must be returned to the Office of the Registrar before the deadline published in the College Calendar. Courses dropped by the deadline will not be recorded on the permanent transcript. If withdrawal from a course is approved after the deadline to drop and by the deadline to withdraw, the course will be recorded on the permanent transcript with the notation W (Withdrawal). Action on any course which ends prior to the above dates must be taken before the last class meeting. No adjustment of fees (including any laboratory fees) is made for any course dropped after the deadline for program filing.

**Attendance**

Students are expected to attend classes regularly. Frequent or prolonged absences from classes may cause a student to forfeit the right to complete coursework or to take final examinations.

**Policy on Religious Holidays**

It is the policy of Barnard College to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Those responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean. If an additional appeal is needed, it may be taken to the Provost.

**Credit for Summer Study**

The granting of course credit for summer courses taken at other accredited institutions (including Columbia) is treated as transfer credit and is subject to some additional regulations. The maximum number of summer points that can be applied toward the degree for course credit is 16, subject to the approval of the Committee on Programs and Academic Standing. Although a student may not receive degree credit for summer courses exceeding this maximum, she may fulfill degree requirements with additional summer courses, subject to the approval of the Committee on Programs and Academic Standing, and in some cases, subject to satisfactory performance on a Barnard placement examination. The full regulations on credit for
summer study are available at the Office of the Registrar on the Application for Approval of Summer Session Courses. The student may learn in advance whether the courses she wishes to take in summer school meet the approval of the Committee on Programs and Academic Standing by completing the form and submitting it to the Office of the Registrar well before the end of the spring term. Although the application may also be retroactive, the student places herself at risk of being denied degree credit if she fails to receive prior written approval from the Committee. The student is advised to consult the application for the full regulations, some of which are listed below:

1. No more than eight points may be counted for one five- or six-week summer session.
2. To be eligible for credit, a course normally must meet for at least five weeks and at least 35 hours.
3. Grades for courses taken in summer school must be letter grades of C- or higher; they are not included in the Barnard grade point average, but they will be included in the calculation for Latin honors. These courses and grades will, however, be considered by graduate or professional schools, which normally require the submission of an applicant’s transcripts from all the colleges attended.

A fee is charged by Barnard to transfer credits from the other institution. (Please refer the Financial Information)

Length of Residence

Students are expected to be registered full-time (12 points minimum) for four years. Transfer students must complete at least 60 points and two years full-time in residence at Barnard to receive the degree (see below for additional information). Under certain conditions, it is possible for a senior to complete her work for the degree while registered in absentia, with the permission of the Senior Class Dean.

Classification of Students

Students are classified as follows:

<table>
<thead>
<tr>
<th>Matriculated Points completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year fewer than 24</td>
</tr>
<tr>
<td>Sophomore 24–51</td>
</tr>
<tr>
<td>Junior 52–85</td>
</tr>
<tr>
<td>Senior 86 or more</td>
</tr>
<tr>
<td>Unclassified transfer students who have not yet been assigned credit</td>
</tr>
</tbody>
</table>

Non-matriculated

Other college degree candidates (visiting students)
Barnard alumnae auditing courses
Barnard alumnae taking courses for credit
Any other student who is not a degree candidate
A degree candidate (i.e., a student who is matriculated) is expected to be enrolled for at least 12 points each term and may not change her status to non-matriculated.

Filing of Diploma Information

The Diploma Information form, available online, is the student’s official notification to the Registrar that she expects to have completed all requirements for the degree and to receive the diploma on a particular graduation date. Degrees are granted in May, October, and February. Graduation ceremonies are held in February and May.

Withdrawal and Readmission

A student not subject to discipline for infractions of College rules may withdraw from the College during the semester by submitting a “Notice of Withdrawal” form to her Class Dean before the withdrawal deadline. A student who plans to withdraw following the completion of a term must also file the appropriate form in the Dean of Studies Office. A student should discuss withdrawal with her academic adviser and Class Dean in advance of submitting the form. Confirmation of the withdrawal, and procedures and conditions for readmission, will be sent to the student upon receipt of the form.

Students who wish to request readmission to the College must submit a letter to the Dean of Studies Office, with reasons for the request, by June 1 for an autumn term return and by November 1 for a spring term return.

Readmission of students who have withdrawn from (or been withdrawn by) the College for some non-academic reasons, e.g.
health, will be considered by the Committee on Evaluation, composed of representatives from the Offices of Residence Life, Dean of Studies Office, Counseling Services, Disability Services, Health Services, and Student Development. A Health or Counseling Services evaluation and recommendation is usually required for Committee consideration.

The Evaluation Committee also meets regularly throughout the academic year to discuss issues concerning students who are experiencing difficulties in academic, residential, and extracurricular life at the College. The Committee identifies available support services both on- and off-campus in order to assist students encountering difficulties. Finally, as needed, it considers the advisability of a student’s withdrawal from the College for non-academic reasons. A description of the Committee and its procedures is available in the Dean of Studies Office.

Exceptions to College Regulations

Requests by students for exceptions to college regulations governing the awarding of academic credit and requirements for the degree may be addressed to the Faculty Committee on Programs and Academic Standing. Petition forms are available at the Office of the Registrar and should be returned there. Requests that bear the appropriate signatures and comments of advisers and instructors normally receive consideration within two weeks of their submission.
ACADEMIC POLICIES & PROCEDURES

Examinations

Language Placement Examinations

The foreign language requirement can be met by completing the required courses at Barnard (for individual languages see departmental curriculum statements), or by a College Entrance Examination Board (CEEB) score of 781 (700 or above in Hebrew), or, for transfer students, by having completed acceptable qualifying language courses.

Transfer Students
A transfer student who has a CEEB score is placed according to that score alone if she has had no previous college language courses. The determination is made according to the provisions of an established scale (see page 36). A transfer student who has no CEEB score or previous college language courses must, if she wishes to continue with a particular language, take a placement test. Transfer students who are not required to take an examination are notified of language placement along with the evaluation of their transfer credit.

First-Year Students
First-year students are placed (or exempted) on the basis of their CEEB scores. Those with no scores who wish to continue languages studied in high school take placement examinations. The Class Dean advises all new first-year students on their language requirements.

Summer School Language Courses
Students, other than incoming transfer or first-year students, who take summer language courses and wish exemption or placement in their continuing language studies must take a language placement examination or secure departmental approval to receive degree credit and enter at a higher level.

A student who does not wish to continue with a language in which she has been placed may begin the study of a new language.

Information about Language Placement Examinations is available at the Office of the Registrar; the examination dates are published in the College Calendar. The examinations are evaluated and placement is made by the appropriate departments. Results are available at the Office of the Registrar.

Other Departmental Placement Examinations

Students may obtain exemption from or placement in certain courses by means of departmental placement examinations (for example, in the Mathematics and Physics departments). Information and applications for the examinations are available in departmental offices, and deadlines are particular to each department.

Make-Up Examinations During the Term

Instructors are not required to give make-up examinations to students absent from previously announced tests during the term. An instructor who is willing to give a make-up test may request a report of illness or acceptable evidence of other extenuating circumstances from the appropriate class dean in the Dean of Studies Office.

Final Examinations

No class meetings will be held on required reading days as set forth in the College Calendar. The dates for final examinations, given at the end of each term, are published in the College Calendar. Exact times and room numbers for individual examinations are sent to each student and instructor and posted on the website of the Office of the Registrar at least two weeks in advance of final examinations.

Barnard examinations are given under the Honor Code, which states that a student should not ask for, give, or receive help in examinations, nor should she use papers or books in a manner not authorized by the
instructor. She should not present work that is not entirely her own except in such a way as may be approved by the instructor. The Honor Code further implies that any student or member of the faculty who has first-hand knowledge of a violation of these rules has an obligation to report it to the Dean of Studies Office or Honor Board.

A student who wishes to leave the room before the end of the examination period will submit her blue books to the instructor. If a student becomes ill during the course of the examination, she must notify the instructor and go to the College Physician, Brooks Hall, Lower Level. If less than an hour has expired, a grade of DEF will be recorded on the transcript and she will take a deferred examination. If a student remains for more than one hour of a three-hour examination or more than 40 minutes of a two-hour examination, she will be graded on the work she has completed, with the uncompleted work scored as 0.

Deferred Final Examinations

Deferred final examinations, given in September and January (see College Calendar), are open only to those students who were absent from the regular examinations for reasons of illness or emergency and who have received authorization from their instructors and the Dean of Studies Office.

Requests for absence from final exams for reasons of health or other emergencies must be reported to the instructor and to the Dean of Studies Office in person or by telephone on the day of the examination.

Examinations missed in December are to be taken the following January or, in cases of prolonged illness, in September of the same year. Those missed in May are to be taken in September of the same year. If a student absents herself without a compelling and valid excuse from a final or deferred examination, she will receive a grade of zero for that examination.

Applications for deferred examinations are filed with the Office of the Registrar. A payment of a $10 handling fee for each examination must accompany the application.

Examinations for Students with Disabilities

Individual arrangements can be made for disabled students unable to take examinations in the usual manner. Disabled students are normally expected to take their exams with the rest of the class, with disability-related modifications as needed. Students with disabilities who require nonstandard administration should consult with their instructors and the Director for Disability Services about reasonable accommodations. Students should obtain copies of the Test Accommodations Form in Room 105 Hewitt and return them at the beginning of each semester.
ACADEMIC POLICIES & PROCEDURES

Grading & Academic Honors

Grading System
Academic standing and eligibility for graduation are determined by both the number of courses completed and the grades achieved. The system used at Barnard is as follows:

A+, A, A−: Excellent
B+, B, B−: Good
C+, C: Satisfactory
C−, D: Failure
P: Passed without a specific grade on student’s election of P/D/F option
P*: Passed in a course for which only a grade of P or F is allowed
I: Incomplete
X: Absence from final examination
Y: For the first half of a two-semester course in which the grade for the second semester is the grade for the entire course
W: Approved withdrawal after "drop" deadline
UW: Withdrawal from a course without official notification to Registrar

Pass/Fail grades are recorded for all students in certain courses, e.g., physical education. Pass/Fail grades for individual students are subject to regulations described below.

In the computation of grade point averages, marks for courses are awarded on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

In order to be recommended for the degree, a student must maintain a cumulative average of 2.0 (C) for 120 or more points completed with passing grades. At the end of each term all records are examined. Normally only those students who have completed 12 points with cumulative averages of 2.0 or above are permitted to remain in college. Students whose work falls below the cumulative average of 2.0 may be permitted to continue at Barnard with probationary conditions at the discretion of the Committee on Programs and Academic Standing.

Courses in which the student receives the grade of D may not be counted toward the major requirement or the minor option. Required courses graded D that must be retaken for a higher grade to satisfy requirements for the major or minor will not receive degree credit when repeated. Both enrollments and grades appear on the transcript.

Grade Reports
Grades are available to students online. Following graduation, a cumulative grade report of all the student’s work at Barnard is sent to her home address. The cumulative grade report is an unofficial transcript for which there is no charge. A student may request that her grade reports be sent to her parent(s) or guardian by filing a permission card with the Registrar. Parents who have established their daughter’s status as a dependent may receive transcripts of her grades without her consent by writing to the Registrar and enclosing "evidence that the parents declare the student as a dependent on their most recent Federal Income Tax Form" (FERPA). If the student wishes additional transcripts, a charge of $3 per copy will apply.

Pass/D/Fail Option
A student may elect the Pass/D/Fail option by submitting a Request for Pass/D/Fail form to the Office of the Registrar before the absolutely firm deadline published in the College Calendar. The forms are available at the Office of the Registrar. Under the Pass/D/Fail option the student is held responsible for fulfilling all course requirements. A passing letter grade in the range of A, B, or C reported by the instructor is converted to P by the Office of the Registrar. A grade of D or F is not converted.
Some courses record Pass/Fail grades for all students enrolled, e.g., ENGL BC 3191. Of the 122 points required for the degree, a maximum of 23 points of course work may receive a grade of Pass, whether elected or mandated (e.g., ENGL BC 3191). The P/DF option cannot be elected for First-Year English or any course designated to count toward the major or the minor. (For students required to complete 120 points, the maximum is 21 points; for students required to complete 121 points, the maximum is 22.)

No limitation is placed on the number of Pass grades that may be recorded in a single term, except those rules that apply to Dean's List, to eligibility for financial aid, and to the overall 23-point maximum.

Grades of P are not included in the grade point average. Grades of D or F, whether or not received under the Pass/D/Fail option, are computed. If the total number of points excluded from calculation in the grade point average exceeds 34, a sliding scale requiring higher qualifying averages is used to determine eligibility for general honors at graduation. (Like courses graded Pass, points credited for AP, baccalaureates, transfer work, and summer courses are not calculated in the Barnard grade point average.)

The request for a course to be graded under the Pass/D/Fail option is irreversible. No request will be honored after the deadline. No request filed before the deadline can be reversed after the deadline. Subsequent change to a letter grade will not be allowed, and the option may not be elected retroactively. Information on the grade assigned to a course taken Pass/D/Fail will not be released to the student.

Incompletes
A student may, for compelling reasons, request from her instructor an Incomplete by means of written approval on forms available at the Office of the Registrar. The deadline for filing the Application for Incomplete is the last day of the reading period. However, in a course without a final examination, the deadline is the day before the final paper is due if that date precedes the last day of the reading period.

There are two Incomplete options. The "Early Incomplete" option requires submission of unfinished work to the Registrar soon after the end of the term by the date designated in the College Calendar and results in the removal of the "I" notation from the transcript. The second option extends the deadline to the first day of classes for the next Autumn term, but the "I" notation remains on the permanent transcript and is joined by the final letter grade. The full regulations that apply to Incompletes are listed on the Application for Incomplete form available at the Office of the Registrar. A student must have the permission of her instructor to qualify for an Incomplete, and she is required to use the form, which is a written guarantee of the terms set forth in it by the instructor.

Transcripts
Transcripts are ordered by written request to the transcript assistant in the Office of the Registrar. An official Transcript Request Form is available at the office of the Registrar or may be downloaded from the Registrar's website, but the request may also be made by letter, provided that the letter includes the following: student's name (and her name at Barnard, if different) and Social Security number or Barnard identification number, dates of attendance at Barnard, number of copies desired, specifications as to whether the transcript should or should not be delayed until the latest semester's grades have been entered, name(s) and address(es) to which the transcript is to be sent, the student's full signature, and a $3 check or money order for each transcript ordered. Official copies of transcripts (those bearing the seal of the College) can be sent only to academic institutions, business organizations, and government offices. Unofficial copies of transcripts may be sent to the student. All copies of transcripts, official and unofficial, are sent only at the written request of the student, and are subject to the $3 fee. There is no charge, however, for a transcript sent to a division of the University. Transcripts can be sent by FedEx or Priority Mail for an additional fee. Barnard will not send copies of transcripts from other schools; they must be requested directly from the institutions attended.

Dean's List
The Dean's List, which includes the names of students who deserve special mention for scholarship, is compiled at the end of each academic year. The designation appears on the online transcript. To be eligible, a student must be enrolled at Barnard for both terms and complete at least 12 letter-graded points each term with a minimum grade point average of 3.4 for the academic year. (P-graded points are excluded.) Her grade point average will be based on all her letter grades in the A to F range.

College Honors
The Faculty awards honors to students who complete work for the degree with distinction (cum laude), with high distinction
(magna cum laude), and with highest distinction (summa cum laude). Students whose records include study at other institutions (transfer, summer school, study leave) will be eligible for Latin honors if both the overall and the Barnard grade point average meet the designated requirements. If the total number of points for courses graded P and P*, and for transfer grades that do not have Barnard equivalents, exceeds 34 of the 122 points for the degree, the qualifying averages are computed on a sliding scale.

A student with a final cumulative grade point average matching or exceeding the cutoff average for the top 8% of graduates of the last three years will be awarded the degree summa cum laude.

A student with a final cumulative grade point average matching or exceeding the cutoff average for the top 17% of graduates (and below the cutoff average for the top 8% of graduates) of the last three years will be awarded the degree magna cum laude.

A student with a final cumulative grade point average matching or exceeding the cutoff average for the top 33% of graduates (and below the cutoff average for the top 17% of graduates) of the last three years will be awarded the degree cum laude.

The averages for these three groups of graduates in the three academic years 2004-2005 through 2006-2007 were, in descending order, 3.86, 3.78, and 3.66. Accordingly, these values govern the awarding of the corresponding honors in 2007-2008.

Departmental honors are awarded for distinguished work in the major to no more than 20% of graduates, as nominated by their major departments.

Phi Beta Kappa

The Barnard section of the Columbia University chapter of Phi Beta Kappa was founded in 1901. Election to the national honor society is a recognition of scholarship, and Barnard students of exceptionally high standing are eligible. Junior election will require a minimum of 86 completed points, and senior election, 102. Students do not apply for membership; they are elected by Barnard faculty members who are themselves members of Phi Beta Kappa.

Eligibility for Student Government Offices

To be a candidate for election to a student government office, a student must be in good academic standing and free of disciplinary action for at least one year.

Eligibility for Intercollegiate Athletics

Any student at Barnard College, Columbia College, the Fu Foundation School of Engineering and Applied Science, or the School of General Studies who is pursuing the undergraduate program or a combined program toward a first degree is eligible for inter-collegiate athletics, provided that certain conditions are met. To be eligible for athletic activities, a student must

- be a candidate for a bachelor’s degree;
- be registered for at least 12 points of credit per semester;
- be in satisfactory academic standing;
- have passed by the beginning of the academic year 24 points if in the second year, 52 points if in the third year, or 86 points if in the fourth year;
- have attended the University for not more than eight terms;
- not have completed the requirements for a bachelor’s degree.

An eligibility form must be filed with the Department of Intercollegiate Athletics, which consults with the Registrar to determine eligibility.

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ACADEMIC ADVISING

Academic advising is coordinated by the Dean of Studies Office (105 Milbank), which oversees the assignment of an adviser to each entering student. Although responsibility for the fulfillment of degree requirements (link) rests with the student, her academic adviser is prepared to help her match her program of courses to her individual goals and priorities, to acquaint her with the academic resources available at the College and the University, and to respond to her questions about the curriculum and academic policies and procedures. Also available for assistance are her Class Dean, the staff of the Dean of Studies Office, and the members of the Barnard Faculty.

Class Deans and Advisers

Prior to her matriculation, each entering first-year student will receive A Guide to Your First Semester at Barnard from the First-Year Class Dean. The student selects courses for the autumn term and submits the completed on-line program form to the Class Dean who, insofar as possible, schedules classes accordingly. Class schedules and registration materials are distributed when students arrive on campus in September.

Assistance in planning courses of study is given to first-year students and sophomores by their academic advisers with whom students are expected to schedule appointments for individual advising throughout the year. Group meetings with department chairs and other professors are arranged each semester to facilitate the selection of majors.

By the end of the second semester of her sophomore year, each student chooses her major field in consultation with the Sophomore Class Dean, her adviser, the academic department, and the Dean of Career Development. From then on, her major adviser guides advanced study for the undergraduate degree and is the principal source of information on preparation for graduate school. Also available to her for general academic guidance are the Junior and Senior Class Deans.

Students are responsible for completing all degree requirements and are aided in doing so by the degree audit program on the Barnard website. A Senior Class handbook describes College policy on honors, application procedures for graduate or professional study, and deadlines for major examinations, GRE, LSAT, MCAT, and fellowship applications. The Senior Class Dean and the Coordinator for Commencement oversee the planning for commencement with the help of class officers and the Commencement Committee.

Transfer Students

Incoming transfer students are assisted by the transfer advisers in planning their courses of study and designating a major field. Group meetings are scheduled in the summer and during orientation, and individual appointments may be arranged throughout the academic year. Transfer students who enter with junior class standing are guided by both transfer and major advisers during their first Barnard semester. For more about Transfer Students click here.

International Students

The designated deans within the Dean of Studies Office are available to meet with international students regarding issues that arise from their international student status. Group meetings are scheduled during orientation and throughout the year to give international students the opportunity to become familiar with one another, the College, and life in the United States. The International Student Handbook is also available in the Dean of Studies Office. For more about International Students click here.

Visiting Students

Students who enroll for classes at Barnard as visitors who will graduate from another college must have approval from the degree-granting school for coursework to be completed at Barnard. Program filing and registration are guided by designated transfer advisers. For more about Visiting Students click here.

Study Leaves

Students who wish to study abroad for credit toward the Barnard degree are urged to discuss their plans and to apply for approval from the designated Dean for Study Abroad in the Dean of Studies Office early in the year prior to the period of enrollment at the other institution. Information is available on the web and in 105 Milbank.

Program Planning for Students Interested in Health Professions
The basic premedical and predental requirements are two semesters of introductory biology and two semesters of biology laboratory, all at the 2000 level or higher (BIOL BC 2001, BC 2002, and laboratory BC 2003 and BC 2004); two semesters of general chemistry and one semester of laboratory (CHEM BC 2001, BC 2322); two semesters of organic chemistry and one semester of organic laboratory (CHEM BC 3230, BC 3231, BC 3328); two semesters of physics with accompanying laboratory (PHYS BC 2001, 2002 [calculus I and II are pre- or corequisites] or V 1201, V 1202, V 1291, and V 1292 [calculus I prerequisite]. There is no longer any algebra-based physics here or at Columbia. Two semesters of English (fulfilled by First-Year Seminar and First-Year English); and one year of college-level mathematics. Highly recommended courses, required by some schools, are two terms of calculus and one semester of biochemistry (CHEM BC 3282).

Students should become familiar with the most recent edition of Medical School Admissions Requirements, an annual publication of the Association of American Medical Colleges.

Pursuing a major in the sciences is not necessary for premedical students, provided they include the aforementioned required courses in their programs. The science requirements should be completed in the year prior to the year of desired entry, at which time students are advised to take the Medical College Admissions Test (MCAT) which is offered approximately 20 times per application cycle.

All students who are interested in the health professions should consult Dean Bournoutian or Dean Starks-Allen in the Dean of Studies Office as soon as possible. Applications for the standardized tests and other relevant materials are available in 105 Milbank.

Program Planning for Law School Applicants

There are no specific course requirements for entry to law school, and there is no specifically recommended major. Students are encouraged to develop strong skills in writing and in speaking with precision and to take programs that require demanding critical analysis and effective study habits. Information about law schools and the application process can be found in the Official Guide to U.S. Law Schools, an annual publication of the Law School Admission Council and the American Bar Association, and Barnard's The Prelaw Handbook. Copies of the Handbook are available in the Dean of Studies Office, 105 Milbank, which also maintains a library of current law school catalogues and other relevant information.

Students are encouraged to consult Dean Kuan Tsu or Dean Starks-Allen in the junior year or earlier. The LSAT should be taken in June or October of the year prior to expected entry to law school; the June test is recommended because it allows for better planning. Information booklets for the LSAT and for the Law School Data Assembly Service (a required transcript analysis procedure) arrive in March each year and can be picked up in 105 Milbank anytime thereafter.

Program Planning for Students Interested in Other Professions

Curricular planning should be made with an eye to some of the specific requirements in other fields. Familiarity with professional school catalogues in these areas is recommended. Information and printed literature about business, social work, and psychology is available in the Dean of Studies Office.

Graduate School Advising

Students interested in advanced study in the liberal arts and sciences or the performing arts may consult faculty members in appropriate departments and the Senior Class Dean. A student who plans to apply to graduate school during her senior year or possibly in the future should establish a file with the assistant for graduate school recommendations in the Dean of Studies Office.

Recommendations

Students may establish recommendation files for employment in Career Development and for graduate and professional study with the recommendations assistants in the Dean of Studies Office. For procedures and policy, the appropriate office should be consulted.

Honors

The following awards, administered according to the provisions of their respective donors, were established to honor students who have shown exceptional distinction in their studies. Students do not apply for these awards; rather, recipients are selected by appropriate Faculty departments and committees.

FELLOWSHIPS
Alpha Zeta Club Graduate Scholarship (1936)
For graduating seniors who show promise of distinction or to outstanding recent Barnard graduates who are candidates for higher degrees.

**Associate Alumnae of Barnard College Graduate Fellowship (1963)**
For a graduating senior or graduate who shows exceptional promise in her chosen field of work. Information and applications may be obtained in the Alumnae Office.

**Anne Davidson Fellowship (1971)**
For graduating seniors who will pursue graduate study in conservation at a university of approved standing.

**George Welwood Murray Graduate Fellowship (1930)**
For graduating seniors who show promise of distinction in the humanities and/or the social sciences and who will pursue graduate study at a university or college of approved standing.

**Josephine Paddock Fellowship (1976)**
For graduating seniors who show promise of distinction in such fields of graduate study in art as the faculty shall determine. Holders are to pursue studies, preferably abroad, at a college or university of approved standing.

**Grace Potter Rice Fellowship (1935)**
For graduating seniors who show promise of distinction in the natural sciences or mathematics and who will pursue graduate study at a university or college of approved standing.

**GENERAL**

**Estelle M. Allison Prize (1937)**
For excellence in literature.

**Mary E. Allison Prize (1937)**
For general excellence in scholarship.

**Annette Kar Baxter Memorial Fund Prize (1984)**
For juniors who have distinguished themselves in the study of some aspect of women's experience.

**Frank Gilbert Bryson Prize (1931)**
For a senior who, in the opinion of the class, has given conspicuous evidence of unselfishness and who has made the greatest contribution to Barnard during the college years.

**Eleanor Thomas Elliott Prizes (1973)**
Two prizes to juniors chosen by the Honors Committee from among the five most outstanding students in the class based upon overall academic record, integrity, and good citizenship in the College.

**Katherine Reeve Girard Prize (1964)**
For a student whose interests are in the international aspects of a major.

**Ann Barrow Hamilton Memorial Prize in Journalism (1978)**
For a graduating senior who will pursue a career in journalism.

**Alena Wels Hirschorn Prize (1986)**
For a senior majoring in economics, with preference for a student who has a strong interest in English literature and/or in pursuing a career in journalism.

**Lucyle Hook Travel Grants (1987)**
To promising individuals with enriching, eclectic projects who demonstrate originality and self-direction.

**Jo Green Iwabe Prize (1986)**
To a student with a disability, for active participation in the academic and extracurricular life of the College.

**Ethel Stone LeFrak Prize (1986)**
For excellence in a field of the arts.

**Schwimmer Prize (1986)**
For an outstanding graduating senior in the humanities.

**Bernice G Segal Summer Research Internships (1986)**
One or more internships for supervised research in the sciences during the summer.

**Marian Churchill White Prize (1975)**
For an outstanding sophomore who has participated actively in student affairs.
PREMEDICAL
Helen R. Downes Prize (1964)
For graduating seniors who show promise of distinction in medicine or the medical sciences.

Ida and John Kauderer Prize (1973)
For premedical students majoring in chemistry.

Barbara Ann Liskin Memorial Prize (1995)
For a premedical student committed to women's issues and to a humanistic approach to patient care.

Lucy Moses Award (1975)
For a premedical student likely to provide service to the medically underserved.

Gertrude Bunger Zufall Award (1987)
For a premedical student entering her senior year.

BY ACADEMIC AREA

AMERICAN STUDIES
John Demos Prize in American Studies (1995)
Awarded to a senior major for excellence in American Studies.

ARCHITECTURE
Marcia Mead Design Award (1983)
For architectural design.

ART HISTORY
Nancy Hoffman Prize (1983)
For students who plan to enter museum or gallery work or art conservatorship.

Virginia B. Wright Art History Prize (1969)
For promising seniors majoring in art history.

ASIAN-MIDDLE EASTERN CULTURES
Taraknath Das Foundation Prize (Columbia University)
To a student of Barnard College, Columbia College, or the School of General Studies, for excellence in Asian and Middle Eastern Studies.

BIOLOGICAL SCIENCES
Edna Henry Bennett Memorial Grants (1927)
For summer study at a biological research station.

Hermann Botanical Prize (1892)
For an undergraduate student proficient in biology.

Herbert Maule Richards Grants (1933)
For botanical or general biological research.

Donald and Nancy Ritchie Grants (1979)
For biological study or research.

Spiera Family Prize (1986)
For promise of excellence by a student majoring in biological sciences.

Constance Von Wahl Prize (1915)
For advanced work in biology.

CHEMISTRY
American Chemical Society's Division of Analytical Chemistry Award
For outstanding work in analytical chemistry.

American Chemical Society's Division of Polymer Chemistry Award
For outstanding work in organic chemistry.

American Institute of Chemists, New York Chapter Prize
For an outstanding student of chemistry.

**CRC Press First-Year Chemistry Achievement Award**
For outstanding achievement in first-year chemistry.

**Marie Reimer Scholarship Fund Prize (1953)**
Awarded at the end of the junior year to an outstanding major in chemistry.

**ECONOMICS**

**Alena Wells Hirschorn Prizes (1986)**
To a junior and a senior for the best essay on a subject of domestic or international economics.

**Beth Niemi Memorial Prize (1981)**
For an outstanding senior majoring in economics.

**Katharine E. Provost Memorial Prize (1949)**
For superior work by an undergraduate major in economics.

**Sylvia Kopald Seleman Prize (1960)**
For the first-year student who is doing the best work in introductory economics.

**EDUCATION**

**Susan Riemer Sacks Prize**
For the Barnard student teacher who has made the most noteworthy contribution to secondary school classrooms.

**Stephanie Kossoff Prize (1972)**
For the student who has made the most noteworthy contribution or meaningful endeavor in childhood education.

**ENGLISH**

**Academy of American Poets Prize (Columbia University)**
For the best poem or group of poems by a student.

**Lenore Marshall Barnard Prizes (1975)**
For both poetry and prose of distinction.

**Saint Agatha-Muriel Bowden Memorial Prize (1971)**
For superior proficiency in the study of Chaucer and medieval literature.

**Bunner Award (Columbia University)**
To the candidate for a Columbia degree who shall present the best essay on any topic dealing with American literature.

**Doris E. Fleischman Prize (1992)**
For the Barnard student judged to have written the best short piece, fiction or nonfiction.

**W. Cabell Greet Prize (1974)**
For excellence in English.

**William Haller Prize (1987)**
For excellence in the study of English literature.

**Amy Loveman Memorial Prize (1958)**
For the best original poem by an undergraduate.

**Sidney Miner Poetry Prize (1962)**
For the senior major who has shown distinction in the reading, writing, and study of poetry.

**Peter S. Prescott Prize for Prose Writing (1992)**
For a work of prose fiction which gives the greatest evidence of creative imagination and sustained ability.

**Helen Prince Memorial Prize (1921)**
For excellence in dramatic composition.

**Helene Searcy Puls Prize (1984)**
For the best poem in an annual student competition.

**Stains-Berle Memorial Prize in**

**Anglo-Saxon (1968)**
For excellence in Anglo-Saxon language and literature.

**Howard M. Teichmann Writing Prize (1986)**
To a graduating senior for a written work or body of work that is distinguished in its originality and excellent in its execution.

**Van Rensselaer Prize (Columbia University)**
To the candidate for a Columbia degree who is the author of the best example of English lyric verse.

**George Edward Woodberry Prize (Columbia University)**
To an undergraduate student of the University for the best original poem.

**ENVIRONMENTAL SCIENCE**
**Lillian Berle Dare Prize (1974)**
For the most proficient Barnard senior who will continue to study in geography or a related field.

**Henry Sharp Prize (1970)**
For an outstanding student majoring in environmental science.

**FRENCH**
**Helen Marie Carlson French Prize (1965)**
For the best composition in fourth-term French.

**Isabelle de Wyzewa Prize (1972)**
For the best composition in the French course *Major French Texts.*

**Frederic G. Hoffherr French Prize (1961)**
To a student in intermediate French for excellence in oral French.

**Eleanor Keller Prizes (1968)**
For juniors in French literature and seniors in French culture.

**Rosemary Thomas Prize in French (1966)**
For evidence of a special sensitivity and awareness in the study of French poetic literature.

**GERMAN**
**Dean Prize in German (1952)**
For the senior who has throughout college done the best work in German language and literature.

**German Scholarship Fund Prize (1950)**
Awarded at the end of the junior year to an outstanding major in German.

**Louise Stabenau Prize in German (1988)**
Awarded to a junior or senior major for excellence in oral German.

**GREEK AND LATIN**
**John Day Memorial Prize (1986)**
For a high-ranking sophomore in the field of Greek and Latin.

**Earle Prize in Classics (Columbia University)**
For excellence in sight translation of passages of Greek and Latin.

**Benjamin F. Romaine Prize (Columbia University)**
For proficiency in Greek language and literature.

**Jean Willard Tatlock Memorial Prize (1917)**
For the undergraduate student most proficient in Latin.

**HISTORY**
**Eugene H. Byrne History Prize (1960)**
For superior work by a history major.

**Ellen Davis Goldwater History Prize (1982)**
For superior work by a history major.

**ITALIAN**
**Bettina Buonocore Salvo Prize (1966)**
For a student of Italian.

**Speranza Italian Prize (1911)**
For excellence in Italian.

**MATHEMATICS**
Margaret Kenney Jensen Prize (1973)
To first-year students, sophomores, and juniors for excellence in mathematics.

Kohn Mathematical Prize (1892)
To a senior for excellence in mathematics.

MUSIC
Robert Emmett Dolan Prize (Columbia University)
To a student in any division of the University for instruction on a chosen musical instrument.

Ethel Stone LeFrak Prize (1986)
For a graduating senior whose creative writing in music shows promise of distinction.

PHILOSOPHY
William Pepperell Montague Prize (1949)
For promise of distinction in the field of philosophy.

Gertrude Braun Rich Prize (1986)
For promise of excellence by a student majoring in philosophy.

PHYSICAL EDUCATION
Margaret Holland Bowl (1974)
For excellence in leadership and participation in Barnard intramurals and recreation.

Marion R. Phillips Scholar-Athlete Award (1981)
To the senior female winner of a varsity letter who has achieved the highest cumulative academic average and who has participated on a Columbia University team for at least two years.

Tina Steck Award (1980)
For the most outstanding member of the Swimming and Diving Team.

PHYSICS
Henry A. Boorse Prize (1974)
To a graduating Barnard senior, preferably a major in the department, whose record in physics shows promise of distinction in a scientific career.

POLITICAL SCIENCE
James Gordon Bennett Prize (Columbia University)
For the best essay on some subject of contemporary interest in the domestic or foreign policy of the United States.

Phoebe Morrison Memorial Prize (1969)
For a political science major planning to attend law school.

Political Science Quarterly Prize (2000)
To a Barnard political science major for excellence in analytical writing on public or international affairs in a paper that has been presented in a colloquium.

Caroline Phelps Stokes Prize (Columbia University)
For the best essay on any topic approved by the Stokes Prize Committee, which has been presented in course or seminar work.

PSYCHOLOGY
Hollingworth Prize (2000)
For an outstanding research project in psychology.

Ida Markewich Lawrence Prize (1982)
For the best paper in psychology, preferably child psychology, by a major.

Millennial Psychology Prize (2000)
For a student who plans to continue her scientific or professional training in psychology or a related discipline.

RELIGION
Samuel Dornfield Prize (1979)
To a Barnard student whose work in Old Testament or Ancient Near Eastern Studies reflects special sensitivity and academic excellence.

Caroline Gallup Reed Prize (1916)
For outstanding work either in the field of the origin of Christianity and early church history or in the general field of the history
and theory of religion.

SPANISH
John Bornemann Prize in Spanish (1976)
For superior performance in the first- or second-year language courses.

Carolina Marcial-Dorado Fund (1953)
For a student from Spain, or to a Spanish major continuing graduate studies in the United States or abroad, or to a student who is majoring in Spanish.

Eugene Raskin Prize
For the best essay in fourth-term Spanish.

Clara Schifrin Memorial Spanish Prize (1998)
For an outstanding student of Spanish and Latin American Cultures in courses above the level of Spanish 1204.

Spanish Prize (1959)
For a Spanish major who has done the most distinguished work in Spanish language and literature.

Ucelay Recitation Prize
For the best recitation of a poem or dramatic passage in Spanish.

Susan Huntington Vernon Prize (Seven Colleges)
For the best original essay written in Spanish by a senior whose native language is not Spanish.

THEATRE
Kenneth Janes Prize in Theatre (1987)
For a Barnard junior or senior who has contributed notably to the theatre program of the Minor Latham Playhouse.

WOMEN'S STUDIES
Bessie Ehrlich Memorial Prize (1980)
For an oral history project concerning a female relative of a preceding generation, in conjunction with the Women's Studies Department.

Jane S. Gould Prize (1982)
For an outstanding senior essay by a Women's Studies major.

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STUDENT LIFE & SERVICES

Barnard students soon discover that their classmates are among the principal resources of their undergraduate years. Cosmopolitan in nature, the student population includes residents of nearly every state and some 32 foreign countries as well as those who live within commuting distance. Diversity is one of the few generalizations that can be made safely about Barnard students; a mingling of economic, regional, ethnic, and cultural groups is evident in campus life. Over 90 percent of the students live in College housing and participate in the educational programs, cultural events, and social activities of their residence halls.

Campus Organizations
Resident Life
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Campus Organizations

Student Government and Campus Organizations

Student participation in the governance of the College and in shaping student life on campus is a time-honored tradition at Barnard. College committees, on which students, faculty, and administrators serve, recommend policy and procedural changes in such areas as curriculum, housing, and college activities. Students are the majority members of Honor Board and Judicial Council. Two students serve as representatives to the Board of Trustees.

All Barnard students are members of the Student Government Association, which elects a representative government and sponsors extracurricular activities and special events reflecting the range of cultural, political, pre-professional, and academic interests of the student body. These groups, more than 80 in all, include theater and vocal music groups, ethnic organizations, language clubs, community service groups, and yearbook staff. The student newspaper, Barnard Bulletin, is published weekly. Students with a variety of talents collaborate to produce Autumn and Spring Festivals featuring concerts, theater and dance performances, art exhibitions, and social events.

Cooperation among Barnard and Columbia groups is common. The majority of clubs and organizations have both Barnard and Columbia student members. Religious organizations and activities with headquarters on the Columbia University campus at Earl Hall encompass nearly every faith and are open to all Barnard students. Urban New York, a joint Barnard-Columbia program, offers unusual opportunities for students, faculty, and staff to experience together the cultural, political, and social life of the city.

Sports and Athletics

The Columbia University/Barnard College Athletic Consortium (Division I of the NCAA) sponsors 15 women’s varsity teams, including archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball. The Athletic Consortium is just one of three in the nation and the only one on a Division I level. Students at Barnard College along with women enrolled at the undergraduate divisions of Columbia University have the opportunity to compete on all university-wide teams. Scheduled competition includes the Ivy League, the metropolitan area, the Eastern region, and national tournaments. Individuals and teams have the opportunity to advance to regional and national competition within the ECAC and NCAA.

For students interested in less competitive programs, the Physical Education Department offers an extensive program of intramurals and recreation. The program features badminton, basketball, floor hockey, indoor soccer, volleyball, open gym time, recreational swimming, sports clubs, open weight room hours, and special events.

Barnard facilities include a swimming pool, the LeFrak Gymnasium, locker rooms, running track, fencing, dance and wellness studios, and a weight room in Barnard Hall, as well as access to tennis courts just one block away in Riverside Park. Barnard students have access to all recreational and athletic facilities of the University as well. The Dodge Fitness Center at Columbia includes the Levien Gymnasium, with a seating capacity of 3,489; the eight-lane Uris Swimming Center; 17 squash and handball courts; a well-equipped training room; and locker rooms and sauna. Women’s intercollegiate and club teams also use outdoor facilities at Baker Field, a 26-acre complex at the northern tip of Manhattan that includes 20,000-seat Wien Stadium with a new synthetic surface, an eight-lane, all-weather NCAA-regulation running track, and practice fields. There are seven composition tennis courts with a tennis clubhouse, a soccer stadium, a softball field, facilities for crew, and a spacious field house.

Honor Code

The Honor Code, instituted at Barnard in 1912, governs all aspects of academic life and is enforced by an Honor Board that has a membership of students and faculty members, advised by the Dean of Studies Office. The Judicial Council of undergraduates, faculty, and administrators recommends disciplinary action for non-academic offenses and acts on appeals of academic disciplinary sanctions determined by the Honor Board. A more complete explanation of the system may be found in the Student Handbook.

Each student who registers at Barnard agrees to maintain the Honor Code, which states:

http://www.barnard.edu/catalog/stu/campusorgs.php
We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, or to use any papers or books not authorized by the instructor, or to present oral or written work that is not entirely our own, except in such a way as may be approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Library regulations and independent study courses are also governed by the code. Policies and regulations concerning student conduct are recommended by student, faculty, and administrative committees to the appropriate administrators, the President, and the Board of Trustees. Hearing and appeal procedures are also outlined in the Student Handbook.

Enrollment in the College, award of academic credit, and conferral of the degree are subject to disciplinary powers vested by the Barnard Board of Trustees in appropriate officers of instruction, administration, and in College committees.
STUDENT LIFE & SERVICES

Residential Life
Barnard maintains a diversified residence program. Residence options include traditional residence halls, a variety of suite arrangements, and apartments in College-owned buildings on or adjacent to the campus. In a cooperative exchange with Columbia College and the School of Engineering and Applied Sciences, a limited number of Barnard and Columbia juniors and seniors participate in a housing exchange program. In addition, some students live in independent housing they secure in the campus vicinity. The College offers all incoming first-year students the opportunity to elect to live in campus housing. On average, the residential rate among first-year students is 98%, while the average residency rate among upper-class students is 90%.

Facilities
All Barnard College owned or operated residence halls are completely smoke-free. Under the leadership of the Director of Residential Life & Housing, the College provides substantial supervision of student life. This includes area directors, graduate and undergraduate student assistants, 24-hour desk attendant coverage, and regular security guard patrols.

Brooks, Hewitt, Reid, and Sulzberger Halls, or the “Quad,” at the south end of the campus, are operated as a single complex with space for about 920 students. This residential complex provides community amenities, including computer rooms and the Student Store. The first eight floors of Sulzberger Hall, Reid, and Brooks house first-year students, who are assigned to double, triple, and quad rooms. There are also wheelchair-accessible rooms located in the Quad. The “Tower,” floors nine through 16 of Sulzberger Hall, houses seniors in suites with lounges and kitchenettes.

“616” West 116th Street, an apartment-style residence directly across the street from the Quad, provides housing for 200 students in suites of single and double rooms. Each suite has a kitchen and bath.

“600” and “620” West 116th Street are College-owned buildings comprising a majority of student apartments of one to five single or double rooms with kitchen and bath and some apartments for community residents.

Elliott Hall, adjacent to the west side of campus, houses 96 students. Rooms are on common corridors in suites with shared baths, kitchenettes, and lounges.

Plimpton Hall, a suite-style residence hall on Amsterdam Avenue and West 121st Street, a short walk from the main campus, but adjacent to Columbia and Teachers College, provides housing for 280 students in suites of five single rooms. Each suite has a kitchen and bath.

601 West 110th Street has housing for approximately 165 Barnard students (mostly sophomores and juniors) who live in suites and seniors who live in studios. This option provides independent living with an active residential life program.

The newest member of our residential family is Cathedral Gardens. This building is located at 110th St. and Manhattan Ave. This community is the perfect location for mature students who are looking for a tranquil retreat from hectic campus life. It is also well-suited for groups of students with shared interests in community engagement and off-campus work experience and internships. Building residents will find lovely views overlooking Morningside Park or the Morningside Heights neighborhood. CG offers a community lounge, laundry facilities and a 24-hour security desk. Within each apartment, students will enjoy beautiful hard wood floors, new furniture and fixtures, as well as a dishwasher and full refrigerator in every kitchen. The spaces range from four to six-person apartments containing mostly single rooms and some doubles.

Eligibility
Eligibility criteria have been established in order to assign available space on an equitable basis. These regulations may be changed as needed at the discretion of the College, but insofar as possible, the following criteria will determine eligibility:

- A student must be registered for a full academic program. Exceptions may be made upon review of appeals submitted to the Dean of Studies Office and the Director of Residential Life & Housing.

Assignments
Returning upper-class resident students select their rooms on the basis of a lottery number system and room selection process. Incoming first-year students, readmitted upper-class students, and transfer students
are assigned rooms by the Office of Residential Life and Housing.

Requirements
The rules and regulations regarding payments and refunds, and the use and occupancy of rooms are in the "Terms and Conditions of Student Residence in Barnard College Housing," which is given to students selecting College housing and which must be agreed to before they may accept an assignment. This document may be reviewed via the Residential Life & Housing webpage.

Board
The College offers all students meal plans, which include points that may be used in the recently renovated Hewitt cafeteria and in the Java City Cafe. Meal plans (not points) may also be used at Columbia’s John Jay cafeteria for some meals. All first-year students and all residents of the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls) are required to be on a meal plan for the full academic year. Upper-class residents of Sulzberger Tower are not required to be on a meal plan.

Married Students
A married student, as a rule, will not be allowed to remain in College housing with her significant other. They will be subject to financial obligations which pertain to any student who withdraws from the residence halls or from the College during the term.

Financial Aid for Room and Board
All students who live on campus will have their financial aid based on the resident student budget. A student who receives aid from the College based upon the resident budget must live in College housing billed by Barnard. It is the student’s responsibility to notify the Office of Financial Aid when she decides not to reside on campus. Students who decide to live off-campus or commute from home will have their financial aid based on the commuter student budget. No resident student ever receives more financial aid for room and board than the average amount required to cover the costs of living and eating in College residences. This average is based on the cost of a multiple room and the maximum standard meal plan with unlimited meals per term. A student who chooses to reside in a single room must cover the difference between the cost of a single and double room from her own resources.

Resident Assistants
As part of the student support network, students in each residence hall are designated as Resident Assistants to be a campus resource for resident students, to provide referrals to other services, and to aid in residential programming.
STUDENT LIFE & SERVICES

Information Services

Wullman Library

The Barnard Library occupies the first three floors of Adele Lehman Hall; the Archives are located on the tunnel level. The Library's collection includes both print and nonprint resources that are intended to serve the curricular needs of the undergraduate students at Barnard. The Library's Media Services department includes a growing collection of video and audio material in all formats and provides equipment for its use. The Library also provides access to a wide variety of indexes and texts in electronic format. The Library has an especially strong collection in women's studies, including an expanding collection of self-published Zines, that is supplemented by research materials in the Barnard Center for Research on Women.

Special collections in the Library include the Barnard Archives, a collection of official and student publications, letters, photographs and other material that documents Barnard's history from its founding in 1889 to the present; the personal library of Nobel Prize winning Chilean poet Gabriela Mistral; the Overbury Collection of 3,300 books and manuscripts by and about American women authors, and a number of rare books.

During the academic year the Library is open seven days a week providing a full range of services. The Reference Department offers an on-going instructional program, including in-class lectures and individual consultations, designed to help each student develop efficient library and research skills.

In addition to standard print research materials, the Library provides access to many electronic information sources. CLIO is a computerized catalog containing holdings of the entire Columbia University Library system, including Barnard. Students can also search a wide variety of periodical indexes online, an increasing number of full-text news and research databases, and all of the resources of the World Wide Web.

Barnard students have access to all Columbia University libraries, with more than 8 million volumes, as well as to the libraries of Teachers College, Jewish Theological Seminary and Union Theological Seminary. In addition, students may use the many libraries and collections in the metropolitan area, either through public access or special referral.

Academic Technologies — Student Computing

Academic Technologies provides computing resources and services to all Barnard students through the Residential Computing program and in five student computer centers on campus. Residential Computing assists students with computer installations, network connections and basic software applications. Laptop support is provided in the computer labs during scheduled hours. The main computer lab, located in 112 Lehman Hall, houses PCs, Macintoshes, printers and scanners. Full-time staff and student technicians are available in this lab to help with questions, problems and general computing support. Students may also contact the Help Desk by phone, email or in person for computing assistance. Four smaller labs, open 24 hours a day, 7 days a week during the academic year, are located in the Sulzberger, Plimpton, and 616 W. 116th Street residence halls. All computers in the labs provide access to AT-supported software applications and to the internet.

Management Information and Network Services (MINS)

The Department of Management Information & Network Services (MINS) is responsible for managing all aspects of College-wide computer network and software system platforms. These systems encompass e-mail, the World Wide Web and other internet services, database applications, administrative systems, and network infrastructure. The MINS department maintains and ensures the constant availability of Internet access, network connectivity and computing services for Barnard College students, faculty, and staff. MINS also works in conjunction with other college departments to implement administrative applications such as online student services and course registration, faculty online, accounting and finance, and human resources systems.

Barnard Center for Research on Women

http://www.barnard.edu/catalog/stu/informationservices.php 1/18/2008
The Barnard Center for Research on Women promotes a dialogue between feminist scholarship and activism, and serves a community composed of faculty, students, staff, alumnae, community activists, artists, and scholars. Founded in 1971 to deepen Barnard’s longtime commitment to women's equality, the Center has, in recent years, dedicated itself to examining how today's women's movements speak to and further those of the past, as well as the ways in which feminist struggles are inextricably linked to other movements for racial, economic, and social justice around the globe.

The Center accomplishes these goals by offering public lectures and conferences on a wide range of feminist issues and by publishing its tri-annual web journal, “The Scholar and Feminist Online.” These efforts fortify the Center's role of fostering inquiry and advancing knowledge about women and keeping feminist issues at the forefront of college life. They also link Barnard to a diverse range of activist organizations and community groups throughout the city, a listing of which is available in the online BCRW Directory of Women’s and Social Justice Organizations.

Nowhere is this network more visible than in the Center's lively, provocative and engaging programming. Hosting nearly a dozen ongoing series, the Center provides a public forum for intelligent and relevant discussions of women in Judaism, the future of feminism, the politics of women's imprisonment, and feminist responses to today's most controversial issues. Bringing together renowned scholars, artists, and community organizers, the nationally recognized annual “The Scholar and the Feminist” conference, now in its 32nd year, has, in recent years, explored the changing face of activism across generations, international feminist movements, and feminist responses to race and poverty.

Located in Room 101 Barnard Hall, the Center's reading room and Resource Collection, which includes over 120 feminist periodicals, are open to members of the Barnard community and the general public. The Center also houses hundreds of rare, difficult-to-find feminist materials dating back to the early Second Wave of American Women’s Movements. This public archive of fliers, reports, newsletters, pamphlets, and conference programs provides an exciting glimpse into one of the most vibrant moments in the history of activism. In From the Collection, each semester student research assistants curate an online exhibition of the most interesting documents, organizing them around a theme of enduring importance.
STUDENT LIFE & SERVICES

Other Student Services

Career Development

Career Development helps students and alumnae explore, define, and implement career plans. To provide this service the Office has developed programs enabling Barnard women to gain work experience and to become informed about different career opportunities. Both students and alumnae are seen for individual career counseling, and panels and group workshops are given on careers and related concerns. A newsletter informs students about career programs, workshops, internships, entrepreneurship, community service, and special opportunities. The Office collaborates with faculty on the Barnard Leadership Initiative and the NYC Civic Engagement Program. Programs to develop financial fluency and professional skills are offered throughout the academic year and during the Winter Break.

The Career Development website, has interactive capability, describes all programs, provides fact sheets, lists internships and jobs, and enables students to register their career interests and sign up for workshops online.

The Career Development Internship Program provides semester and summer offerings useful for students to clarify their vocational interests through valuable and often professional-level experience. Cultivating an entrepreneurial mindset is supported through the Trust Entrepreneurial Internship Program which provides internship funding, workshops on building entrepreneurial skills, and a business plan competition.

To aid students and alumnae in exploring career areas, the Office also maintains an Alumnae Network Database that lists graduates who are available to discuss their fields, and a library of vocational and graduate school materials. Workshops on specific concerns, such as resume writing and interviewing, are conducted when the College is in session. Students and alumnae may establish permanent recommendation files in the Office for future employment.

Career Development, which is open twelve months a year, has contacts with many potential employers. Students use part-time and temporary job listings for both on- and off-campus jobs, and the Federal Work Study Program is also administered by this Office. Full-time jobs may be viewed on the Internet; access for off-campus viewing is by password obtained through the Office. Seniors are interviewed on campus by corporate and large non-profit organizations offering entry-level professional opportunities through the Programs for Senior Year. An annual not-for-profit career fair is held each spring to connect students with many employers and internship sponsors in that sector. Business suits for interviews and professional meetings can be borrowed from the Office’s Suitable Suits Program.

The Office advises three student-run enterprises—the Barnard Babysitting Agency, the Barnard Bartending and Party Help Agency, and the Barnard Store. These agencies provide excellent managerial experience and create jobs for many students.

Students may establish recommendation files for employment in the Office of Career Development and for graduate and professional study with the recommendations assistants in the Dean of Studies Office. For procedures and policy, the appropriate office should be consulted.

Disability Services

In 1978, Barnard established a program to provide services for students with disabilities which enhance their educational, pre-professional, and personal development. The Office of Disability Services (ODS) serves students with mobility, visual, and hearing impairments, as well as students with hidden disabilities, such as learning disabilities and ADD/ADHD, chronic medical conditions, psychiatric disabilities, and substance abuse/recovery. ODS works with other administrators and members of the faculty to assist students with disabilities in participating in college activities, securing financial aid, scheduling classes and examinations, and planning careers. Mobility aides, readers, notetakers, and other volunteer/paid aides are available through the ODS Accommodative Aide Program. Publications include the ODS manual, "Forms/Policies/Tipsheets" (updated annually), and several services brochures: "What ODS Can Do For You," "Assisting Students with Temporary Disabilities," "A Parent Guide to ODS," "A Brief Overview of Adaptive Technology" and "What We've Learned: Thoughts on Disability from Graduating Seniors to Entering Students". The 504/ADA Access Committee works to reduce architectural, programmatic, and attitudinal barriers at the College; the Barnard Alumnae Involved with Disabilities Network (BAID) provides

http://www.barnard.edu/catalog/stu/otherservices.php
students with access to disabled alumnae in a broad range of careers and serves as an information clearing house on disability-related support in graduate and professional schools.

The buildings on the contiguous campus interconnect and are wheelchair accessible. Maps of the campus showing special features and access routes are available at ODS, as are access maps for both Columbia University and Teachers College. ODS maintains a comprehensive webpage, which includes a monthly newsletter, notices of programs and events, and a special link to university access updates.

**Student Health Services**

Student Health Services provides primary health care, gynecological/women’s health services, and specialist referrals for all registered Barnard students. It also supports the Well-Woman peer education and outreach program and other activities related to a variety of women’s health and wellness issues. The clinical staff consists of full-time and part-time physicians, physician assistants, nurse practitioners, and nurses experienced in college health and women’s health care practice. Health Services collaborates with major New York medical teaching centers to provide advanced clinical training in college health to Adolescent Medicine Fellows.

Health Services at Barnard is available to all Barnard students and is covered by the Comprehensive Fee. There is no per visit charge and visits are unlimited. Entering students must submit a health history and physical forms, which become the basis of the medical records. Barnard Student Health Services closes during college vacations and holidays. During this time, Barnard students may use the Columbia University Health Services for a $60 per visit reimbursable fee. At all times that the college is in session there is a clinician on call nights and weekends for after-hours emergencies. The Student Insurance Plan provides payment towards the cost of treatment of a medical emergency in an outpatient facility when authorized by the clinician on call.

All Barnard students who have paid the Comprehensive Fee are covered by the Basic Accident and Sickness Plan benefits of the Student Insurance Plan for the semester(s) they are registered. The insurance plan provides benefits toward the cost of the following services when ordered by a Barnard staff clinician: (1) hospitalization or emergency room visits for illness or accident; (2) laboratory tests and X-rays; (3) consultations. This basic coverage ($5,000 per illness or accident) is designed to supplement family coverage and pays after any family benefits. The following services are not covered: (1) home visits; (2) ongoing treatment by outside clinicians; (3) dental care (except for treatment of injury to sound, natural teeth). Additional low-cost, optional, supplemental insurance is available and strongly encouraged for those students not covered by family benefits or who have an HMO outside New York City.

For additional information about services, insurance and general health information, students are encouraged to visit the Health Services website. Copies of the Barnard Health Services Handbook and the brochure describing the Student Insurance Plan are available either from the Health Services Office.

**Counseling Services**

The Rosemary Furman Counseling Center provides short-term individual counseling, group counseling, medication evaluations, referral services, and crisis intervention services for all registered Barnard students. Psychologists, psychiatrists, and social workers, along with advanced trainees in these fields, staff the center. Counselors meet with students to address personal concerns that may be large or small, and adhere to a strict confidentiality policy. Counseling staff are on call for evening and weekend emergencies when the College is in session, and also during winter and spring break. Finally, the Counseling staff provides consultation and outreach services to the Barnard community, including programs, workshops, and other events.

**Alcohol and Substance Awareness Program**

The Alcohol and Substance Awareness Program (ASAP) works with the Barnard community to provide drug and alcohol education, prevention, and intervention on campus. Its purpose is to promote the healthy development of students and to encourage students to explore their options and ultimately make choices that are positive for them as individuals.

ASAP offers individual and group counseling ASAP also offers outreach and educational programs on related topics, including: consequences of alcohol use, Barnard norms, women and alcohol, alcohol and relationships, alcohol and stress, abstinence, drug use, safe spring break and media literacy. All ASAP services are confidential and free of charge.

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Well-Woman

Well-Woman, the health promotion and education center at Barnard College, is dedicated to increasing students’ ability to make wise decisions about their health and wellness through a combination of workshops, classes, campus-wide health campaigns, a wellness library, and peer mentoring from trained student volunteers. Peer educators present workshops and events on topics such as nutrition, exercise, relaxation techniques, gynecological health, self-esteem, body image, intimacy, stress, and interpersonal communication. Peer educators and staff are available to talk one-on-one to students about concerns pertaining to wellness, sexuality, and women's health.

The Barnard Columbia Rape Crisis / Anti-Violence Support Center (RC/AVSC)

The Barnard Columbia Rape Crisis / Anti-Violence Support Center (RC/AVSC) is a joint program of Barnard College and Columbia University’s Sexual Violence Prevention and Response Program (SVPRP), a department of CU Health Services. The RC/AVSC is staffed by a licensed psychologist, graduate and undergraduate volunteers, a professional Program Coordinator, and professional advisors from Columbia University and Barnard College.

Programs offered by the RC/AVSC include: peer-counseling and advocacy for survivors and co-survivors, referrals for a variety of on or off-campus services, and workshops which aim to educate students, administrators, and faculty about the dynamics and effects of sexual and relationship violence.

College Activities

The College Activities Office engages each student in advising, programming, and community development using a student-centered approach. The office creates programs, guides students in their own program development, and promotes active and involved citizenship through inter-cultural education and identity and leadership development. College Activities has a ticket booth which offers discounted tickets to Broadway shows, sporting events, movies, and more. There are mini-courses that anyone within the community can take as well as other activities throughout the year.

Multicultural Affairs

Multicultural Affairs is committed to fostering diversity and dialogue at Barnard. The office works closely with the President, trustees, faculty, administrators, and students to cultivate an inclusive and representative campus community. Click here for more information on the Office of Multicultural Affairs.

Commuter Services

The College Activities Office supports the cultural, educational, and social programs designed to enrich commuter life. The Skip Stop Commuter Student Organization sponsors events and services for all commuter students. The McIntosh Student Center is home to the Commuter Lounge and the office for Skip Stop. Additionally, the Office of Residential Life provides information on off-campus living.

Student Records and Information

The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment/FERPA) stipulates that students may have access to their official files and that no transcripts may be issued without their written request. A further explanation may be found in the College Calendar and Student Handbook.

Also in accordance with the Buckley Amendment, Barnard has the right to make public, at its discretion and without prior authorization from the student, the following information: name, class; home or college address and telephone number; e-mail address; major field; date and place of birth; dates of attendance at Barnard; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors and awards received; and previous school most recently attended. The law also gives students the right to place limitations on the release of this information. A student who wishes to do so must file a special form with the Registrar, 107 Milbank, each year by September 15. In practice, the College does not indiscriminately release information about individual students.

Security

The Barnard College Security Department is located just opposite the Main Gate at 117th Street and

http://www.barnard.edu/catalog/stu/otherservices.php
Broadway, in Barnard Hall, Room 104. It is open 24 hours a day, seven days a week, including holidays. Security guards are College employees who are unarmed and do not have law enforcement status. They are, however, authorized to detain and apprehend suspects and to maintain order on campus grounds. The safety and well being of students, faculty, staff, and guests have always been of paramount importance at Barnard. Located on Morningside Heights in Manhattan, we are a community within our neighboring communities: Columbia University and New York City. Separate from them in some ways, but very much a part of them, we have many mutual interests, including that of crime prevention. For more information please visit the Safety and Security website.

Crime Statistics
In compliance with New York State Education Law Article 129-A, crime statistics for the Barnard College campus for the last three calendar years are filed annually with the United States Department of Education and are available for review on their website and on the Barnard College website. In addition, the Advisory Committee on Campus Security will provide, upon request, all campus crime statistics as reported to the United States Department of Education. Requests can be made by contacting the Director of Safety and Security at 854-3362.

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TRUSTEES, FACULTY & ADMINISTRATION

For a listing of the trustees, faculty and administration please click on the links below. To search for an individual use the Barnard directory.

Trustees of Barnard College

Faculty of Barnard College

Name and Endowed Professorships and Directorships

Faculty Emeriti

Administration

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TRUSTEES, FACULTY & ADMINISTRATION

Trustees of Barnard College

Chair
Anna Quindlen

Vice Chairs
Gedale B. Horowitz
Diana T. Vagelos
Rosa Alonso
Hilda G. Applaum
Lee C. Bollinger, ex officio
Jolyne Caruso-FitzGerald
Miriam Goldman Cedarbaum, Trustee Emerita
Lois G. Champy
Lisa Phillips Davis
James M. Dow
Scott C. Evans
Karen M. Fleiss
Joan Freilich
John L. Furth, Trustee Emeritus
William T. Golden, Trustee Emeritus
Patricia F. Green, Trustee Emerita
Helene L. Kaplan, Chair Emerita and Trustee Emerita
Constance A. Krueger, Trustee Emerita
Linda Fayne Levinson
Ronald D. Liebowitz
Eugene R. McGrath, Trustee Emeritus
Cheryl Glicker Milstein
Myra H. Monfort
Eileen L. Moy
Jeanine Plottel
Mary Louise Reid, Trustee Emerita
William Rogers Reid
Gayle F. Robinson, Trustee Emerita
Arthur Ross, Trustee Emeritus
Beth C. Seidenberg
Judith Shapiro, ex officio, President
Elizabeth Yeh Singh
Cynthia Stivers
Maureen Strafford
Zahava B. Straus
Nancy K. Wong
Virginia B. Wright, Trustee Emerita

Faculty Representatives to the Board of Trustees
Lisa Gordis
Lisa Son

Student Representative to the Board of Trustees
Mai Eldib ’08
Deborah Ma ’09

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TRUSTEES, FACULTY & ADMINISTRATION

Faculty of Barnard College
Name and Endowed Professorships and Directorships
Faculty Emeriti

Faculty of Barnard College
Judith Shapiro, 1994, President of Barnard College and Dean in the University, Professor of Anthropology
   B.A., Brandeis University; Ph.D., Columbia University
Elizabeth S. Boylan, 1995, Provost and Dean of the Faculty, Professor of Biological Sciences
   A.B., Wellesley College; Ph.D., Cornell University
Flora S. Davidson, 1973, Associate Provost and Adjunct Associate Professor of Political Science
   A.B., Barnard College; M. Phil., Ph.D., Columbia University
Nadia Abu El-Haj, 2002, Assistant Professor of Anthropology
   B.A., Bryn Mawr College; Ph.D., Duke University
Bashir Abu-Manneh, 2004, Assistant Professor of English
   B.A., University of Haifa, Israel; M.A., University of Warwick, U.K.; Ph.D., University of Oxford, U.K.
Wendi L. Adamek, 2000, Assistant Professor of Religion
   B.A., Ph.D., Stanford University
Jacob Alexander, 2005, Lecturer in Chemistry
   B.S., Tennessee Technological University; M.S., Ph.D., Syracuse University
Gail Archer, 1988, Senior Lecturer in Music and Director of the Barnard-Columbia Chorus
   B.A., Montclair State College; M.A., University of Hartford; M.M., Mannes College of Music; D.M.A., Manhattan School of Music
Severine Autesserre, 2007, Assistant Professor of Political Science
   B.A., Sorbonne University; M.A., Sciences-Po, France; M.A., Columbia University; Ph.D., New York University
Randall Balmer, 1991, Professor of Religion
   B.A., Trinity College; M.A., Trinity Divinity; M.A., Ph.D., Princeton University
Peter D. Balsam, 1975, Professor of Psychology and Samuel R. Milbank Chair
   B.A., SUNY, Stony Brook; M.A., Ph.D., North Carolina University
James G. Basker, 1987, Professor of English and Richard Gilder Professor of Literary History
   A.B., Harvard University; M.A., Cambridge University; D. Phil., Oxford University
Kadambari Baxi, 2005, Associate Professor of Professional Practice in Architecture
   B.A., Center of Environmental Planning and Technology; M.S., Pratt Institute; Masters of Professional Studies, Tisch School of the Arts, New York University
David Allen Bayer, 1987–88; 1990, Professor of Mathematics
   B.A., Swarthmore College; Ph.D., Harvard University
Stephanie Beardman, Jan., 2002, Assistant Professor of Philosophy
   B.A., Vassar College, Ph.D., Rutgers University
Sheri Berman, 2005, Associate Professor of Political Science
   B.A., Yale University; M.A., Ph.D., Harvard University
Lee Anne Bell, 2002, Adjunct Professor of Education and
   The Barbara Silver Horowitz Director of Education
Elizabeth Bernstein, Jan., 2002, Assistant Professor of Sociology
   B.A., M.A., Ph.D., University of California, Berkeley
Matthew R. Birk, 2005, Assistant Professor of Chemistry
   B.S., Rose-Hulman Institute of Technology; Ph.D., University of Michigan
Peter M. Bower, 1986, Senior Lecturer in Environmental Science
   B.S., Yale University; M.A., Queens College; M.P.H., Ph.D., Columbia University
Anne Boyman, 1979, Senior Lecturer in French
   B.A., M.A., Ph.D., Toronto University
Constance Brown, 1980, Lecturer in English and Registrar
   A.B., Barnard College; M.A., Ph.D., Columbia University
André C. Burgstaller, 1977, Professor of Economics

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Licence, University of Geneva; M.A., Toronto University; Ph.D., Columbia University
Hilary S. Callahan, 1999, Assistant Professor of Biological Sciences
B.A., Yale University; Ph.D., University of Wisconsin
Taylor Carman, 1994, Professor of Philosophy
B.A., University of Wyoming; Ph.D., Stanford University
Mark C. Carnes, 1982, Ann Whitney Olin Professor of History
B.A., Harvard University; M.A., Ph.D., Columbia University
Elizabeth A. Castelli, 1995, Professor of Religion
A.B., Brown; M.A., Ph.D., Claremont Graduate School
Collonia Charles, Lecturer in Classics
B.A., St. John's College; M.A., Ph.D., Boston University
Sally Chapman, 1975, Professor of Chemistry
A.B., Smith College; Ph.D., Yale University
Tavius Cheatham, 2001, Associate in Physical Education and Director of the Intramural and Recreation
Program
B.A., Goucher College; M.S., Brooklyn College
Pamela Beth Cobrin, 2002, Lecturer in English, Director of Writing Center and Associate Director of Writing
Program
B.A., University of Delaware; M.A., Brooklyn College; Ph.D., New York University
Mary Cochran, 2003, Associate Professor of Professional Practice in Dance
B.A., State University of New York; M.F.A., University of Wisconsin–Milwaukee
Deborah Coen, 2006, Assistant Professor of History
A.B., Harvard University; M.Phil, Univ of Cambridge; Ph.D., Harvard University
Marina Colacelli, 2005, Assistant Professor of Economics
A.B., Universidad Nacional de Tucuman, Argentina; Ph.D., Harvard University
Peter Tracey Connor, 1991, Associate Professor of French
B.A., Trinity College, University of Dublin; M.A., Ph.D., University of California, Berkeley
Alexander A. Cooley, 2001, Assistant Professor of Political Science
B.A., Swarthmore College; M.A., M.Phil., Ph.D., Columbia University
James Crapotta, 1975, Senior Lecturer in Spanish
B.A., Queens College, CUNY; M.A., Ph.D., Harvard University
Dennis G. Dalton, 1969, Professor of Political Science
A.B., Rutgers University; M.A., University of Chicago; Ph.D., Columbia University
Daniela De Silva, Term Assistant Professor of Mathematics
B.A., University of Naples "Federico II"; Ph.D. Massachusetts Institute of Technology
Wiebke Denecke, 2006, Assistant Professor of Asian and Middle Eastern Cultures
B.A., M.A., George August University, Germany; Ph.D., Harvard University
Patricia D. Denison, 1990, Senior Lecturer in English
B.A., University of Maryland; Ph.D., University of Virginia
Diane K. Dittrick, 1993, Senior Associate in Environmental Science
B.A., Georgian Court College; M.A., Teachers College, Columbia University
Celia Deutsch, 1985, Associate Professor of Religion
B.A., Trinity College (Washington D.C.); M.A., Ph.D., St. Michael's College, University of Toronto
Alan D. Dye, 1995, Associate Professor of Economics
B.A., Texas Tech; M.A., University of Cincinnati; Ph.D., University of Illinois
Margaret R. Ellisberg, 1988, Senior Lecturer in English
B.A., Radcliffe College; M.A., Ph.D., Harvard University
Elizabeth Esch, 2007, Assistant Professor of History and American Studies
B.A., University of Michigan; M.A., Ph.D., New York University
Isabel Estrada, 2003, Term Assistant Professor of Spanish
B.A., Universidad de Sevilla; M.A., University of Michigan; M.Phil., Ph.D., Columbia University
Sharon Everson, 1981, Senior Associate in Physical Education
B.S., Brooklyn College; M.Ed., Temple University
Karen Fairbanks, 1995, Ann Whitney Olin Professor of Professional Practice in Architecture and Chair of the
Program
B.S., University of Michigan, Ann Arbor; M. Arch., Columbia University
Helene Peet Foley, 1979, Professor of Classics
B.A., Swarthmore College; M.A.T., M.A., Yale University; Ph.D., Harvard University
Donlin Foreman, 1996, Associate Professor of Professional Practice in Dance
Buglisi/Foreman Dance Company

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William Alan Gabbey, 1992, Ann Whitney Olin Professor of Philosophy
B.S., Ph.D., Queen's University of Belfast
Lynn Garafola, 2003, Professor of Dance
A.B., Barnard College; M.Phil., Ph.D., City Univ. of New York
Shawn-Marie Garrett, 1999, Assistant Professor of Theatre
B.A., Duke University; M.F.A., Yale School of Drama
Serge Gavronsky, 1960, Professor of French
A.B., M.A., Ph.D., Columbia University
Abosede George, 2007, Assistant Professor of History and Africana Studies
B.A., Rutgers College, M.A., Ph.D., Stanford University
Katie Glasner, 1998, Senior Associate in Dance
B.A., Columbia University
John I. Glendinning, 1996, Associate Professor of Biological Sciences
B.A., Hampshire College; Ph.D., University of Florida
Kaiama Glover, 2001, Assistant Professor of French
B.A., Harvard University; D.E.A., Université de Paris IV, la Sorbonne; M.A., M.Phil., Ph.D., Columbia
Sandra Goldmark, Lecturer in Theatre
B.A., Harvard University; M.F.A., Yale School of Drama
Jessica Goldstein, 2004, Lecturer in Biological Sciences
B.A., Macalester College; Ph.D., Washington Univ.
Lisa Gordis, 1993, Associate Professor of English
B.A., Harvard University; M.A., Ph.D., UCLA
Mary Gordon, 1988, Millicent C. McIntosh Professor in English and Writing
B.A., Barnard College; M.A., Syracuse University
Erk Grimm, 1994, Associate Professor of German
M.A., University of Waterloo; Ph.D., Queen's University
Achsaah Guibbory, 2004, Professor of English
B.A., Indiana University; M.A., Ph.D., UCLA
Owen D. Gutfeud, 2000, Assistant Professor of History and Urban Studies
B.A., Vassar College; M.A., Ph.D., Columbia University
Kim Hall, 2006, Lucyle Hoo Hoo Chair and Professor of English, Director of Africana Studies
B.A., Hood College; Ph.D., University of Pennsylvania
Timothy Halpin-Healy, 1989, Ann Whitney Olin Professor of Physics
A.B., Princeton University; Ph.D., Harvard University
Ross Hamilton, 1996, Associate Professor of English
B.A., Queen's University; M.A., M.Phil., Ph.D., Yale University
Saskia Hamilton, 2003, Assistant Professor of English
B.A., Kenyon College; M.A., New York University
Sharon Harrison, 1997, Associate Professor of Economics
B.A., Tufts University; Ph.D., Northwestern University
John Stratton Hawley, 1986, Ann Whitney Olin Professor of Religion
A.B., Amherst College; M.Div., Union Theological Seminary; Ph.D., Harvard University
Paul Hertz, 1979, Professor of Biological Sciences
B.S., Stanford University; M.A., Ph.D., Harvard University
Larry Heuer, 1990, Ann Whitney Olin Professor of Psychology
B.A., University of Minnesota; M.S., Ph.D., University of Wisconsin, Madison
Anne Higonnet, Jan., 2003, Professor of Art History
B.A., Harvard College; Ph.D., Yale Univ.
Toby B. Holz, 1970, Senior Lecturer in Chemistry
A.B., Barnard College; MAT, Harvard University; Ed.D., Teachers College, Columbia University
Elizabeth W. Hutchinson, Jan., 2001, Assistant Professor of Art History
B.A., Yale University; Ph.D., Stanford University
Maire Jaanus, 1968, Professor of English
A.B., Vassar College; Ph.D., Harvard University
Olympia T. Jebejian, 1969, Senior Associate in Chemistry
B.A., M.S., American University of Beirut
Kimberley S. Johnson, Jan., 2000, Assistant Professor of Political Science
B.A., M.A., M.Phil., Ph.D., Columbia University
Isabelle Jouanneau-Fertig, 1987, Senior Associate in French
B.A., M.A., Université de Paris
Natalie B. Kampen, 1988, Professor of Women's Studies and the Barbara Novak '50 Professor of Art
History
B.A., M.A., Pennsylvania; Ph.D., Brown University
Mara Kashper, 1989, Senior Associate in Russian
M.A., Leningrad State
Jennie A. Kassanoff, 1994, Associate Professor of English
A.B., Harvard University; M.Litt., Jesus College, Oxford University; Ph.D., Princeton University
Laura E. Kay, 1991, Professor of Physics
B.A., Stanford University; M.S., Ph.D., University of California
Joel B. Kaye, 1992, Professor of History
B.A., University of Wisconsin; M.A., University of Massachusetts; Ph.D., University of Pennsylvania
Tatiana Keis, 1967, Reserve Librarian
A.B., M.L.S., Columbia University
Tovah P. Klein, 1995, Adjunct Associate Professor of Psychology and Director of the Toddler Center
B.A., University of Michigan; M.A., Ph.D., Duke University
Dorothy Y. Ko, 2001, Professor of History
B.A., M.A., Ph.D., Stanford University
Paul Kockelman, 2003, Assistant Professor of Anthropology
B.A., Univ. of California, Santa Cruz; Univ. of Chicago; Ph.D., University of Michigan
Brian Larkin, 1998, Associate Professor of Anthropology
B.A., Birmingham University; M.A., M.Phil., Ph.D., New York University
Leslie Lessinger, 1977, Professor of Chemistry
B.A., M.A., Ph.D., Harvard University
Janna Levin, January 2004, Assistant Professor of Physics and Astronomy
B.A., Barnard College; Ph.D., Massachusetts Institute of Technology
Peter Levin, Jan., 2004, Assistant Professor of Sociology
B.A., Wesleyan University; M.A., University of Southern California; Ph.D., Northwestern University
Xiaobo Lu, 1994, Professor of Political Science
B.A., Sichuan Institute of Foreign Languages, China; M.A., Institute of Foreign Affair Beijing; Ph.D., University of California, Berkeley
Alfred Mac Adam, 1983, Professor of Spanish
B.A., Rutgers College; M.A., Ph.D., Princeton University
John Stedman Magyar, 2007, Assistant Professor of Chemistry
A.B., Dartmouth College; M.S., Ph.D., Northwestern University
Brian J. Mailloux, Jan., 2006, Assistant Professor of Environmental Science
B.A., Johns Hopkins University; M.S., Univ of Minnesota; Ph.D., Princeton University
Katalin Makkai, 2001, Assistant Professor of Philosophy
B.A., McGill U; Ph.D., Harvard University
Kristin Mammen, 2003, Assistant Professor of Economics
B.A., Columbia University; M.A., Ph.D., Princeton University
Kimberly J. Marten, 1997, Professor of Political Science
A.B., Radcliffe College; Ph.D., Stanford University
Laura Mason, 1992, Senior Associate in Physical Education
B.A., Brandeis University; M.A., Teachers College, Columbia University; MBA, Simmons School of Management
Maria S. Rivera Maulucci, 2004, Assistant Professor of Education
B.S., Barnard College; M.S., Yale University
Robert A. McCaughey, 1969, Professor of History and the Janet H. Robb Chair in the Social Sciences
A.B., University of Rochester; M.A., University of North Carolina; Ph.D., Harvard University
Rachel McDermott, 1994, Associate Professor of Asian and Middle Eastern Cultures
A.B., University of Pennsylvania; M.Div., Harvard Divinity School; A.M., Ph.D., Harvard
Dusa McDuff, Visiting Helen Lyttle Kimmel '42 Professor of Mathematics
B.S., University of Edinburgh; Ph.D., University of Cambridge
Wendy McKenna, 1980, Adjunct Associate Professor of Psychology
B.A., Antioch; Ph.D., CUNY
Perry G. Mehring, 1987, Professor of Economics
B.A., Harvard University; M.Sc., London School of Economics; Ph.D., Harvard University
Dina C. Merrer, 2001, Assistant Professor of Chemistry
B.A., Smith College; Ph.D., Rutgers University
Nara Milanich, 2004, Assistant Professor of History
B.A., Brown University; M.A., Ph.D., Yale University
John Miller, 2003, Associate Professor of Professional Practice in Art History
Barnard College, Online Course Catalogue

BFA, Rhode Island School of Design; MFA, California Institute of the Arts
Monica L. Miller, 2001, Assistant Professor of English
B.A., Dartmouth College; Ph.D., Harvard University
Kristina Milnor, 1998, Associate Professor of Classics
B.A., Wesleyan University; Ph.D., University of Michigan
Debra C. Minkoff, 2005, Professor of Sociology
B.A., Brandeis University; M.A., Ph.D., Harvard University
Lorraine C. Minnite, Jan. 2000, Assistant Professor of Political Science
B.A., Boston; M.A., M.Phil., Ph.D., CUNY
Nelson J. Moe, 2000, Associate Professor of Italian
B.A., Wesleyan; Ph.D., Johns Hopkins
David Moerman, 1998, Associate Professor of Asian and Middle Eastern Cultures
A.B., Columbia University; Ph.D., Stanford University
Brian R. Morton, 1995, Associate Professor of Biological Sciences
B.S., University of Toronto; Ph.D., University of California, Riverside
Irene Motyl-Mudretzkyj, 1998, Senior Associate in German
B.A., M.A., University of California, Santa Barbara
Patricio Keith Moxey, 1988, Professor of Art History
B.A., University of Edinburgh; M.A., Ph.D., University of Chicago
Jose C. Moya, 2005, Professor of History
B.A., Kean University; M.A., Ph.D., Rutgers University
Reshmi Mukherjee, 1997, Professor of Physics
B.S., Presidency College, University of Calcutta; M.A., M.Phil., Ph.D., Columbia
Lalith Munasinghe, 1997, Associate Professor of Economics
B.A., Princeton University, B.A., Cambridge University; M.A., M. Phil., Ph.D., Columbia University
Catharine T. Nepomnyashchy, 1987, Ann Whitney Olin Professor of Slavic
B.A., M.A., Brown University; M.Phil., Ph.D., Columbia University
Frederick Neuhausser, 2003, Viola Manderfeld Professor of German & Professor of Philosophy
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B.S., M.A., University of Adelaide; Ph.D., University of Bonn, Germany
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A.B., M.A., NYU; Ph.D., University of Bologna, Italy
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B.A. Barnard College; M.A., Teacher’s College, Columbia University
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B.A., Cambridge University; M.A., Ph.D., Columbia University
Catherine H. O’Neil, 2005, Assistant Professor of Mathematics
B.S., University of California, Berkeley; Ph.D., Harvard University
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B.A., University of Illinois-Chicago; M.S., Carnegie Mellon University; Ph.D., Stanford University
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B.S., Pennsylvania State University, M.S., West Chester University of Pennsylvania
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B.A., Colgate; Ph.D., Massachusetts Institute of Technology
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American
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B.A., Yale University; M.A., Middlebury College; D.Phil., Oxford
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B.A., Yale University; M.A., Ph.D., Columbia University
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Foreign Studies University; Ph.D., New York University
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Javier Perez Zapatero, 2007, Associate in the Department of Spanish and Latin American Cultures
B.A., M.A., University of Granada, Spain

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James G. Basker, Professor of English
Helen Goodhart Altschul Professor
Anne Lake Prescott, Professor of English
Alena Wels Hirschorn ’58 Chair in Economics

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Dusa McDuff, Visiting Professor of Mathematics
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TBA

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Jeanne Poindexter, Ph.D., 1991-2007, Professor Emerita of Biological Sciences

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COURSE CATALOGUE

COURSE LISTINGS
We invite you to use this interactive and searchable catalogue for program planning. You will find current information for all courses offered at Barnard, along with links to Columbia courses, the University Directory of Classes and departmental websites.

The Curriculum
Listing of courses in this catalogue is not a guarantee of their availability, and the College may revise its degree requirements from time to time.

Reading the Course Listings
Autumn term courses are followed by an x; spring term courses are followed by a y.

Indivisible Barnard courses that run throughout the year are marked with a dash between the numerals (e.g., SPAN V1101–V1102). The first semester of elementary language, whether taken at Barnard or elsewhere, normally does not receive degree credit unless the second semester is completed. However, a single exception to this rule is allowed upon written request to the Registrar.

Certain courses are offered in both Autumn and Spring terms and may be taken in either term.

The following alphabetical prefixes designate the division of the university for whose students the course is primarily offered or indicate joint courses.

- BC – Barnard College
- C – Columbia College
- F – School of General Studies
- G – Graduate School of Arts and Sciences
- H – Columbia University in Paris
- R – School of the Arts
- S – Summer Session
- V – Joint undergraduate course (Barnard with Columbia College and/or the School of General Studies)
- W – Other inter-faculty course

The level of the course is generally as follows:
1000–3999 Undergraduate
4000–4999 Advanced undergraduate and first-year graduate
5000–6999 Graduate, normally not open to undergraduates
Africana Studies
326 Milbank Hall
www.barnard.edu/africana

This program is supervised by the Committee on Africana Studies:

Director of Africana Studies: Kim F. Hall (Professor of English)
Professor of French: Serge Gavronsky
Professor of Anthropology: Lesley Sharp
Assistant Professor of Anthropology: Brian Larkin
Assistant Professor of Dance: Paul Scolieri
Assistant Professor of English: Bashir Abu-Manneh
Assistant Professor of English: Monica Miller
Assistant Professor of French: Kaima Glover
Senior Associate of English: Quandra Prettyman

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.html

The Africana Studies major offers an interdisciplinary, comparative approach to the study of the history, politics, cultures, literatures, and experiences of peoples of African origin in Africa and the African diaspora. In addition to fulfilling the requirements, students focus on a central subject, theme, or set of questions.

In consultation with the program director, each student chooses an adviser from among several departments and works closely with both to define a thematic concentration within the major.

Themes might include Gender and Africa; the Multicultural Caribbean; Media and Social Change; Culture and Politics in the African Diaspora; Prisons and Globalization; Literature, Arts, and National Identity.

A series of required courses spanning the disciplines, the junior colloquium, and the directed research provide a solid foundation for interdisciplinary study. The major offers training in methodology as well as in the use of primary and critical materials, and lays the foundation for the research and writing of a senior thesis.

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Africana Studies
326 Milbank Hall
www.barnard.edu/africana

REQUIREMENTS FOR THE MAJOR

I. Introductory Courses: Two-semester sequence (preferably to be taken before the junior year):

   AFRS BC 3004x Introduction to Africana Studies: Africa Past, Present and Future
   AFRS BC 3006y Introduction to Africana Studies: The African Diaspora

II. Language: Each student must demonstrate proficiency in any of the languages of Africa or the diaspora (in addition to English) by completing at least the fourth semester of that language, or its equivalent. This requirement is not in addition to the general foreign language requirement.

III. Harlem: Each student will take a course on Harlem, chosen from among the offerings at Barnard or Columbia.

IV. Electives: Each student will, with the approval of the program director, select five electives which focus on a central subject, theme, or set of questions. Of these five, at least two must be on Africa and at least one must be on the African Diaspora. At least one course must be in the humanities, and one in the social sciences, and these courses can overlap with the courses on Africa and the African Diaspora.

V. One Semester Junior Colloquium in Africana Studies:

   AFRS BC 3110 Colloquium: Issues in the Studies of the African Worlds

VI. Senior Thesis: AFRS BC 3989x and AFRS 3989y Senior Seminar, a two-semester program of interdisciplinary research leading to the writing of the senior essay. In some cases, a senior seminar in one of the departments contributing to the program may be substituted for the first semester of the Senior Thesis.

No minor is offered in Africana Studies.

Printable Version
Courses of Instruction

AFRS BC 3004x Introduction to Africana Studies: Africa Past, Present and Future

Interdisciplinary and thematic approach to the study of Africa, moving from pre-colonial through colonial and post-colonial periods to contemporary Africa. Focus will be on its history, societal relations, politics and the arts. The objective is to provide a critical survey of the history as well as the continuing debates in Africana studies.

- A. George

3 points

AFRS BC 3005y Introduction to Africana Studies: The African Diaspora

Interdisciplinary and thematic approach to the African diaspora in the Americas: its motivations, dimensions, consequences, and the importance and stakes of its study. Beginning with the contacts between Africans and the Portuguese in the 15th century, this class will open up diverse paths of inquiry as students attempt to answer questions, clear up misconceptions, and challenge assumptions about the presence of Africans in the "New World."

3 points

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<th>Course Number</th>
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<td>AFRS 3006</td>
<td>07625 001</td>
<td>MW 4:10p - 5:25p 903 Altshul Hall</td>
<td>M. Soumahoro</td>
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AFRS BC 3100y (Section 01) Medicine and Power in African History

Examines medical discourse and practice in Africa, emphasizing relationships between power and medical knowledge. Topics include: medicine and imperialism, representing "the sick African" and the politics of AIDS in contemporary Africa.

- C. Cynn

General Education Requirement: Social Analysis (SOC).
4 points

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<td>08247 001</td>
<td>Tu 11:00a - 12:50p 809 Altshul Hall</td>
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AFRS BC 3110y Junior Colloquium: Black Baghdad: How Haiti's Story Tells the West

Looking at a variety of literary texts from France, the United States, and the Caribbean, students will consider the manner in which Haiti has been configured to meet the discursive needs and fill the racial fantasies of the colonial and postcolonial "Western" world.

- K. Glover

General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).
4 points

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<td>Tu 4:10p - 6:00p 22 Lehman Hall</td>
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AFRS BC 3110x Junior Colloquium: Post Colonialism & Beyond

This junior colloquium introduces students to the origins and development of postcolonial theory, to the historical and political contexts in which postcolonial theory emerged, and to some of the central historical texts and debates in postcolonial studies. Among other topics, we will examine the Marxist analysis of imperialism; race and/or the negritude and the indigène movements; decolonization, nationalism, and gender; the critique of Orientalism; and feminism, the postcolonial state, and globalization.
4 points
AFRS BC 3120y History of African-American Music

A broad survey of the development of African-American popular music styles. Utilizes both historical and ethnomusicological methodologies to examine sacred and secular musics of slave communities, blues, gospel, rhythm & blues, soul, funk, and hip-hop. Analyzes social, cultural, and political issues and movements, and their impact on the development of various musical elements.

- W. Lowe

General Education Requirement: The Visual and Performing Arts (ART).
3 points

AFRS BC 3144y Black Theater


- P. Cobrin

4 points

AFRS BC 3148x Literature of the Great Migration

(Also ENGL BC 3148) An examination of fiction, poetry, essays and films about the Great Migration (1910-1950) of African-Americans from the rural South to the urban North, focusing on literary production in New York and Chicago. (This course satisfies the Harlem Requirement for the Africana Studies major).

3 points

AFTH BC 3150y Race and Performance In The Caribbean

Analysis of the shifting place and perception of Afro-Caribbean performance in Caribbean societies. Taking a cross-cultural approach examines performance through the lens of ethnography, anthropology, music and literary criticism.

- M. Horn

Prerequisites: Permission of the instructor. Sophomore Standing. Enrollment limited to 18 students. General Education Requirement: The Visual and Performing Arts (ART).
4 points

AFRS BC 3560x Human Rights and Social Change in Sub-Saharan Africa

Examines the evolution of the ideas, institutions and practices associated with social justice in Africa and their relationship to contemporary international human rights movement and focuses on the role of human rights in social change. A number of themes will re-occur throughout the course, notably tensions between norms and reality, cultural diversity, economic and political asymmetries, the role of external actors, and women as rights providers. Countries of special interest include Liberia, Senegal, South African and Tanzania.

- J. Martin

Prerequisites: Permission of the instructor. General Education Requirement Reason and Value
4 points

AFRS BC 3998x-BC3999y Senior Seminar
A two-semester program of interdisciplinary research leading to the writing of the senior essay. Senior Seminar is not an independent study, but a structured seminar on methodology and criticism, which in the first semester results in an approved and substantial thesis proposal and annotated bibliography, and in the second semester produces the final thesis. In some cases, a senior seminar in one of the departments contributing to the program may be substituted for the first semester of the Senior Thesis.

- K. Hall
- 8 points

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[ More Info ]

Cross-Listed Courses

Art History and Archaeology

- W3209 Contemporary African Art
- W3780 African American Artists in the 20th and 21st Centuries
- BC3948 The Visual Culture of the Harlem Renaissance
- W4075 Arts of Africa

American Studies

- W3931 Topics in American Studies: Equity in American Higher Education

Anthropology (Barnard)

- V1002 The Interpretation of Culture
- V2010 Major Debates in the Study of Africa
- V3160 The Body and Society
- V3860 Gender, Culture, and Human Rights
- V3943 Youth and Identity Politics in Africa
- W3945 The Ethnographic Problem in Ethnic Studies

Anthropology

- V3926 Rewriting Modernity: Transculturation and the Postcolonial Intellectual
- V3977 Trauma
- V3983 Ideas and Society In the Caribbean
- V3988 Race and Sex in Science and Social Practice
- W4001 The Ancient Empires

Institute for Research in African-American Studies

- C1001 Introduction to African-American Studies
- C3320 Ethnography and the Urban Community
- C3930 Topics in the Black Experience: Transgressing Black Female Gendered-Sexualities
- C3930 Topics in the Black Experience: Islam in the African-American Experience
- C3935 Black Intellectuals: Pan-Africanism and Internationalism, 1900-1975
- G4080 Topics in the Black Experience: The Culture of Freedom-Quilombos, Palenques and Maroon
Societies in the Americas
G4080 Topics in the Black Experience: Re-Inventing Malcolm X Seminar
G4080 Topics in the Black Experience: Race & the Death Penalty
G4080 Topics in the Black Experience: Caribbean Literature

Art History (Barnard)
BC3941 Contemporary African Photography and Video
BC3948 The Visual Culture of the Harlem Renaissance

Comparative Ethnic Studies
W1012 History of Racialization in the United States
W3200 Migration, Gender, and Race in the Global Americas
W3925 Comparative Social Formation in Urban Space
W3943 Urban Ethnography

Dance (Barnard)
BC2580 Tap as an American Art Form
BC3570 Latin American and Caribbean Dance: Identities in Motion
BC3578 Traditions of African-American Dance
BC3980 Performing the Political: Embodying Change in American Performance

English & Comparative Literature
W3300 Black Paris
W3400 African American Literature, I
W3401 African American Literature, II
W3733 Race, Masculinity, and American Film (Seminar)
W3934 The Harlem Renaissance (Seminar)

English (Barnard)
BC3140 Seminars on Special Themes: Explorations of Black Literature: Early African-American Lit. 1760-1890
BC3190 Global Literature in English
BC3196 Home to Harlem: Literature of the Harlem Renaissance
BC3992 Senior Postcolonial Literature Seminar: The Literature of the Middle Passage
BC3997 Senior Seminars Studies in Literature: The Enlightenment and the African Diaspora: Slavery in English Literature 1680-1820

French and Francophone Studies
W3421 Introduction To French and Francophone Studies, II

French (Barnard)
BC3070 Négritude
BC3071 Major Literary Works of the French-Speaking World
BC3072 Francophone Fiction: Unhomely Women of the Caribbean
BC3073 Africa in Cinema

French and Romance Philology
- W3421 Introduction To French and Francophone Studies II
- W3504 Cultural Studies: Islam and/in France
- W3690 Writing/Rewriting the Caribbean

History
- W3540 History of the South
- W3760 Main Currents in African History
- W3762 South Africa in the Nineteenth and Twentieth Centuries
- W3764 History of East Africa, 1850-Present
- W3772 West African History
- W4429 Telling About the South
- W4434 The Atlantic Slave Trade
- W4518 Slavery and Emancipation in the United States
- W4531 Migration and Ethnicity in U.S. History
- W4767 Apartheid and its Afterlife: History and Memory in 20th Century
- W4988 The African Diaspora in the Atlantic World

History (Barnard)
- BC1760 Introduction to African History: 1700-Present
- BC3160 Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism
- BC3980 World Migration
- BC4402 Selected Topics in American Women's History
- BC4546 The Fourteenth Amendment and Its Uses
- BC4763 Children and Childhood in African History

Italian
- W4150 Imagining Africa: Italian Colonialism and its Legacy

Jazz Studies
- W4900 Topics in Jazz Studies: Jazz and the Literary Imagination

Music
- W4540 Histories of Post-1980's Jazz

Political Science (Barnard)
- BC3810 Colloquium on Aid, Politics & Violence in Africa
- W4445 Politics of the Middle East and North Africa

Political Science
- W3619 Nationalism and Contemporary World Politics
- W3921 -W3922 Seminar In American Politics
W3951-W3952 Seminar in Comparative Politics

Religion (Barnard)
V3650 Religion and the Civil Rights Movement
W4630 African-American Religion

Sociology (Barnard)
V3235 Social Movements
V3247 The Immigrant Experience, Old and New

Theatre (Barnard)
BC3144 Black Theatre

Urban Studies
V3410 Race, Ethnicity, and Immigration in Urban America

Women's and Gender Studies
BC3121 Black Women in America

Women's Studies (Barnard)
BC3121 Black Women in America
BC3134 Unheard Voices: African Women's Literature
V3312 Theorizing Women's Activism
BC3902 Gender, Education, and Development
W4305 Feminist Postcolonial Theory
American Studies
413 Barnard Hall
854-5649
www.barnard.edu/amstud

This program is supervised by the Committee on American Studies:

Associate Professor of English: Jennie Kassanoff (Director)
Assistant Professor of Anthropology: Severin Fowles
Assistant Professor of Art History: Elizabeth Hutchinson
Professor of Economics: David Weiman
Professor of English: William Sharpe
Associate Professors of English: Lisa Gordis, Jennie Kassanoff
Assistant Professor of English: Monica Miller
Professors of History: Mark C. Carnes, Robert A. McCaughey, Rosalind Rosenberg, Herbert Sloan
Assistant Professors of History: Elizabeth Esch, Owen Gutfreund
Professor of Religion: Randall Balmer
Professor of Sociology: Jonathan Rieder

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.html

The American Studies Program offers an interdisciplinary major for students who want to study the society and culture(s) of the United States and its borders by focusing on a central subject, theme, or set of questions.

Printable Verison

REQUIREMENTS FOR THE MAJOR

Themes
In consultation with the program director, each student chooses an adviser from among several departments and works closely with the program director and her adviser to define a thematic concentration within the major. For example, a student might define her concentration as:

Gender and American Culture
The Asian-American Experience
Race, Ethnicity, and National Identity
Mass Media and Social Change In American Society
Culture and Politics in 20th-Century America
19th-Century American History and Literature
Community in American Society

Required courses in American history and literature, as well as the junior colloquium and senior seminar, offer a solid foundation for interdisciplinary study.

Prospective majors must see the program director for more information about structuring concentrations and for help in selecting an adviser. The program director can provide examples of possible programs and access to a file of syllabi from American Studies courses in other departments. Both Barnard and Columbia College courses will satisfy major requirements.

Printable Version

Barnard Catalogue 2007-2008

http://www.barnard.edu/catalog/depts/amsb_p.php
Courses of Instruction

AMST BC 3401x Colloquium in American Studies: Cultural Approaches to the American Past

An introduction to the theoretical approaches of American Studies, as well as the methods and materials used in the interdisciplinary study of American society. Through close reading of a variety of texts (e.g., novels, films, essays), we will analyze the creation, maintenance, and transmission of cultural meaning within American society.

- J. Kassanoff

General Education Requirement: Social Analysis (SOC).
4 points

AMST BC 3450x Women and Leadership

An examination of the social conditions and linguistic practices that have shaped the gendering of power in the United States and around the world over the past century. Through examples drawn from education, labor, civil rights, business, and politics, we will explore leadership in varying racial, class, and regional contexts.

Prerequisites: Permission of instructor. Limited to 15. General Education Requirement: Historical Studies (HIS).
4 points

AMST BC 3703x-BC3704y Senior Seminar

Individual research on topic related to major thematic concentration and preparation of senior thesis.

Prerequisites: Enrollment limited to senior majors.
4 points

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<td>530 Altschul Hall</td>
<td>J. Kassanoff</td>
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AMST BC 3999x and y Independent Research
3-4 points.

Cross-Listed Courses

Africana Studies (Barnard)

BC3006 Introduction to Africana Studies: The African Diaspora
BC3120 History of African-American Music
BC3144 Black Theater
BC3148 Literature of the Great Migration

Anthropology (Barnard)

V2005 Ethnographic Imagination
V3044 Symbolic Anthropology
V3300 Pre-Columbian Histories of Native America
BC3888 Ethnographic Field Research in New York City
V3903 The Ethnoarchaeology of Cities
V3904 Native Americans and Europeans
V3918 Asian-American Communities
V3950 Anthropology of Consumption
V3954 Bodies and Machines
V3990 The Culture of Public Art and Display in NYC
V3980 Nationalism: History and Theory
W4225 Black Movements in the United States

Architecture (Barnard)

V3114 Making the Metropolis: Urban Design and Theories of the City since 1850

Art History (Barnard)

BC3850 Native American Art I
BC3851 Native American Art II
BC3873 History of Photography
BC3948 The Visual Culture of the Harlem Renaissance
BC3951 Contemporary Art and the Public Sphere
BC3952 Art and Mass/Popular/Everyday Culture: 1850 to the Present

Comparative Literature (Barnard)

V3660 Mafia Movies: From Sicily to The Sopranos

Dance (Barnard)

BC2565 World Dance History
BC2566 Western Theatrical Dance from the Renaissance to the 1960s
BC2570 Dance in New York City
BC2575 Choreography for the American Musical
BC2580 Tap as an American Art Form
BC3570 Latin American and Caribbean Dance: Identities in Motion
BC3574 Seminar on Contemporary Choreographers and Their Works
BC3575 George Balanchine and the Reinvention of Modern Ballet
BC3577 Performing the Political: Embodying Change in American Performance
BC3578 Traditions of African-American Dance
BC3980 Performing the Political: Embodying Change in American Performance

Economics (Barnard)

BC3011 Inequality and Poverty
BC3012 Economics of Education
BC3013 Economic History of the United States
BC3019 Labor Economics
BC3039 Environmental and Natural Resource Economics
BC3270 Topics in Money and Finance
BC3275 Financing Democracy: Problems and Proposals

Education (Barnard)

BC2032 Contemporary Issues in Education
BC3050 Science in the City
English (Barnard)

BC3139 Modern American Drama and Performance
BC3140 Seminars on Special Themes: Explorations of Black Literature: Early African-American Lit. 1760-1890
BC3140 Women and Theatre
BC3179 American Literature to 1800
BC3180 American Literature, 1800-1870
BC3181 American Literature, 1871-1945
BC3183 American Literature since 1945
BC3184 House and Home in American Culture
BC3185 Modern British and American Poetry
BC3196 Home to Harlem: Literature of the Harlem Renaissance
BC3997 Senior Seminars Studies in Literature: Reading and Writing Women in Colonial America
BC3997 Senior Seminars Studies in Literature: Toni Morrison
BC3998 Senior Seminars Studies in Literature: Film: The Men in the Crowd/The Woman of the Streets
BC3998 Senior Seminars Studies in Literature: The Family in Turn-of-the-Century American Fiction
W4670 Film Studies: American Film Genres

Environmental Science (Barnard)

BC3040 Environmental Law

Human Rights Studies (Barnard)

V3001 Introduction to Human Rights
BC3210 Literature and Human Rights in the Americas

History (Barnard)

BC1401 Survey of American Civilization to the Civil War
BC1402 Survey of American Civilization Since the Civil War
BC3413 The United States, 1940-1975
BC3414 The United States in the World
BC3423 The Constitution in Historical Perspective
BC3424 Approached by Sea: Early American Maritime Culture
BC3457 A Social History of Columbia University
BC3466 American Intellectual History Since 1865
BC3494 Era of Independence in the Americas
BC3525 20th Century Urbanization in Comparative Perspective
BC3570 Alma Mater: A Social History of American Universities and Colleges
BC4402 Selected Topics in American Women's History
BC4468 American Women in the 1920s
BC4542 Education in American History
BC4543 Higher Learning in America
BC4546 The Fourteenth Amendment and Its Uses
BC4592 Maritime History Since the Civil War

Music

V2010 Rock
V2016 Jazz
V3132 John Cage and the New York School
V3163 Sonic texts of the Black Atlantic
V3165 Jazz and improvised music after 1950
V3168 The American musical
V3395 Listening to Hip-Hop
W4540 Histories of Post-1960's Jazz

Philosophy (Barnard)

V3720 Ethics and Medicine

Political Science (Barnard)

BC1001 Dynamics of American Politics
BC3055 * Colloquium on Political Violence and Terrorism
BC3200 American Political Development, 1789–1990
BC3230 The Political Economy of Regionalism in the U.S.
BC3300 * Colloquium on Political Participation and Democracy
BC3301 * Colloquium on Women as Voters, Candidates and Leaders
BC3302 * Colloquium on First Amendment Values
BC3305 * Colloquium on the Politics of Urban Policy
V3313 American Urban Politics
BC3326 * Colloquium on Civil Rights and Liberties
BC3327 * Colloquium on Content of American Politics
BC3329 * Colloquium on American Political Thought
BC3331 * Colloquium on American Political Decisionmaking
BC3335 Mass Media and American Democracy
BC3336 Workshop in Mass Media and Politics
W4311 American Parties and Elections
W4316 The American Presidency
W4321 The Constitutional Law of Presidential-Congressional Relations
W4414 Making Democracy Work

Religion (Barnard)

V3602 Religion and American Culture I
V3603 Religion and American Culture II
V3610 Religion and American Film
V3650 Religion and the Civil Rights Movement
V3651 Evangelicalism
V4610 Science, Nature, and Religion in 20th Century America
V4620 Religious Worlds of New York
V4630 African-American Religion
V4640 Religion in the American Public Sphere
V4650 Religion and Region in North America
V4660 Religious History of New York
V4670 Native American Religions
V4721 Religion and Social Justice
V4803 Religion versus the Academy

Religion

W4670 Native American Religions

Sociology (Barnard)

BC1003 Introductory Sociology
BC3204 Social Theory and Cultural Diversity
BC3206 Race, Culture, and Identity in the Contemporary United States
V3208 Unity and Division in the Contemporary United States: A Sociological View
V3213 Culture in Contemporary America
BC3220 Masculinity: A Sociological View
BC3227 The Sociology of U.S. Economic Life
V3235 Social Movements
W3302 Sociology of Gender
BC3318 The Sociology of Sexuality
V3324 Poverty, Inequality, and Policy: A Sociological Perspective
V3901 The Sociology of Culture
BC3902 Institutional Analysis in Organizations
BC3905 Funding Social Change: A Research Practicum
B3906 Conservatisms
BC3906 Conservatisms
BC3907 Communities and Social Change
BC3908 Transnational Social Movements

Sociology

V3225 Sociology of Education
V3247 The Immigrant Experience, Old and New
V3270 Sociology of Mass Media and Popular Culture
V3330 Asian American Gender and Sexuality

Spanish and Latin American Cultures (Barnard)
BC3120 Twentieth-Century Puerto Rican Literature
BC3143 Literature of the Spanish Caribbean
BC3205 Hispanic Gay and Lesbian Representations in the Literatures of the Americas

Theatre (Barnard)

BC3139 Modern American Drama and Performance
BC3140 Women and Theatre

Urban Studies

V3310 Science and Technology in Urban Environments
V3410 Race, Ethnicity, and Immigration in Urban America
V3525 Twentieth-Century Urbanization In Comparative Perspective
V3545 Junior Colloquium: the Shaping of the Modern City
V3546 Junior Colloquium: Contemporary Urban Issues
V3550 Community Building and Economic Development
V3560 The Urban Planning Process: Land-Use Planning in the U.S.
BC3590 Theorizing Civic Engagement
V3610 The City in Film
V3920 Social Entrepreneurship

Women's Studies (Barnard)

V1001 Introduction to Women’s and Gender Studies
V3111 Feminist Texts I
BC3120 Litany for Survival: Lesbian Texts
BC3121 Black Women in America
BC3136 Asian American Women
BC3144 Minority Women Writers in the United States
W4300 Advanced Topics in Women's and Gender Studies: Gender and War
W4302 Advanced Topics in Women's and Gender Studies: The Search for Self - 20th Century U.S. Jewish Women Writers, Part II: 1939 - Present
W4303 Gender, Globalization, and Empire
W4304 Advanced Topics in Women's and Gender Studies: Gender and HIV/AIDS
W4307 Advanced Topics in Women's and Gender Studies: Sexuality and the Law
W4308 Advanced Topics in Women's and Gender Studies: Sexuality and Science
Ancient Studies  
216 Milbank Hall  
www.barnard.edu/classics

This program is supervised by the Committee on Ancient Studies:

Professor of Classics: Helene Foley  
Associate Professor of Classics: Kristina Milnor  
Assistant Professor of Classics (Columbia): Elizabeth Irwin (Representative for Columbia)  
Assistant Professor of Classics: Katharina Volk (Representative for Columbia)  
Professor of History (Columbia): William Harris

For a complete list of faculty on leave see:  
http://www.barnard.edu/provost/facleave_list.html

Ancient Studies is designed to allow the student to explore various aspects of the ancient Mediterranean and Mesopotamian cultures while concentrating on one of these major civilizations. By studying these cultures in several academic disciplines the student will acquire a general knowledge and a context for her area of specialization. At Barnard and in the University a very large number of courses pertaining to antiquity are offered each year, and the program prepares an annual list to aid students in making their selections. This list may be obtained from the Representative for Barnard or the Barnard Classics website.

Printable Version

REQUIREMENTS FOR THE MAJOR

Each student, after consultation with the Representative for Barnard, chooses an adviser whose field is closely related to her own and with whom she will do her senior reading. The programs of all the students are reviewed by the Ancient Studies Committee in order to maintain control and a sense of collective enterprise.

A total of 36 points are required in the major, including at least four courses in one geographical area or period; courses in at least three departments (to ensure proper interdisciplinary training and experience); the elementary sequence of a relevant ancient language; the appropriate history course; and at least the first semester of ANCS V 3998, V 3999.

In some cases, a senior seminar in one of the departments or ANCS V 3995 may be substituted for ANCS V 3998, V 3999. Ancient language courses may be used toward the major requirement; however, where a second ancient language is offered, one second-year sequence must be offered for a student to gain credit for the first year.

No minor is offered in Ancient Studies.

Printable Version  

Barnard Catalogue 2007-2008
ANCIENT STUDIES

Courses of Instruction

ANCS V 3995x Senior Seminar in Ancient Studies

Topic for 2008: Hellenistic and Roman Egypt
3 points

ANCS V 3997x Directed Readings in Ancient Studies
A program of readings in some aspect of Ancient Studies, supervised by an appropriate faculty member chosen from the departments offering Ancient Studies courses. Testing by a series of essays, one long paper, or oral or written examination(s).
Prerequisites: Permission of the departmental representative required.
3 points

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ANCS V 3998x Directed Research in Ancient Studies
A program of research in Ancient Studies. Research paper required. The topic must be submitted to the department representative and the appropriate adviser decided upon by April 1 of the semester preceding that in which the student will be enrolled in the course. The student and the departmental representative will request supervision of the research paper from an appropriate faculty member in a department offering Ancient Studies courses.
Prerequisites: Permission of the departmental representative required.
3 points

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<td>TBA</td>
<td>Instructor To Be Announced</td>
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</table>

ANCS V 3999y Directed Research in Ancient Studies
A program of research in Ancient Studies. Research paper required. The topic must be submitted to the departmental representative and the appropriate adviser decided upon by November 15 of the semester preceding that in which the student will be enrolled in the course. The student and the departmental representative will request supervision of the research paper from an appropriate faculty member in a department offering Ancient Studies courses.
Prerequisites: Permission of departmental representative required.
3 points

Cross-Listed Courses

Art History and Archaeology

V3250 Roman Art and Architecture
W4131 Early Christian & Byzantine Art, ca. 300-1453

Anthropology

V1008 The Rise of Civilization
V3007 Holy Lands, Unholy Histories: Archaeology before the Bible
V3927 Myth and Mythologies

Classics

V1201 Intermediate Latin I
V1202 Selections from Homer
V1202 Intermediate Latin II
V3309 Selections From Latin Literature: Poetry
V3310 Selections From Greek Literature: Poetry
V3320 Intensive Reading Course
V3320 Intensive Reading Course
W4009 Selections From Greek Literature
W4010 Selections From Latin Literature: Poetry
W4109 The Ancient Curriculum

History

W1020 The Romans, 754 B.C. To 565 A.D.
W3003 Religion, Myth, and Ritual in the Greek State
W4008 Wealth and Poverty in Classical Times

Philosophy

V3131 Aristotle

Religion (Barnard)

V3508 Judaism During the Time of Jesus
W4160 Gnosis
Anthropology
411 Milbank Hall
854-9389, 5428
www.barnard.edu/anthro

Professors: Judith Shapiro (President), Lesley Sharp
Associate Professor: Maxine Weisgrau (Term)
Assistant Professors: Nadia Abu El-Haj, Severin Fowles, Paul Kockelman, Brian Larkin (Chair), Paige West

Other officers of the University offering courses listed below:
Professors: Lila Abu-Lughod, Partha Chatterjee, Myron Cohen, Terence D'Altroy, E. Valentine, Daniel, Nicholas Dirks, Ralph Holloway, Robin Kelly, Mahmoud Mamdani, Don J. Melnick, Brinkley Messick, Rosalind Morris, Elizabeth Povinelli, David Scott, Michael Taussig
Research Professor: Nan Rothschild
Associate Professors: Elaine Combs-Schilling, Marina Cords, Steven Gregory, Marilyn Ivy, Lynn Meskell, John Pemberton
Assistant Professors: Nicholas De Genova, Neni Panourgia, Sandhya Shukla
Lecturers: Gustav Peebles, Rashmi Sadara, Karen Seeley

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleave.html

Anthropology is the study of the culture, history, and biology of the human species and of the variety of human societies and their cultures. The student majoring in this field will acquire an understanding of humans and their ways that is not bound by her own time and culture. In doing so, she will find herself drawing upon the literature of such diverse disciplines as ethnography, archaeology, linguistics, genetics and the social sciences. Students with a degree in anthropology may undertake graduate and professional study in anthropology. They may also enter upon careers in other fields, such as conservation, development, education, government, journalism, labor organization, law, medicine, or social work administration, where the value of a training in anthropology is honored and appreciated. The practical and applied dimensions of anthropology have increased significantly in recent years, and the profession serves many non-academic needs both in American society and in international organizations.

Several major museums and libraries in New York City offer exceptional opportunities for research. Various summer schools provide opportunities for research in archaeology and ethnography and, under certain circumstances, such work may be credited toward the Barnard degree. Students interested in cultural anthropology are encouraged, whenever possible, to conduct research in the New York area, or, during their summer vacations, in other localities. The department also encourages majors to consider spending a semester abroad; students who plan to do so should plan early, in consultation with the chair and their advisor, in order to incorporate required courses in proper sequence.

All courses, except those limited to majors, satisfy the College's distribution requirements. Courses listed as W 4000 are open to majors, non-majors, and interested graduate students.

The department also cooperates with related programs such as American Studies, Foreign Area Studies, The Human Rights Program, Africana Studies, Urban Studies, and Women's Studies, and with other departments offering, as an option to their majors, a four-course cluster in Anthropology. Arrangements for combined, double, joint, and special majors are made in consultation with the chair.

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Anthropology
411 Milbank Hall
854-9389, 5428
www.barnard.edu/anthro

http://www.barnard.edu/catalog/depts/antb_p.php
REQUIREMENTS FOR THE MAJOR

Every major is urged to acquire a general knowledge of three of the four fields of anthropology (cultural and physical anthropology, archaeology, and anthropological linguistics) and of their interrelationship. To this end, the student's program should be designed in consultation with her adviser as soon as possible after the declaration of the major. Continuing and frequent meetings with the adviser are encouraged.

Ten courses are required for the major, including:

- ANTH V 1002 The Interpretation of Culture
- ANTH V 1007 The Origins of Human Society
- ANTH V 1008 The Rise of Civilization
- ANTH V 1009 Introduction to Language and Culture
- EEEB V 1010 The Human Species: Its Place in Nature

plus:

- ANTH V 3040x Anthropological Theory I
- ANTH V 3041 Anthropological Theory II

and:

- BC 3871x–BC 3872y Senior Thesis Seminar: Problems in Anthropological Research

plus at least three other courses of the student's own choosing.

In consultation with advisers, programs will be designed to reflect the students' interests and plans—whether they intend to go on to graduate studies in anthropology or expect to enter other fields.

It is recommended that students who plan to major and do so in socio-cultural anthropology take BC 3868y (Ethnographic Field Research in New York City) before their senior year. Many seniors choose to incorporate a fieldwork component in their thesis research and having some experience of field methods is extremely important. Those interested in other sub-disciplines may wish to take this or another "methods" course and should consult their advisers. Students are also encouraged to check listings for courses offered by EEEB and ANEB at Columbia for possible Anthropology credit, in consultation with the Barnard department chair.

Senior Essay

All students majoring in Anthropology are required to submit an essay of substantial length and scholarly depth. Such a paper will usually be written during the course of the Senior Seminar (BC3871-BC3872) or, under special circumstances and with department approval, in one or two semesters of BC 3999x, y Individual Projects.

Double and Joint Majors

Students doing a double or joint major in Anthropology and another subject are required to register for at least one semester of BC 3871-BC 3872.

REQUIREMENTS FOR THE MINOR

The minor consists of five courses: ANTH V 1002; one of the following: ANTH V 1007, ANTH V 1008, ANTH V 1009, or EEEB 1010; plus three other Anthropology courses selected in consultation with the chair.

Pre-law and premedical students who wish to minor in anthropology should seek the advice and approval of the department chair.

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Barnard Catalogue 2007-2008

http://www.barnard.edu/catalog/depts/antb p.php

1/18/2008
ANTHROPOLOGY

General Courses

ANTH V 1002x and y The Interpretation of Culture

The anthropological approach to the study of culture and human society. Using case studies from ethnography, the course explores the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies.

- E. Povinelli, M. Weisgrau
*General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).*
3 points

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<tr>
<th>Course Number</th>
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<td>12947</td>
<td>TuTh 2:40p - 3:55p 717 Hamilton Hall</td>
<td>E. Povinelli</td>
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ANTH V 1007x The Origins of Human Society

An archaeological perspective on the earliest forms of human culture in the prehistoric past. Topics include: hominids sharing food; people living in a variety of environments whose economies range from foraging to early agriculture; and the origins of sedentism and social complexity.

- S. Fowles
*General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).*

ANTH V 1008y The Rise of Civilization

Rise of major civilizations in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, Mesoamerica, and Andean South America.
*General Education Requirement: Cultures in Comparison (CUL).*

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ANTH V 1009x Introduction to Language and Culture

Introduction to the study of the production, interpretation, and reproduction of social meanings as expressed through language. In exploring language in relation to culture and society, the focus is on how communication informs and transforms the sociocultural environment.

- P. Kockelman
*Prerequisites: Limited to 100. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).*
3 points

EEEB V 1011y Behavioral Biology of the Living Primates

Study of non-human primate behavior from the perspective of phylogeny, adaption, physiology and anatomy, and life history. Focuses on the four main problems primates face: finding appropriate food, avoiding being eaten themselves, reproducing in the face of competition, and dealing with social partners.
3 points

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<td>M. Cords</td>
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ANTH BC 1099x Introduction to the Social Sciences at Barnard

Introduction to social science departments and faculty at Barnard. Faculty informally discuss their departments, disciplines, research

http://www.barnard.edu/catalog/courses/antb_crs_p.php
methodologies, and interdisciplinary projects. Barnard graduates (social science majors) share their academic and career histories, discussing how undergraduate concentrations helped prepare them for their professional and personal lives.

General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008. 1 point

Topical Courses

ANTH V 2004x Introduction to Social and Cultural Theory

Introduces students to theoretical works and ideas that have formed the modern field of anthropology. These include classic 19th century social theories (e.g., those of Durkheim, Weber, Marx), 20th century interpretive approaches (for example, structuralism), and contemporary modes of sociocultural analysis.

- J. Pemberton
General Education Requirement: Cultures in Comparison (CUL).
3 points

ANTH V 2005y Ethnographic Imagination

Introduction to the theory and practice of "ethnography"-the intensive study of peoples' lives as shaped by social relations, cultural images, and historical forces. Considers through critical reading of various kinds of texts (classic ethnographies, histories, journalism, novels, films) the ways in which understanding, interpreting, and representing the lived words of people-at home or abroad, in one place or transnationally, in the past or the present-can be accomplished.

General Education Requirement: Cultures in Comparison (CUL). 4 points

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ANTH V 2010x Major Debates in the Study of Africa

General Education Requirement: Cultures in Comparison (CUL). 3 points

ANTH V 2100x Muslim Societies

Examination of religion and society not limited to the Middle East. A series of Muslim societies of various types and locations will be approached historically and contextually to understand their family resemblances and their differences, their distinctive mechanisms of coherence and their patterns of contestation.

General Education Requirement: Cultures in Comparison (CUL). 3 points

ANTH V 2102y Muslims in the West

General Education Requirement: Cultures in Comparison (CUL). 3 points

ANTH V 3004y Introduction to Environmental Anthropology

Introduces the main theoretical approaches of environmental anthropology beginning with cultural ecology and covering eco-systematic models, environmental history, political ecology, and new approaches deriving from contemporary anthropological theory. Ethnographic material from Melanesia, Latin America, Africa, Asia, and the Middle East illustrates the theoretical material introduced.

General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC). 3 points

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ANTH V 3005y Societies and Cultures of Africa


ANTH V 3009y Peoples and Cultures of North Africa and the Middle East

General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008. 3 points

ANTH V 3014x East Asian Societies and Cultures

Introduction to the contemporary societies of China, Japan, and Korea, with special attention to social institutions and cultural patterns that shape hierarchy, egalitarianism, and inequality as reflected in family patterns, community life, religion, and economic behavior of social change.
General Education Requirement: Cultures in Comparison (CUL).
3 points

ANTH V 3015y Chinese Society
Social organization and social change in China from late imperial times to the present. Major topics include family, kinship, community, stratification, and the relationships between the state and local society.
- M. Cohen
3 points

ANTH V 3024y Africa and Modernity: A Changing Continent
3 points

ANTH V 3040x Anthropological Theory I
The first of a two semester sequence intended to introduce departmental majors to key readings in social theory that have been constitutive of the rise and contemporary practice of modern anthropology. The goal is to understand historical and current intellectual debates within the discipline.
- B. Larkin
Prerequisites: Required of all Barnard Anthropology majors; open to other students with instructor's permission only. Limited to 40. * To be taken in conjunction with ANTH V3041, preferably in sequence. This course replaces ANTH V3011x, "Living in Society." General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3041y Anthropological Theory II
The second of a two semester sequence intended to introduce departmental majors to key readings in social theory that have been constitutive of the rise and contemporary practice of modern anthropology. The goal is to understand historical and current intellectual debates within the discipline. To be taken in conjunction with ANTH V3040, preferably in sequence. This course replaces ANTH V3041 "Theories of Culture: Past and Present."
Prerequisites: ANTH V3040. Required of all Barnard Anthropology majors; open to other students with instructor's permission only. Limited to 40. General Education Requirement: Cultures in Comparison (CUL).
4 points

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ANTH V 3042x The Anthropology of Religion and Society
General Education Requirement: Cultures in Comparison (CUL).
3 points

ANTH V 3044x Symbolic Anthropology
Exploration of the manner in which various anthropologists have constructed "culture" as being constituted of a set of conventional signs called "symbols" and the consequences of such a construal. Among the authors read are the anthropologists Valentine Daniel, Mary Douglas, Clifford Geertz, Claude Levi-Strauss, Sherry Ortner, David Schneider, Margaret Trawick, and Victor Turner; the social theorists Emile Durkheim, Karl Marx and Max Weber; the semioticians Ferdinand de Saussure and Charles Peirce; and the psychoanalysts Sigmund Freud and Jacques Lacan.
3 points

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<td>E. Daniel</td>
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ANTH V 3055x Strategy of Archaeology
3 points

ANTH V 3100x The Body and Society
Introduction to medical anthropology, whose purpose is to explore health, affliction, and healing cross-culturally. Theory and methods from other fields will be drawn on to address critiques of biomedical, epidemiological, and other models of disease; the roles of healers in different societies; and different conceptions of the body and health.
Prerequisites: Permission of the instructor is required. Enrollment limited to 40. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC). General Education Requirement: Reason and Value (REA).
3 points
ANTH W 3201y Introductory Survey of Biological Anthropology
4 points

ANTH W 3204y Dynamics of Human Evolution
Focuses on recent advances in the study of human evolution. Topics include changing views of human evolution with respect to early hominin behavior, morphology, phylogeny and evolutionary theory.

- J. Shapiro
Prerequisites: ANTH V1010, EEEB V1010 or the equivalent. General Education Requirement: Cultures in Comparison (CUL).
4 points

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<td>J. Shapiro</td>
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ANTH V 3300x Pre-Columbian Histories of Native America
Explores 10,000 years of the North American archaeological record, bringing to light the unwritten histories of Native Americans prior to European contact. Detailed consideration of major pre-Columbian sites is interwoven with the insight of contemporary native peoples to provide both a scientific and humanist reconstruction of the past.

- S. Fowles
Corequisites: Enrollment limited to 40 students. General Education Requirement: Cultures in Comparison (CUL).
3 points

ANTH V 3320y Culture, Tourism, and Development
3 points

ANTH V 3465x Women and Gender in the Muslim World
Practices like veiling that are central to Western images of women and Islam are also contested issues throughout the Muslim world. Examines debates about Islam and gender and explores the interplay of cultural, political, and economic factors in shaping women's lives in the Muslim world, from the Middle East to Southeast Asia.

- L. Abu-Lughod
3 points

ANTH V 3525x Introduction to South Asian History and Culture
Looks at four major aspects of contemporary South Asian societies: nationalism, religious reform, gender, and caste. The object is to provide a critical survey of the history as well as the continuing debates over these crucial themes of society, politics, and culture in South Asia. Readings include primary texts that were part of the original debates as well as secondary sources that represent the current scholarly assessment on these subjects.

3 points

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ANTH V 3660y Gender, Culture, and Human Rights
General Education Requirement: Cultures in Comparison (CUL).
3 points

ANTH V 3700x Colloquium: Anthropological Research Problems in Complex Societies
4 points

ANTH V 3820x Theory and Method in Archaeology
4 points

ANTH V 3824y Fantasy, Film, and Fiction in Archaeology
4 points

ANTH BC 3868y Ethnographic Field Research in New York City
A seminar-practicum on field research in New York City. Exploration of anthropological field research methods followed by supervised
individual field research on selected topics in urban settings.  
Prerequisites: Recommended for majors prior to the senior year. Open to non-majors by permission of the instructor. Limited to 20.  
4 points

ANTH V 3903y The Ethnoarchaeology of Cities

Consideration of cities from several points of view: a developmental and comparative perspective, looking at urban origins. Focus on New York City from its inception to the present, examining its spatial defined subunits ("neighborhoods"), structured by class and ethnicity.  
3 points

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<td>Tu 4:10p - 5:00p 318 Milbank Hall</td>
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ANTH V 3904x Native Americans and Europeans

Examines European-Indigenous interactions in varied North American settings, from the 15th - 19th centuries, through archaeological, ethnographic, and historic materials. Focuses on power relationships expressed in a material nexus and through landscape reorganization.  
3 points

ANTH V 3906y Functional Linguistics

Introduction to functional linguistics: describing, classifying and explaining the relation between linguistic form and linguistic function; and language typology: describing and comparing the forms and functions of the world’s languages in order to uncover, classify and explain cross-linguistic patterns.  
Prerequisites: ANTH V1009 Language and Culture, or permission of the instructor. General Education Requirement: Cultures in Comparison (CUL).  
4 points

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ANTH V 3907y Posthumanism

This seminar explores what a post-human anthropology might look like. Readings draw from anthropology, actor-network theory, science studies, media studies, and science fiction.  
General Education Requirement: Cultures in Comparison (CUL).  
4 points

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ANTH V 3908y Global Economy in Anthropological Perspective

General Education Requirement: Cultures in Comparison (CUL).  
4 points

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ANTH V 3910x Colloquium: Transformation of Traditional Societies: China and France

4 points

ANTH V 3912y Ethnographic China

General Education Requirement: Cultures in Comparison (CUL).  
4 points
ANTH V 3913x Reading Ethnography: Mainland Southeast Asia
Intended to satisfy the requirements for the major.
4 points

ANTH V 3917x Social Theory and Radical Critique in Ethnic Studies
- N. Panourgia
General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3918x Asian-American Communities
4 points

ANTH V 3920x Economy and Society in Prehistory
Prerequisites: Introduction to Archeology or permission of the instructor required. Enrollment limited to 15 students. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008.
4 points

ANTH V 3921x Anti-Colonialism
General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3922x Colloquium: The Emergence of Human Society
General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3925y Comparative Social Formations of Urban Space
General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3928y Religion and Mediation
Analyzes the role of mediation in religious practice. Explores the ways in which religion is encoded into specific semiotic forms and how the nature of those forms and their performance contexts affect the practice of religion and the ways of making the divine manifest. Topics include word, print, image, sound, film and video in relation to Islam, Pentecostalism, Buddhism and animist religions.
- B. Larkin
Prerequisites: Permission of the instructor. Sophomore standing.
4 points

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ANTH V 3932x Anthropology of Jazz
4 points

ANTH V 3939y Millennial Futures: Mass Culture and Japan
Addresses mass culture and its relationship with Japan at the end of the century, as it anticipates the continuation of millennial anxieties and fantasies into the 21st century. With one of the most developed, mass-mediated formations in the world, Japan becomes a compelling instance of late modernity, non-western, yet not. With ethnographic sensibilities, approaches such thematic domains as everyday ordinariness, criminality and terror, gender and sexuality, and money and consumption through the media of print, video, film, sound recordings, and photography. Theoretical works in mass cultural criticism and Japan-specific readings are paired with weekly seminar discussions.
General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3942x Anthropological Study of Ritual
4 points

ANTH V 3943y Youth and Identity Politics in Africa
Examines ways in which African youth inevitably occupy two extremes in academic writings and the mass media: as victims of violence, or as instigators of social chaos. Considers youth as generating new cultural forms, as historically relevant actors, and informed social and/or political critics. At the core of such critiques lie possibilities for the agentic power of youth in Africa.
4 points

ANTH W 3945y The Ethnographic Problem in Ethnic Studies
General Education Requirement: Cultures in Comparison (CUL).
4 points
ANTH V 3948y African Popular Culture
4 points

ANTH V 3947x Text, Magic, and Performance
Examination of text and performance, as informed by magic and related articulations of power. Topics explored include: prophetic writing, historical inscription; divine kingship, cosmology, divination; colonial fiction, nationalist figuration; spirit possession, ritual sacrifice; mask performance, music, shadow theatre. Draws principally on Southeast Asian sources. Key concerns are subjectivity and repetition. Prerequisites: Permission of the instructor required. Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008.
4 points

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<tr>
<th>Course Number</th>
<th>Call Number</th>
<th>Days &amp; Times</th>
<th>Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>ANTH 3947</td>
<td>11267</td>
<td>Th 11:00a - 12:10p</td>
<td>963 Schermerhorn Hall</td>
<td>J. Pemberton</td>
<td>42</td>
</tr>
</tbody>
</table>

ANTH V 3949y Sorcery and Magic
4 points

ANTH V 3950x Anthropology of Consumption
Examines theories and ethnographies of consumption as well as the political economy of production and consumption. Compares historic and current consumptive practices, compares exchange based economies with post-Fordist economies. Engages the work of Mauss, Marx, Godelier, Baudrillard, Appadurai, and Douglas among others. Prerequisites: Permission of the instructor required. Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).
4 points

ANTH V 3951y Pirates, Boys, and Capitalism
Detailed analysis of the history and figure of the pirate in the Western imagination. Asks why the pirate exerts such appeal through the ages and aims at introducing key problems in anthropological and cultural theory concerning colonialism, violence, homosexuality, rebellion, and the importance of the child's imagination of the above. Prerequisites: Enrollment limited. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008.
4 points

ANTH V 3952y Taboo and Transgression
Transgression of taboos is the basis of crime, sex, and religion in any society. As "the labor of the negative", transgression is also a critical element in thought itself. Working through anthropology of sacrifice and obscenity, as well as relevant work by Bataille, Foucault, and Freud, this course aims at understanding why taboos exist and why they must be broken. Prerequisites: Permission of the instructor required. Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008.
4 points

ANTH V 3954x Bodies and Machines
Examines how bodies become mechanized and machines embodied. Studies shifts in the status of the human under conditions of capitalist commodification and mass mediation. Readings consist of works on the fetish, repetition and automaticity, reification, and late modern techno prosthesis.

- M. Ivy
4 points

ANTH V 3960y The Culture of Public Art and Display in NYC
A field course and seminar considering the aesthetic, political, and sociocultural aspects of selected city museums, public spaces, and window displays. General Education Requirement: Cultures in Comparison (CUL).
4 points

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<th>Course Number</th>
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<td>305 Hamilton Hall</td>
<td>A. Alland</td>
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ANTH V 3961y Subsequent Performances
Explores the dynamic interaction between operatic compositions (especially Mozart's Don Giovanni and The Marriage of Figaro) and their subsequent performances, with particular emphasis on the cultural, political, and economic contexts that shape both the original composition and the following reproducions. Critical apparatus includes Abate and Butler.

Prerequisites: Permission of the instructor. Enrollment limited to 15 students. Priority given to upper class anthropology and music majors; students must attend operas outside of class. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008.

4 points

ANTH V 3962x History and Memory


3 points

ANTH V 3966x Culture, Mental Health and Clinical Practice

Considers mental disturbance and its relief by examining historical, anthropological, psychoanalytic and psychiatric notions of self, suffering, and cure. After exploring the ways in which conceptions of mental suffering and abnormality are produced, we look at specific kinds of psychic disturbances and at various methods for their alleviation.

Prerequisites: Enrollment limited to 20 students. Junior standing or completion of introductory course(s) in Psychology and/or Anthropology. General Education Requirement: Cultures in Comparison (CUL).

4 points

ANTH V 3969x Specters of Culture

Pursues the spectral effects of culture in the modern. Through a consideration of anthropologically significant, primarily non-western sites and various domains of social creation-performance, ritual practice, narrative production, technological invention-traces the ghostly remainders of cultural machineries, circuitries of voice, and representational forms crucial to modern discourse networks.

- J. Pemberton

General Education Requirement: Cultures in Comparison (CUL).

4 points

ANTH V 3970x Biological Basis of Human Variation

Examination of the biological data for modern human diversity at the molecular, phenotypical, and behavioral levels, as distributed geographically.


4 points

ANTH V 3971x Environment and Cultural Behavior

Examines human understandings and transformations of nature, drawing on theories of the relationship between nature and culture and the social production and construction of nature. Analyzes contemporary environmental use, conservation projects, and environmentally focused ethnographic writing. Demonstrates the relationship between nature ideologies and productions, and the social, economic, and environmental politics they engender.


4 points

ANTH V 3972y Reproduction as Ideology: Conception and the Fetus Cross-Culturally

The goal of this course is to imagine conception and the fetus as cultural ideas. We will explore how various cultures throughout time and in contemporary discourse rationalize conception and the identity of the fetus. This cross-cultural discussion will provide the basis for a discussion of how kinship structure, social life and family are constructed. These concepts will then be related to American contemporary controversies surrounding abortion, new reproductive technologies, and the sociopolitical issues embedded within conception and childbirth. Finally we will place these issues within a global context of debates over reproduction ideology and population strategies.

- M. Weissgr A

General Education Requirement: Cultures in Comparison (CUL).

4 points

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<th>Course Number</th>
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<td>ANTH 3972</td>
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ANTH V 3974x Lost Worlds, Secret Spaces: Modernity and the Child

General Education Requirement: Cultures in Comparison (CUL).

4 points

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<td>M. Ivy</td>
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</table>
ANTH V 3976x Anthropology of Science
Examines debates in the social studies of science, beginning with a focus on questions of epistemology and analyzing the significance of social interests, laboratory and social practices, and "culture(s)" in the making of scientific knowledge. The course then turns to consider the role of the sciences in fashioning larger social worlds.
Prerequisites: Permission of the instructor required. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).
3 points

ANTH V 3977y Trauma
Examines trauma as an individual, collective, and international political phenomena. Topics include the history and physiology of trauma, trauma and psychoanalysis, trauma and politics, and trauma after 9-11.
Prerequisites: Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL).
3 points

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<td>3977</td>
<td>001</td>
<td>467 Schermerhorn Hall</td>
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</table>

ACLG V 3978y Dialogic Imagination
Draws on the perspectives of Bakhtin and other theorists to analyze the logic of five opera performances the class will attend this semester. Productions scrutinized in terms of the forms of communication utilized; the class, status, and gender perspective mobilized; and the specific mechanisms used to engage or distance the audience from them. Performance rather than musicological angle emphasized.
Prerequisites: Permission of the instructor required. Enrollment limited to 15 students. General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3980x Nationalism: History and Theory
The recent proliferation of writings on the social significations of the human body have brought to the fore the epistemological, disciplinary, and ideological structures that have participated in creating a dimension of the human body that goes beyond its physical consideration. The course, within the context of anthropology, has two considerations, a historical one and a contemporary one. If anthropology can be construed as the study of human society and culture, then, following Marcel Mauss, this study must be considered the actual, physical bodies that constitute the social and the cultural.
General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3980x Nationalism: History and Theory
Covers the basic readings in the contemporary debate over nationalism and different disciplinary approaches and looks at recent studies of nationalism in the formerly colonial world as well as in the industrial West. The readings offer a mix of both theoretical and empirical studies, including the following: Eric Hobsbawm: Nationalism since 1700; Ernest Gellner: Nations and Nationalism; Benedict Anderson: Imagined Communities; Anthony Smith: The Ethnic Origins of Nations; Linda Colley: Britons; Peter Sahlin: Boundaries; and Partha Chatterjee: The Nation and Its Fragments.

- P. Chatterjee
4 points

ANTH V 3983y Ideas and Societies in the Caribbean
4 points

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<th>Course Number</th>
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<th>Days &amp; Times/ Location</th>
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<td>3983</td>
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<td>467 Schermerhorn Hall</td>
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ANTH V 3998x Race and Sexuality in Scientific and Social Practice
- N. Abu-El-Haj
4 points

ANTH V 3999x Urban Anthropology
Prerequisites: Enrollment limited to 18 students. General Education Requirement: Cultures in Comparison (CUL).
4 points

ANTH V 3993y World Archaeology in Global Perspectives
3 points
ANTH V 3994x Anthropology of Extremity: War

4 points
ANTH W 4001x The Ancient Empires
Prerequisites: ANTH V1002 or permission of the instructor. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008.

3 points
ANTH W 4002y Controversial Topics in Human Evolution

3 points
ANTH W 4009y Class and Culture in the United States
Prerequisites: Enrollment limited. Junior standing; preference to seniors and graduate students, and to anthropology majors and anthropology graduate students if necessary. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008.

3 points
ANTH W 4011x Critical Social Theory

3 points
ANTH W 4013y Thailand: History, Modernity, Nation

3 points

Courses for Majors

ANTH BC 3871x-BC3872y Senior Thesis Seminar: Problems in Anthropological Research
Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester.

- B. Larkin
Prerequisites: Required of all Barnard Anthropology seniors. Others with permission of department chair only.

4 points each semester. Letter grade for full year is assigned at the end of spring term.

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<tr>
<th>Course</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>01500</td>
<td>M 4:10p - 6:00p</td>
<td>B. Larkin</td>
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ANTH BC 3999x and y Individual Projects
Research projects and internships are planned in consultation with members of the department and work is supervised by the major's adviser.
Prerequisites: Permission of department required.
1-4 points. Maximum 4 points.

ANTH W 4042x y Agent, Person, Subject, Self
This course treats the interrelated notions of agent, person, subject, and self from a semiotic and social perspective.

3 points

ANTH W 4625x Anthropology and Film

3 points

There are currently no cross-listed courses for your department.
Architecture
310 Barnard Hall
854-8430
www.columbia.edu/cu/archprogram

Professor of Practice: Karen Fairbanks (Chair)
Associate Professor of Practice: Kadambari Baxi
Assistant Professor: David Smiley (Architecture and Urban Studies)
Adjunct Assistant Professors: Luke Bulman, Maria Gray, Tom Hickey, Celia Imrey, Tina Manis, Joeb Moore, Todd Rouhe, Madeline Schwartzman, Suzanne Stephens, Monica Tiuleson, Michael Webb, Kim Yao

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.html

Architecture majors experience and investigate the central aspects of the field. The major provides an inclusive program offering opportunities to explore historical and contemporary relationships among physical, social, and cultural forms and environmental contexts.

There are two tracks to the architecture major: the first, while incorporating lectures, seminars, and scholarly research, is more strongly studio based and is recommended for the student who thinks she will continue to do graduate work in architecture or design; the second, while incorporating studio components, is geared toward the history and theory of architecture and is more strongly allied with the Art History department.

Students considering an Architecture major or minor should consult with the adviser before sophomore registration to develop the most appropriate sequence of studio and lecture courses. Those interested in graduate study in architecture should consult with the adviser in their junior year concerning their programs.

The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture.

Students who wish to continue in graduate studies in Architecture for a professional degree are also advised to take two semesters (or comparable) of college level physics and calculus.

Architecture
310 Barnard Hall
854-8430
www.columbia.edu/cu/archprogram

REQUIREMENTS FOR THE MAJOR

The studio major in Architecture is required to complete 14 courses:

Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARCH V 3101</td>
<td>Architectural Representation: Abstraction</td>
</tr>
<tr>
<td>ARCH V 3103</td>
<td>Architectural Representation: Perception</td>
</tr>
<tr>
<td>ARCH V 3201, V 3202</td>
<td>Architectural Design I and II</td>
</tr>
</tbody>
</table>

Required history/theory courses:*

Five elective courses following the distribution requirement below:
ARCH V 3117 Perception of Architecture

1- course with a topic that is pre-1750
1- course with a topic that is post-1750
2- electives (It is suggested that one of these be on a non-western topic)

Senior courses:*

1- ARCH V 3901 Senior Seminar
1- either a second Senior Seminar (from our program), a seminar from a related department (and related to student's disciplinary specialization/cluster), Architectural Design III, or Independent Research.
Cluster of related courses:

Three courses which together focus student interest in a related department or departments. (May not overlap with history/theory courses or senior courses.)

Senior Requirements:

Portfolio and Research Paper from Senior Seminar or Senior Course.

*These are courses offered by the architecture major or other applicable courses offered within the University. Students should consult the program office for a list of applicable courses each semester.

REQUIREMENTS FOR THE HISTORY AND THEORY OF ARCHITECTURE MAJOR

The History and Theory of Architecture major is required to complete 15 courses, plus a senior thesis.

Two studio courses, to be taken one per semester:

ARCH V 3103 Architectural Representation: Perception
ARCH V 3101 Architectural Representation: Abstraction

Seven lecture courses:

Three architecture lectures. One of these must be ARC V 3117 Perceptions of Architecture.

Four Art History lectures above and beyond the prior three. Two of these must be

AHIS BC 1001, 1002 Introduction to History of Art.

Three seminars to be taken in the junior or senior year. Two should be in Architecture (see Seminar List and Note under Studio Major), one in Art History.

Three cluster courses in an area of study related to Architecture (see description under Studio Major).

The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture.

REQUIREMENTS FOR THE MINOR

The minor in Architecture consists of five courses, including V 1020, V 3101 or V 3103, three history/theory courses, and a fifth course to be chosen in consultation with the adviser.

Printable Verison
ARCHITECTURE

Non-categorized courses

ARCH V 3114x Making the Metropolis: Urban Design and Theories of the City since 1850
Introduces the project of understanding modern cities, focusing on theories, practices and examples in Europe and North America since 1850. The global reach of Euro-American ideas will also be examined. There are two primary goals: to investigate diverse strategies of urban development and to evaluate the social implications of built form. Course material includes built projects as well as unbuilt and theoretical work, all of which shaped how architects and planners interpreted the city. - D. Smiley
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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<th>Days &amp; Times/Location</th>
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<td>70</td>
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ARCH V 3117y Perceptions of Architecture
Introduction to various methods by which we look at, experience, analyze, and criticize architecture and the built environment; development of fluency with architectural concepts. Class lists will be formed the first day of classes - attendance is mandatory. - R. Rouhe
Prerequisites: Designed for but not limited to sophomores; enrollment beyond 20 at the discretion of the instructor. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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<thead>
<tr>
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<th>Days &amp; Times/Location</th>
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<td>R. Rouhe</td>
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ARCH V 3312y Special Topics In Architecture
Topics vary yearly. Course may be repeated for credit.
3 points

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<td>04645/112</td>
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<td>D. Shillingburg</td>
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ARCH V 3901x or y Senior Seminar
Readings, individual class presentations, and written reports. Class lists will be formed the first day of classes - attendance is mandatory.
Prerequisites: Enrollment limited to 15 students per section. Open to architecture majors only unless space permits.
4 points

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<tr>
<th>Course Number/Section</th>
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<td>N. Rappaport</td>
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</table>

ARCH V 3920y Critical Analysis of Architectural Representation
Readings and discussions on representation and representational systems in modern architecture in conjunction with the production of Barnard/Columbia architecture students publication.
- L. Builman
Prerequisites: ARCH V3101 or ARCH V3103 or equivalent with instructor's permission. Limited to 15 students. Preregistration at department required.
3 points

ARCH V 3997x Independent Study
Prerequisites: Permission of the program director in term prior to that of independent study. Independent study form available at departmental office.
2-4 points.
ARCH V 3998y Independent Study
Prerequisites: Permission of program director in the semester prior to that of independent study.
2-4 points.

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<td>ARCH 3998</td>
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<td>07855 003</td>
<td>TBA</td>
<td>K. Baxi</td>
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</table>

Studio Courses

ARCH V 1020y Introduction To Architectural Design and Visual Culture

Introductory design studio to introduce students to architectural design through readings and studio design projects. Intended to develop analytic skills to critique existing media and spaces. Process of analysis used as a generative tool for the students' own design work. Class lists will be formed the first day of classes - attendance is mandatory.

- M. Schwartzman,

3 points

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<td>A. French</td>
<td>42</td>
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<td>ARCH 1020</td>
<td>03468 002</td>
<td>TuTh 9:00a - 10:50a</td>
<td>M. Kroeckel</td>
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ARCH V 3101x or y Architectural Representation: Abstraction

Introduction to design through analysis of abstract architectural space and form. Emphasis on the design process and principles of representations through architectural drawing and model making. Class lists will be formed the first day of classes - attendance is mandatory.

- T. Rouhe

Prerequisites: Enrollment limited to 16 students per section. Recommended for the sophomore year. Students work in a studio environment. General Education Requirement: The Visual and Performing Arts (ART).
4 points

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<tr>
<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
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<td>R. Rouhe</td>
<td>16</td>
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</tbody>
</table>

ARCH V 3103x or y Architectural Representation: Perception

Introduction to design through studies in the perception of architectural space and form. Emphasis on exploratory, inventive processes for the generation, development, and representation of ideas in a variety of media. Class lists will be formed the first day of classes. Attendance is mandatory.

- K. Baxi, J. Kim

Prerequisites: Students work in a studio environment. Recommended for the sophomore year. Enrollment limited to 16 students per section. General Education Requirement: The Visual and Performing Arts (ART).
4 points

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td></td>
<td>K. Baxi</td>
<td>18</td>
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</table>
ARCH V 3201x Architectural Design, I

Introduction to architectural design taught in a studio environment, through a series of design projects requiring drawings and models. Field trips, lectures, and discussions are organized in relation to studio exercises. Portfolio of design work from Architectural Representation: Abstraction and Perception will be reviewed the first week of classes.
Prerequisites: ARCH V3101 and ARCH V3103. Open to architecture majors or with permission of instructor.
4.5 points

ARCH V 3202y Architectural Design, II

Studio workshop continuation of ARCH V3201. Emphasis on the manipulation of an architectural vocabulary in relationship to increasingly complex conceptual, social, and theoretical issues. Field trips, lectures, and discussions are organized in relation to studio exercises.
Prerequisites: ARCH V3201. Open to architecture majors or with permission of instructor.
4.5 points

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<th>Course</th>
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<th>Days &amp; Times/Section</th>
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<td>ARCH</td>
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<td>001</td>
<td>154 Schermerhorn Hall</td>
<td>K. Yao</td>
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ARCH V 3211x Architectural Design, III

Further exploration of the design process through studio work. Programs of considerable functional, contextual, and conceptual complexity are undertaken. Portfolio required for review first day of fall semester to register for the course. Class list based on portfolio review will be formed for first class meeting.
Prerequisites: ARCH V3202 and permission of the department chair. Enrollment limited as space permits.
4.5 points

Cross-Listed Courses

Art History and Archaeology

C3001 Introduction to Architecture
Art History
301 Barnard Hall
854-2118
www.barnard.edu/arthist

Professors: Rosalyn Deutsche (Term Professor), Anne Higonnet, Natalie Kampen (Barbara Novak ’50 Professor of Art History), Keith Moxey (Department Chair and Ann Whitney Olin Professor)
Associate Professor: Jonathan Reynolds
Assistant Professor: Elizabeth Hutchinson
Senior Lecturer: Joan Snizier (Director of Visual Arts Program)
Associate Professor of Practice: John Miller
Adjunct Professors: Maryan Ainsworth, Isolda Brielmaier, Christopher Phillips
Adjunct Assistant Professor: Jalal Mansoor


For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleave_list.html

Art History, which is devoted to the study of the visual arts, is one of the broadest of the humanistic disciplines. It is concerned not only with the nature of works of art—their form, style, and content—but also with the social, political, and cultural circumstances that shape them. The introductory-level courses aim at developing in students a lifelong understanding and appreciation of works of art. The rest of the curriculum is geared to preparing majors either for graduate study leading to careers in university teaching and museums or for positions in the art world, galleries, publication, criticism, the visual media, art consultation, conservation, and the like. These courses also provide opportunities for correlated learning to students in other fields. The department, fortunate to be located in New York City, one of the world’s great art centers, takes full advantage of the rich resources of the city’s museums and galleries in its course of study.

Printable Version

Art History
301 Barnard Hall
854-2118
www.barnard.edu/arthist

REQUIREMENTS FOR THE MAJOR

The department offers both a major in the History of Art and a major in Art History with a concentration in the Visual Arts. In each case the student chooses a faculty adviser who assists her in planning a program incorporating personal interests while meeting departmental requirements.

A minimum of 12 Art History courses is required for the major, including:

**AHIS BC 1001 and 1002 Introduction to Art History.** This two-course sequence is required.

**AHIS BC 3970 Methods and Theories of Art History.** To be taken during the junior or senior year.

**AHIS BC 3959x and/or 3960y Senior Research Seminar.** Students write their senior thesis in conjunction with the Senior Research Seminar. Students will develop, research, and write either a 1 semester or 2 semester thesis project in consultation with an individual faculty member in Art History. They will also attend and participate in group seminars convened during the academic year in which all students will present their work. Students who plan to study abroad during their senior year and those who expect to graduate early must begin the senior research seminar sequence in the second semester of the junior year.

Seven elective courses, with the following requirements:

Two of these courses must be seminars. None of the seminars listed above may count toward this requirement.

At least one Western and one Non-Western art history course. BC1001 and 1002 may not count toward this requirement.

Four of these must cover a broad range of disciplinary areas. Students concentrating on Western art must have at least one course each in four of the following five periods: Ancient, Medieval, Renaissance, Baroque, and Modern. Students concentrating on non-Western art must work out a similarly comprehensive course of study in consultation with their advisers. Lecture classes or seminars can be used to fulfill this requirement. BC1001 and 1002 or any other
broad survey cannot be used to fulfill this requirement.

Courses in film are accepted toward the major requirements; studio courses are not.

Recommended: One or two studio courses should be taken by Art History students.

Students who plan to undertake graduate work should acquire a reading knowledge of at least two foreign languages in which the major contributions to the history of art have been made. Most graduate schools require a reading knowledge of French, German, or Italian. The department strongly recommends a student's taking one of these languages while at Barnard.

Requirements for the major in Art History with concentration in the Visual Arts:

A minimum of 12 courses is required for the major in Art History with concentration in the Visual Arts:

Six Art History courses, including:
- BC 1001 and 1002 Introduction to the History of Art
- One course in 19th- or 20th-century art
- One seminar in art history

Five studio courses including ARH BC 3530 Advanced Studio

and ARH BC 3031 Imagery and Form in the Arts

Art History Senior Thesis Option for Visual Arts Concentrators:

Art History Majors concentrating in Visual Arts may elect to substitute the Senior Thesis for the Senior Project. To do this they must:

Notify their adviser of their intention to do so by the end of their junior year

Take both Methods and Theories of Art History (BC 3970) and the Senior Research Seminar (BC 3959 and 3960)

Requirements for the major in the History and Theory of Architecture:

See Architecture Program offerings.

REQUIREMENTS FOR THE MINOR

The minor in Art History consists of five lecture courses, including BC 1001, BC 1002, and three courses in the following areas, of which one must be non-European: European and American: Ancient, Medieval, Renaissance, Baroque, and Modern

Non-European: Chinese, Japanese, Indian, African, Mesoamerican, and Native American

Printable Version

Barnard Catalogue 2007-2008
ART HISTORY

Non-categorized courses

AHIS BC 1001x Introduction to the History of Art

Introduction to the art of the past with an emphasis on the variety of perspectives from which it may be studied. Artworks from different period cultures will be selected for discussion in depth. Members of art history faculty and other invited speakers lecture in their fields of specialization. Ancient, Medieval, and early Renaissance will be covered.

General Education Requirement: Cultures in Comparison (CUL), General Education Requirement: Historical Studies (HIS), General Education Requirement: The Visual and Performing Arts (ART).

3 points

AHIS BC 1002y Introduction to the History of Art II

Introduction to the art of the past with an emphasis on the variety of perspectives from which it may be studied. Artworks from different period cultures will be selected for discussion in depth. Members of art history faculty and other invited speakers lecture in their fields of specialization. Renaissance, Baroque, Modern, and Contemporary will be covered.

- A. Higonnet

General Education Requirement: Cultures in Comparison (CUL), General Education Requirement: Historical Studies (HIS), General Education Requirement: The Visual and Performing Arts (ART).

3 points

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<td>A. Higonnet</td>
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AHWS BC 3123y Women and Art

Discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture.

- N. Kampen

General Education Requirement: The Visual and Performing Arts (ART).

3 points

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AHIS V 3203y Arts of Japan

Survey of Japanese art from the Neolithic through the Edo period, with emphasis on Buddhist art, scroll painting, decorative screens, and wood-block prints.

General Education Requirement: The Visual and Performing Arts (ART).

3 points

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AHIS BC 3600x Nineteenth Century Art

Studies European visual arts of the 19th century. Covers a century of rapid stylistic, political and technological changes beginning with the radical changes of the Enlightenment and ending with the glamorous portraits of the Belle Epoque. Considers careers and works of individual artists, formal innovation, the invention of new media, materials, institutional structures, and ideological functions. Discussion Section Required.


3 points

AHIS BC 3642x or y North American Art and Culture

Introduction to the art of North America from the colonial period until World War II. Surveys the contributions of Anglo-Americans, Latinos/as, Native Americans and African-Americans to painting, sculpture, photography, graphic art and the built environment paying close attention to the development of artistic movements and institutions, the contributions of art to cultural dialogues, and changing ideas about artistic production and spectatorship.
- Elizabeth Hutchinson
3 points

AHIS BC 3650x Native American Art I

Introduction to Native American art of the woodlands, Arctic, and northwest coast regions from the period of European contact to the present, and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses.

- E. Hutchinson
3 points

AHIS BC 3651y Native American Art II

Introduction to Native American art of the plains, southwest, and California regions from the period of European contact to the present, and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses.

3 points

AHIS BC 3654y Institutional Critique

Examines precedents for institutional critique in the strategies of early twentieth-century historical avant-garde and the post-war neo-avant-garde. Explores ideas about the institution and violence, investigates the critique and elaboration of institutional critique from the late 1970s to the early 1990s, and considers the legacies of institutional critiques in the art of the present.

- R. Deutsche
Prerequisites: Enrollment limited to 15 junior and senior students. Permission of the instructor.
3 points

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AHIS BC 3655y The Discourse of Public Art and Public Space

Examination of the meaning of the term "public space" in contemporary debates in art, architecture, and urban discourse and the place of these debates within broader controversies over the meaning of democracy. Readings include Theodor Adorno, Vito Acconci, Michel de Certeau, Douglas Crimp, Thomas Crow, Jurgen Habermas, David Harvey, Fredric Jameson, Miwon Kwon, Henri Lefebvre, Bruce Robbins, Michael Sorkin, Mark Wigley, and Krzysztof Wodiczko.

3 points

AHIS BC 3673y History of Photography

Introduction to the history of European and American photography: the major movements and individual figures from the 1830s to the 1980s as well as theories and models of thinking about photography and its crucial authors.

- J. Mansoor
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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AHIS BC 3674x Art since 1945

Introduction to the history of art in post-war Europe and the United States from 1945 to the present, emphasizing questions of methodology of modernist studies and the diversity of theoretical approaches.

3 points

AHIS BC 3675y Feminism and Postmodernism in Contemporary Art

Examines art and criticism of the 1970s and 1980s that were informed by feminist and postmodern ideas about visual representation. Explores postmodernism as (1) a critique of modernism, (2) a critique of representation, and (3) what Gayatri Spivak called "a radical acceptance of vulnerability." Studies artwork informed by feminist ideas about vision and subjectivity. Places this art in relation to other aesthetic phenomena, such as modernism, minimalism, institution-critical art, and earlier feminist interventions in art.

- R. Deutsche
3 points

AHIS W 4480y Art in the Age of the Reformation
Explores the ways in which the culture and social functions of artistic production in Germany and the Netherlands were transformed as a consequence of the dissemination of the ideologies of humanism and the Reformation.
- K. Moxey
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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AHIS W 4626y Tourism and the North American Landscape
Examines the relationship between 19th-century landscapes (paintings, photographs and illustrations) and tourism in North America. The semiotics of tourism, the tourist industry as patron, the tourist as audience, and the visual implications of new forms of travel explored via the work of Cole, Moran, Jackson, and others.
3 points

Seminars
Seminars have limited enrollment. Permission of the instructor is required for admission to all Barnard and Columbia seminars. In addition, it is strongly recommended that students seeking admission to a seminar have previously had a lecture course in the area. Students must sign up for Columbia seminars at 626 Schermerhorn.

AHIS BC 3031y Imagery and Form in the Arts
Operation of imagery and form in dance, music, theater, visual arts and writing; students are expected to do original work in one of these arts. Concepts in contemporary art will be explored.
- J. Snitzer
Prerequisites: Enrollment limited to 15 students. Permission of the instructor. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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AHIS BC 3941y Contemporary African Photography and Video
Explores the development of contemporary photographic and video practices as they relate to Africa. Organized thematically, it focuses on the individual case studies, artists, and exhibitions that comprise the dynamic and international realm of contemporary photography and video by artists living on and off the African continent.
Prerequisites: Enrollment limited to 15 students. Permission of the instructor. General Education Requirement: The Visual and Performing Arts (ART).
4 points

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AHIS BC 3948y The Visual Culture of the Harlem Renaissance
Introduction to the paintings, photographs, sculptures, films, and graphic arts of the Harlem Renaissance and the publications, exhibitions, and institutions involved in the production and consumption of images of African-Americans. Focuses on impact of Black northward and transatlantic migration and the roles of region, class, gender, and sexuality.
- E. Hutchinson
Prerequisites: Enrollment limited to 15 students. Permission of the instructor. General Education Requirement: Historical Studies (HIS).
General Education Requirement: The Visual and Performing Arts (ART).
### AHIS BC 3949x The Art of Witness: Memorials and Historical Trauma

Examines aesthetic responses to collective historical traumas, such as slavery, the Holocaust, the bombing of Hiroshima, AIDS, homelessness, immigration, and the recent attack on the World Trade Center. Studies theories about trauma, memory, and representation. Explores debates about the function and form of memorials.

**Prerequisites:** AHIS BC1001-BC1002 or equivalent. Enrollment limited to 15 students. Permission of the instructor. Preference to seniors and Art History majors. General Education Requirement: The Visual and Performing Arts (ART).

4 points

### AHIS BC 3950x Contemporary Photography and Video in Asia

Explores the range of contemporary photographic and video work being made in Japan, China, Korea, Taiwan, and Hong Kong. Considers the artists, institutions, publications and exhibitions that have contributed to the growing centrality of Asia in the contemporary art world.

**Prerequisites:** Enrollment limited to 15 students. Permission of the instructor. General Education Requirement: The Visual and Performing Arts (ART).

4 points

### AHIS BC 3951y Contemporary Art and the Public Sphere

Critically examines contemporary debates about the meaning of public art and public space, placing them within broader controversies over definitions of urban life and democracy. Explores ideas about what it means to bring the term "public" into proximity with the term "art." Considers the differing ideas about social unity that inform theories of public space as well as feminist criticism of the masculine presumptions underlying certain critical theories of public space/art.


4 points

### AHIS BC 3952x Art and Mass/Popular/Everyday Culture: 1850 to the Present

Examines interactions between art in Europe and the United States during the 19th and 20th centuries, on the one hand, and non-art forms of culture that are called variously "mass," "popular," and "everyday" culture, on the other. Places art/mass culture interactions within the rise of bourgeois society, the invention of democracy, and relations of class, gender, sexuality, and race. Studies major critical theories and debates about the relationship between art and mass culture.


4 points

### AHIS BC 3956y The Body and Abstraction

Explores the relationship between the human body and abstraction in 20th century art from both a historical and theoretical perspective, through a variety of methodological optics, from post-structuralism to feminism. Investigates a number of non-figurative practices in both Europe, and the United States and Latin America - from Jackson Pollock, Joseph Beuys, Lygia Clark, Yves Klein and Lucio Fontana to Performance, Actionism and Feminist practices, among others - where the body emerges as matrix of artistic practice, the matrix of abstraction even.

- J. Mansoor

**Prerequisites:** AHIS W3650 20th Century Art or equivalent. Enrollment limited to 15 students. Permission of the instructor. General Education Requirement: The Visual and Performing Arts (ART).

4 points

### AHIS BC 3957x or y 1980s Feminism and Postmodernism in the Visual Arts

Examination of art and criticism that is informs by feminist and postmodern ideas about subjectivity in visual representation which first achieved prominence in the late 1970's and 1980's, exerting a profound influence on contemporary aesthetic practice. Explored in relation to earlier concepts of feminism, modernism, social art history, and "art as institution." Artworks discussed include those of Barbara Kruger, Cindy Sherman, Louise Lawler, Krzysztof Wodiczko, Hans Haacke, Mary Kelly, and Catherine Opie, among others.


4 points

### AHIS BC 3958x Senior Research Seminar

Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser.
in art history and participate in group meetings scheduled throughout the senior year.

- R. Deutsche

Prerequisites: Course open to Barnard Art History majors only.
4 points

AHIS BC 3980y Senior Research Seminar

Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser in Art History and participate in group meetings scheduled throughout the senior year.

- R. Deutsche

Prerequisites: Course open to Barnard Art History majors only.
4 points

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<td>05407 001</td>
<td>Tu 6:10p - 6:00p 202 Barnard Hall</td>
<td>R. Deutsche</td>
<td>24</td>
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</table>

AHIS BC 3988x Art Criticism

Contemporary art and its criticism written by artists (rather than by art historians or journalistic reviewers). Texts by Dan Graham, (Art and Language), Robert Smithson, Brian O'Dougherty, Martha Rosler, Barbara Kruger and others. Also, considers the art and writing of each artist together.

Prerequisites: Enrollment limited to 15 students. Permission of the instructor. General Education Requirement: The Visual and Performing Arts (ART).
4 points

AHIS BC 3970x Methods and Theories of Art History

Introduction to critical writings that have shaped histories of art, including texts on iconography and iconology, the psychology of perception, psychoanalysis, social history, feminism and gender studies, structuralism, semiotics, and post-structuralism.

4 points

AHIS BC 3985x Introduction to Connoisseurship

Factors involved in judging works of art, with emphasis on paintings; materials, technique, condition, attribution; identification of imitations and fakes; questions of relative quality.

4 points

Studio Courses in Art

Studio courses 2003x, 2004y, 2005x, 2006y, 2007x, 2008y are given at Barnard. Enrollment is limited and students must sign up in advance. Other studio courses are given at the School of the Arts, in Dodge Hall, and students may register for these only with written permission of the department chair. Classes are limited in size. Students who wish to enter the Columbia courses are required to apply for space in 305 Dodge Hall during the pre-registration period prior to each term. Model fees range from $20 to $45. For students other than those majoring in Art History with Visual Arts concentration, a maximum of four courses of studio work may be credited toward graduation.

AHIS BC 2001x and y Introduction to Drawing

Introduce drawing as an open-ended way of working and thinking. The class is primarily a workshop, augmented by slides, lectures and field trips. Throughout the semester, students will discuss their work one-on-one with the instructor and as a group. Starting with figure drawing, we will investigate drawing as a practice involving diverse forms of visual culture.

- J. Miller

Prerequisites: Enrollment limited to 15 students.
2 points

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<th>Course Number</th>
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<td>09706 001</td>
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AHIS BC 2005x Painting

Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Classwork will include drawing and painting from the model as well as still-life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary.
2 points

AHIS BC 2006x Painting
Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Classwork will include drawing and painting from the model as well as still life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary.

2 points

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AHIS BC 2008y Painting

Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Classwork will include drawing and painting from the model as well as still life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary.

2 points

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AHIS BC 2007x Painting

Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Classwork will include drawing and painting from the model as well as still life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary.

2 points

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AHIS BC 3003x and y Supervised Projects in Photography

This class is designed for students to conduct independent projects in photography.  
Prerequisites: Enrollment limited to 15 students. General Education Requirement: The Visual and Performing Arts (ART).

3 points

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<td>M 11:00a - 12:50p</td>
<td>J. Miller</td>
<td>52</td>
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AHIS BC 3530x Advanced Studio

An interpretive study of the theoretical and critical issues in visual art. Projects that are modeled after major movements in contemporary art will be executed in the studio. Each student develops an original body of artwork and participates in group discussions of the assigned readings.

- J. Snitzer  
Prerequisites: Enrollment limited to 15 students. Permission of the instructor. General Education Requirement: The Visual and Performing Arts (ART).

3 points
Cross-Listed Courses

Art History and Archaeology

W3904 Aztec Art and Sacrifice
W3921 Patronage and the Monuments of India
BC3927 Gender & Sexuality in Roman Art
BC3944 Americans in Paris 1860-1914
W3959 Collage and its Histories
W3970 The Histories of Photography

Asian and Middle Eastern Studies (Barnard)

V3342 Masterpieces of Indian Art and Architecture
Asian and Middle Eastern Cultures
321 Milbank Hall
854-2125, 5416, 5540, 9538
www.barnard.edu/amec

Associate Professors: Rachel Fell McDermott (Chair), David Moerman, Guobin Yang
Assistant Professor: Wiebe Denecke

Other officers of the University offering courses listed below:

John Mitchell Mason Professor Emeritus and Special Service Professor: William Theodore de Bary
Shincho Professor Emeritus and Special Service Professor: Donald Keene

Professors: Muhsin Al-Musawi, Paul J. Anderer, Peter J. Awn (Religion), Richard Bullet (History), Pierre Cachia (Senior Scholars Program), Myron Cohen (Anthropology), Hamid Dabashi, Vidya Dehejia (Art History), Nicholas Dirks (Anthropology), Mason Gentzler (Senior Scholars Program), Carol N. Gluck (History), Jahyun Kim Haboush, Robert Harrisi (Art History), John S. Hawley (Religion), Robert Hymes, Dorothy Ko (History), Dan Miron, Frances Pritchett, Morris Rossabi (Visiting), George Saliba, Conrad Schirokauer (Senior Scholars Program), Alan Segal (Religion), Haruo Shirane, Henry D. Smith, Michael Stanislawski (History), Robert A. F. Thurman (Religion), Gauri Vishwanathan (English and Comparative Literature), David Weiss Hallivni (Religion), Pei-yi Wu (Senior Scholars Program), Marc Van De Mieroop, Chun-Fan Yu (Religion), Madeleine Zelin

Associate Professors: Charles Armstrong (History), Aaron Andrew Fox (Music), Gregory Pfugfelder, Wei Shang, Tomi Suzuki

Assistant Professors: Wendi L. Adamek (Religion), Gil Anidjar, Janaki Bakhle (History), Michael Como (Religion), Theodore Hughes, Eugenia Lean, Feng Li, David Lurie, Joseph Massad, Adam McKeown (History), Nader Sohrabi, Wendy Swartz, Gray Tuttle

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facelavellist.html

The primary aim of Asian and Middle Eastern Cultures is to introduce major Asian civilizations and their works and values as a means of expanding knowledge of the varieties and unities of human experience. The General Courses below are designed for any student, whatever her major interests, who wishes to include knowledge of Asian life in her education.

The satisfactory completion of one of the following courses offered in the departments of East Asian Languages and Cultures and Middle East Languages and Cultures satisfies the college requirements in the respective languages: Akkadian G 4113 Intermediate Akkadian; Arabic W 1215 Intermediate Arabic; Armenian W 1313 Intermediate Armenian; Bengali W 1202 Intermediate Bengali; Chinese C 1202 or F 1202 Intermediate Chinese (second stage); Hebrew W 1513 Intermediate Modern Hebrew; Hindi-Urdu W 1613 Intermediate Hindi-Urdu; Japanese C 1202 or F 1202 Intermediate Japanese (second stage); Iranian W 1713 Intermediate Modern Persian; Korean W 1202 Intermediate Korean; Sanskrit W 4813 Intermediate Sanskrit; Tamil 1202 Intermediate Tamil; Telugu W 1202 Intermediate Telugu; Tibetan W 4413 Intermediate Tibetan; or Turkish W 1913 Intermediate Turkish.

Literature courses in the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures in which readings are in the original languages may be used to fulfill the Barnard distribution requirements only with the permission of the Chair of Asian and Middle Eastern Cultures.

Students who wish to enter Chinese, Japanese, or Korean language courses above the introductory level must pass a language placement test before registering. Placement exams are given during the week before classes begin—contact the Department of East Asian Languages and Cultures (407 Kent) for exact dates. For placement above the introductory level in Arabic, Armenian, Bengali, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish, contact the Department of Middle East and Asian Languages and Cultures (602 Kent). All students wishing to enter the Hebrew language program or wishing exemption from the Hebrew language requirement must take a placement test. Contact the Department of Middle East and Asian Languages and Cultures (602 Kent) for details.
Asian and Middle Eastern Cultures
321 Milbank Hall
854-2125, 5416, 5540, 9538
www.barnard.edu/amec

REQUIREMENTS FOR THE MAJOR

A student who plans to major in Asian and Middle Eastern Cultures is advised to consult a member of the department in the Spring term of her first year in order to be sure to plan for an appropriate sequence of language study.

To major in Asian and Middle Eastern Cultures, a student will choose to follow one of two tracks, East Asian or Middle East and South Asian.

The East Asian Track
The major requires a minimum of 10 courses (if a student has already satisfied the language requirement) or more (if she starts the language requirement from the beginning). The requirements include:

1) Language:
Three years of Chinese, Japanese, or Korean, or the proficiency equivalent (to be demonstrated by a placement examination).

2) Core Courses:
   Asian Humanities V 3400 Colloquium on Major Texts
   and
   Two of the following survey courses:
   Asian Civilizations-East Asia V 2002 Introduction to Major Topics in Asian Civilizations: East Asia
   Asian Civilizations V 2359 Introduction to the Civilization of China
   Asian Civilizations V 2361 Introduction to the Civilization of Japan
   Asian Civilizations V 2363 Introduction to the Civilization of Korea
   Asian Civilizations V 2365 Introduction to the Civilization of Tibet

3) Disciplinary Courses: Three courses, to be chosen in consultation with the adviser. Because Asian studies is an area-study rather than an academic discipline, it is important that the student also develop competence in a particular discipline. She is therefore asked upon entering the major to choose from among the following: history, literature, philosophy, religion, art history, anthropology, political science, sociology, or economics. Typically, one of the courses taken in satisfaction of the disciplinary requirement will be a basic introductory or methodology course, and the other two will be in East Asia related courses in the discipline. Under certain circumstances the adviser may approve a combination of two basic courses and one East Asia-related course; courses in closely related disciplines may also be substituted with the approval of the adviser. However, if a student chooses one or two disciplinary courses that are not specifically Asia-related, these courses will be considered qualifying in terms of the disciplinary requirement, but not as counting toward the 10-course minimum for the major. Only those courses that are Asia-related are considered to count toward this 10-course minimum.

   As their basic introductory disciplinary course, majors specializing in history should take Historiography of East Asia (East Asian W 4103y), those specializing in literature should take Literary and Cultural Theory East and West (East Asian W 4101y), and those specializing in the social sciences (anthropology, economics, political science, or sociology) should take Critical Approaches to East Asia in the Social Sciences (East Asian W 4102y). These three courses are offered in the Spring term and should normally be taken in the junior year.

4) Elective Courses: Two courses related to East Asia, to be chosen in consultation with the adviser.

5) Research in East Asian Studies V 3999y: To be taken in the junior year.

6) Senior Paper: Each student is expected to prepare a research paper or an annotated English translation of an East Asian text. The paper should be in the chosen disciplinary field and will be written in the senior year in Senior Thesis (East Asian W 3901x or y) in consultation with an appropriate faculty adviser. All students, except those on study leave in the Autumn, should enroll for the Autumn term. Under special circumstances, with the adviser's approval, the senior paper may be written in conjunction with Asian Studies BC 3999, Independent Study. Note that in all East Asian language courses, the minimum
grade required to advance from one level to the next is B-.

The Middle East or South Asian Track

A minimum of 13 courses is required, including:

- Asian Humanities AHUMV 3399x,y Colloquium on Major Texts
- Middle East & South Asia MDE W 3000x Theories of Culture: Middle East and South Asia
- Two of the following courses:
  - Asian Civilizations-Middle East V 2001 Introduction to Major Topics in Asian Civilizations: The Middle East and India
  - Asian Civilizations-Middle East V 2003x Introduction to Islamic Civilization
  - Asian Civilizations-Middle East V 2008y Contemporary Islamic Civilizations
  - Asian Civilizations-Middle East V 2357x Introduction to Indian Civilizations

Four to six courses of an appropriate language (Akkadian, Arabic, Armenian, Bengali, Hebrew, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Telegu, Tibetan, or Turkish), selected in consultation with the adviser.

A minimum of five courses chosen as a concentration. The concentration may be in the languages and cultures of ancient Semitic, Arabic, Armenian, Hebrew, Indic, Iranian, Persian, or Turkish.

A senior thesis, to be written under the supervision of a faculty member chosen in consultation with the adviser. Students whose sole major is Asian and Middle Eastern Cultures should take two semesters of Independent Study (ASST BC 3999x/y) with their adviser for the purposes of producing the thesis. Students who are double-majoring in a second department that requires a group seminar should enroll in that seminar and work with the AMEC advisor on the side.

The courses listed under Middle East and South Asia below represent a selection among those required in one or another of the concentrations. Students should consult the Middle East and Asian Languages and Cultures department office in 602 Kent Hall for a complete list of course offerings. Also see the note on graduate courses at the end of this section.

No minor is offered in Asian and Middle Eastern Cultures.
# ASIAN & MIDDLE EASTERN CULTURES

## Theory, Method and Writing

**MDES W 3006x and y Theories of Culture: Middle East and South Asia**

Critical introduction to theories of culture as they are related to the Middle East and South Asia. Enables students to articulate their emerging knowledge of these two regions and cultures in a theoretically informed language.

*Prerequisites: Required of all majors. Enrollment limited to 35 students. General Education Requirement: Social Analysis (SOC). 4 points*

**EAAS W 3901x Senior Thesis**

Senior seminar required of all majors in East Asian Studies.

*Prerequisites: Senior majors only.
3 points*

**ASST BC 3999x and y Independent Study**

Specialized reading and research projects planned in consultation with members of the Asian and Middle Eastern Cultures teaching staff.

*Prerequisites: Open to majors who have fulfilled basic major requirements on written permission of the staff member who will supervise the project.
4 points*

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**EAAS V 3999y Research in East Asian Studies**

Introduces students to research and writing techniques and requires preparation of a senior thesis proposal. Required for juniors who are East Asian majors.

1 point*

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**EAAS W 4101y Literary and Cultural Theory East and West**

Designed to familiarize students with major paradigms of contemporary literary and cultural theory to generate critical contexts for analyzing East Asian literature and culture in a comparative framework. Takes up a wide but interrelated range of issues, including feminist criticism, film theory, postcolonialism, social theory, postmodernism, and issues of national and ethnic identity.

*3 points*

**EAAS W 4102y Critical Approaches to East Asia in the Social Sciences**
Introduces students to social science research on East Asia (primarily China, Korea, and Japan) by examining, first, the role of culture and the state in East Asian development, second, the social and political consequences of economic development.

**General Education Requirement: Social Analysis (SOC).**

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**EAAW W 4890y Historiography of East Asia**

Major issues in the practice of history illustrated by critical reading of important historical work on East Asia. 

**Prerequisites:** Two-hour seminar plus additional one-hour workshop in bibliography and research methods. Designed primarily for majors in East Asian Studies in their junior year. Permission of instructor required for others. **General Education Requirement: Reason and Value (REA).**

3 points

**East Asian, General and Comparative**

**HSEA W 3718y Nation, Race, and Empire in East Asia**


3 points

**HSEA W 3891x The Asia-Pacific Wars, 1931-1975**

3 points

**HSEA W 3898y The Mongols in History**

**General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Historical Studies (HIS).**

3 points

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**ASCE W 3925y Wisdom Literatures**

Focus on the ancient literary and philosophical traditions known as "wisdom literature," broadly defined as works that offer political and religious instruction on living an ethical life in a corrupt world. Exploration of commonalities and differences between East Asian, Near Eastern, and Greco-Roman modes of wisdom writing.

**General Education Requirement: Reason and Value (REA).**

4 points

**HSEA W 3997x World War Two in History and Memory**


3 points

**EAAW W 4000x History of East Asian Writing**


3 points

**EAAW W 4212y Topics in Early China and Japan**

Explores rhetorical traditions of Early China and Japan, examining types of speech situation (instruction, persuasion, or court entertainment) and devices important to the construction of argument (anecdotes, parallel structures, and topical clusters).

**Prerequisites:** Some prior knowledge of Chinese or Japanese history or literature is required. **General Education Requirement: Literature (LIT). Not offered in 2007-2008.**

4 points

**ASCV W 4320x Human Rights and Social Justice in Comparative Perspective**

Considers issues of human rights through cross-national and cross-cultural studies of modern China and Korea.

4 points

**EAAW W 4408x Social Movements in Contemporary East Asia**

Examines basic theories and concepts of the social movement literature and how it is utilized for the study of social movements in contemporary East Asia from a comparative perspective. By navigating through major studies of social movements in China, Taiwan, South Korea, and Japan, the course focuses on the varying contexts and dynamics through which social movements emerge, develop, and leave traces. This course will help us better understand how social, political, and cultural history unfolds through the intricate interaction between the status quo and the incessant challenges against it.

- S. Kim

http://www.barnard.edu/catalog/courses/asmb crs p.php
Prerequisites: Sophomore Standing General Education Requirement: Social Analysis (SOC).
3 points

HSEA W 4902x World War Two
4 points

HSEA W 4918y Smuggling, Drugs, and States
4 points

East Asian, China

EAAS V 3310x or y Rebellion and Revolution in Modern China
3 points

EAAS W 3315x Literature and Film in Modern China
3 points

HSEA V 3430x A Cultural History of "Revolution" in 20th-Century China
3 points

HSEA V 3450y China's Sprouts of Capitalism
3 points

HSEA V 3650y Family in Chinese History
3 points

HSEA V 3850x Contemporary Chinese Culture and Society
A sociological survey of contemporary China. Examines major institutions (economy, politics, media) and the sources and consequences of their transformation. Studies main forms of social inequality and social conflicts. Explores popular culture, civic associations, the environmental crisis, and the prospects for democratic political change.
3 points

HSEA BC 3861 Chinese Cultural History
3 points

HSEA W 3880x-W3881y History of Modern China

W3880--The Late Imperial Age: China's international development and foreign contacts from 1600-1911. W3881--The Period of the Republic: Political, social, and intellectual developments from 1911 to 1949, which resulted from domestic crisis and foreign pressures.
General Education Requirement: Historical Studies (HIS).
3 points

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EAAS W 4031x Introduction to the History of Chinese Literature (Beginning to 900)
3 points

EAAS W 4031y Introduction to the History of Chinese Literature (9th-19th Centuries)
3 points

HSEA W 4828y China's "Cultural Revolution" in History and Memory
Analyzes the origins and dynamics of China's "Great Proletarian Cultural Revolution." Explores collective memories of the Cultural Revolution in contemporary China by examining memoirs, films, literature, and other cultural practices.
4 points

HSEA W 4867x Civil Society, Public Sphere, and Popular Protest in Contemporary China
Systematic and critical assessment of the developments and challenges of civil society in reform era China by focusing on civic associations, public sphere, and popular protest.
4 points

HSEA W 4869x History of Ancient China to the End of Han

http://www.barnard.edu/catalog/courses/asmb_crs_p.php 1/18/2008
### HSEA W 4871x Seminar on the City in Modern China
3 points

### HSEA W 4881x Gods, Ghosts, and Ancestors: Social History of Chinese Religion
3 points

### HSEA W 4884y Economic History of Modern China
3 points

### HSEA W 4886x Gender, Passions, and Social Order in China since 1500
4 points

### HSEA W 4891y Law in Chinese History
4 points

## East Asian, Japan

### EAAS W 3334x Introduction to Modern Japanese Literature
3 points

### EAAS W 3338y A Cultural History of Japanese Monsters
3 points

### EAAS V 3360y Ozu, Mizoguchi, Kurosawa
3 points

### EAAS V 3405y Women in Japanese Literature: Love, Sexuality, and Gender
3 points

### EAAS V 3613y Buildings and Cities in Japanese History
3 points

### EAAS V 3615x Japanese Literature and Film
3 points

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### EAAS V 3660x Kurosawa Seminar
3 points

### HSEA W 3870x Japan in the 19th Century
3 points

### HSEA W 3871y Japan in the 20th Century
3 points

### HSEA W 3875y Ideas and Society in Modern Japan, 1600-2004
3 points

### EAAS W 3879y Who is the Samurai?
3 points

### EAAS W 4109y Japanese Religious Landscapes: Practices and Representations
Examination of the concept of landscape in Japanese religious culture, focusing on the ways in which physical and imaginary landscapes were represented, in theory and practice, in literature, art, and ritual. Topics to be explored include cosmology, pilgrimage, and syncretism, and the relationship such world views have on politics, gender, and social institutions.

Prerequisites: One course on Japanese or East Asian cultures or Art History or permission of Instructor.

3 points

**EAAS W 4115x Japanese Literature: Beginning to 1800**
3 points

**EAAS W 4120x A Cultural History of Japanese Cartography**
Examines Japanese history through the media of cartographic self-representation and analyzes the ways of seeing and ways of thinking that the map allows. Chronological and thematic survey of the historical contexts and historical objects of Japanese cartography: agricultural estates, religious sites, roadways, cities, provinces, countries, and worlds.

- M. Moerman

Prerequisites: Permission of instructor.

4 points

**HSEA W 4820x Japan Before Tokugawa**
3 points

**HSEA W 4845x Master Narratives and Epochal Moments in Modern Japanese History**
4 points

**HSEA W 4870x Japan Before 1600**
3 points

**East Asian, Korea**

**EAAS V 3215x Korean Literature and Film**
3 points

**HSEA W 3862x The History of Korea to 1900**
General Education Requirement: Historical Studies (HIS).
3 points

**HSEA W 3863y The History of Modern Korea**
General Education Requirement: Historical Studies (HIS).
3 points

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**HSEA W 4869y Culture and Society of Choson Korea, 1392-1910**
3 points

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**East Asian, Tibet**

**TIBT W 4500y Understanding Modern Tibet**
3 points

**EAAS W 4557x Envisioning the Snowland: Film and TV in Tibet and Inner Asia**
General Education Requirement: The Visual and Performing Arts (ART).
3 points

**EAAS G 4618x Biography, Memory, and Modern Tibet: The Reading and Writing of Life Stories**
3 points
### Course Catalogue

**Spring 2008 :: EAAS 4618**

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**HSEA W 4708x Rise of Modern Tibet: History and Society, 1600-1913**
4 points

**HSEA W 4729y 20th Century Tibetan History**
4 points

**HSEA W 4866x Competing Nationalisms in East Asia: Representing Chinese and Tibetan Relations**
3 points

### South Asian

**MDES W 3004y Islam in South Asia**
Assumes no previous background in Islam and South Asian studies.
General Education Requirement: Historical Studies (HIS).
3 points

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**MDES W 3630y Survey of Indian Literatures in Translation**
3 points

**ASRL W 3772y Perspectives on Evil and Suffering in World Religions**
Exploration of the problems of evil and suffering in Christianity, Judaism, Hinduism, and Confucianism, with attention to such questions as what is "evil," why it exists, how suffering fits into the religious world view, and how religious people cope with threats to their analytic capacities, powers of endurance, and moral insight. Draws on classical texts, myths, and modern fieldwork.
3 points

**ASRL V 3974y Hindu Goddesses**
Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography, associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India.
Prerequisites: One course in Indian culture or religion or permission of instructor.
4 points

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**ASST W 4001y History, Literature, and Culture of Bengal**
Introduces the history, literature, and culture of West Bengal and Bangladesh. Attention given to important figures, ideological trends, and social structures; Bengali texts in translation; and recent studies on Bengal. Lectures supplemented by slides and films.
Prerequisites: Introduction to Indian civilization, or the equivalent, is recommended as background. General Education Requirement: Historical Studies (HIS). Not offered in 2007-2008.
3 points

**MDES W 4640x or y Art and Aesthetics in Colonial India**
3 points

**ASRL W 4660y Judaism and Christianity in South Asia**
Introduces indigenous traditions of Judaism and Christianity in the subcontinent, focusing on history, diversity, interactions with Hindus and Muslims, and contemporary controversies. South Asian Jews and Christians in the diaspora, especially New York, also highlighted.
Prerequisites: An academic background in Judaism, or Christianity, or Hinduism/Indian history is highly recommended. Not offered in 2007-2008.
3 points

http://www.barnard.edu/catalog/courses/asmb crs p.php

1/18/2008
Southeast Asian

HSEA W 3882x Introduction to Modern Southeast Asian History
3 points

Middle Eastern

CLME W 3042y Palestinian and Israeli Politics and Society
3 points

CLME W 3524y Contemporary Israeli Fiction
3 points

MDES W 3540y Introduction to Israeli Culture
Prerequisites: Reading proficiency in Hebrew not required. Not offered in 2007-2008.
3 points

MDES W 3541x Zionism: A Cultural Perspective
3 points

MDES W 3542x Introduction to Israeli Literature
3 points

MDES W 3750y Islam, Science, and the West
3 points

HSME W 3854x East Mediterranean in the Late Bronze Age
3 points

ANCN W 4001y Ancient Empires
3 points

CLME W 4031y Cinema and Society in Asia and Africa
3 points

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<th>Call Number/Section</th>
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CLME W 4520y New Israeli Writing
4 points

MDES W 4950y Late Ottoman State and Society
3 points

Asian Civilizations

ASCM V 2001x Introduction To Major Topics In Asian Civilizations: the Middle East and India
Interdisciplinary and topical approach to major issues and phases of Asian civilizations and their role in the contemporary world.
General Education Requirement: Cultures in Comparison (CUL).
4 points

ASCE V 2002x or y Introduction To Major Topics In Asian Civilizations: East Asia
Interdisciplinary and topical approach to the major issues and phases of East Asian civilizations and their role in the contemporary world.
General Education Requirement: Cultures in Comparison (CUL).
4 points

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<tr>
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**ASCE V 2003x Introduction to Islamic Civilization**

Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions from its pre-Islamic Arabian setting to the present.

*General Education Requirement: Historical Studies (HIS).*

4 points

**ASCM V 2008y Contemporary Islamic Civilizations**

Survey of the contemporary intellectual currents in Islamic societies, with a special emphasis on the societies of the Middle East and on the cultural issues not covered in the course is classical Islamic civilization through focus on texts of the contemporary period.

4 points

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<tr>
<th>Course</th>
<th>Call Number/Section</th>
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**ASCE V 2357x Introduction to Indian Civilizations**

Introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges.

*General Education Requirement: Historical Studies (HIS).*

3 points

**ASCE V 2359x and y Introduction to East Asian Civilizations: China**

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions.

*General Education Requirement: Historical Studies (HIS).*

3 points

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</table>

**ASCE V 2361xy Introduction to East Asian Civilizations: Japan**

Development of Japanese society and culture with special attention to national self-image and values as revealed in thought, institutions, and literature.

*General Education Requirement: Historical Studies (HIS).*

3 points

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**ASCE V 2363y Introduction to East Asian Civilizations: Korea**

The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts.

*General Education Requirement: Historical Studies (HIS).*

3 points

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</table>
ASCE V 2365x Introduction to East Asian Civilization: Tibet
The sweep of Tibetan civilization and its history from its earliest recorded origins to the present.
General Education Requirement: Historical Studies (HIS).
3 points

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Asian Art Humanities

AHUM V 3340x or y Art In China, Japan, and Korea
Introduction to the distinctive aesthetic traditions of China, Japan, and Korea—their similarities and differences—through an examination of the visual and cultural significance of selected works. A survey of masterpieces of painting, sculpture, architecture, and other arts in relation to the history, culture, and religions of East Asia.
3 points

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>S. Larrive-Bass</td>
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<tr>
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<td>L. Chen</td>
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AHUM V 3342x Masterpieces of Indian Art and Architecture
Introduces students to 2000 years of art on the Indian subcontinent. Consists of discrete segments on the early art of Buddhism, rock-cut architecture of the Buddhists and Hindus, the emergence and development of the Hindu temple, the painted miniatures of the Mughals and Rajputs, and the art of British India.
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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<th>Course Number</th>
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<td>K. Kasdorf</td>
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AHUM V 3343y Masterpieces of Islamic Art and Architecture
Analytical survey of selected monuments and works of minor arts of the Islamic world. Special attention paid to historiographical and methodological problems and to issues of technological and aesthetic innovation.
General Education Requirement: The Visual and Performing Arts (ART).
3 points

Asian Humanities

AHUM V 3399x Colloquium on Major Texts
AHUM V3399 and V3400 form a sequence, but either may be taken separately. V3399 may also be taken as part of a sequence with AHUM V3830. Readings in translation and discussion of texts of Middle Eastern and Indian origin. The Qur'an, Islamic philosophy, Sufi poetry, the Upanishads, Buddhist sutras, the Bhagavad Gita, Indian epics and drama, and Gandhi's Autobiography.
3 points

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<tr>
<th>Course Number</th>
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</table>
AHUM V 3400x or y Colloquium on Major Texts

AHUM V3399 and V3400 form a sequence, but either may be taken separately. Readings in translation and discussion of texts of Chinese, and Japanese origin. The Analects of Confucius, Mencius, Lao Tzu, Chuang Tzu, the Lotus Sutra, Dream of the Red Chamber, Tale of Genji, Zen literature, Noh plays, bunraku (puppet) plays and Chinese and Japanese poetry.


4 points

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<tr>
<th>Course Number</th>
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<td>005</td>
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AHUM V 3830x Colloquium On Modern East Asian Texts

Exploration of modern East Asian traditions through intensive reading of literary masterpieces by Lu Xun, Shen Congwen, Akutagawa Ryunosuke, Kawabata Yasunari, Hyon Ching-gon, Choi In-hoon, and others. Emphasis on cultural and intellectual issues and their manifestations in literary forms. Knowledge of the original languages is not required.

Prerequisites: AHUM V3400 is strongly recommended as background. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Literature (LIT).

4 points

INSM W 3920x-W3921y Nobility and Civility Seminar

4 points

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AHUM W 4027x Colloquium On Major Works of Chinese Philosophy, Religion, and Literature

Extends the work begun in AHUM V3400 by focusing on reading and discussion of major works of Chinese philosophy, religion, and literature, including important texts of Confucian, Daoist, Mohist, Legalist, Huang-Lao, and neo-Daoist traditions and recently discovered texts. Forms a sequence with AHUM W4028, but may also be taken separately.

Prerequisites: AHUM V3400, ASCE V2399, or ASCE V2002.

4 points

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AHUM W 4028y Colloquium on Major Works of Chinese Philosophy, Religion, and Literature

Extends the work begun in AHUM V3400 by focusing on reading and discussion of major works of Chinese philosophy, religion, and literature, including important texts of Confucian, Daoist, Mohist, Legalist, Huang-Lao, and neo-Daoist traditions and recently discovered texts. Forms a sequence with AHUM W4027, but may also be taken separately.

Prerequisites: AHUM V3400, ASCE V2399, or ASCE V2002.

4 points

AHUM W 4029x Colloquium on Major Works of Japanese Thought I

Extends the work begun in Asian Humanities V3400 by focusing on reading and discussion of major works of Japanese philosophy,
religion, and literature from earliest times to the 12th century.
Prerequisites: AHUM V3400, ASCE V3002, ASCE V3361, or the equivalent.
4 points

AHUM W 4030y Colloquium on Major Works of Japanese Thought II
Reading and discussion of major works of Japanese philosophy, religion, and literature from the 14th through 18th centuries.
Prerequisites: AHUM V3400, ASCE V2361, or ASCE V2002 or the equivalent.
4 points

Asian Music Humanities

AHMM V 3320x Introduction To the Musics of East Asia and Southeast Asia
A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations.
3 points

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AHMM V 3321y Introduction To the Musics of India and West Asia
A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations.
3 points

Cross-Listed Courses

Anthropology (Barnard)

V3525 Introduction to Asian History and Culture

Anthropology

V3007 Holy Lands, Unholy Histories: Archaeology before the Bible
V3035 Religion in Chinese Society

East Asian Languages and Cultures

V2002 Introduction to Major Topics in Asian Civilizations: East Asia
V2359 Introduction to East Asian Civilizations: China
V2363 Introduction To East Asian Civilizations: Korea
V2365 Introduction to East Asian Civilizations: Tibet
V3215 Korean Literature and Film
V3315 Literature and Film in Modern China
V3360 Kurosawa Seminar
V3400 Colloquium on major texts: East Asia
W3405 Women in Japanese Literature: Love, Sexuality, and Gender
V3830 Colloquium on Modern East Asian Texts
W3870 Nineteenth-Century Japan
W3871 Japan in the 20th Century
W3901 Senior Thesis
W4027 Colloquium on Major Works of Chinese Philosophy, Religion and Literature
W4029 Colloquium on Major Works of Japanese Philosophy, Religion, and Literature
W4031 Introduction to the History of Chinese Literature
W4109 Japanese Religious Landscapes: Pilgrimage in Japanese History
W4550 Understanding Modern Tibet
G4618 Biography, Memory and Modern Tibet: the Reading and Writing of Life Stories
W4859 History of Ancient China to the End of Han

History

W1002 Ancient History of Mesopotamia and Anatolia
W3710 History of Iran To the Safavid Period
W3711 Main Currents of Islamo-Christian Civilization
W3719 History of the Modern Middle East
W3800 Gandhi's India I
W3801 Gandhi's India II
W3863 The History of Modern Korea
W3881 The History of Modern China II
W3898 The Mongols In History
W4713 Orientalism and the Historiography of the Other
W4890 Historiography of East Asia

History (Barnard)

BC3803 Gender and Empire
BC3805 Law and Society in South Asia
BC3861 Chinese Cultural History 1500–1800
BC4805 Caste, Power, and Inequality
BC4861 Body Histories: The Case of Footbinding
BC4905 Capitalism, Colonialism, and Culture: A Global History

Middle East and Asian Languages and Cultures

V3399 Colloquium On Major Texts: Middle East and South Asia

Religion (Barnard)

V2205 Hinduism
V2405 Chinese Religious Traditions
V2505 Judaism
V2602 Introduction to Asian Religions
V3501 Hebrew Bible
V3508 Judaism During the Time of Jesus
W4010 Chan/Zen Buddhism
W4011 The Lotus Sutra in East Asian Buddhism
W4215 Hinduism Here
W4620 Religious Worlds of New York

Religion

V2005 Buddhism: Indo-Tibetan
V2008 Buddhism: East Asian
V2205 Hinduism
V2305 Islam
V2405 Chinese Religious Traditions
V2415 Japanese Religious Traditions
V2505 Judaism
V2802 Introduction to Asian Religions
V3015 Buddhist Ethics
V3205 Vedic Religion
V3508 Judaism in the Time of Jesus
W4010 Chan/Zen Buddhism
W4040 Women and Buddhism in China
W4200 Philosophies of India
W4203 Krishna
W4215 Hinduism Here
W4330 Seminar On Classical Sufi Texts
W4401 Mountains and Sacred Space in Japan
W4510 The Thought of Maimonides
W4620 Religious Worlds of New York
The Barnard Leadership Initiative:
Program in Public and Private Enterprise
www.barnard.edu/bli

This Program is supervised by the Faculty Committee for the Barnard Leadership Initiative:

Director: Alan Dye (Associate Professor of Economics)
Committee: Owen Gutfreund (Assistant Professor of History and Urban Studies), Peter Levin (Assistant Professor of Sociology), Debra Minkoff (Professor of Sociology), Lorraine Minkite (Assistant Professor of Political Science), Richard Plous (Professor of Political Science), Rosalind Rosenberg (Professor of History), David Weiman (Professor of Economics) Visiting Faculty: Liz Abzug (Adjunct Professor of Urban Studies), Thomas Kamber (Adjunct Professor of Urban Studies)

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavlist.html

For more than a century, Barnard College has been at the forefront of advancing the roles and position of women in society. The Barnard Leadership Initiative (BLI) is a multifaceted, interdisciplinary program that combines curriculum and co-curricular opportunities to prepare women for the challenges of undertaking roles as potential leaders in environments including, but not limited to, business, not-for-profit enterprise, and public service. Students will explore concepts of leadership, how institutions and systems work, and common systemic barriers faced by potential women leaders. The program offers critical perspectives on gender, institutional and leadership issues. The goal of the program is to provide tools and strategies to enable women to advocate for, and assume, full participation in positions of leadership at the highest levels of achievement in our society.

The program does not constitute a major; instead, students pursue it in conjunction with a major in one of the College’s departments or programs. Six courses are required to complete the program: Women and Leadership (AMST BC3450), three elective courses selected from the BLIE core; and the two-semester Interdisciplinary Senior Seminar in Public and Private Enterprise (BLIE BC3997-BLIE BC3998). Courses taken to satisfy the requirements of the BLIE Program may also be counted as credit toward one’s major.

The program culminates in the Interdisciplinary Senior Seminar (BLIE BC3997-BLIE BC3998), which is taken concurrently with the senior requirement in one’s major department. Instruction, discussion and presentations in the BLI Interdisciplinary Seminar enhance the capstone experience in one’s major while serving also as a capstone for the BLI sequence by bringing together the senior BLI participants, using multiple disciplinary approaches, to identify and compare perspectives and analysis from their respective disciplines and the BLI curriculum. The Seminar includes discussion of selected readings and topics and opportunities for participants of the seminar to present their senior research projects in the Seminar and at the end-of-year BLI symposium. Students in the Seminar are eligible to receive associated BLI grants to fund expenses associated with their senior research projects. Seminar enrollment is limited. Eligibility depends on prior completion of AMST BC3450 and two of the three elective BLI course requirements. Admission is based on prior academic achievement and on the suitability of the senior research project for the focus of the Seminar. If the third elective has not been completed prior to enrollment in the Seminar, it must be completed concurrently.

Students who plan to participate in the program should file a Declaration of Intent, typically by the end of the sophomore year, with the director of the program.

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The Barnard Leadership Initiative:
Program in Public and Private Enterprise
www.barnard.edu/bli

REQUIREMENTS

The program does not constitute a major; instead, students pursue it in conjunction with a major in one of the College’s departments or programs. Six courses are required to complete the program: Women and Leadership (AMST BC3450), three elective courses selected from the BLIE core; and the two-semester Interdisciplinary Senior Seminar in Public and Private Enterprise (BLIE BC3997-BLIE BC3998). Courses taken to satisfy the requirements of the BLIE Program may also be counted as credit toward one’s major.

The program culminates in the Interdisciplinary Senior Seminar (BLIE BC3997-BLIE BC3998), which is taken concurrently with the senior requirement in one’s major department. Instruction, discussion and presentations in the BLI Interdisciplinary Seminar enhance the capstone experience in one’s major while serving also as a capstone for the BLI sequence by bringing together the senior BLI participants, using multiple disciplinary approaches, to identify and compare perspectives and analysis from their respective disciplines and the BLI curriculum. The Seminar includes discussion of selected readings and topics and opportunities for participants of the seminar to present their senior research projects in the Seminar and at the end-of-year BLI symposium. Students in the Seminar are eligible to receive associated BLI grants to fund expenses associated with their senior research projects. Seminar enrollment is limited. Eligibility depends on prior completion of AMST BC3450 and two of the three elective BLI course requirements. Admission is based on prior academic achievement and on the suitability of the senior research project for the focus of the Seminar. If the third elective has not been completed prior to enrollment in the

http://www.barnard.edu/catalog/depts/bli_p.php

1/18/2008
Seminar, it must be completed concurrently.

Students who plan to participate in the program should file a Declaration of Intent, typically by the end of the sophomore year, with the director of the program.

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Barnard Catalogue 2007-2008
BARNARD LEADERSHIP INITIATIVE

Interdisciplinary Senior Seminar and Core Courses

BLIE BC 3997x-BC3998y Interdisciplinary Senior Seminar in Public and Private Enterprise

Draws students from multiple disciplines using a variety of approaches to discuss senior research projects and reinforce analytical perspectives on problems women encounter in the workplace, or other institutional environment, as they pursue positions of leadership and related issues. This course is taken in conjunction with the senior seminar in the student’s major department, or related requirement. Students will present, and discuss their research in the seminar and at the end-of-the-year symposium for other students, alumnae, and business, political, or community leaders.

Prerequisites: AMST BC3450 and two other courses from the BLIE core. Enrollment limited; admission by application only.

2 points each

Cross-Listed Courses

American Studies (Barnard)

BC3450 Women and Leadership

Economics (Barnard)

BC3014 Entrepreneurship
BC3017 Economics of Business Organization

Political Science (Barnard)

BC3331 * Colloquium on American Political Decisionmaking

Psychology (Barnard)

BC2151 Organizational Psychology

Sociology (Barnard)

BC3903 Work and Culture

Urban Studies

V3920 Social Entrepreneurship

Women's Studies (Barnard)

V1001 Introduction to Women's and Gender Studies
Biological Sciences
1203 Altshul Hall
Introductory Laboratory Office: 911 Altshul Hall
854-2153
www.barnard.edu/biology

Professors: Elizabeth S. Boylan (Provost), Paul E. Hertz (Ann Whitney Olin Professor)
Associate Professors: Brian Morton (Chair), John Glendinning
Assistant Professors: Hilary S. Callahan, Jennifer H. Mansfield, Kristen A. Shepard, Matthew Wallenfang
Lecturer: Jessica Goldstein
Professor Emeritus: Philip V. Ammirato, Jeanne S. Poindexter
Department Administrator: Lorin Johnson

For a complete list of faculty on leave see: http://www.barnard.edu/provost/facleavelist.html

Biography is a field that explores the structure, function, interactions, and evolution of living organisms. Some of the most exciting issues of our era such as those relating to biotechnology, genetic engineering, environmental problems, and health require a strong background in biology. Biology courses at Barnard cover a broad range of topics, including molecular and cellular biology, genetics, development, physiology, evolution, and ecology.

Many students specialize in biology in preparation for a career in medicine, dentistry, public health, nutrition, or law. Others anticipate graduate work in one of the many subfields of biology leading to a teaching and/or research career. Still others plan futures as scientific writers, illustrators, photographers, industry or government researchers, or in areas such as environmental policy and law.

The biology major is designed to provide a student with a broad education in the field as well as an opportunity to cover a specific aspect of biology in depth if she desires. The major has a strong research component, with all lab sections at both the introductory and advanced levels limited to 16 students, ensuring ample opportunity for interaction with faculty. Students also have the option of conducting individual research projects under the guidance of a faculty member, as described below. The senior requirement for the biology major can be completed either by enrolling in a senior seminar that involves reading and discussing the current literature in a specific area of biology or by completing a guided research project.

Research
Students are strongly encouraged to engage in research at Barnard. Guided Laboratory Research (BIOL BC 3591), External Research in Biology (BIOL BC 3592), and Guided Library Research (BIOL BC 3597) may all be used for degree credit. Biology majors may also use guided research to fulfill major requirements as described below; however, students are encouraged to do more research than can be applied to the major requirements.

In addition to conducting research during the academic year, students are encouraged to pursue summer research internships. Barnard faculty engage many students in paid research projects during the summer. The departmental office also has information about summer internships outside Barnard. In addition, the department awards funds on a competitive basis to support summer research not otherwise funded by internships.

Introductory Course Selection
The Biology Department offers several options at the introductory level; students should select courses on the basis of their preparation and background in biology. Students who took advanced biology in high school should enroll in the 2000-level sequence (BIOL BC 2001, BC 2002, and the lab courses BC 2003 and BC 2004). This sequence can be started either in the fall (BIOL BC 2002 and BC 2003) or the spring (BIOL BC 2001 and BC 2004) and fulfills the laboratory science portion of the General Education Requirement as well as the premedical requirement in biology.

Students with little or no experience in biology should enroll in the 1000-level sequence, which provides an appropriate introduction to important concepts in the field. Both BC 1001 and BC 1002 include a laboratory component and together fulfill the laboratory science portion of the General Education Requirement. Students who wish to move on to the 2000-level courses, which are prerequisites for advanced classes in biology, are eligible to do so upon completion of BC 1001.

AP Course Credit
Students who have passed the Advanced Placement examination in biology with a grade of 4 or 5 are exempt from BIOL BC 1001 and receive 3 points of credit. Students with an AP biology score of 4 or 5 may complete the Barnard lab science requirement with (a) BIOL BC 1002, (b) BIOL BC 2002 and BC 2003, or (c) BIOL BC 2001 and BC 2004. However, students must complete the entire 2000-level sequence (BC 2001, 2002, 2003, and 2004) for the Biology major or minor and for the biology premedical requirements. AP credit is granted regardless of which introductory courses are completed at Barnard.

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Biological Sciences
1203 Altshul Hall
Introductory Laboratory Office: 911 Altshul Hall
854-2153

http://www.barnard.edu/catalog/depts/biob_p.php

1/18/2008
www.barnard.edu/biology

REQUIREMENTS FOR THE MAJOR

The curriculum for biology majors complements the general education mission of a liberal arts college by providing a broad education in the field. It also satisfies the needs of students who anticipate postgraduate study in biology or medically oriented fields. The requirements for a major in biology are listed below:


Lecture Courses. A minimum of six lecture courses are required for the major. In order to ensure breadth, these six courses must include at least one from each of the following three groups:

1. BIOL BC 3302 Molecular Biology, BIOL BC 3310 Cell Biology, BIOL BC 3200 Genetics
2. BIOL BC 3360 Animal Physiology, BIOL BC 3340 Plant Physiology, BIOL BC 3320 Microbiology.
3. BIOL BC 3278 Evolution, BIOL BC 3372 Ecology, BIOL BC 3240 Plant Evolution

Courses numbered at the 3200-level are particularly appropriate for sophomores who have completed the 2000-level sequence. Appropriate lecture courses at Columbia University may be used to satisfy the lecture requirement. A list of approved courses is at the end of the list of Barnard biology courses; other courses require permission of the department chair.

Laboratories. Students must complete at least three laboratories beyond introductory biology. (Laboratories require a lecture course as co-requisite or prerequisite, as specified in the course descriptions.) Biology laboratories at Barnard require a lab fee of $50 per course. Appropriate biology laboratories at Columbia University may also be used to satisfy the lab requirement with the permission of the department chair. Students may use a research course in biology to fulfill one of the three required laboratories. Students can do this either with one semester of Guided Laboratory Research (BIOL BC 3591) or with two sequential semesters of External Research (BIOL BC 3592). Both options require concurrent participation in the Research Seminar (BIOL BC 3595) for one semester.

Senior Requirement. Students may complete the senior requirement with one of the following three options. Option 2 is available only to students who have not used Guided Laboratory Research or External Research to fulfill a lab requirement.

1. Senior Seminar (BIOL BC 3590).
2. Guided Laboratory Research (BIOL BC 3591) with concurrent participation in the Research Seminar (BIOL BC 3595).

Chemistry Requirement. One year of chemistry with laboratory, including one term of organic chemistry, is required (CHEM BC 2001, BC 3328, and BC 3230).

Additional courses for further postgraduate study. Students who are interested in attending graduate or professional schools should take an additional year of chemistry (CHEM BC 3231, Organic Chemistry II, and CHEM BC 3232, Intermediate General Chemistry) and one year each of calculus and physics. A course in statistics may also be recommended. Students interested in the health sciences should register with the Pre-Professional Office during their first two years and many plan to take the MCAT exam at the end of their junior year.

REQUIREMENTS FOR THE MINOR

A minor in biology must include one year of introductory biology (BIOL BC 2001, BC 2002, BC 2003, BC 2004), three additional lecture courses at the 3000 level or higher, and two additional laboratory courses. One of the lab courses may be Guided Research (BIOL BC 3591) if taken concurrently with the Research Seminar (BIOL BC 3595). Biochemistry, chemistry, environmental science, physics, and psychology majors need to take only one advanced laboratory instead of two, but the lab may not be a guided research course.

Requirements for the major in Environmental Biology are listed alphabetically.

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Barnard Catalogue 2007-2008

BIOLOGICAL SCIENCES

Introductory Courses

BIOL BC 1001x Revolutionary Concepts in Biology

Exploration of the major discoveries and ideas that have revolutionized the way we view organisms and understand life. The basic concepts of cell biology, anatomy and physiology, genetics, evolution, and ecology will be traced from seminal discoveries to the modern era. The laboratory will develop these concepts and analyze biological diversity through a combined experimental and observational approach.

Prerequisites: Course does not fulfill Biology major requirements or premedical requirements. Enrollment in laboratory limited to 16 students per section. Lab Required.

4.5 points

BIOL BC 1002y Contemporary Issues in Biology

Exploration of modern biology as it pertains to contemporary issues. One module examines the microbiological agents that cause disease and addresses how such agents can be used as weapons for terrorism or war. Another module considers human physiology, focusing on major health issues. The third module explores growth and resource use, emphasizing the uniqueness of human populations. Lab exercises introduce biological techniques for studying these topics.

- J. Mansfield, H. Callahan, E. Bauer

Prerequisites: Course does not fulfill biology major requirements or premedical requirements. BIOL BC1001 or equivalent preparation and background. Enrollment in laboratory sections limited to 16 students per section. Lab Required.

4.5 points

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<th>Course Number</th>
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</table>

BIOL BC 2001y Molecular and Cellular Biology

Detailed introduction to cellular and subcellular biology: cell structures and functions, energy metabolism, biogenesis of cell components, biology of inheritance, molecular genetics, regulation of gene expression, and genes in development.

- M. Wallenfang

Prerequisites: BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements.

3 points

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BIOL BC 2002x Physiology, Ecology, and Evolutionary Biology

Detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics.

Prerequisites: BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements.

3 points

BIOL BC 2003x Biodiversity Laboratory

A laboratory-based introduction to the major groups of living organisms; anatomy, physiology, evolution, and systematics; laboratory techniques for studying and comparing functional adaptations.

Prerequisites: BC1001 or equivalent preparation. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. BC2002 as prerequisite or corequisite. Recitation Section Required.

2 points

BIOL BC 2004y Biological Experimentation Laboratory

A laboratory-based introduction to experimental biology; classic and modern approaches to the investigation of growth, development, reproduction, heredity, environmental influences, enzymes, and correlation between structure and function. Experimental design, practical techniques, and data interpretation.

- J. Goldstein

Prerequisites: BC1001 or equivalent preparation. BC 2001 as prerequisite or corequisite. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. Recitation Section Required.

2 points

http://www.barnard.edu/catalog/courses/biob_crs_p.php

1/18/2008
Intermediate Level Courses

BIOL BC 3200y Genetics
Mendelian and molecular genetics of both eukaryotes and prokaryotes, with an emphasis on human genetics. Topics include segregation, recombination and linkage maps, cytogenetics, gene structure and function, mutation, molecular aspects of gene expression and regulation, genetic components of cancer, and genome studies.
- J. Mansfield
3 points

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BIOL BC 3201y Laboratory in Genetics
Exercises in genetics at both the Mendelian and molecular levels. Basic principles of genetic analysis will be studied using Drosophila and bacteria. A project in molecular genetics, involving such techniques as PCR, gel electrophoresis, and cloning, will be undertaken using plant genes.
Prerequisites: BC3200, 3302, 3310 Or corequisite. Enrollment limited to 16 students per section.
3 points

BIOL BC 3240x Plant Evolution
Survey of plant biology emphasizing evolutionary and ecological perspectives on mating and reproduction, physiology, anatomy and morphology.
3 points

BIOL BC 3241y Laboratory in Plant Evolution
Studies of the structure, ecology, and evolution of plants. Laboratory exercises include field problems, laboratory experiments, plant collections and identification, and examination of the morphology of plant groups.
Prerequisites: BIOL BC3240 or corequisite. Enrollment limited to 16.
3 points

BIOL BC 3250x or y Invertebrate Zoology
The biology and biodiversity of invertebrate animals: the internal organs of invertebrates; the development, behavior, and evolution of these animals, stressing their adaptations to marine, freshwater, and terrestrial habitats; and a systematic survey of invertebrates will structure the course.
3 points

BIOL BC 3252x Animal Development
Introduction to animal development stressing the mechanisms that control developmental processes. Topics include spermatogenesis, oogenesis, fertilization, clausal, establishment of the body plan, cellular events in gastrulation and morphogenesis, and control of gene expression in development.
3 points

BIOL BC 3260y Vertebrate Evolution
Systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history, body architecture, energetics, locomotion, feeding, and behavior.
3 points

BIOL BC 3278x Evolution
Study of the process of evolution with an emphasis on the mechanisms underlying evolutionary change. Topics include the origins of life, rates of evolutionary change, phylogenetics, molecular evolution, adaptive significance of traits, sexual selection, and human evolution.
3 points
BIOL BC 3279y Applied Ecology and Evolution  
Ecological and evolutionary models of populations (exponential and density-dependent growth; species interactions; genetic differentiation resulting from mating, random drift, and selection) applied to problems resulting from human-induced environmental change (endangered species; use of pesticides and antibiotics; escaping transgenic organisms; global climate change; emerging pathogens; other invaders; etc.)  
- H. Callahan  
3 points

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BIOL BC 3280y Animal Behavior  
Introduction to animal behavior: physiological bases of behavior (sensory systems, neurophysiology of behavior, appetitive and reproductive behavior), ethological approaches to behavior (communication, territoriality, dominance, and aggression) and evolution of behavior (behavior genetics, behavioral ecology, sociobiology).  
3 points

Upper Level Courses  
Suitable for Juniors and Seniors.

BIOL BC 3302x Molecular Biology  
Introduction to molecular biology. Topics include: genome organization, DNA replication, regulation of RNA synthesis, protein synthesis, macromolecular cell biology, and control of gene expression in development.  
3 points

BIOL BC 3303y Laboratory in Molecular Biology  
Introduction to the use of molecular techniques to answer questions about subcellular biological phenomena. Techniques include isolation of genomic and plasmid DNAs, restriction enzyme analysis, DNA and protein electrophoresis, bacterial transformation, and plasmid subcloning.  
- J. Mansfield  
Prerequisites: BIOL BC3302, 3302, 3310 OR corequisite or permission of instructor. Limited enrollment to 16.  
3 points

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BIOL BC 3305y Project Laboratory in Molecular Biology  
A project laboratory in molecular biology of Drosophila. Experiments will include isolation of phage, plasmid, and genomic DNA; screening of DNA libraries; restriction mapping, Southern analysis, and characterization of RNA transcripts. Project will characterize a particular unknown Drosophila sequence and RNA derived in vivo from that DNA.  
Prerequisites: BC3302 or permission of instructor. Enrollment limited to 12. Not offered in 2007-2008.  
5 points

BIOL BC 3308x Genomics and Bioinformatics  
Advanced topics in genetics focusing on genome-level features and methods of sequence analysis. Topics will include genome composition and structure, microarray analysis, RNA interference, and medical genomics; readings will involve case studies from the primary literature. The material will include practical applications using available computer databases.  
3 points

BIOL BC 3310x Cell Biology  
Study of structures and functions of eukaryotic cells. Cell membranes and the endomembrane system, proteins (with emphasis on enzymes and antibodies), organelle biogenesis, intracellular trafficking, cytoskeleton and motility, cell cycle control, and signaling. Methods of study and both landmark and contemporary experiments are examined.  
3 points

BIOL BC 3311x Laboratory in Cell and Tissue Biology

http://www.barnard.edu/catalog/courses/biob_crs_p.php  
1/18/2008
introduction to cell biological techniques used to investigate structural, molecular, and physiological aspects of eukaryotic cells and their organization into tissues. Techniques include light and electron microscopy, cell culture, isolation of cellular organelles, protein electrophoresis and Western Blot analysis.

Prerequisites: BIOL BC3310, BC3302, BC3310 OR corequisite. Enrollment limited to 16.
3 points

BIOL BC 3320x Microbiology

Study of prokaryotic and selected eukaryotic microorganisms with regard to cell structure, physiology, and metabolism; genetic mechanisms and interrelationships in bacteria. Some aspects of applied microbiology, the role of microorganisms in natural processes, aspects of pathogenicity and immunity to disease.

- H. Steinman
3 points

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BIOL BC 3321x Laboratory in Microbiology

Provides experience in the isolation, cultivation, and preservation of pure cultures of microorganisms from natural populations. Methods used for study of cell structure, growth, physiology, and genetics of bacteria will be followed by a small independent project.

3 points

BIOL BC 3340y Plant Physiology

Processes of metabolism, growth, and development in green plants, particularly the angiosperms. Photosynthesis, nutrient and water acquisition, respiration, hormones and plant movement; responses to environmental stimuli and stresses; defenses against pathogens; flower, fruit, and seed formation. Experimental approaches are emphasized.

- K. Shepard
3 points

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BIOL BC 3341y Laboratory in Plant Physiology

Introduction to techniques used to investigate aspects of physiology, including photosynthesis, water relations, mineral nutrition, germination, flowering, and hormone function. Methods include infrared carbon dioxide analysis, spectrophotometry, chromatography, and bioassay. Students conduct independent projects in the last month of term.

- K. Shepard
Prerequisites: BIOL BC3340 (or corequisite). Enrollment limited to 16.
3 points

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BIOL BC 3342x Plant Development

Processes of growth, differentiation, and organization in plants; major morphogenetic events in the transition from zygote to flowering plant; hormonal and environmental effects and mechanisms of action.

3 points

BIOL BC 3343x Laboratory in Plant Development

An experimental approach to patterns, processes, and control mechanisms of plant development. Meristems and cell differentiation; embryogenesis and organogenesis; responses to hormones and environmental variables. Work with whole plant, organ, and cell cultures.

Prerequisites: BIOL BC3342 (or corequisite). Enrollment limited to 16. Not offered in 2007-2008.
3 points

BIOL BC 3360y Animal Physiology
Physiology of major organ systems; function and control of circulatory, respiratory, digestive, excretory, endocrine, nervous, and immune systems in animals; emphasis on vertebrates.

- J. Glendinning

**Prerequisites:** BIOL BC2001, BC2002, BC2003, BC2004 or the equivalent, and one term of organic chemistry.

*3 points*

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**BIOL BC 3361y Laboratory in Animal Physiology**

Provides a hands-on introduction to the different physiological systems in vertebrates and invertebrates. Emphasizes the operation of a variety of physiological monitoring devices and the collection and analysis of physiological data.

- J. Glendinning

**Prerequisites:** BIOL BC3360 (or corequisite). Enrollment limited to 16.

*3 points*

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**BIOL BC 3362x Neurobiology**

Structure and function of neural membranes; ionic basis of membrane potential and action potential; synaptic transmission and neurochemistry; sensory transduction and processing; reflexes and spinal cord physiology; muscle structure and function; neuronal circuitry; nervous system development.

**Prerequisites:** BIOL BC2001, BC2002, BC2003, BC2004 or the equivalent and one term of organic chemistry.

*3 points*

**BIOL BC 3363x Laboratory in Neurobiology**

Introduction to techniques commonly used in current neurobiological research, including intracellular and extracellular recording of action potentials, neuroanatomical methods, and computer simulation of the action potential.

- E. Bauer

**Prerequisites:** BIOL BC3362 (or corequisite). Enrollment limited to 16.

*3 points*

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**BIOL BC 3364y Advanced Neurobiology**

Analysis of molecular aspects of neuronal function, emphasizing recent discoveries. Topics include molecular mechanisms of synaptic transmission, synaptic plasticity and synaptic formation, and relationship between structure and function for ion-channels, neurotransmitter receptors, and neurotoxins.

**Prerequisites:** One of the following: BIOL BC3362 Neurobiology, BIOL BC3360 Animal Physiology, PSYC BC1119 Behavioral Neuroscience, or the equivalent. Not offered in 2007-2008.

*3 points*

**BIOL BC 3372x Ecology**

Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography. Lectures integrate theory with empirical studies.


*3 points*

**BIOL BC 3373y Laboratory in Ecology**

The definition of ecological problems in experimentally tractable ways; the design of experiments and analysis of ecological data; class projects on population ecology. Students conduct individual projects during last month of term.

**Prerequisites:** BIOL BC3372 (or corequisite). Enrollment limited to 16.

*3 points*

**BIOL BC 3388y Statistics and Research Design**

Introduction to basic principles of statistics and experimental design. Topics include common statistical procedure, analysis of data,
sampling populations, power analysis, and the design of experiments. This course differs from traditional statistics courses by explicitly integrating statistics into research process.

- J. Glendinning


3 points

BIOL BC 3590x and y Senior Seminar in Biology

Required of all majors who do not select Guided Research (BIOL BC3591 or BC3597) to fulfill the senior requirement, these seminars allow students to explore the primary literature in the Biological Sciences in greater depth than can be achieved in a lecture course. Attention will be focused on both theoretical and empirical work. Seminar periods are devoted to oral reports and discussion of assigned readings and student reports. Students will write one extensive literature review of a topic related to the central theme of the seminar section. 1. Plant Development 2. Evolutionary Ecology 3. Animal Development and Evolution 4. Evolutionary Genetics 5. Virus Structure and Propagation 6. Neurobiology 7. Sensory Ecology 8. The Nobel Prize 9. Molecular Evolution

- E. Bauer

4 points

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<td>BIOL 3590 008</td>
<td>F 1:10p - 3:00p 809 Altschul Hall</td>
<td>M. Wallenfang</td>
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BIOL BC 3591x and y Guided Laboratory Research

Independent research in the department to suit the needs of the individual student in consultation with faculty sponsor. Participation in department Research Seminar (BC3595) required for credit to be counted toward the major.

Prerequisites: Permission of a faculty sponsor. Graded with a letter grade or P/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements, when taken with BIOL BC3595.

1-4 points

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BIOL BC 3592x and y External Research in Biology

Research projects conducted outside the department developed in consultation with a department faculty member who serves as cosponsor.

Prerequisites: Permission of a department faculty cosponsor. Under conditions specified by the department faculty, an external project may receive credit toward the major in lieu of an elective laboratory course. Graded P/F.

1-4 points

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<td>Spring 2008 :: BIOL BC3592</td>
<td>BIOL 3592 001</td>
<td>TBA</td>
<td>B. Morton</td>
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BIOL BC 3595x and y Research Seminar

Discussions of approaches to research, methods of scientific communication, and the presentation of scientific data, culminating in a paper and oral report of the results of a research project guided by a faculty sponsor.

- E. Bauer

Corequisites: BIOL BC3591 or BC3597.

1 point

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<th>Days &amp; Time/Location</th>
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<td>BIOL 3595 001</td>
<td>TBA</td>
<td>E. Bauer</td>
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BIOL BC 3597x and y Guided Library Research

Independent library-based research in consultation with Barnard faculty sponsor to suit the needs of the individual student.

Prerequisites: Weekly meetings with research mentor. Graded with a letter grade or P/F at the discretion of the faculty supervisor. Only
Cross-Listed Courses

**Biological Sciences**

- W3002 Introduction To Animal Structure and Function
- W3034 Biotechnology
- W3073 Immunology

**Chemistry (Barnard)**

- BC3282 Biological Chemistry
- BC3355 Biochemistry Laboratory Techniques
- BC3357 Biochemistry Laboratory Techniques

**Ecology, Evolution, and Environmental Biology**

- W3087 Conservation Biology
- W4601 Biological Systematics
- G4789 Biogeography
Centennial Scholars Program
330 Milbank
854-6146
www.barnard.edu/centschl

This program is supervised by the Directors:

Directors: Elizabeth Castelli, Professor of Religion; Timothy Halpin-Healy, Professor of Physics
CS Faculty Assistant: Kathryn McLean

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleave/list.html

The Centennial Scholars Program offers students of outstanding achievement and ability an opportunity to engage in challenging independent projects tailored to their individual interests. Supplementing the regular Barnard curriculum, the Program enables Centennial Scholars to pursue individual objectives in specialized areas with the assistance of mentors, chosen in consultation with the Centennial Scholars Program Directors.

Admission to the Centennial Scholars Program is based on evidence of intellectual creativity and advanced academic preparation. While roughly half of the students in the Centennial Scholars Program are selected at the time of their admission to the College, the Program is also accessible to first-year students who distinguish themselves during their first year at the College. The application process, initiated by the First-Year Dean's Office following Spring Break, involves: i) a mini project proposal; ii) a graded essay; and iii) a recommendation letter written on the student's behalf by Barnard College/Columbia University professor. These items are due in the Dean's Office by April 15. Students advancing beyond the first stage of this selection process are invited for: iv) a short interview during the Spring Term pre-exam Reading Period. Results are then announced during the first week of May. Each Centennial Scholars class year is limited to fifteen students total.

The Centennial Scholars Program confers a maximum of 18.5 points of credit toward the degree. In the spring of the student's sophomore year, she enrolls in CTSC BC1899y Working with Ideas, 4.5pts, an interdisciplinary course designed to lay the foundation for the core of the program, which is an extended apprenticeship with her mentor(s). Her Centennial Scholars Project may extend over 2-3 semesters (typically, but not necessarily, starting Spring Term, Junior Year), and may include a summer to accommodate travel or other particular needs. During semesters that she is actively engaged with a mentor, the Centennial Scholar enrolls in successive versions of the Apprenticeship course, CTSC BC3501, 4.0pts.

The Program culminates in a Centennial Scholars Symposium devoted to the public presentation of the Centennial Scholars Project in the term of completion. All Centennial Scholars Seniors enroll in CTSC BC3597b Presentation Seminar, 1.0pt, both fall & spring semesters. Public presentations are usually given anytime from mid-March through late April, though off-sequence students often hold their Centennial Scholars Symposium in December. Dinner lectures, outings to museums, concerts, artists' studios, research laboratories & similar activities are additional features of the Centennial Scholars Program; these are especially organized for Scholars in the semesters preceding their sophomore seminar.

Printable Version

REQUIREMENTS FOR THE PROGRAM

CTSC BC 1899y Working with Ideas, 06732 4.5pts
CTSC BC 3501 First Semester Apprenticeship 03319 4.0pts
CTSC BC 3502 Second Semester Apprenticeship 06204 4.0pts
CTSC BC 3503 Third Semester Apprenticeship 06203 4.0pts
CTSC BC 3597x Presentation Symposium 04615 1.0pt
CTSC BC 3598y Presentation Symposium 07023 1.0pt

Printable Version

Barnard Catalogue 2007-2008

http://www.barnard.edu/catalog/depts/cspb_p.php

1/18/2008
CENTENNIAL SCHOLARS PROGRAM

Courses of Instruction

CTSC BC 1889y Working With Ideas
An interdisciplinary course designed to lay the foundation for the core of the Program, which is an extended apprenticeship with the student's mentor(s). - E. Castelli, T. Halpin-Healy
4.5 points C.N. - 06732

CTSC BC 3501x or y First Semester Apprenticeship
First semester working with mentor(s). - E. Castelli, T. Halpin-Healy
4 points C.N. - 03319

CTSC BC 3502x or y Second Semester Apprenticeship
Second semester working with student's mentor(s). - E. Castelli, T. Halpin-Healy
Prerequisites: CTSC BC 1889y Working with Ideas. CTSC BC 3501 First Semester Apprenticeship.
4 points C.N. - 06204

CTSC BC 3503x or y Third Semester Apprenticeship
Third semester working with student's mentor(s). - E. Castelli, T. Halpin-Healy
Prerequisites: CTSC BC 1889y Working with Ideas. 06732 4.5pts. CTSC BC 3501 First Semester Apprenticeship 03319 4.0pts. CTSC BC 3502 Second Semester Apprenticeship 06204 4.0pts
4 points C.N. - 06203

CTSC BC 3597x Presentation Symposium
- E. Castelli, T. Halpin-Healy
1 point C.N. - 04615

CTSC BC 3598y Presentation Symposium
- E. Castelli, T. Halpin-Healy
Prerequisites: CTSC BC 3597x Presentation Symposium 04615 1.0pt.
1 point C. N. - 07023

There are currently no cross-listed courses for your department.
Chemistry
607 Altschul Hall
854-8460
www.barnard.edu/chem

Professors: Sally Chapman (Chair), Leslie Lessinger
Associate Professor: Christian Rojas
Assistant Professors: Matthew Birck, Dina Merrer, John Magyar
Directors of General Chemistry Laboratories: Olympia Jebejian, Jacob Alexander
Director of Organic Chemistry Laboratories: Meenakshi Rao
Associates: Craig Allen, Suzanne Charnick, Frances Feerst, Toby Holtz, Grace Lee, SuQing Liu, Jean Vadakkan

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleaveList.html

Chemistry is the study of the nature of substances and their transformations. In a three-year sequence of core courses, a chemistry or biochemistry major gains familiarity with the basic areas of the field: inorganic, organic, physical, analytical, and biological chemistry. In addition, she acquires sufficient skill in laboratory work that she is prepared for research.

The laboratories of the department are modern and well-equipped for both coursework and independent projects. Students may undertake research projects under the guidance of members of the department during the academic year or the summer. Opportunities are also available for research with Columbia faculty as well as staff members of the many medical schools and research institutions in New York City.

AP credit: Students with scores of 4 or 5 on the Chemistry Advanced Placement Test receive credit for Fundamentals of Chemistry, BC 1002 (3 points). They may enroll in BC 2001x. No AP credit is given for lab.

Pre-medical program: Non-majors wishing to fulfill the minimum two-year chemistry requirements for medical school should take General Chemistry I, CHEM BC 2001x; Organic Chemistry I and II with laboratory, CHEM BC 3328y, 3230y, and 3231x; and Intermediate General Chemistry, CHEM BC 3232y. The laboratory courses CHEM BC 3333x (Modern Techniques of Organic Chemistry) and CHEM BC 3333y (Quantitative and Instrumental Techniques) are recommended.

Introductory course selection: Based on their preparation and background in chemistry, most students begin their study with CHEM BC 2001x (General Chemistry), an integrated lecture and laboratory course. For a limited number of students with a weaker background in chemistry who want to complete further courses in chemistry, the department offers the preparatory lecture course CHEM BC 1002y (Fundamentals of Chemistry). Consult the department regarding this choice.

Printable Version

Chemistry
607 Altschul Hall
854-8460
www.barnard.edu/chem

REQUIREMENTS FOR THE MAJOR

Two majors are offered by the department: chemistry and biochemistry.

A student interested in chemistry or biochemistry should consult any member of the department during her first year. In the first year she should take Chemistry BC 2001, BC 3328, and BC 3230, and start or continue the study of calculus. It is then possible for her to fulfill the basic requirements for the major in three years and to take advanced courses in the senior year.

After completing the undergraduate curriculum, students are encouraged to undertake research projects, and to take graduate courses at Columbia.

Qualified seniors are invited to participate in the senior honors program in which they carry out a year-long research project leading to a thesis.

Research experience is strongly recommended. Interested students should consult with individual faculty members about the research problems currently being investigated.

Chemistry

Courses required for the chemistry major are:

- CHEM BC 2001 General Chemistry I
- CHEM BC 3328, 3230 Organic Chemistry I with Laboratory
- CHEM BC 3231 Organic Chemistry II
- CHEM BC 3335 Modern Techniques of Organic Chemistry Laboratory
CHEM BC 3340  Quantitative and Instrumental Techniques Laboratory  
CHEM BC 3252  Introduction to Thermodynamics and Kinetics  
CHEM BC 3253  Structure, Bonding, and Spectroscopy  
CHEM BC 3271  Inorganic Chemistry  
CHEM BC 3365, 3368  Integrated Chemistry Laboratory  
Mathematics  Calculus I and II in any sequence (I and III also accepted)  
PHYS BC 2001, 2002  Calculus-based Physics with Laboratory  

Elective: one of  
CHEM BC 3254  Methods and Applications in Physical Chemistry  
or CHEM BC 3282  Biological Chemistry  
or CHEM BC 3280  Advanced Organic Chemistry  
or CHEM G 4103  Advanced Inorganic Chemistry  

Senior requirement: Either Senior Honors Thesis (CHEM BC 3901x-3902y, by invitation of the department), or Guided Research at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598), or Senior Colloquium (CHEM BC 3590y, or CHEM C3920x, y).  
Recommended: Calculus III.  

A list of major requirements, several possible course sequences, and information about the senior requirement can be obtained from any member of the department.  

Biochemistry  
Courses required for the biochemistry major are:  
CHEM BC 2001  General Chemistry I  
CHEM BC 3328, 3230  Organic Chemistry I with Laboratory  
CHEM BC 3231  Organic Chemistry II  
CHEM BC 3333  Modern Techniques of Organic Chemistry Laboratory  
CHEM BC 3338  Quantitative and Instrumental Techniques Laboratory  
CHEM BC 3252  Introduction to Thermodynamics and Kinetics  
CHEM BC 3253  Structure, Bonding, and Spectroscopy  
Mathematics  Calculus I and II in any sequence (I and III also accepted)  
PHYS BC 2001, 2002  Calculus-based Physics with Laboratory  
BIOL BC 2001, 2002  General Biology with at least one semester of Laboratory with 2003 or 2004  
CHEM BC 3282  Biological Chemistry  
BIOL BC 3200  Genetics  
CHEM BC 3355  Biochemistry Laboratory Techniques (5 credits)  
or CHEM BC 3357  Biochemistry Laboratory Techniques (3 credits)  
and BIOL BC 3303  Laboratory in Molecular Biology  

An elective course from a list of approved Biology and Chemistry courses.  

Senior requirement: Either Senior Honors Thesis (CHEM BC 3901x-3902y, by invitation of the department), or Guided Research at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598), or Senior Colloquium (CHEM BC 3590y, or CHEM C3920x, y).  

A list of major requirements, including possible elective courses, and information about the senior requirement may be obtained from any member of the department.  

REQUIREMENTS FOR THE MINOR  
Courses required for the Chemistry minor are: CHEM BC 2001, BC 3328, BC 3230, BC 3231, BC 3333, BC 3338, and one of BC 3232, BC 3252, BC 3271, or BC 3282. There is no minor in Biochemistry.  

Printable Version
CHEMISTRY

Courses of Instruction

CHEM BC 1002y Molecules and Matter: Fundamentals of Chemistry

Introduction to the fundamental concepts of chemistry from an electronic and molecular perspective as well as the macroscopic behavior of matter.
Prerequisites: High school algebra and geometry. Designed as an introduction to more advanced work for students with little background in chemistry or weak problem-solving skills. Does not count toward laboratory science general education requirement. Enrollment limited to 50. Lecture: MWF 10:00-10:50. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
3 points

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<td>06653</td>
<td>MWF 10:00a - 10:50a</td>
<td>J. Alexander</td>
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CHEM BC 2001x General Chemistry I

Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory experience with both qualitative and quantitative techniques.
Prerequisites: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students). Corequisites: Lecture and laboratory must be taken together unless permission of the instructor is given. Laboratory fee: $28. Lecture: TuTh 9:10-10:25; Lab lecture and laboratory one afternoon: MTWRF: 1:10-5:00. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
5 points

CHEM BC 2002y General Chemistry II

Kinetics and mechanisms of chemical reactions; nuclear chemistry and radioactivity; atomic and molecular structure; selected topics in environmental chemistry, organic chemistry, and biochemistry.
Prerequisites: BC2001 or permission of the instructor. Students who have completed BC3230 or its equivalent may not subsequently receive credit toward the degree for BC2002. Laboratory fee: $28. Lecture: TuTh 9:10-10:25; Lab lecture and laboratory: M 1:10-5:00.
5 points

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<td>TuTh 9:10a - 10:25a</td>
<td>J. Magyar</td>
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CHEM BC 2102y General Chemistry II Laboratory

Laboratory portion of Chemistry BC2002.
Prerequisites: General Chemistry I with laboratory. Corequisites: General Chemistry II lectures or equivalent permission of instructor. Laboratory fee: $28. Lab lecture and laboratory: M 1:10-5:00.
2 points

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CHEM BC 3230y Organic Chemistry I

Atomic and molecular structure; introduction to aliphatic and aromatic chemistry with emphasis on modern theories; organic reaction mechanisms, stereochemistry, and spectroscopy.
Prerequisites: BC2001 or equivalent with a grade of C or better, or BC2001 and BC2002 or equivalent. Credit will not be given for any course below the 3000 level after completing Chemistry BC3230 or its equivalent. Lecture: TuTh: 9:10-10:25; Problem section: F 12:00-12:50.
3.5 points

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<td>CHEM BC 3231x</td>
<td>3230 001  F 12:00p - 12:50p 202 Altschul Hall</td>
<td>D. Menner</td>
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**CHEM BC 3231x Organic Chemistry II**  
Continued treatment of the topics of Organic Chemistry I with extensions and an introduction to biological compounds and bio-macromolecules.  
*Prerequisites: BC3230. Lecture: MWF 10:00-10:50; Problem section: Tu 12:00-12:50. 3.5 points*

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<td>CHEM 3232</td>
<td>07571  MWF 10:00a - 10:50a 202 Altschul Hall</td>
<td>B. Mailoux</td>
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**CHEM BC 3232y Intermediate General Chemistry**  
Selected aspects of general chemistry, primarily for premedical and biological science students. Thermodynamics, equilibrium, kinetics, complex ions and coordination compounds, and radiochemistry, with applications to analytical chemistry and biochemistry.  
*Prerequisites: Organic Chemistry I. Optional parallel laboratory work: BC3335. Chemistry C1404 is not an acceptable equivalent for BC3232. Lecture: MWF 10:00-10:50. 3 points*

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<td>CHEM 3250</td>
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<td>S. Chapman</td>
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**CHEM BC 3252z Introduction to Thermodynamics and Kinetics**  
Introduction to the laws of thermodynamics; application primarily to ideal systems. Free energy and equilibrium. Kinetics: rate laws and mechanisms, experimental techniques.  
*Prerequisites: CHEM BC3231, Physics I (Mechanics), and Calculus II or III. Lecture: MWF 10:00-10:50. Problem section: F 12:00-12:50. 3.5 points*

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<td>08668  MWF 11:00a - 11:50a 805 Altschul Hall</td>
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**CHEM BC 3253x Structure, Bonding, and Spectroscopy**  
Introduction to quantum chemistry. The structure of atoms and molecules. Energy levels and spectra.  
*Prerequisites: Physics II and Calculus II or III. Lecture: MWF 11:00-11:50. Problem section: M 12:00-12:50. 3.5 points*

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**CHEM BC 3254y Methods and Applications in Physical Chemistry**  
*Prerequisites: CHEM BC3252, BC3253. Lecture: MWF 11:00-11:50. Problem section: M 12:00-12:50. 3.5 points*

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<td>CHEM BC 3271x</td>
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**CHEM BC 3280y Advanced Organic Chemistry**  
Survey of topics in structural, mechanistic, and synthetic organic chemistry, including molecular orbital treatment of structure, bonding, and chemical reactivity; elucidation of organic reaction mechanisms; pericyclic reactions; stereoelectronic effects; asymmetric reactions; and natural product total synthesis.  
*Prerequisites: One year of organic chemistry. Lecture: MWF 11:00-11:50. Problem section: TBA. 3.5 points*
### CHEM BC 3282y Biological Chemistry

Detailed introduction to biochemical building blocks, macromolecules, and metabolism. Structures of amino acids, lipids, carbohydrates, nucleic acids, protein structure and folding, enzyme mechanisms, kinetics, allosteric membranes. Protein and genetic engineering. Catabolism and anabolism with emphasis on chemical intermediates, metabolic energy, catalysis by specific enzymes, regulation.

**Prerequisites:** One year of organic chemistry, one year of biology. Lecture: MWF 9:00-9:50. Problem section: W 12:00-12:50.

3.5 points

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<td>M. Birck</td>
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<td>202 Barnard Hall</td>
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### CHEM BC 3328x and y Introductory Organic Chemistry Laboratory


**Prerequisites:** General Chemistry I with lab. Corequisites: BC3230 or equivalent. Laboratory fee: $35. 3328y lecture and laboratory one afternoon: MTWRF 1:10-5:30. 3328x lecture and laboratory: W only 1:10-5:30.

2.5 points

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<td>CHEM 3328</td>
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<td>M. Rao</td>
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### CHEM BC 3333x Modern Techniques of Organic Chemistry Laboratory

Introduction to qualitative and quantitative organic analysis and to advanced techniques, emphasizing instrumental and chromatographic methods. Selected reactions.

**Prerequisites:** BC3230 and BC3232. Corequisites: BC3231. Laboratory fee: $35. Lecture: Th 12:00-12:50; Laboratory one afternoon: M, Tu, or Th 1:10-5:30.

3 points

### CHEM BC 3335x Modern Techniques of Organic Chemistry Laboratory

Identical to BC3333, with additional preparative experiments and an independent synthesis project.

**Prerequisites:** BC3230 and BC3232. Corequisites: BC3231. Laboratory fee: $35. Lecture: Th 12:00-12:50; Laboratory two afternoons: TuTh 1:10-5:30.

5 points

### CHEM BC 3337x Modern Techniques of Organic Chemistry Laboratory

**Prerequisites:** BC3333x: Laboratory one afternoon: M, Tu, or Th 1:10-5:30.

2 points CHEM BC3333x + CHEM BC3337x = BC3335x

### CHEM BC 3339y Quantitative and Instrumental Techniques Laboratory

Quantitative techniques in volumetric analysis, radiochemistry, spectrophotometry, and pH measurement. Data analysis with spreadsheets.

Corequisites: For students not majoring in chemistry or biochemistry: BC3232 or BC3252. Laboratory fee: $35. Lecture: Tu 1:10-2:00; Laboratory one afternoon: Tu 2:00-6:00 or Th 1:10-5:00.

3 points

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<td>800 Altachul Hall</td>
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<td>CHEM 3339</td>
<td>04895</td>
<td>Tu 1:10p - 2:00p</td>
<td>L. Lessinger</td>
<td>8</td>
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<tr>
<td></td>
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<td>800 Altachul Hall</td>
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CHEM BC 3340y Quantitative and Instrumental Techniques Laboratory

Identical to BC3336, but with a greater variety and number of experiments.
Corequisites: for students not majoring in chemistry or biochemistry: BC3232 or BC3252. Laboratory fee: $35. Lecture: Tu 1:10-2:00; Laboratory two afternoons: Tu 2:00-6:00 and Th 1:10-5:00.
5 points

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<td>08876</td>
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<td>L. Lessinger</td>
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CHEM BC 3342y Quantitative and Instrumental Techniques Laboratory

Prerequisites: BC3336. Laboratory one afternoon: Tu 2:00-6:00 or Th 1:10-5:00.
2 points CHEM BC3338 + CHEM BC3342 = BC3340

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<td>08991</td>
<td>Tu 2:10p - 6:00p</td>
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<td>CHEM 3342</td>
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<td>Th 1:10p - 5:00p</td>
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CHEM BC 3355x Biochemistry Laboratory Techniques

Fundamental techniques, including colorimetric assays, SDS-PAGE, IEX chromatography, and enzyme kinetics, used to isolate and characterize various classes of biological molecules such as nucleotides, proteins, lipids, and carbohydrates. Theory and application of modern laboratory instrumentation, such as UV-Vis, GC-MS, and HPLC in the analysis of biological systems.
Prerequisites: Organic II lab (CHEM BC333x, BC3335x, or equivalent) and quantitative analysis lab (BC3338y, BC3340y, or equivalent).
Corequisites: Biochemistry (CHEM BC3252y, C3501x, or equivalent). Laboratory fee: $45. Lecture: Tu 1:10-2:00; Laboratory two afternoons: Tu 2:00-6:00 and Th 1:10-5:00.
5 points

CHEM BC 3357x Biochemistry Laboratory Techniques

Similar to BC3355, with experiments modified to be accomplished in one laboratory period per week.
Prerequisites: Same as BC3355. Corequisites: Laboratory fee: $35. Lecture: Tu 1:10-2:00; Laboratory: Tu 2:00-6:00 plus occasionally Th 1:10-5:00.
3 points

CHEM BC 3365x Integrated Chemistry Laboratory

Experiments in kinetics, thermodynamics, and electrochemistry using instrumental methods; preparation and characterization of inorganic compounds, solids; some computer applications.
Prerequisites: BC3252 and BC3338 or equivalent. Corequisites: Laboratory fee: $35. Lecture: Tu 12:00-12:50; Laboratory: MW 1:10-5:00.
3 points

CHEM BC 3368y Integrated Chemistry Laboratory

Experiments in various types of spectroscopy.
Prerequisites: BC3253 and BC3338 or equivalent. Laboratory fee: $35. Lecture: Tu 12:00-12:50; Laboratory: MW 1:10-5:00.
3 points

<table>
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<td>CHEM 3368</td>
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<td>Tu 12:00p - 12:50p</td>
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CHEM BC 3590y Senior Colloquium

Readings, discussions, and presentations about contemporary research in chemistry and biochemistry. Th 10:35-12:25.
2 points

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### CHEM BC 3597x and y Problems in Chemistry

Individual research projects at Barnard or Columbia. 
Prerequisites: BC3333 or BC3338 and permission of instructor. Laboratory fee: $25. 4 hours of laboratory work by arrangement. 2 points

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### CHEM BC 3598x and y External Problems in Chemistry

Individual research projects at other institutions. 
Prerequisites: BC3333 and BC3338. Mandatory pass/fail grading. Permission of instructor (a Barnard professor who will act as liaison) is required. 4 points

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### CHEM BC 3599x and y Problems in Chemistry

Individual research projects at Barnard or Columbia. 8 hours of laboratory work by arrangement. 
Prerequisites: BC3333 and BC3338. Permission of instructor. Laboratory fee: $35. 4 points

<table>
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### CHEM BC 3901x-BC3902y Senior Honors Thesis

Guided research in Chemistry or Biochemistry, under the sponsorship of a faculty member, leading to the senior thesis. Weekly seminar F 2:00-4:00 and 8 hours research to be arranged. 4 points Enrollment restricted by invitation of the department.

http://www.barnard.edu/catalog/courses/chmb_crs_p.php

1/18/2008
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<td>09233 001</td>
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Cross-Listed Courses

Chemistry

G4103 Advanced Inorganic Chemistry
G4141 Bioorganic Spectroscopy
G4147 Advanced Organic Chemistry
G4172 Bioorganic Topics
G4221 Quantum Chemistry
Classics
216 Milbank Hall 854-2852
www.barnard.edu/classics

Professor: Helene P. Foley
Associate Professors: Kristina Milnor (Chair), Nancy Woman

Other officers of the University offering courses in Classics:
Professors: Kathy H. Eden, Carmela Franklin, Suzanne Said, Deborah T. Steiner, Gareth D. Williams, James E. G. Zeitel
Lecturer in Classics: Elizabeth Scharffenberger
Visiting Assistant Professor of Classics: Julia Lougovaya
Assistant Professors: Katharina Volk, Elizabeth Irwin, Annelies Wouters
Associate Professor of Modern Greek: Karen Van Dyck
Assistant Professor of Modern Greek: Vangelis Calotychos

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleave/list.html

GREEK AND ROMAN LANGUAGE, LITERATURE, AND CULTURE; ANCIENT STUDIES; MODERN GREEK

The objective of the department is to provide students with a knowledge of the language and an understanding of the literature and civilization of the ancient Greeks and Romans. The close cooperation of Barnard and Columbia in planning and implementing the curriculum offers students a wide range of specialties from which to construct a sound and coherent program of studies according to their individual interests. All members of the Barnard department are available as advisers and should be consulted as early as possible in the planning of a major program.

Students may fulfill the foreign language requirement in Greek by completing Greek V 1201 and V 1202, or in Latin by completing Latin V 1201 and V 1202, or by completing one semester of study above Greek V 1201 and V 1202 or Latin V 1201 and V 1202, or by passing an exemption examination with a sufficiently high grade. This examination tests the student’s knowledge of grammar and her ability to translate written Greek or Latin.

The Classics Department is the beneficiary of the Matthew Alan Kramer Fund, whose principal purpose is the support of the production of plays in Ancient Greek and Latin. In recent years students of the department have produced Antigone, Medea, Alcestis, Persians, Eumenides, Cyclops, Electra, Clouds, Trojan Women, Rudens, Helen, Trachiniae, Bacchae, Hippolytus, Heracles, Thyestes, Women at the Assembly, Hecuba, Medea, Pseudolus, Ajax, Oedipus the King, Iphigenia in Aulis, and Birds, which have not only proved satisfying in themselves but have provided an exciting and different learning experience for the participants.

Barnard College participates in the program of the Intercollegiate Center for Classical Studies in Rome. Majors in Classics or Ancient Studies are eligible to apply for admission to the program of the Rome Center for one semester, preferably in the junior year. Courses taken at the Rome Center may be used in the major and, in some cases, may be used to satisfy distribution requirements. Barnard College is a Supporting Institution of the American School of Classical Studies at Athens and the American Academy in Rome, and certain privileges of those schools are open without fee to graduates of the College.

Printable Version

Classics
216 Milbank Hall 854-2852
www.barnard.edu/classics

REQUIREMENTS FOR THE MAJOR IN GREEK, LATIN, AND GREEK & LATIN

The major in Greek or Latin requires a minimum of eight courses above the elementary level.

In Greek, this would be fulfilled by taking

- Greek W 4139
- Greek W 4105-W
- 4106
- and five others, including

Elements of Greek Prose Style
History of Greek Literature

In Latin, this would be fulfilled by taking

- Latin W 4139
- Latin W 4105-W 4106
- and five others, including

Elements of Latin Prose Style
History of Latin Literature

Greek V 3996x Major Seminar
Latin V 3996x Major Seminar.
Greek or Latin V 3998 may be substituted for a semester of the survey or for elements of prose style, but students planning to
go on to graduate study in classics are strongly urged to take both W 4105 and W 4106.

In addition, two semesters of ancient history appropriate to the major are required. For one of these, however, a relevant
course in ancient art, classical civilization or literature, ancient philosophy, or religion may be substituted.

Majors in Latin, especially those who have begun their study in high school, are strongly advised to take at least two
semesters of Greek.

A student may elect to major in both Greek and Latin by completing the major requirements in one language and five courses
above the elementary level in the other.

**Note:** For the requirements for the major in Ancient Studies.

**REQUIREMENTS FOR THE MINOR**

The minor in Greek, Latin, or Modern Greek requires five courses above the elementary level.

Printable Version

Barnard Catalogue 2007-2008
CLASSICS

Classics in Translation

CLCV V 3110 The Ancient City
Uses archaeological and literary sources to discuss the beginnings of urbanism in the ancient Mediterranean region, with particular focus on 5th-century Athens and Imperial Rome. Aims not just to study how cities developed, but also how that development affected the ways in which people of the time thought about community living and the meaning of their physical environment. General Education Requirement: Historical Studies (HIS). Not offered in 2007-2008. 3 points

CLLT V 3132x and y Classical Myth
Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid).
- E. Scherffenberger General Education Requirement: Literature (LIT). 3 points

CLLT V 3140 Comedy Past and Present: Fantasy, Adventure, and Satire
Examines ancient Greek and Roman works of comedy in conjunction with 20th-century texts composed in English. Explores how fantasy and satire grapple with political, social, and cultural issues and the remarkable continuity within this particular comic tradition. Authors include Aristophanes, Petronius, Lucian, Apuleius, Seneca, Tom Stoppard, Thomas Pynchon, Douglas Adams, and John Waters.
- E. Scherffenberger 3 points

CLCV V 3145 Cities and Sanctuaries in Ancient Greece
Examines the development of major elements and noteworthy peculiarities of Greek cities and Sanctuaries. Emphasis on individual monuments and arrangement of sites and their political, social, and religious functions throughout the Greek world from the rise of city-states through the formation of the Roman provinces. Not offered in 2007-2008. 3 points

CLCV V 3158x Women in Antiquity
Examines the role of women in ancient Greek and Latin literature; the portrayal of women in literature as opposed to their actual social status; male and female in ancient Mediterranean cosmologies; readings from ancient epics, lyric drama, history, historical documents, medical texts, oratory, and philosophy, as well as from contemporary sociological and anthropological works that help to analyze the origins of the Western attitude toward women. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Historical Studies (HIS). 3 points

CLLT V 3230 Classics and Film
Considers cinematic representations of the ancient Mediterranean world, from early silent films to movies from the present day. Explores films that purport to represent historical events (such as Gladiator) and cinematic versions of ancient texts (Pasolini's Medea). Readings include ancient literature and modern criticism. General Education Requirement: The Visual and Performing Arts (ART). Not offered in 2007-2008. 3 points

CLCV W 4015 Roman Law
Examines the history of the development of Roman law and legal thought. The role of law in Roman society. Introductions to Roman methods of legal analysis, with emphasis on study and class discussion of cases from the Roman jurists. Not offered in 2007-2008. 3 points

CLLT W 4100x or y The Reception of Antiquity
Introduction to the heritage of classical antiquity, primarily Greece, in later European culture. Translation, iconography, the history of classical scholarship, architectural and artistic manifestations of the classical tradition, Greek tragedy on stage and on film, the images of Athens and Sparta
- S. Said General Education Requirement: Cultures in Comparison (CUL). Not offered in 2007-2008. 3 points

CLLT W 4115 Tragedy and Performance
Intensive study of issues relating to the interpretation and performance of Greek and Roman tragedy, including modern stage versions. Special consideration will be given to staging, the changing role of actors and chorus, Aristotle's Poetics, and the reception of ancient tragedy, as well as to social and philosophical issues, including gender conflict.
CLCV W 4145 Political Theory in the Ancient World
Major texts of ancient political theory. Topics include constitutional theory, origins and legitimation of government, ethics, and politics, the regulation of private life, the rule of law, and the cosmopolis. Authors include Sophists, Plato, Aristotle, Cicero, Polybius, Dio of Prusa, and Augustine.
3 points

CLLT W 4300x or y Classical Tradition
Overview of Greek and Roman literature. Close analysis of selected texts from the major genres accompanied by lectures on literary history. Topics include the context of which the genres rose, the suitability of various modern critical approaches to the ancient texts, the problem of translation, and the transmission of the classical authors and their influence on modern literature.
- C. Charles
General Education Requirement: Literature (LIT).
3 points

Greek Language and Literature

GREK V 1101x-V1102y Elementary Full-Year Course
Grammar, composition, and reading.
Prerequisites: 1101 is prerequisite to 1102. No credit is given for 1101 unless 1102 is completed.
4 points

<table>
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<th>Call Number</th>
<th>Days &amp; Times/Location</th>
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<td>GREK 1102 001</td>
<td>86795</td>
<td>MWF 9:10a - 10:25a 607 Hamilton Hall</td>
<td>E. Inwin</td>
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<td>GREK 1102 002</td>
<td>91246</td>
<td>MW 8:10p - 8:00p 613 Hamilton Hall</td>
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GREK V 1121x or y Intensive Elementary Course
Designed to cover all of Greek grammar and syntax in one semester in order to prepare a student to enter third-semester Greek.
4 points

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GREK V 3310 Selections from Greek Literature: Poetry
Content of course changes each year; it may be taken in consecutive years.
General Education Requirement: Literature (LIT).
3 points

GREK V 3998 Supervised Research in Greek Literature
Program of research in Greek literature, with the composition of a paper embodying results.
- H. Foley
3 points Requires direct approval from instructor and department.

<table>
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GREK W 4009y Selections from Greek Literature: Prose
Content of course change from year to year; it may be taken in consecutive years.
General Education Requirement: Literature (LIT).
3 points

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GREK W 4010x Selections from Greek Literature: Poetry
Content of course changes from year to year; it may be taken in consecutive years.
- H. Foley
Prerequisites: GREK V 1201 - 1202; or their equivalents. General Education Requirement: Literature (LIT).
3 points

GREK W 4105x History of Greek Literature I
Lectures based on extensive readings in Greek literature from Homer to the 4th century C.E.
Prerequisites: At least two terms of Greek beyond V 1201, V 1202. General Education Requirement: Literature (LIT).
4 points

GREK W 4106y History of Greek Literature II
Lectures based on extensive readings in Greek literature from Homer to the 4th century C.E.
Prerequisites: At least two terms of Greek beyond V 1201, V 1202 General Education Requirement: Literature (LIT).
4 points

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GREK W 4108 History of the Greek and Latin Languages
Explores the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined.
- E. Dickey
3 points

GREK W 4139 Elements of Greek Prose Style
Intensive review of Greek syntax. Writings of sentences and connected passages in Greek.
Prerequisites: At least four terms of Greek, or the equivalent.
4 points

GREK W 4140y Greek Stylistics
The study of the development of Greek prose style through practice in composition.
Prerequisites: GREK W 4139 or the equivalent.
3 points

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Latin Language and Literature
LATN V 1101x or y-V1102x or Elementary Full-Year Course
V 1101: Grammar, composition and reading.
V 1102: Complete review of grammar and syntax; emphasis on representative readings.
Prerequisites: V 1101 is normally prerequisite to V 1102. V 1102 may be taken without V 1101 by permission of the instructor. No credit is given for V 1101 until V 1102 is completed.
4 points

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LATN V 1120 Preparation for Intermediate Latin
A one-term intensive review of basic grammar and reading skills; designed for students who have had some Latin in the past, but need further instruction to qualify for LATN V 1201.
4 points

LATN V 1121 Intensive Elementary Latin
Designed to cover all of Latin grammar and syntax in one semester in order to prepare student to enter third-semester Latin.
4 points

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LATN V 1201y Intermediate Latin I
Selections from Catullus and from Cicero or Caesar.
Prerequisites: V 1101 - V 1102 or 2 - 3 years of high school Latin. General Education Requirement: Literature (LIT).
4 points

<table>
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<td>K. Robbins</td>
<td>14 / 20</td>
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LATN V 1202y Intermediate Latin II
Selections from Ovid, Metamorphoses, and Sallust, Livy, Seneca, or Phiny.
Prerequisites: V 1201 or 3 - 4 years of high school Latin. General Education Requirement: Literature (LIT).
4 points

<table>
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<td>MWF 8:10a - 10:25a, 404 Hamilton Hall</td>
<td>E. Papathanasopoulou</td>
<td>9</td>
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<tr>
<td>LATN 1202</td>
<td>22208 002</td>
<td>TuTh 6:10p - 8:00p, 616 Hamilton Hall</td>
<td>C. Matone</td>
<td>23</td>
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</tbody>
</table>

LATN V 3012x Augustan Poetry
Selections from Virgil and Horace. Combines literary analysis with work in grammar and metrics.

- K. Milnor
Prerequisites: Prerequisite: V 1202 or four years of high school Latin. General Education Requirement: Literature (LIT).
3 points

LATN V 3309y Selections from Latin Literature: Poetry
Content of course changes from year to year, it may be taken for credit in consecutive years.
Prerequisites: LATN V 3012 or the equivalent. General Education Requirement: Literature (LIT).
3 points

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<tr>
<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>LATN 29575</td>
<td>TuTh 11:00a - 12:10p</td>
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<td>M. Buchan</td>
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</table>
LATN V 3310x Selections from Latin Literature: Poetry

Content of course changes from year to year; it may be taken for credit in consecutive years.

- K. Milnor

Prerequisites: Prerequisite: LATN V 3012 or the equivalent. General Education Requirement: Literature (LIT).

3 points

LATN V 3320y Intensive Reading Course
3 points

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<tr>
<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
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<td>TuTh 4:10p - 5:25p</td>
<td>A. Wouters</td>
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LATN V 3996 The Major Seminar

Required for all majors in classics and classical studies. The topic will change from year to year, but will always be broad enough to accommodate students in the languages as well as those in the interdisciplinary major.

3 points

LATN V 3997 Directed Readings in Latin Literature

To be tested by a series of short papers, one long paper, or an oral or written examination.

- K. Milnor

Prerequisites: Permission of the department chair required.

3 points

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<th>Course Number</th>
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<th>Days &amp; Times/ Location</th>
<th>Instructor</th>
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<td>LATN 3997</td>
<td>002</td>
<td>M 12:15p - 1:00p</td>
<td>G. Williams</td>
<td>1/1</td>
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</tbody>
</table>

LATN V 3998 Supervised Research in Latin Literature

A program of research in Latin literature with the composition of a paper embodying results.

- K. Milnor

Prerequisites: Requires direct approval from instructor and department.

3 points

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LATN W 4009x Selections from Latin Literature: Prose

Content of course changes year to year; it may be taken in consecutive years.

Prerequisites: LATN V3012 or the equivalent. General Education Requirement: Literature (LIT).

3 points

LATN W 4010y Selections from Latin Literature: Poetry

Content of course changes from year to year; it may be taken in consecutive years.

Prerequisites: LATN V3012 or the equivalent. General Education Requirement: Literature (LIT).

3 points

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<td>MW 1:10p - 2:25p</td>
<td>K. Volk</td>
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LATN W 4105x Latin Literature of the Republic

Lectures based on extensive readings in Latin literature from the beginning to the fourth century.
Prerequisites: At least two terms of Latin beyond V3012. General Education Requirement: Literature (LIT).
4 points

LATN W 4106y Latin Literature of the Empire

Lectures based on extensive reading in Latin literature from the beginning to the fourth century.
Prerequisites: At least two terms of Latin beyond V3012. General Education Requirement: Literature (LIT).
4 points

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<th>Course</th>
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<tr>
<td></td>
<td>613 Hamilton Hall</td>
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LATN W 4139 Elements of Latin Prose Style

Intensive review of Latin syntax. Writings of sentences and connected passages in Latin. - K. Milnor
Prerequisites: At least four terms of Latin or the equivalent.
3 points

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Cross-Listed Courses

Classics

- V1102 Elementary Course II
- V1201 Intermediate Course I
- V1202 Selections from Homer
- V1202 Intermediate Course II
- V3033 Medieval Language and Literature
- V3135 Topics Through Greek Film: Cultural Studies II
- V3140 Comedy Past and Present
- V3162 Ancient Law
- V3308 Modern Greek for the Bilingual Speaker: Cultural Studies I
- V3320 Intensive Reading Course
- V3400 Greek American Culture
- V3996 The Major Seminar
- V3997 Directed Readings
- V3998 Senior Research Seminar
- W4100 The Reception of Antiquity
- W4110 Gender and Sexuality in Ancient Greece
- W4115 Tragedy in Performance
- W4139 Elements of Greek Prose Style
- W4140 Latin Stylistics
- W4145 Political Theory in the Ancient World
- W4152 Medieval Latin Literature
- G4200 Travelers, Migrants, and Refugees in the Modern Mediterranean
- W4250 The Greek Islands 1600-present
W4420 Greece and Turkey: Literature and Politics
W4430 Greece and the Modern Imagination
Comparative Literature
320 Milbank Hall 854-8312
www.barnard.edu/complit

The program is supervised by the Committee on Comparative Literature.

Professors: Helene Foley (Classics), Serge Gavronsky (French), Maire Jaanus (English), Alfred Mac Adam (Spanish), Catherine Nepomnyashchy (Slavic), Anne Prescott (English), Wadda Rios-Font (Spanish)

Associate Professors: Taylor Carman (Philosophy), Peter T. Connor (French), Erik Grimm (German, Chair), Nelson Moe (Italian), Maura Spiegel (English), Caroline Weber (French), Nancy Woman (Classics)

Assistant Professors: Bashir Abu-Manneh (English), Wimboi Denecke (Asian and Middle Eastern Cultures), David Goldfarb (Slavic), Ross Hamilton (English), David Moerman (Asian and Middle Eastern Studies), Carlos Ribeiro (Spanish), Rebecca Stanton (Slavic)

Senior Lecturers: James Crapotta (Spanish), Cary Plotkin (English), Laurie Postlewaite (French)

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/faceavellist.html

The program enables the student to pursue the study of at least two literatures in two different languages and to explore the possibilities and methods of literary study both historically and across national boundaries. In consultation with her adviser, the student will shape a program that will give her a foundation in her two central literatures and in one major period, genre, theme, or theoretical issue.

Printable Version

Comparative Literature
320 Milbank Hall 854-8312
www.barnard.edu/complit

REQUIREMENTS FOR THE MAJOR

To enter the program a student must normally have completed the required sequence necessary for entry into the advanced literature courses of her major program. This varies from language to language; students should consult the chair. Each student, after consultation with the chair, chooses an adviser from one of her two literature departments. This adviser guides her in developing a sequence of courses appropriate for her goals in the major. All students are required to take Comparative Literature and Society BC 3001 and 14 courses normally to be chosen from the following categories:

One course in appropriate classical texts chosen from The Classical Tradition (CLLT W 4300), Introduction to the Hebrew Bible (REL V 3201), and Introduction to the New Testament (REL V 3202), for those specializing in languages and literature in the Western tradition; Asian Humanities (AHU V 3399 or V 3400), for those specializing in languages and literatures in Eastern traditions; or other courses with approval of the adviser.

One course in literary theory. Students will normally be expected to satisfy this requirement by taking CSO V 3950 The Colloquium in Literary Theory. If study abroad plans make this impossible, other courses may be substituted such as ENG BC 3194, FRE BC 3048 (x or y), CLEN W 4902.

Three courses from each of two literary traditions studied in the original languages. Foreign literature courses must be beyond the introductory level.

Five elected courses in comparative literature or literary theory (studied in the original or in translation) related to the student's individual program. These courses must be comparative or theoretical in nature.

One course, either an appropriate seminar or a tutorial, for the writing of a senior thesis.

The Senior Thesis must deal with material from at least the two central literatures in the student's major. In addition this thesis must treat, at least in part, the one period, genre, theme, or theoretical issue that has shaped the student's program. The choice of topic for this senior essay and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program. A detailed memorandum on planning the major is available from the chair and the Comparative Literature web site.

Students who wish to major in Comparative Literature, but who for valid reasons wish to pursue a program at
variance with the above model, should consult the chair.

Printable Version

Barnard Catalogue 2007-2008
COMPARATIVE LITERATURE

Courses of Instruction

Any literature course in the department of Comparative Literature fulfills the General Education Requirement, Literature. Be aware that not all courses automatically qualify. Eligible courses must clearly emphasize literary texts, methods, and theories.

CPLS BC 3001x Introduction to Comparative Literature

Introduction to the study of literature from a comparative and cross-disciplinary perspective. Readings will be selected to promote reflection on such topics as the relation of literature to the other arts; nationalism and literature; international literary movements; post-colonial literature; gender and literature; and issues of authorship, influence, originality, and intertextuality.

- P. Connor
3 points

CPLS BC 3103x Holocaust Literature and Film: The Limits of Realism

Exploration of the strengths and weaknesses of realistic modes of depiction in literature and film of the Holocaust. The concepts of realism, experience, survival, and testimony will be discussed. Questions of narrative form, the impact of technology, and issues surrounding "post-modernism" will also enter. Readings of texts by Spiegelman, Celan, Perec, Levi, and Wiesel, as well as screenings of video testimony and films by Lanzmann, Spielberg and Resnais.
3 points

CPLS BC 3120x or y Poetics of the Mouth

Explores the imagery of eating, drinking, spitting, choking, sucking (and other unmentionables) in relation to rituals and excessive behaviors. Readings from Greek poetry (e.g., Homer, Aristophanes) to modern theory (e.g., Kristeva, Powers of Horror, Bakhtin, Rabelais and His World), including modern novels and films.
3 points

CPLS BC 3123x or y Poetics and Politics of Friendship: Modern Literature and the Experience of Bonding

Examines and compares significant 19th c./20th c. literary approaches to friendship as intermediary between individualism and communal life. Discussion of culturally formed concepts and attitudes in modern or postcolonial setting. Reading of Dickens, Hesse, Woolf, Ocampo, Puig, Fugard, Emerson, Derrida, Rawls.
3 points

CPLS BC 3125y Opera and Literature/Opera as Literature

What is an operatic text and how do we "read" it? Examination of the changing relationship between text and music in opera; operatic transformations of literature; opera's representation in literature; critical readings of opera (psychoanalytic, feminist, queer). Works by Monteverdi, Gluck, Mozart, Conizetti, Verdi, Wagner, Strauss, Debussy, and Britten.

- J. Crapotta
3 points

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<th>Course Number</th>
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<td>J. Crapotta</td>
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CPLS BC 3135x or y Americans (and Others) in Paris

Explores 19th and 20th century expatriate American writers and their French forebears and contemporaries. Texts by Flaubert, James, Proust, Wharton, Colette, Stein, Hemingway, Duras.
3 points

CPLS BC 3140y Europe Imagined: Images of the New Europe in 20th Literature

Compares the diverse images of Europe in 20th c. literature, with an emphasis on the forces of integration and division that shape cultural identity in the areas of travel writings and transculturation/cosmopolitanism; mnemonic narratives and constructions of the past; borderland stories and the cultural politics of translation. Readings include M. Kundera, S. Rushdie, A. Souff, O. Pamuk, C. Notboom, W.G. Sebald, J. Barnes, and others.
3 points

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<td>: CPLS BC3140</td>
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CPLS BC 3141y Fascism and Resistance: An Examination of Power in Italy and Germany

Explores the cultural forces that defined the rise and fall of Italian fascism as well as the rise of Nazism, with a particular focus on the relationship between Germany and Italy and the similarities and differences between the two dictatorships. Readings addressing the question of literary representation and its political message will include "official" newspaper stories, trials, and propaganda films in addition to personal narratives such as diaries and autobiographies.


3 points

CPLS BC 3142x The Spanish Civil War in Literature and the Visual Arts

The Spanish Civil War (1936-39), which culminated with the beginning of Francisco Franco's long dictatorship, foreshadowed the WWII European conflict. It generated unprecedented foreign involvement, as well texts and images by artists from both within and outside Spain - from film (documentary and fictional), through painting (Picasso), to narrative and nonfiction.

- W. Rios-Fonf

General Education Requirement: Literature (LIT).

3 points

CPLS BC 3149x Ursulines, Adulteresses, and Orphans: The Specter of the

Exploration of the 19th-century bourgeois fascination —as evidenced in narrative texts produced and consumed by that class—with marginalized figures from the fringes of acceptable society. Texts consist mainly of novel/short stories featuring protagonists from the poor urban masses, transgressive females such as the adulteress and the prostitute, and the lineage-less figure so popular in the 19th-century narrative, the orphan outcast.

- A. Wright

General Education Requirement: Literature (LIT).

Course Number Call Number/ Section Days & Times/ Location Instructor Enrollment

Spring 2008 :: CPLS BC3149

CPLS 02421 001 MW 1:10p - 2:25p 421 Lehman Hall A. Wright 8

CPLS BC 3155y Epic Travel: Text to Road Movie

Examines how heroes in literature and film 'come into being' through the journeys they make. Readings by Virgil, Chrétien de Troyes, Luiz Vaz de Camões, Aphra Behn, Voltaire and others; films by Jean-Luc Godard, Francis Ford Coppola, Ridley Scott and others.

- P. Usher

General Education Requirement: Literature (LIT).

3 points

Course Number Call Number/ Section Days & Times/ Location Instructor Enrollment

Spring 2008 :: CPLS BC3155

CPLS 0249 001 TuTh 9:10a - 10:25a 421 Lehman Hall P. Usher 42

CPLS V 3190x Aesthetics of the Grotesque

Examination of the grotesque in different cultural contexts from late Renaissance to the postmodern period comparing modes of transgression and excess in Western literature and film. Particular emphasis on exaggeration in style and on fantastic representations of the body, from the omatae and corpulent to the Iaconic and anorexic. Readings in Rabelais, Swift, Richardson, Poe, Gogol, Kafka, Meyrink, Pirandello, Greenaway, M. Python.

- E. Grimm

General Education Requirement: Literature (LIT).

3 points

CPLS BC 3200x or y The Verbal and Visual Arts

Analysis and discussion of the relation of literature to painting, photography, and film. Emphasis on artistic and literary concepts concerning the visual dimension of narrative and poetic texts from Homer to Burroughs. Explores the role of description, illustration, and montage in realist and modern literature.


3 points

CLSP BC 3210x Barroco

Exploration of 17th- and 18th-century baroque literature, art, architecture, and music, followed by a comparative reading of neo-baroque, 20th-century phenomena in Europe, the United States, and Latin America.

- C. Ribbo

http://www.barnard.edu/catalog/courses/colb_crs_p.php

1/18/2008
3 points

CLSP BC 3212 New World Novella
The novella in the New World during the 19th and 20th centuries: a comparative reading of novellas from Latin America and North America. The course seeks to define the genre and examine main themes such as obsession with historical issues, especially relations among the races.
-A. Mac Adam
3 points

CPLS V 3235x or y Imagining the Self
Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory, ventriloquized, or otherwise problematic. Works include Homer, Virgil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts.

3 points

CPLS V 3280y Contemplation and Experimental Knowledge in Modern Literature and Art
Origin of the concept of contemplation in Plato and Neoplatonists; contemplation as a form of spiritual practice in the 16th century; the place of contemplation in the industrialized world, with emphasis on its role in literature and the visual arts. Selections from Plato, Plotinus, Augustine, Ignatius, Weber, Proust, Wall, Heidegger, Beckett, Arendt; films by Eisenstein, Marker, and others; various art works.
3 points

CLIA V 3660y Mafia Movies: From Sicily to The Sopranos
Examines representations of the mafia in American and Italian film and literature. Special attention to questions of ethnic identity and immigration. Comparison of the different histories and myths of the mafia in the U.S. and Italy. Readings includes novels, historical studies, and film criticism.
- R. Bauman

General Education Requirement: The Visual and Performing Arts (ART).
3 points

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<td>01766</td>
<td>M 6:10p - 10:00p</td>
<td>R. Bauman</td>
<td>24 / 25</td>
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CPLS V 3675y Mad Love
The history of irrational love as embodied in literary and non-literary texts throughout the Western tradition. Readings include the Bible, Greek, Roman, Medieval, and modern texts.
3 points

CPLS V 3680y Freud
Origins and major concepts of psychoanalysis through close analysis of Freud's writings. Topics include: the unconscious, repression, infantile sexuality, hysteria, neurosis, psychosis, paraplexes, the theory of dreams, fetishism. Readings include The Interpretation of Dreams, the case histories (Anna O., Dora, Rat Man, Wolf Man, Schreber), and a number of metapsychological papers.
3 points

CLEN V 3705y 19th Century Comparative Fiction
Readings in the 19th century novel and short story: works by Gogol, Dostoevsky, Turgenev, Dickens, Melville, Hawthorne, Stevenson, Gissing, Balzac, Zola, and others. Focusing on the figures of the misfit, madman, criminal, feminist, and failed social aspirant, we will explore a range of anxieties surrounding the formation of 19th century male and female bourgeois subjectivity.
3 points

CPLS V 3950y Colloquium in Literary Theory
Examination of concepts and assumptions present in contemporary views of literature. Theory of meaning and interpretation (hermeneutics); questions of genre (with discussion of representative examples); a critical analysis of formalist, psychoanalytic, structuralist, post-structuralist, Marxist, and feminist approaches to literature.
Prerequisites: Enrollment limited to 18 students.
4 points

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CPLS BC 3997y Senior Seminar
Designed for students writing a senior thesis and doing advanced research on two central literary fields in the student's major. The course of study and reading material will be determined by the instructor(s) in consultation with students(s). - E. Grimm
4 points

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Spring 2008 :: CPLS BC3997
CPLS 3987 08898 F 12:10p - 2:00p
306 Milbank Hall  E. Grimm  5

CPLS BC 3999x and y Independent Research
Independent research, primarily for the senior essay, directed by a chosen faculty adviser and with the chair's permission. The senior seminar for majors writing senior essays will be taught in the Spring term.
4 points

CRLS W 4012x The Russian Novel and the West: Dostoevsky, Tolstoy and the English Novel
Representative and influential Russian novels and stories read in juxtaposition to Western counterparts from the eighteenth to the twentieth centuries. Parallel reading list in the original and in translation.
3 points

CLPL W 4022x or y Poland, Romanticism, and Polish Romanticism
Survey of the major literary works of Polish Romantics with some attention to music, philosophy, and the visual arts in the context of Romanticism more broadly and the general European obsession with "The Polish Question," or the political status of Poland under the Austrian, Russian, and Prussian partitions.
Prerequisites: At least one literature course. Students should read in the original if possible, but all works will be available in translation. Papers will be written in English. Not offered in 2007-2008.
3 points

CLEN BC 4122y Renaissance Women Writers
Exploration of women writers in England, France and Italy from the 15th to 17th century. Poetry, narrative and theater focusing on topics such as love, sex, society, power, and God by Christine de Piz, Gaspara Stampa, Marguerite de Navarre, Louise Labé, Elizabeth Cary, Mary Wroth, Margaret Cavendish, Aphra Behn, Madame de Lafayette and others.
3 points

Cross-Listed Courses:

Classics

V3132 Classical Myth
W4300 The Classical Tradition

English (Barnard)

BC3158 Medieval Literature: Paths to Heaven and Hell
BC3171 The Novel and Psychoanalysis
BC3187 American Writers and Their Foreign Counterparts
BC3190 Global Literature in English
BC3194 Critical and Theoretical Perspectives on Literature: A History of Criticism
BC3194 Critical and Theoretical Perspectives on Literature: Literary Theory
BC3194 Critical and Theoretical Perspectives on Literature: Psychoanalytic Approaches to Literature
BC3194 Critical and Theoretical Perspectives on Literature: Postmodern Texts and Theory
BC3810 Literary Approaches to the Bible

French (Barnard)

BC3061 Marx in France
BC3069 Blacks, Jews, and Arabs in Modern France
BC3073 Africa in Cinema
V3420 Introduction to French and Francophone Studies I
V3421 Introduction to French and Francophone Studies II

Theatre (Barnard)

BC3150 Theatre History I
BC3151 Theatre History II
BC3166 Drama, Theatre, and Theory
Computer Science
450 Computer Science Building
212-939-7000
www.cs.columbia.edu

Chair: Henning G. Schulzrinne
450 Computer Science, 212-939-7004
Vice Chair for Undergraduate Education: Alfred V. Aho,
513 Computer Science, 212-939-7067


Associate Professors: Luis Gravano, Jason Nieh, Steven M. Nowick, Angelos D. Keromytis, Vishal Misra, Stephen Edwards

Assistant Professors: Adam Cannon, Luca Carloni, Eitan Grinspun, Tony Jebara, Tal Malkin, Ravi Ramamoorthi, Rocco Servedio

Adjunct Faculty: David Sturman, George Wolberg, Bernard Yee, Erik Brunvand, Alexander Bilins, Marcus Hofman, Austin Grossman, Prabhakar Kudva, William B. Paley, Alexander Pasik, Michael Reed, Giuseppe Valetto

Computer Science is the study of how to communicate and transform information. Developments in the field over the past few decades have profoundly changed society, and this effect is likely to accelerate in the future. Information processing techniques are being applied increasingly in the fields of medicine, business, law, science, and finance. The goal of the theoretical side of computer science is to characterize the inherent complexity of computations, including the issue of what problems are solvable. The goal of the applied side of the field is to design cost-effective computer systems that are easy and pleasant to use, including the possibility of "intelligent" systems that mimic some aspects of human behavior.

The Bachelor of Arts degree in Computer Science encourages students to obtain broad exposure to the arts, humanities, and social sciences while at the same time providing them with the appropriate Computer Science background necessary for graduate study or a professional career. Computers have an impact on nearly all areas of human endeavor, so the department also offers several courses intended for students who do not plan a Computer Science major or concentration.

PROGRAM OVERVIEW

The Computer Science major offers maximum flexibility by providing students with a range of options for specializing their degree program. Students study a common core of fundamental topics, supplemented by a track that identifies specific areas for deeper study.

The foundations track prepares students for advanced work in fundamental theoretical and mathematical aspects of computing, including analysis of algorithms, scientific computing, and security. The systems track prepares students for immediate employment in the computer industry as well as advanced study in such areas as software engineering, operating systems, computer-aided digital design, computer architecture, programming languages, and user interfaces. The artificial intelligence track provides specialization for the student interested in natural language processing and systems capable of exhibiting "human-like" intelligence. The applications track is for students interested in the implementation of interactive multimedia content for the Internet and wireless applications. The vision, graphics, human-computer interaction and robotics. A combination track is available to students who wish to pursue an interdisciplinary course of study combining computer science and another field in arts, humanities, mathematics, natural sciences, or social sciences. A student planning a combination track should be aware that one additional course is required to complete this option.

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Computer Science
450 Computer Science Building
212-939-7000
www.cs.columbia.edu

REQUIREMENTS FOR THE MAJOR

All majors should confer with the program consultant each term in planning their programs of study. Students considering a major in computer science are encouraged to talk to a program consultant during their first or second year. The requirements that follow are special to this department and must be read in conjunction with the general requirements for the bachelor's degree. This program is a major revision from prior years. As a rule, no more than 12 transfer credits will be accepted toward the degree.

Program of study:

http://www.barnard.edu/catalog/depts/coms_p.php

1/18/2008
• The introductory classes Computer Science W 1004 and W 1007 in the first year
• Computer Science W 3157-Advanced programming, W 3203-Discrete mathematics, and W 3137-Data structures and algorithms in the second year
• Most of the remaining required core courses in the second and third years

This allows the most freedom possible in selecting a specialized track and completing the requirements during the junior and senior years. It is particularly important to complete the core requirements and to seek advice from a track consultant to better plan your course of study as early as possible. The first two introductory Computer Science courses (W1004 and W 1007) are taught in Java. The next two, Advanced Programming (W 3157) and Data Structures and Algorithms (W 3139) are taught in C/C++ so students will become multilingual. Programming classes make use of an extensive array of computing facilities available on campus.

Required courses: 41 or 44 points.

Computer Science Core (23 points): W 1004, W 1007, W 3203, W 3137, W 3157, W 3261, W 3827. Students may take the honors class W 1009 in place of W 1007, and the honors class W 3139 in place of W 3137. Students who have taken AP Computer Science in high school and received a grade of 4 or 5 can waive W 1004.

Mathematics (3 points): one semester of calculus.

Track requirement (15 or 18 points): each student must also fulfill the track requirement by selecting one of six upper-level tracks. Each track, except the combined track, requires five courses of which 2 or 3 are required, 1 is an elective breadth course, and 1 or 2 are elective track courses. The combined track requires a cohesive selection of six advanced courses: three 3000- or 4000-level Computer Science courses and three 3000- or 4000-level courses from another field. The elective breadth course in each track can be any 3-point COMS 3000-level or higher course that is not a Computer Science Core course or a technical elective in that track.


Systems track (12 points): for students interested in networking, programming languages, operating systems, and software systems. The required track courses are COMS W 4115, W 4118, W 4119. The elective track courses include any COMS W 41xx course, any W48xx course, W 4444, W 3902, W 3998, W 4901, W 4995, W 4996.


Applications track (12 points): for students interested in interactive multimedia applications for the Internet and wireless networks. The required track courses are COMS W 4115, W4170, W4701. The elective track courses include COMS W 3902, W 3998, W 4901, W 41xx, W 47xx, W 4995, W 4996.

Vision and graphics track (12 points): for students interested in computer vision, graphics, and advanced forms of human-computer interaction. The required track courses are COMS W 4160 and W 4731. The elective track courses include COMS W 3902, W 3998, W 4901, W 4165, W 4165, W4187, W 4170, W 4701, W 4733, W 4735, W 4771, W 4995, W 4998.

Combination track (15 points): for students who wish to combine Computer Science with another discipline. A coherent selection of six courses is required: three 3000- or 4000-level Computer Science courses and three 3000- or 4000-level courses from another discipline. This track should be selected by the end of the first semester of the junior year and the courses should be planned with your advisor. The other discipline can be any one in the arts, humanities, mathematics, natural sciences, or social sciences.

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

Courses: 23 points. Required computer science courses - 23 points: W 1004, W 1007, W 3203, W 3137, W 3157, W 3261, and W 3827 or any 4000-level computer science course. W 1009 may be substituted for W 1007, and W 3139 may be substituted for W 3137.

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Barnard Catalogue 2007-2008

COMPUTER SCIENCE

In the listing below, the designator COMS (Computer Science) is understood to precede all course numbers for which no designator is indicated.

NOTE: Students may receive credit for only one of the following two courses: COMS W1003 and W 1004. Likewise students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.

COMS W 1001x and y Introduction To Computers

General introduction to computer science, including the design of software and computer hardware, as well as real-world applications of computing in a variety of technical and nontechnical fields. Assumes no programming background.
General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect. 3.3pts.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tbody>
<tr>
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<tr>
<td>COMS 1001</td>
<td>001</td>
<td>MW 2:40p - 3:55p</td>
<td>A. Cannon</td>
<td>31 / 120</td>
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</tbody>
</table>

COMS W 1003x or y Introduction To Computer Science and Programming In C

A general introduction to computer science concepts, algorithmic problem-solving capabilities, and programming skills in C. Columbia University students may receive credit for only one of the following three courses: 1003, 1004, and 1005.
General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect. 3. 3 pts.

COMS W 1004x and y Introduction To Computer Science and Programming In Java

A general introduction to computer science for science and engineering students interested in majoring in computer science or engineering. Covers fundamental concepts of computer science, algorithmic problem-solving capabilities, and introductory Java programming skills. Assumes no prior programming background. Columbia University students may receive credit for only one of the following three courses: 1003, 1004, and 1005.

- A. Aho
General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect. 3. 3 pts.

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
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<td>MW 4:10p - 5:25p</td>
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COMS W 1005x or y Introduction To Computer Science and Programming in MATLAB

A general introduction to computer science concepts, algorithmic problem-solving capabilities, and programming skills in MATLAB. Assumes no prior programming background. Columbia University students may receive credit for only one of the following three courses: 1003, 1004, and 1005.

- Paul Blaer
Prerequisites: None Corequisites: None General Education Requirement: Quantitative and Deductive Reasoning (QUA).
3 points

COMS W 1007x or y Object-oriented programming and design in Java

The second course for majors in computer science. A rigorous treatment of object-oriented concepts using Java as an example language. Development of sound programming and design skills, problem solving and modeling of real world problems from science, engineering, and economics using the object-oriented paradigm.

- Adam Cannon
Prerequisites: COMS W1004 or AP Computer Science with a grade of 4 or 5. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect. 3. 3 pts.

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
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<tr>
<td>COMS 1007</td>
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<td>TuTh 2:40p - 3:55p</td>
<td>P. Blaer</td>
<td>67 / 150</td>
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</table>

COMS W 1009x Honors Introduction To Computer Science

An honors-level introduction to computer science, intended primarily for students considering a major in computer science. Computer
science as a science of abstraction. Creating models for reasoning about and solving problems. The basic elements of computers and computer programs. Implementing abstractions using data structures and algorithms. Taught in Java.

- John Kender

**Prerequisites:** COMS W1004 or AP Computer Science with a grade of 4 or 5. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Not offered in 2007-2008.

**Lect:** 3. 3 pts.

**ECBM E 3060x Introduction To Genomic Information Science and Technology**

Introduction to the information system paradigm of molecular biology. Representation, organization, structure, function and manipulation of the biomolecular sequences of nucleic acids and proteins. The role of enzymes and gene regulatory elements in natural biological functions as well as in biotechnology and genetic engineering. Recombination and other macromolecular processes viewed as mathematical operations with simulation and visualization using simple computer programming. This course shares lectures with ECBM E4060, but the work requirements differ somewhat.

- D. Anastassiou

**General Education Requirement: Quantitative and Deductive Reasoning (QUA).**

**Lect:** 3 pts

**COMS W 3101x and y Programming Languages**

Introduction to a programming language. Each section is devoted to a specific language. Intended only for those who are already fluent in at least one programming language. Sections may meet for one hour per week for the whole term, for three hours per week for the first third of the term, or for two hours per week for the first six weeks. May be repeated for credit if different languages are involved.

**Prerequisites:** Fluency in at least one programming language. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 1. 1 pts

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>COMS 3101</td>
<td>83539 001</td>
<td>W 11:00a - 1:00p 252 Engineering Terrace</td>
<td>B. Shaw</td>
<td>18 / 41</td>
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<tr>
<td>COMS 3101</td>
<td>26298 002</td>
<td>W 11:00a - 1:00p 252 Engineering Terrace</td>
<td>V. Kapoor</td>
<td>6 / 42</td>
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<tr>
<td>COMS 3101</td>
<td>3101 003</td>
<td>W 9:00a - 11:00a 253 Engineering Terrace</td>
<td>R. Isukapalli</td>
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</table>

**COMS W 3133x or y Data Structures in C**

Not intended for computer science majors. Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Taught in C. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.

**Prerequisites:** COMS W1003 or knowledge of C. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3. 3 pts

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>COMS 3133</td>
<td>79036 001</td>
<td>MW 9:10a - 10:25a 337 Seeley W. Mudd Building</td>
<td>I. Peters</td>
<td>7</td>
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</table>

**COMS W 3134x or y Data Structures in Java**

Not intended for computer science majors. Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.

**Prerequisites:** COMS W1004 or knowledge of Java. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3. 3 pts

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<tr>
<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>COMS 3134</td>
<td>93660 001</td>
<td>TuTh 4:10p - 5:25p 833 Seeley W. Mudd Building</td>
<td>D. Elson</td>
<td>55</td>
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</tbody>
</table>

**COMS W 3137x and y Data Structures and Algorithms**

Data types and structures: arrays, stacks singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for
processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.

Lect: 3. 4 pts.

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<th>Course Number/</th>
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<th>Days &amp; Times/</th>
<th>Instructor</th>
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<tr>
<td>COMS</td>
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<td>TuTh 11:00a - 12:15p</td>
<td>P. Allen</td>
<td>39 / 100</td>
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</table>

COMS W 3139y Honors Data Structures and Algorithms
An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in C/C++. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.

Lect: 4. 4 pts.

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<tr>
<th>Course Number/</th>
<th>Call Number/</th>
<th>Days &amp; Times/</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>Section</td>
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<td>Spring 2008 :: COMS W3157</td>
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<tr>
<td>COMS</td>
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<td>MW 11:00a - 12:15p</td>
<td>J. Lee</td>
<td>39</td>
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</table>

COMS W 3157x or y Advanced Programming
Practical, hands-on introduction to programming techniques and tools for professional software construction, including learning how to write code to given specifications as well as document the results. Provides introductory overview of C and C++ in a UNIX environment, for students with Java background. Also introduces scripting languages (perl) and basic web programming. UNIX programming utilities are also covered.

Prerequisites: COMS W1007 or COMS W1009 Lab Required. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 4. 4 pts.

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<th>Course Number/</th>
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<td>Spring 2008 :: COMS W3203</td>
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<tr>
<td>COMS</td>
<td>12849</td>
<td>TuTh 2:40p - 3:55p</td>
<td>E. Grinspun</td>
<td>31</td>
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</tbody>
</table>

COMS W 3203x or y Discrete Mathematics: Introduction To Combinatorics and Graph Theory
Logic and formal proofs, sequences and summation, mathematical induction, binomial coefficients, elements of finite probability, recurrence relations, equivalence relations and partial orderings, and topics in graph theory (including isomorphism, traversability, planarity, and colorings).

- J. Gross, Z. Grumachaid
Prerequisites: Any introductory course in computer programming. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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<th>Course Number/</th>
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<th>Days &amp; Times/</th>
<th>Instructor</th>
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<td>TuTh 1:10p - 2:25p</td>
<td>J. Traub</td>
<td>29</td>
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</tbody>
</table>

COMS W 3210y Scientific Computation

- J. Traub
Prerequisites: Two terms of calculus. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

http://www.barnard.edu/catalog/courses/coms_crs_p.php
Computational linear algebra, solution of linear systems, sparse linear systems, least squares, eigenvalue problems, and numerical solution of other multivariate problems as time permits.

- H. Woźniakowski
Prerequisites: two terms of calculus. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lect: 3. 3 pts.

COMS W 3261x or y Computer Science Theory


- J. Gruschkag

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
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<th>Instructor</th>
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<td>M. Yannakakis</td>
<td>25/75</td>
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</table>

COMS W 3827x and y Fundamentals of Computer Systems

Fundamentals of computer organization and digital logic. Boolean algebra, Karnaugh maps, basic gates and components, flipflops and latches, counters and state machines, basics of combinational and sequential digital design. Assembly language, instruction sets, ALU's, single-cycle and multi-cycle processor design, introduction to pipelined processors, caches, and virtual memory.

- Steve Unger
Prerequisites: An introductory programming course, COMS W1007 or W1009, or the equivalent. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lect: 3. 3 pts

COMS W 4101x or y Topics in Computer Science Technology

Introduction to current topics in computer science technology. Each section will be devoted to a specific technology. Sections may meet for 1.5 hours per week for the whole term or 3 hours per week for a half-term. May be repeated for credit if different technologies are involved.

Prerequisites: Fluency in at least one programming language and familiarity with computer systems. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Not offered in 2007-2008. 1.5 points

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<th>Course Number</th>
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<tr>
<td>COMS W4101</td>
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<td>C. Gates</td>
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</table>

COMS W 4111x and y Database Systems

The fundamentals of database design and implementation: data modeling, logical design of relational databases, relational data definition and manipulation languages, SQL, storage and indexing techniques, query processing, transaction processing, concurrency control, recovery, security and integrity. Programming projects are required.

- L. Gravano
Prerequisites: COMS W3137 as well as working knowledge of C++ or Java, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lect: 3. 3 pts.

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<th>Course Number</th>
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COMS W 4115x and y Programming Languages and Translators

Modern programming languages and compiler design. Imperative, object-oriented, declarative, functional, and scripting languages. Language syntax, control structures, data types, procedures and parameters, binding, scope, run-time organization, and exception handling. Implementation of language translation tools including compilers and interpreters. Lexical, syntactic and semantic analysis; code generation; introduction to code optimization. Teams implement a language and its compiler.

- S. Edwards, A. Aho
Prerequisites: COMS W3137 or equivalent, W3261, and CSEE W3827, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
### COMS W 4117x or y Compilers and Interpreters

Continuation of COMS W4115, with broader and deeper investigation into the design and implementation of contemporary language translators, be they compilers or interpreters. Topics include: parsing, semantic analysis, code generation and optimization, run-time environments, and compiler-compiler. A programming project is required.

- A. Aho  
**Prerequisites:** COMS W4115 or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).  
**Lect.:** 3 pts.

### COMS W 4118x and y Operating Systems, I

Design and implementation of operating systems. Topics include process management, process synchronization and interprocess communication, memory management, virtual memory, interrupt handling, processor scheduling, device management, I/O, and file systems. Case study of the UNIX operating system. A programming project is required.

- J. Nieh  
**Prerequisites:** CSEE W3827 and knowledge of C and programming tools as covered in W3157 or W3101, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).  
**Lect.:** 3 pts.

### COMS W 4156x or y Advanced Software Engineering

Assumes substantial prior real-world (not classroom) software development experience in at least one mainstream programming language such as C, C++, Java or C#. Theory and practice of process life cycle, project planning, requirements capture, software design, team programming, unit and integration testing, system delivery and maintenance, process and product evaluation and improvement. Also covers component-based software engineering models such as CORBA, COM+, EJB, .NET, Web Services. Centers on an intense semester-long multi-iteration team project that requires pair programming and other agile programming practices.

- G. Kaiser  
**Prerequisites:** Instructor's permission. Strongly recommended: At least one COMS W411xx course and/or COMS W4444. General Education Requirement: Quantitative and Deductive Reasoning (QUA).  
**Lect.:** 3 pts.

### COMS W 4160y Computer Graphics

Introduction to computer graphics. Topics include 3D viewing and projections, geometric modeling using spline curves, graphics systems such as OpenGL, lighting and shading, and global illumination. Significant implementation is required: the final project involves writing an interactive 3D video game in OpenGL.

- R. Ramamoorthy  
**Prerequisites:** COMS 3137 or 3139, 4118 is recommended. Strong programming background and some mathematical familiarity including linear algebra is required. General Education Requirement: Quantitative and Deductive Reasoning (QUA).  
**Lect.:** 3 pts.

### COMS W 4162x or y Advanced Computer Graphics

A second course in computer graphics covering more advanced topics including image and signal processing, geometric modeling with meshes, advanced image synthesis including ray tracing and global illumination, and other topics as time permits. Emphasis will be placed both on implementation of systems and important mathematical and geometric concepts such as Fourier analysis, mesh algorithms and subdivision, and Monte Carlo sampling for rendering. Note: Course will be taught every two years.

- Ravi Ramamoorthy  
**Prerequisites:** COMS 4160 or equivalent, or instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).  
**Lect.:** 3 pts.
COMS W 4165x Computational Techniques In Pixel Processing

Intended for graduates and advanced undergraduates. An intensive introduction to image processing—digital filtering theory, image enhancement, image reconstruction, antialiasing, warping, and the state-of-the-art in special effects. Topics form the basis of high-quality rendering in computer graphics and of low-level processing for computer vision, remote sensing, and medical imaging. Emphasizes computational techniques for implementing useful image-processing functions.

Prerequisites: COMS W3137, W3251 (recommended), and a good working knowledge of UNIX and C. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Not offered in 2007-2008.

Lect: 3. 3 pts.

COMS W 4167x or y Computer Animation

Previous familiarity with C is recommended. Intensive introduction to computer animation, including: fundamental theory and algorithms for computer animation, keyframing, kinematic rigging, simulation, dynamics, free-form animation, behavioral/procedural animation, particle systems, post-production; small groups implement a significant animation project; advanced topics as time permits.

- E. Grinspun

Prerequisites: COMS W3137 or W3139, and W4165 is recommended. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3.3pts.

COMS W 4170x User Interface Design

Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects are required.

- S. Feiner

Prerequisites: COMS W3137. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

COMS W 4172x or y 3D User Interfaces


- S. Feiner

Prerequisites: COMS W4160 or COMS W4170 or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

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<tr>
<td>COMS 4172</td>
<td>001</td>
<td>Tu-Th 1:10p - 2:25p</td>
<td>337 Seeley W Mudd Building</td>
<td>S. Feiner 12</td>
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</table>

COMS W 4180x or y Network Security

Introduction to network security concepts and mechanisms. Foundations of network security and an in-depth review of commonly-used security mechanisms and techniques, security threats and network-based attacks, applications of cryptography, authentication, access control, intrusion detection and response, security protocols (IPsec, SSL, Kerberos), denial of service, viruses and worms, software vulnerabilities, web security, wireless security, and privacy.

- A. Keromytis

Prerequisites: COMS W3137 or W3139, and W4119, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

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<td>COMS 4180</td>
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<td>Tu 5:40p - 8:10p</td>
<td>834 Seeley W. Mudd Building</td>
<td>D. Cook 42</td>
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</table>

COMS W 4187x or y Security Architecture and Engineering


- Steven Bellovin

Prerequisites: COMS W4118; W4180 and/or W4119 recommended. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

3 points

COMS W 4203y Graph Theory

General introduction to graph theory. Isomorphism testing, algebraic specification, symmetries, spanning trees, traversability, planarity, drawings on higher-order surfaces, colorings, extremal graphs, random graphs, graphical measurement, directed graphs, Burnside-Polya
counting, voltage graph theory.

- J. Gross

COMS W 4205x Combinatorial Theory
Sequences and recursions, calculus of finite differences and sums, elementary number theory, permutation group structures, binomial coefficients, Stirling numbers, harmonic numbers, generating functions.

- J. Gross

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<td>MW 1:10p - 2:25p</td>
<td>J. Gross</td>
<td>24</td>
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</table>

COMS W 4231x Analysis of Algorithms, I
Introduction to the design and analysis of efficient algorithms. Topics include models of computation, efficient sorting and searching, algorithms for algebraic problems, graph algorithms, dynamic programming, probabilistic methods, approximation algorithms, and NP-completeness. Note: This course is same as CSOR W4231 (CS and IEOR Department).

- M. Yannakakis

COMS W 4238y Introduction To Computational Complexity
Develops a quantitative theory of the computational difficulty of problems in terms of the resources (e.g., time, space) needed to solve them. Classification of problems into complexity classes, reductions and completeness. Power and limitations of different modes of computation such as nondeterminism, randomization, interaction and parallelism.

- M. Yannakakis, R. Servedio

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<td>MW 2:40p - 3:55p</td>
<td>R. Servedio</td>
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COMS W 4241y Numerical Algorithms and Complexity
Modern theory and practice of computation on digital computers. Introduction to concepts of computational complexity. Design and analysis of numerical algorithms. Applications to computational finance, computational science, and computational engineering.

- J. Traub
Prerequisites: Knowledge of a programming language. Some knowledge of scientific computation is desirable. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lect: 3, 3 pts.

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<td>COMS 71003 001</td>
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<td>A. Papageorgiou</td>
<td>13</td>
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COMS W 4252x or y Introduction To Computational Learning Theory
Possibilities and limitations of performing learning by computational agents. Topics include computational models of learning, polynomial time learnability, learning from examples and learning from queries to oracles. Computational and statistical limitations of learning. Applications to Boolean functions, geometric functions, automata.

- R. Servedio
Prerequisites: COMS W4231 or COMS W4236 or (COMS W3203 and permission of instructor) or (COMS W3261 and permission of instructor). General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lect: 3, 3 pts

COMS W 4261x or y Introduction To Cryptography
An introduction to modern cryptography, focusing on the complexity-theoretic foundations of secure computation and communication in adversarial environments; a rigorous approach, based on precise definitions and provably secure protocols. Topics include private and
public key encryption schemes, digital signatures, authentication, pseudorandom generators and functions, one-way functions, trapdoor functions, number theory and computational hardness, identification and zero knowledge protocols.

- T. Malkin

**Prerequisites:** Comfort with basic discrete math and probability. Recommended: COMS W3261 or COMS W4231. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 2.5. 3 pts.

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<td>TuTh 11:00a - 12:15p 227 Seeley W. Mudd Building</td>
<td>T. Malkin</td>
<td>37</td>
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**COMS W 4281x or y Introduction to Quantum Computing**


- H. Woźniakowski

**Prerequisites:** Knowledge of linear algebra. Prior knowledge of quantum mechanics is not required although helpful. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3. 3 pts

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<td>H. Woźniakowski</td>
<td>17</td>
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**CSEE W 4349x Computer Hardware Design**

Practical aspects of computer hardware design through the implementation, simulation, and prototyping of a PDP-8 processor. High-level and assembly languages, I/O, interrupts, datapath and control design, pipelining, buses, memory architecture. Programmable logic and hardware prototyping with FPGAs. Fundamentals of VHDL for register-transfer level design. Testing and validation of hardware. Hands-on use of industry CAD tools for simulation and synthesis. Lab required.


**Lect:** 2. 3 pts

**COMS W 4444x Programming and Problem Solving**

Hands-on introduction to solving open-ended computational problems. Emphasis on creativity, cooperation, and collaboration. Projects spanning a variety of areas within computer science, typically requiring the development of computer programs. Generalization of solutions to broader problems, and specialization of complex problems to make them manageable. Team-oriented projects, student presentations, and in-class participation required.

- K. Ross

**Prerequisites:** COMS W3139 and W3824. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3. 3 pts

**COMS W 4560x Introduction to Computer Applications in Health Care and Biomedicine**

An overview of the field of biomedical informatics, combining perspectives from medicine, computer science and social science. Use of computers and information in health care and the biomedical sciences, covering specific applications and general methods, current issues, capabilities and limitations of biomedical informatics. Biomedical Informatics studies the organization of medical information, the effective management of information using computer technology, and the impact of such technology on medical research, education, and patient care. The field explores techniques for assessing current information practices, determining the information needs of health care providers and patients, developing interventions using computer technology, and evaluating the impact of those interventions.

- M. Chiang

**Prerequisites:** Experience with computers and a passing familiarity with medicine and biology. Undergraduates in their senior or junior years may take this course only if they have adequate background in mathematics and receive permission from the instructor General Education Requirement: Quantitative and Deductive Reasoning (QUA).

3 points

**COMS W 4701x or y Artificial Intelligence**

Provides a broad understanding of the basic techniques for building intelligent computer systems. Topics include state-space problem representations, problem reduction and and-or graphs, game playing and heuristic search, predicate calculus, and resolution theorem proving. AI systems and languages for knowledge representation, machine learning and concept formation and other topics such as natural language processing may be included as time permits.

- K. McKeown, S. Stolfo

**Prerequisites:** COMS W3139. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3. 3 pts
COMS W 4705x Natural Language Processing

Computational approaches to natural language generation and understanding. Recommended preparation: some previous or concurrent exposure to AI or Machine Learning. Topics include information extraction, summarization, machine translation, dialogue systems, and emotional speech. Particular attention is given to robust techniques that can handle understanding and generation for the large amounts of text on the Web or in other large corpora. Programming exercises in several of these areas.

- J. Hirschberg
Prerequisites: COMS W3133, or W3134, or W3137, or W3139, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lect: 3. 3 pts.

COMS W 4706y Spoken Language Processing

Computational approaches to speech generation and understanding. Topics include speech recognition and understanding, speech analysis for computational linguistics research, and speech synthesis. Speech applications including dialogue systems, data mining, summarization, and translation. Exercises involve data analysis and building a small text-to-speech system.

- J. Hirschberg
Prerequisites: Prerequisites: COMS W3133, or W3134, or W3137, or W3139, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Not offered in 2007-2008.
Lect: 3. 3 pts.

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<td>J. Hirschberg</td>
<td>18</td>
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COMS W 4725x or y Knowledge Representation and Reasoning

General aspects of knowledge representation (KR). The two fundamental paradigms (semantic networks and frames) and illustrative systems. Topics include hybrid systems, time, action/plans, defaults, abduction, and case-based reasoning. Throughout the course particular attention will be paid to design tradeoffs between language expressiveness and reasoning complexity, and issues relating to the use of KR systems in larger applications.

Prerequisites: COMS W4701. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

COMS W 4731x or y Computer Vision

Introductory course in computer vision. Topics include image formation and optics, image sensing, binary images, image processing and filtering, edge extraction and boundary detection, region growing and segmentation, pattern classification methods, brightness and reflectance, shape from shading and photometric stereo, texture, binocular stereo, optical flow and motion, 2-D and 3-D object representation, object recognition, vision systems and applications.

- S. Nayar
Prerequisites: The fundamentals of calculus, linear algebra, and C programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

COMS W 4733x or y Computational Aspects of Robotics

Introduction to robotics from a computer science perspective. Topics include coordinate frames and kinematics, computer architectures for robotics, integration and use of sensors, world modeling systems, design and use of robotic programming languages, and applications of artificial intelligence for planning, assembly, and manipulation.

- P. Allen
Prerequisites: COMS W3137 or W3139. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

COMS W 4735x or y Visual Interfaces To Computers

Visual input as data and for control of computer systems. Survey and analysis of architecture, algorithms, and underlying assumptions of commercial and research systems that recognize and interpret human gestures, analyze imagery such as fingerprint or iris patterns, generate natural language descriptions of medical or map imagery. Explores foundations in human psychophysics, cognitive science, and artificial intelligence.

Prerequisites: COMS W3137 or W3139. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

COMS W 4737x or y Biometrics

In this course we will explore the latest advances in biometrics as well as the machine learning techniques behind them. Students will learn how these technologies work and how they are sometimes defeated. Grading will be based on homework assignments and a final project. There will be no midterm or final exam. This course shares lectures with COMS E6737. Students taking COMS E6737 are required to complete additional homework problems and undertake a more rigorous final project. Students will only be allowed to earn credit for one of these courses.

http://www.barnard.edu/catalog/courses/coms_crs_p.php

1/18/2008
credit for COMS W4737 or COMS E6737 and not both.

- P. Belhumeur

Prerequisites: A background at the sophomore level in computer science, engineering, or like discipline. Corequisites: None General Education Requirement: Quantitative and Deductive Reasoning (QUA).

3 points

CBMF W 4761x y Computational Genomics

Provides comprehensive introduction to computational techniques for analyzing genomic data including DNA, RNA and protein structures; microarrays; transcription and regulation; regulatory, metabolic and protein interaction networks. The course covers sequence analysis algorithms, dynamic programming, hidden Markov models, phylogenetic analysis, Bayesian network techniques, neural networks, clustering algorithms, support vector machines, Boolean models of regulatory networks, flux based analysis of metabolic networks and scale-free network models. The course provides self-contained introduction to relevant biological mechanisms and methods.

Prerequisites: Introductory probability and statistics and basic programming skills. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

COMS W 4771y Machine Learning

Topics from generative and discriminative machine learning including least squares methods, support vector machines, kernel methods, neural networks, Gaussian distributions, linear classification, linear regression, maximum likelihood, exponential family distributions, Bayesian networks, Bayesian inference, mixture models, the EM algorithm, graphical models and hidden Markov models. Algorithms implemented in Matlab.

- T. Jebara

Prerequisites: Any introductory course in linear algebra and any introductory course in statistics are both required. Highly recommended: COMS W4701 or knowledge of Artificial Intelligence. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

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<td>COMS 4771</td>
<td>81648 001</td>
<td>TuTh 2:40p - 3:55p 503 Hamilton Hall</td>
<td>T. Jebara</td>
<td>67</td>
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COMS W 4772x Advanced Machine Learning

An exploration of advanced machine learning tools for perception and behavior learning. How can machines perceive, learn from, and classify human activity computationally? Topics include Appearance-Based Models, Principal and Independent Component Analysis, Dimensionality Reduction, Kernel Methods, Manifold Learning, Latent Models, Regression, Classification, Bayesian Methods, Maximum Entropy Methods, Real-Time Tracking, Extended Kalman Filters, Time Series Prediction, Hidden Markov Models, Factorial HMMs, Input-Output HMMs, Markov Random Fields, Variational Methods, Dynamic Bayesian Networks, and Gaussian/Dirichlet Processes. Links to cognitive science.

- T. Jebara

Prerequisites: COMS W4771 or permission of instructor; knowledge of linear algebra & introductory probability or statistics is required. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

3 points

CSEE W 4823x y Advanced Logic Design

An introduction to modern digital system design. Advanced topics in digital logic: controller synthesis (Mealy and Moore machines); adders and multipliers; structured logic blocks (PLDs, PALs, ROMs); iterative circuits. Modern design methodology: register transfer level modelling (RTL); algorithmic state machines (ASMs); introduction to hardware description languages (VHDL or Verilog); system-level modelling and simulation; design examples.

- S. Novick

Prerequisites: CSEE 3827, or a half semester introduction to digital logic, or the equivalent. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

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<td>M 5:40p - 8:10p 233 Seeley W. Mudd Building</td>
<td>P. Ashar</td>
<td>21</td>
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CSEE W 4824x y Computer Architecture


- L. Carloni

Prerequisites: CSEE W3827 or the equivalent. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

CSEE W 4825y Digital Systems Design

http://www.barnard.edu/catalog/courses/coms crs p.php

1/18/2008
Dynamic logic, field programmable gate arrays, logic design languages, multipliers. Special techniques for multi-level NAND and NOR gate circuits. Clocking schemes for one- and two-phase systems. Fault checking: scan method, built-in-test. Survey of logic simulation methods. Other topics to be added as appropriate.


**CSEE W 4840y Embedded Systems**

Embedded system design and implementation combining hardware and software. I/O, interfacing, and peripherals. Weekly laboratory sessions and term project on design of a microprocessor-based embedded system including at least one custom peripheral. Knowledge of C programming and digital logic required.

- S. Edwards


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**CSEE W 4851y Computer-Aided Design of Digital Systems**

Topics include hands-on design projects using commercial CAD tools, the theory behind the tools, modern digital system design (the VHDL language, Register-Transfer Level modeling, algorithmic state machines, designing a micro architecture), controller synthesis and optimization (F-MSMs), exact and heuristic 2-level logic minimization, multi-level logic optimization, technology mapping, binary decision diagrams (BDDs), and introduction to testability.


**COMS W 4901x or y Projects In Computer Science**

A second-level independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for a total of more than 3 points of degree credit. Consult the department for section assignment.

- The Staff

**Prerequisites**: Approval by a faculty member who agrees to supervise the work. General Education Requirement: Quantitative and Deductive Reasoning (QUA). 1 to 3 pts.

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**COMS W 4995x or y Special Topics In Computer Science, I**

Special topics arranged as the need and availability arises. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit. Consult the department for section assignment.

**Prerequisites**: The instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lec: 3, 3pts.

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<td>J. Nish</td>
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<td>4995 001</td>
<td>253 Engineering Terrace</td>
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**COMS W 4996x or y Special Topics In Computer Science, II**

A continuation of COMS W4995 when the special topic extends over two terms.

**Prerequisites**: The instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Lec: 3, 3 pts.

**COMS W 4999y Computing and the Humanities**

Text databases. Language applications, such as machine translation, information and retrieval, and computational stylistics (determining authorship). Digital library applications, including issues in text acquisition, text markup, networking display, and user interfaces. Educational applications. Legal reasoning, history applications involving inferencing and databases.

There are currently no cross-listed courses for your department.
Dance
204 Barnard Hall Annex
854-2995
www.barnard.edu/dance

Professors: Lynn Garafola, Allegra Kent (Adjunct), Uttara Coorlawala (Adjunct)
Professor Emerita and Senior Scholar: Sandra Genter, Janet Soares
Associate Professors of Professional Practice: Mary Cochran (Chair and Artistic Director), Donlin Foreman, Mindy Aloff (Adjunct)
Assistant Professor: Paul Scolieri
Senior Associate: Katie Glasier (Assistant Chair)
Assistant Professor of Professional Practice: Colleen Thomas
Lecturers: Cynthia Anderson, Mary Lisa Burns, Maguette Camara, Mary Carpenter, Tessa Chandler, Jennifer Emerson, Liza Gennaro, Danielle Goldman, Chisa Hidaka, Kalili King, Robert LaRosse, Jeff Moen, Margaret Morrison, David Parker, Sabrina Pillars, Lisa Steinberg, Kathryn Sullivan, Caitlin Trainer, Karla Wolfangle
Artists in Residence: Gerald Casel, Amanda Loukai, Roseanne Spradlin, Sugar Salon Artists, Keith Thompson
Associates: Gloria Marin, Nathalie Jonas
Technical Director and Lighting Designer: Rhonda Rubinson
Musician Coordinator: Gilles Obermayer

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleave.html

The Barnard Dance Department seeks to develop technical versatility in dance performance, skill and originality in choreography, and critical understanding of the art of dance as a part of history and culture. Emphasis is placed on performing opportunities each semester, and on the encouragement of each student's growth as a creative artist.

Studios and theaters in New York City provide Barnard students opportunities to study and view an array of dance, while major libraries and dance institutions offer rich possibilities for research. The Dance Department regularly invites guest artists to teach and choreograph throughout the year.

All dance courses except Senior Seminar are open to students who meet the prerequisites. Barnard College Dance Department is an accredited institutional member of the National Association of Schools of Dance.

Students contemplating a dance major should consult with a member of the department in their first year. Declaration of the major requires departmental approval.

Printable Version

Dance
204 Barnard Hall Annex
854-2995
www.barnard.edu/dance

REQUIREMENTS FOR THE MAJOR

Majors must fulfill an 11 course requirement to include BC 3591 Senior Seminar for Dance, one course in dance history (BC 2565 or BC 2566), one in movement science (BC 2501 or BC 2561 or BC 2562), one in dance composition (BC 2563 or BC 2564 or BC 3565), and one with a significant writing component (such as BC 2570, BC 3574, BC 3576, or BC 3577). Majors normally take two technique courses per semester: a minimum of eight points of dance technique courses are required. Under the supervision of the dance faculty, seniors are expected to present a final thesis to demonstrate their acquired skill and knowledge of dance. Research papers should be 25-30 pages in length. For the performance requirement, a student can present in one of the following two categories: (1) in repertory and (2) in her own choreography. Students may elect to fulfill the thesis requirement by taking either BC 3592 or BC 3593 as part of the 11 course requirement. The remaining courses for the major may be selected from the following:

DNCE BC 2501 Biomechanics for the Dancer: Theory and Practice
DNCE BC 2555 Ensemble Dance Repertory: Modern
DNCE BC 2556 Ensemble Dance Repertory: Ballet
DNCE BC 2557 Evolution of Classic Spanish Dance
DNCE BC 2558 Tap Ensemble
DNCE BC 2560 Exploring Dance: An Introduction to Dance as an Art Form
DNCE BC 2561 Applied Anatomy for Human Movement
DNCE BC 2562 Movement Analysis
DNCE BC 2563 Dance Composition: Form I Dance Composition: Form, dance/theater
DNCE BC 2564 Dance Composition: Content
DNCE BC 2565 History of Dance I: Multicultural Perspectives

DNCE BC 2555 History of Dance II: Renaissance to the Present
DNCE BC 2557 Music for Dance
DNCE BC 2570 Dance in New York City
DNCE BC 2575 Choreography for the American Musical
DNCE BC 2590 Tap as an American Art Form
DNCE BC 3000 From the Page to the Dance Stage
DNCE BC 3099 Independent Study
DNCE BC 3200 Dance in Film
DNCE BC 3555 Group Forms: Advanced Dance Composition
DNCE BC 3557 Dance in Asia
DNCE BC 3570 Latin American and Caribbean Dance: Identities in Motion
DNCE BC 3571 Solo Repertory: Performance Styles
DNCE BC 3572 Dance Production
DNCE BC 3574 Seminar on Contemporary Choreographers and Their Works
DNCE BC 3575 George Balanchine and the Reinvention of Modern Ballet
DNCE BC 3576 Dance Criticism
DNCE BC 3577 Performing the Political
DNCE BC 3578 Traditions of African-American Dance
DNCE BC 3590 Rehearsal and Performance in Dance (for 3 points)
DNCE BC 3591 Senior Seminar in Dance
DNCE BC 3592 Senior Project: Research for Dance x, y
DNCE BC 3593 Senior Project: Repertory for Dance x, y
DNCE BC 3990 Performing the Political (as seminar)
DNCE BC 3992 Diaghilevs Ballet Russes and Its World

Note: If planning to study abroad, a Dance History course must be completed prior to Junior year. A minimum of six points of dance technique courses above and beyond the two technique courses taken to fulfill the Physical Education requirement. Students are also encouraged to elect courses outside the department in pursuit of the historical and cultural context of dance.

REQUIREMENTS FOR THE MINOR

Six courses constitute a minor in Dance. Normally, three history/criticism and three credit-bearing performance/choreography courses are taken.

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Barnard Catalogue 2007-2008

DANCE

In the listing below, the designator DNCE (Dance) is understood to precede all course numbers for which no designator is indicated.

DNCE BC 2501x or y Biomechanics for the Dancer: Theory and Practice
Links conditioning skills, movement therapies, and neuromuscular patterning through the process of building strength, alignment, and awareness in essential musculature needed for foundational work in ballet and modern.
Prerequisites: Basic knowledge of dance techniques in ballet or modern.
3 points

DNCE BC 2555x Ensemble Dance Repertory (Modern Dance)
Study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance.
Prerequisites: Intermediate level technique and permission of instructor. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>TuTh 2:40p - 3:55p</td>
<td>D. Foreman</td>
<td>6</td>
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</table>

DNCE BC 2556y Ensemble Dance Repertory (Ballet)
Study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance.
Prerequisites: Intermediate level technique and permission of instructor.
3 points

DNCE BC 2557y Evolution of Spanish Dance Style
Study of Spanish dance and music from late-17th century to the present. Dance and music styles including castanet technique. Through historical documents, students will experience the cultural history of Spain.
- G. Marina
Prerequisites: Research paper and presentation required, BC3250 or permission of instructor. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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DNCE BC 2560x Exploring Dance: An Introduction to Dance as an Art Form
Introduction to the world of dance as an art form. The aesthetics of dance as a performing art are addressed, as well as the analysis of elements comprising a dance work. This will be combined with historical information and the viewing of both live and recorded dance performances. Provides an overview with appropriate reading, lectures, and written assignments. - L. Garafola
3 points

DNCE BC 2561x Kinesiology: Applied Anatomy for Human Movement
Focus on physical sciences that relate to human movement, with an emphasis on functional anatomy. Topics include skeletal structure, physics of dance, muscular balance, and improving movement potential. - C. Hidaka
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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DNCE BC 2562x Movement Analysis
Introduction to the theories and methods of movement analysis, focusing on its application to dance performance and research. Through lectures, readings, integrative movement exercises, and observation labs, students will learn to analyze and describe the qualitative aspects of human movement; to note movement in motif writing; and to refine their ability to move efficiently and expressively. - P.

http://www.barnard.edu/catalog/courses/danb_crs_p.php

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Prerequisites: An intermediate or advanced dance technique course or permission of instructor. Limited to 10.
3 points

DANCE BC 2563x Dance Composition: Form

Study of choreography as a creative art. The development and organization of movement materials according to formal principles of composition in solo and duet forms. Applicable to all styles of dance.
Prerequisites: Permission of instructor. General Education Requirement: The Visual and Performing Arts (ART).
3 points

DANCE BC 2564y Dance Composition: Content

Continued study of choreography as a communicative performing art form. Focuses on the exploration of ideas and meaning. Emphasis is placed on the development of personal style as an expressive medium and unity of style in each work. Group as well as solo compositions will be assigned. - D. Parker
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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DANCE BC 2565x World Dance History

Investigates the multicultural perspectives of dance in major areas of culture, including African, Asian, Hispanic, Indian, Middle Eastern, as well as dance history of the Americas through reading, writing, viewing, and discussion of a wide range of resources. These include film, original documents, demonstration, and performance.
3 points

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</table>

DANCE BC 2566y Western Theatrical Dance from the Renaissance to the 1960s

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance.
- L. Gennaro
3 points

DANCE BC 2567y Music for Dance

Study of musicianship and musical literacy in relation to dance. Using computer software, drumming studies, score and audio-visual analyses, students will learn to identify the compositional elements of dance music with a multi-cultural emphasis. Presentation of individual and collective research in written and performance format. - G. Obemayer
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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</table>

DANCE BC 2570y Dance in New York City

Study of the cultural roots and historical contexts of specific communities using New York City’s dance scene as a laboratory. Students observe the social environments in which various modes of dance works are created while researching the history of dance in New York City. Course includes attendance at weekly events, lecture-demonstrations, and performances.
- K. Glaser, L. Garafola, L. Gennaro, P. Scolieri,
3 points

DANCE BC 2575x or y Choreography for the American Musical

Explores the history and evolution of American Musical Theater dance, a uniquely American art form, with special focus on the period known as “The Golden Era.” Analysis of the genre’s most influential choreographers (including Balanchine, de Mille, Robbins), their
systems, methodologies and fusion of high and low art on the commercial stages.

3 points

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DNCE BC 2580y Tap as an American Art Form

Studio/lecture format focuses on tap technique, repertory, improvisation, and the development of tap explored through American history, jazz music, films, videos, and biographies. - M. Morrison
Prerequisites: DNCE BC1446 or equivalent experience. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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DNCE BC 3000y From the Page to the Dance Stage

The study of dance works which have their origins in the written word. Topics considered include: Is choreography a complete act of creative originality? Which literary genres are most often transformed into dance pieces? Why are some texts privileged with dance interpretation(s) and others are not?
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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DNCE BC 3009x or y Independent Study

1-4 points.

DNCE BC 3200x or y Dance in Film

Survey of theatrical dance in the 20th century specific to film production. Five kinds of dance films will be examined: musicals, non-musicals, documentaries, film essays and pure dance recording.
1-4 points.

DNCE BC 3565x or y Group Forms: Advanced Dance Composition

Advanced study in dance composition to include the creation of a trio, quartet, and quintet. Issues of structure and modes of expression will be addressed as they relate to choreographic form. Techniques employed by contemporary choreographers will be explored. Students will be encouraged to participate in music, architectural, and visual arts collaborations. - C. Thomas
Prerequisites: Two semesters of dance composition or permission of instructor.
3 points

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DNCE BC 3567x or y Dance in Asia

Focus on the major dance genres and personalities in East Asia-China, Korea, and Japan—from two aspects: (1) continuity of traditional forms, with emphasis on the social, economic, and historical factors in their development; and (2) changes that have occurred from within and from outside the traditions. - U. Coottawala
General Education Requirement: The Visual and Performing Arts (ART).
3 points

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</table>
DNCE BC 3570y Latin American and Caribbean Dance: Identities in Motion
Examines the history and choreographic features of Latin American and Caribbean dance forms. Dances are analyzed in order to uncover the ways in which dancing shapes national, racial, and gender identities. Focuses on the globalization of these dances in New York City. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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DNCE BC 3571x Solo Repertory: Performance Styles
Study of solo excerpts from classical and modern repertory and the presentation of individual research in both written and performance format. Emphasis on the role that the dancer must play to facilitate the realization of the choreographer's concept. Prerequisites: Intermediate level technique and permission of instructor.
3 points

DNCE BC 3572y Dance Production
The rigorous study of the visual elements of dance design through aesthetic and critical evaluation of lighting, costume, and scenic techniques as they relate to specific dance repertory works. General Education Requirement: The Visual and Performing Arts (ART).
3 points

DNCE BC 3574x Seminar on Contemporary Choreographers and Their Works
Explores modern/contemporary dance in the United States and Europe since the 1960's. Major units are devoted to the Judson Dance Theater and its postmodernist aftermath, Tanztheater and European dance revisionism, and African-American dance and the articulation of an aesthetic of cultural hybridity. Sources include assigned readings, film/video and interviews with guest artists. Students attend live performances, write short analytical papers, and present a final research project.
3 points

DNCE BC 3575x or y George Balanchine and the Reinvention of Modern Ballet
Examines the life and major works of Balanchine, founder of the New York City Ballet, tracing his development as an artist, his landmark collaborations with Stravinsky, his role in defining modern ballet style, and his reinvention of the modern ballerina. - L. Garafola
General Education Requirement: The Visual and Performing Arts (ART).
3 points

DNCE BC 3576y Dance Criticism
Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videolapse sessions.
3 points

DNCE BC 3577y Performing the Political: Embodifying Change in American Performance
Examines ways in which political and social ideologies are embedded in American performance of the last 75 years. Topics include venues designed to support traditional values, as well as to propagandize, such as pageantry, worker's theatre and dance, and performance art. Reading and viewing assignments.
General Education Requirement: The Visual and Performing Arts (ART).
3 points

DNCE BC 3578x Traditions of African-American Dance
Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity. - Lynn Garafola
3 points

DNCE BC 3590x Rehearsal and Performance in Dance
Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians. - V. Artists
Prerequisites: Audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.
1-3 points.
Spring 2008 :: DNCE BC3590

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DNCE BC 3591x Senior Seminar in Dance
Research and scholarly writing in chosen topics relating to dance. Methods of investigation are drawn from prominent archival collections and personal interviews, as well as other resources. Papers are formally presented to the Dance Department upon completion.
4 points

DNCE BC 3592x or y Senior Project: Research for Dance
Independent study for research and writing (35- to 50-page thesis required).
4 points

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DNCE BC 3593x or y Senior Project: Repertory for Dance
Independent study for preparing and performing repertory works in production to be presented in concert.
3 points

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DNCE BC 3590y Performing the Political: Embodying Change in American Performance
An in-depth exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.
- P. Scolieri
Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students.
4 points

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DNCE BC 3982x or y Diaghilev's Ballet Russes and Its World
Examines the multifaceted revolution of Serge Diaghilev's Ballet Russes and its impact on dance, music, theatre, and visual arts in the opening decades of the 20th century. Outstanding works such as Petrouchka, The Rite of Spring, Parade, Les Noces, and Prodigal Son, studied in depth, with an emphasis on artistic collaboration and the remaking of traditional dance language. - L. Garafia
Prerequisites: Introductory course in dance, music, theatre history, 20th century art history or permission of instructor. General Education Requirement: The Visual and Performing Arts (ART).
3 points

Modern
Level I courses, except Dance Styles courses, receive a P/DF grade and have no prerequisite. All others will receive a letter grade and require a placement audition (at the first meeting) or permission of the instructor. All courses listed below may be taken to fulfill the physical education requirement. One-point dance technique courses taken by non-dance majors for credit over and above the physical

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education requirement are included in the existing maximum of 18 points of studio, performing art, or professional school courses which may be credited toward the degree; a maximum of six courses in dance technique can be credited. A student may receive academic credit for a dance technique class only if she has completed or is concurrently completing the Physical Education requirement.

All technique courses require permission of the instructor.

The study of contemporary dance based on the work of 20th-century innovators, including Cunningham, Graham, Limón, Taylor and release. Aesthetic principles of modern dance will be taught with increased technical demands required at each successive level.

**DNCE BC 1330x-BC1331y Modern, I: Beginning Modern Dance**

Open to all beginning dancers. - J. Emerson, N. Jonas, C. Trainor

1 point

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**DNCE BC 1332x-BC1333y Modern, II: Advanced Beginning Modern Dance**

- J. Emerson, D. Foreman, P. Scollari

1 point

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**DNCE BC 2332x-BC2333y Modern, III: Intermediate Modern Dance**

- M. Cochran, D. Foreman, K. Wolfangle

1 point

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**DNCE BC 2334x-BC2335y Modern, IV: High Intermediate Modern Dance**

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**DNCE BC 3332x-BC3333y Modern, V: Advanced Modern Dance**

- M. Burns, M. Cochran, D. Foreman

1 point

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### DNCE BC 3334x Improvisation
1 point

**DNCE BC 3335x-BC3336y Modern, VI: High Advanced Modern Dance**
- M. Burns, D. Foreman, C. Thomas, R. Steinberg
1 point

<table>
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<tr>
<th>Course</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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### DNCE BC 3338 Contact Improvisation
An examination of the gender-neutral partnering technique that is now common in contemporary dance. Focus is placed on recent improvisatory forms, sensation building, center connection and risk. Emphasis is placed on listening and sensing rather than controlling or leading.

*Prerequisites: Limited to twenty people.*
1 point

**DNCE BC 3339 Advanced Contact Improvisation**

Examination of this gender-neutral partnering technique further exploring compositional forms as they arise from the practice. Students will also investigate a variety of set repertory dance texts that have originated from contact improvised material.

*Prerequisites: DNCE BC3338 Contact Improvisation. Sophomore standing or permission of instructor required.*
1 point

<table>
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<th>Call Number/Section</th>
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### Dance Styles

Level I courses, except Dance Styles courses, receive a P/D/F grade and have no prerequisite. All others will receive a letter grade and require a placement audition (at the first meeting) or permission of the instructor. All courses listed below may be taken to fulfill the physical education requirement. One-point dance technique courses taken by non-dance majors for credit over and above the physical education requirement are included in the existing maximum of 18 points of studio, performing art, or professional school courses which may be credited toward the degree; a maximum of six courses in dance technique can be credited. A student may receive academic credit for a dance technique class only if she has completed or is concurrently completing the Physical Education requirement.

All technique courses require permission of the instructor.

**DNCE BC 1247x-BC1248y Jazz, I: Beginning**

*Prerequisites: BC1137, BC1138, BC1352, or BC1333. Intermediate level in modern or ballet technique is required.*
1 point

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**DNCE BC 1445y-BC1446y Tap, I: Beginning**  
Prerequisites: BC1137, BC1138, BC1332, or BC1333, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.  
1 point

<table>
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<tr>
<th>Course Number/Section</th>
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**DNCE BC 2248y-BC2249y Jazz, II: Intermediate**  
Prerequisites: DNCE BC1247, BC1248 or permission of instructor.  
1 point

**DNCE BC 2252x and y African Dance I**  
Concentrates on the dances of West Africa, including Senegal, Mali, and Guinea, and a variety of dances performed at various functions and ceremonies. Explanation of the origin and meaning of each dance will be an integral part of the material presented.  
Prerequisites: Permission of instructor.  
1 point

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<tr>
<th>Course Number/Section</th>
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**DNCE BC 2253x and y African Dance II**  
Prerequisites: DNCE BC2252 or permission of instructor.  
1 point

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**DNCE BC 2254x Classical Indian Dance**  
Principles and practices of Bharata Natyam including the adavu movement system, hasta or hand gestures, narrative techniques, or abhahanaya, as well as other classical Indian dance forms.  
1 point

**DNCE BC 2447x Tap, II: Intermediate**  
Prerequisites: DNCE BC1445, BC1446, or Permission of instructor.  
1 point

**DNCE BC 2450x-BC2451y Musical Theatre Dance**  
Prerequisites: DNCE BC1137, BC1138, BC1332, or BC1333, or permission of instructor. Intermediate level in modern or ballet technique is required. Not offered in 2007-2008.  
1 point

**DNCE BC 2452x and y Pilates for the Dancer**  
Focus on movement practices, primarily for dancers, which introduces the concepts of Joseph Pilates, a seminal figure in creating a method of body conditioning. Learn and practice a repertory of mat work to improve body awareness, strength, flexibility, and dynamic alignment.  
Prerequisites: Permission of instructor or DNCE BC1330, BC1331, BC1135, BC1136.  
1 point

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<th>Course Number/Section</th>
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**DNCE BC 2455x and y Feldenkrais for Dancers: Awareness Through Movement**
Students develop sensory awareness of their skeletal structure and individual neuromuscular patterns in this practical method of attaining optimal, efficient movement. Injury prevention and recovery, permanent skill acquisition, and increased strength/coordination result from the discovery and release of habitual rigidities. Applicable to all dance styles; intermediate dance training required. **Prerequisites:** Intermediate dance level or permission of instructor. 1 point

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**DNCE BC 2557y Evolution of Spanish Dance Styles**
- G. Marina
**Prerequisites:** BC1137, BC1138, BC1332, or BC1333 or permission of the Dance Department. 1 point

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<thead>
<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
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**DNCE BC 2558y Tap Ensemble**
Offers Tap Dancers the opportunity to learn and rehearse Tap Dance repertory through original choreography, restaging historic work and exploring improvisation. **Prerequisites:** DNCE BC2447, DNCE BC2448 or DNCE BC2550 or permission of instructor. General Education Requirement: The Visual and Performing Arts (ART). 3 points

**DNCE BC 3150x and y Advanced Studio**
For those students who have completed the highest levels of technique and wish to continue advanced dance study at Barnard. **Prerequisites:** Permission of the Dance Department. May be used once a semester with a maximum of four times for credit. 1 point

<table>
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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
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**DNCE BC 3249y Jazz, III: Advanced Jazz Dance**
**Prerequisites:** DNCE BC2248x, y or permission of instructor. 1 point

**DNCE BC 3250x Flamenco and Classical Spanish Dance I**
- G. Marina
**Prerequisites:** DNCE BC1137x, BC1138y, BC1332x, BC1333y, or Permission of instructor. Intermediate level in modern or ballet technique is required. 1 point

**DNCE BC 3353y Flamenco and Classical Spanish Dance II**
- G. Marina
**Prerequisites:** DNCE BC3250x, y, or permission of instructor. 1 point

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**DNCE BC 3447x-BC3448y Tap, III: Advanced Tap Dance**
- M. Morrison
**Prerequisites:** DNCE BC2447, BC2448, or permission of instructor. 1 point

http://www.barnard.edu/catalog/courses/danb_crs_p.php 1/18/2008
**Ballet**

Level I courses, except Dance Styles courses, receive a P/D/F grade and have no prerequisite. All others will receive a letter grade and require a placement audition (at the first meeting) or permission of the instructor. All courses listed below may be taken to fulfill the physical education requirement. One-point dance technique courses taken by non-dance majors for credit over and above the physical education requirement are included in the existing maximum of 16 points of studio, performing art, or professional school courses which may be credited toward the degree; a maximum of six courses in dance technique can be credited. A student may receive academic credit for a dance technique class only if she has completed or is concurrently completing the Physical Education requirement.

All technique courses require permission of the instructor.

Technique of classical ballet emphasizing proper alignment and graduated study of its vocabulary. Artistry of articulation, phrasing, dynamics, and nuance in the spectrum of classical materials will be addressed at each level.

**DNCE BC 1135x-BC1136y Ballet, I: Beginning**  
1 point

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<th>Call Number/Section</th>
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**DNCE BC 1137x-BC1138y Ballet, II: Advanced Beginning**  
- T. Chandler, K. Glasner, K. Sullivan  
1 point

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**DNCE BC 2137x-BC2138y Ballet, III: Intermediate**  
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**DNCE BC 2139x-BC2140y Ballet, IV: High Intermediate**  
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**DNCE BC 2143x and y Pointe: Intermediate to Advanced Study of Pointe Work for Ballet**

This course focuses on developing strength and refinement that is specific to pointe work for the intermediate and advanced ballet dancer.

http://www.barnard.edu/catalog/courses/danb_crs_p.php  
1/18/2008
Permission of the instructor required.

**Prerequisites:** BC2137 or permission of department.

<table>
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**DNCE BC 3138x-BC3139y Ballet, V: Advanced**

**1 point**

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**DNCE BC 3140x-BC3141y Ballet, VI: Advanced Ballet with Pointe**

**1 point**

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**DNCE BC 3142x Classic Variations**

- R. LaFosse

**1 point**

**DNCE BC 3143y Classic Variations**

Corequisites: DNCE BC3138x, BC3139y, or BC3141y.

**1 point**

**DNCE BC 3150x or y Advanced Studio: Ballet or Modern**

May be repeated for credit up to four times.

Prerequisites: Permission of Department.

**1 point**

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<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
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There are currently no cross-listed courses for your department.
Economics
4A Lehman Hall
854-3454
www.econ.barnard.columbia.edu

Professors: Andre Burgstaller, Perry Mehrling, David Weiman (Alena Wels Hirschorn '58 Professor)
Associate Professors: Rajiv Sethi (Chair), Alan Dye, Sharon Harrison, Lalith Munasinghe
Assistant Professors: Mariana Colacelli, Kristin Mammen, Randall Reback, Sanjay Reddy

Other officers of the University offering courses listed below:
Professors: Alessandra Casella, Yeon-Koo, Pierre-Andre Chiappori, Padma Desai, Prajit Dutta, Ronald Findlay, Michael Woodford
Associate Professor: Mitali Das, Lena Edlund
Assistant Professors: Stephanie Albanesi, Wojciech Kopczuk, Tii von Wachtler
Adjunct Professors: Carl Riskin
Lecturers: Susan Elmes, Sunil Ghati

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.html

The Department of Economics offers a broad course of study in economic theory and applied economics. The study of economics is an important foundation for a student's general understanding of modern history and society. Barnard's major programs in economics also prepare students for graduate work in economics, business, law, public administration, and international relations, as well as for careers in business, finance, and government. The aims of the programs are: (i) to foster a critical understanding of economics and its relation to other disciplines; and (ii) to develop students' mastery of modern economic theory and its tools of analysis.

Barnard will allow 3 points credit with a score of 4 or 5 on the AP exam in Macroeconomics. Barnard will also allow 3 points credit with a score of 4 or 5 on the AP exam in Microeconomics only if the student passes the Economics Department placement exam. For Statistics, Barnard will allow 3 points credit with a score of 5 on the Statistics AP exam only if student passes the Economics Department placement exam. Economics track majors, however, will not be exempt from the statistics requirement ECON BC 2411 or the equivalent, even if they receive 3 points AP credit for Statistics. A student who chooses credit for AP Macro cannot receive Barnard credit for ECON BC 1001. A student who chooses credit for AP Micro cannot receive Barnard credit for ECON BC 1002 or ECON W 1105.

Printable Version

Economics
4A Lehman Hall
854-3454
www.econ.barnard.columbia.edu

REQUIREMENTS FOR THE MAJOR

There are two tracks for the major in Economics equal in rigor, but different in scope and focus. The track in Economics teaches students the theory and the analytical and mathematical tools now expected of entering graduate students in economics and useful for graduate study in related fields such as business. The track in Political Economy emphasizes the roots of modern economics in the history of economic thought and the interconnections between social forces, political institutions, and economic power. This track constitutes an excellent preparation for a variety of professional schools and careers.

Prospective majors should discuss their programs with any member of the department no later than the second semester of their sophomore year. At the time of declaring the major, the student meets with the department chair and chooses a major adviser, who will advise her as to choice of program and courses. Students planning to major in Economics or Political Economy should complete both intermediate macro- and microeconomic theory by the beginning of their junior year.

Students who wish to complete a double or joint major that includes Economics should consult the chair of the department as early in their planning as possible.

All majors must file the "Major Requirements Declaration" form-available from the department office-no later than at registration for the second semester of their senior year.

Economics

The Economics track major requires two semesters of calculus and nine courses in economics, including:

ECON BC 2411 Statistics for Economics (or STAT W 1111 or STAT W 1211)
Introduction to Statistics or STAT W 1001 Introduction to Statistical
Reasoning

ECON BC 3018  Econometrics
ECON BC 3033  Intermediate Macroeconomic Theory
ECON BC 3035  Intermediate Microeconomic Theory
ECON BC 3041  Theoretical Foundations of Political Economy;

Two electives with intermediate micro- or macroeconomic theory as a prerequisite; and either ECON BC 3061-62 Senior Thesis, or ECON BC 3063 Senior Seminar and an additional upper-level elective in economics with intermediate micro- or macroeconomic theory as a prerequisite.

Political Economy

The Political Economy track major requires 11 courses, including:

ECON BC 3033  Intermediate Macroeconomic Theory
ECON BC 3035  Intermediate Microeconomic Theory
ECON BC 3041  Theoretical Foundations of Political Economy;

Three electives in economics, two of which have intermediate micro- or macroeconomic theory as a prerequisite; two electives in economics (excluding introductory economics) or a related discipline; one upper-level course in political science*; and either ECON BC 3051-62 Senior Thesis, or ECON BC 3063 Senior Seminar and an additional upper-level elective in Economics with intermediate micro- or macroeconomic theory as a prerequisite.

*The following political science courses are not considered upper level:

BC 1001  Dynamics of American Politics
V 1501  Introduction to Comparative Politics
V 1601  International Politics
BC 1013  Political Theory

We recommend that all Political Economy track majors—especially those who plan to go on to business school or to graduate school in public administration or international relations—take one semester of college credit math (either pre-calculus or calculus) and Economics BC 2411. Political Economy track majors who plan to go on to graduate school Ph.D. programs in economics should take two years of mathematics, including one year of calculus, and statistics and econometrics.

Mathematics Training for the Major

The department expects all majors to have a working knowledge of arithmetic, high school algebra, and the fundamentals of analytic geometry.

For Economics track majors, two semesters of calculus are required although only one semester need be taken if the student has received advanced placement credit or has placed out of Calculus I. The recommended calculus sequence is MATH V1101, Calculus I followed by MATH V1201, Calculus III. (Students who have not previously studied calculus should begin with Calculus I. Students with 3 or higher on the Calculus AB or BC advanced placement test may start with MATH V1102 Calculus II. Students with 5 on the Calculus BC test may start with Calculus III.)

Requirements for the Minor

The minor in economics requires five courses, including an introductory course in economics, BC 3033 or BC 3035, and three electives, one of which has an intermediate micro- or macroeconomic theory course as a prerequisite.
ECONOMICS

Introductory Courses

The principles of economics and statistics; may be taken without previous study of economics or statistics.

ECON BC 1001x and y Introduction to Macroeconomics

Basic concepts of economic analysis with emphasis on the aggregate economy, essentials of supply and demand, national income and its determination, United States economic institutions, fiscal and monetary policy, international economics, economic growth and inequality, and problems of developing nations.

General Education Requirement: Social Analysis (SOC).

3 points

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<thead>
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<th>Course Number</th>
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<th>Enrollment</th>
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<tr>
<td>ECON 1001</td>
<td>0452</td>
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<td>M. Andrews</td>
<td>67</td>
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<tr>
<td></td>
<td>001</td>
<td>302 Barnard Hall</td>
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</tbody>
</table>

ECON BC 1002x and y Introduction to Microeconomics

Basic concepts of economic analysis with emphasis on resource allocation, utility and demand, cost and supply, determination of prices and income distribution through demand and supply, market structures, and alternative economic systems.

Prerequisites: BC1001 is not a prerequisite for BC1002. Credit cannot be granted for both BC1002 and W1105 Principles of Economics.

General Education Requirement: Social Analysis (SOC).

3 points

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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ECON BC 1003x or y Introduction to Economic Reasoning

Covers basic elements of microeconomic and macroeconomic reasoning at an introductory level. Topics include individual Constraints and Preferences, Production by Firms, Market Transactions, Competition, The Distribution of Income, Technological Progress and Growth, Unemployment and Inflation, the Role of Government in the Economy.

Prerequisites: Limited to 25 students. Note: Students cannot get credit for ECON BC1001 and for BC1002 if they have taken SC1003 or its Columbia equivalent. General Education Requirement: Social Analysis (SOC). Not offered in 2007-2008.

3 points

ECON BC 1007x or y Mathematical Methods for Economics

Covers basic mathematical methods required for intermediate theory courses and upper level electives in economics. Topics include sets and functions, matrix algebra, equilibrium analysis, comparative statics, constrained optimization, and linear programming.


3 points

General Courses

The study of history and of contemporary society in an economic perspective. These courses may be taken without previous study of economics.

ECON BC 2010y The Economics of Gender

Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons.


3 points

ECON BC 2014y Topics in Economic History

Topics vary in content. See departmental listing or instructor for the current topic.

General Education Requirement: Historical Studies (HIS).

3 points

http://www.barnard.edu/catalog/courses/ecob_crs_p.php
ECON BC 2029x Fed Challenge Workshop

To prepare students to compete in the annual Federal Reserve Bank of NY College Fed Challenge, a competition among undergraduate teams from colleges and universities in FRBNY region. The goal is a thorough understanding of current US and global macroeconomic conditions, macroeconomics theories, financial markets and the role of the Federal Reserve system.
Prerequisites: Introductory Economics course.
1 point

Quantitative Methods

These courses are required for the Economics track and are optional for the Political Economy track.

ECON BC 2411x Statistics for Economics

Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures.
General Education Requirement: Quantitative and Deductive Reasoning (QUA).
4 points

ECON BC 3018y Econometrics

Specification, estimation and evaluation of economic relationships using economic theory, data, and statistical inference; testable implications of economic theories; econometric analysis of topics such as consumption, investment, wages and unemployment, and financial markets.
Prerequisites: ECON BC3033 or ECON BC3035, and ECON BC2411 or STAT W1001 or STAT W1111 or STAT W1211, or permission of the instructor.
3 points

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>R. Reback</td>
<td>52</td>
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</table>

Core Theory Courses

The courses listed below, required of Political Economy and/or Economics track majors, constitute the core of the Barnard Economics major.

ECON BC 3033x and y Intermediate Macroeconomic Theory

Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments.
Prerequisites: An introductory course in economics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.
4 points

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<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>TuTh 10:35a - 11:50a 302 Barnard Hall</td>
<td>M. Andrews</td>
<td>41</td>
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</table>

ECON BC 3035x and y Intermediate Microeconomic Theory

Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving.
Prerequisites: An introductory course in microeconomics (ECON BC1002, ECON W1105, or the equivalent) and one semester of calculus, or permission of the instructor.
4 points

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<tr>
<th>Course Number</th>
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<td>TuTh 4:10p - 5:25p 302 Barnard Hall</td>
<td>L. Munasinghe</td>
<td>41</td>
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</table>

ECON BC 3041x and y Theoretical Foundations of Political Economy
Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism.
Prerequisites: An introductory course in economics or permission of the instructor. General Education Requirement: Reason and Value (REA).
3 points

<table>
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<tr>
<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
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<th>Enrollment</th>
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<td>53</td>
</tr>
</tbody>
</table>

### Upper-Level Elective Courses

The following economics elective courses have either ECON BC 3033, ECON BC 3035, or both as prerequisites.

**ECON BC 3011x Inequality and Poverty**
Conceptualization and measurement of inequality and poverty, poverty traps and distributional dynamics, economics and politics of public policies, in both poor and rich countries.
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor.
3 points

**ECON BC 3012x Economics of Education**
Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms.
Prerequisites: ECON BC3035 and ECON BC2411 or permission of the instructor.
3 points

**ECON BC 3013y Economic History of the United States**
Economic transformation of the United States from a small, open agrarian society in the late colonial era to the leading industrial economy of the 20th century. Emphasis is given to the quantitative, institutional, and spatial dimensions of economic growth, and the relationship between the changing structures of the economy and state.
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor. General Education Requirement: Historical Studies (HIS).
3 points

<table>
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<tr>
<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
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<tr>
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<td>D. Weiman</td>
<td>38</td>
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</tbody>
</table>

**ECON BC 3014y Entrepreneurship**
Examines theoretical, empirical, and normative studies of entrepreneurial behavior and its significance. Examines their relationships with risk-taking and innovation. Explores entrepreneurship as applicable to a variety of behaviors, activities or contexts, including large organizations, small business networks, new venture creation, comparative financial institutions that support entrepreneurial environments, and entrepreneurship's contributions to a dynamic economy.
Prerequisites: ECON BC3035, or ECON BC3033, or equivalent, or permission of the instructor.
3 points

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<tr>
<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
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<td>A. Dye</td>
<td>73</td>
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</table>

**ECON BC 3017x Economics of Business Organization**
Economics of firm organization and the evolution of the modern business enterprise. The function of organizations in coordinating the use of economic resources. The role of technology, labor, management, and markets in the formation of the business enterprise. Includes international comparisons and attention to alternative economic theories on the role of business organizations on national competitive advantage.
Prerequisites: ECON BC3035 or permission of the instructor. Not offered in 2007-2008.
3 points

**ECON BC 3019x Labor Economics**
Factors affecting the allocation and remuneration of labor: population structure; unionization and monopsony; education and training, mobility and information; sex and race discrimination; unemployment; and public policy.
Prerequisites: ECON BC3035, or permission of the instructor.
3 points

ECON V 3025y Financial Economics
Prerequisites: ECON BC3035 and ECON BC2411 or the equivalent.
3 points

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<td>TuTh 10:35a - 11:50a 304 Barnard Hall</td>
<td>R. Sethi</td>
<td>124</td>
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</table>

ECON BC 3029y Development Economics
Critical survey of the main debates within development studies: theory and empirics of growth and structural transformation; dynamics of income distribution and poverty; impact of international economic relations; population, health and nutrition; and the nature and role of government.
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor.
3 points

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<th>Course Number</th>
<th>Call Number/Section</th>
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<td>S. Reddy</td>
<td>78</td>
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</table>

ECON BC 3038x International Money and Finance
Introduction to balance of payments and exchange rate theory; capital mobility and expectations; internal and external adjustment under fixed and flexible exchange rates; international financial markets; capital mobility and expectations; international policy coordination and optimum currency areas; history of the international monetary system.
3 points

ECON BC 3039x Environmental and Natural Resource Economics
Link between economic behavior and environmental quality; valuation of non-market benefits of pollution abatement; emissions standards; taxes; and transferable discharge permits. Specific problems of hazardous waste, the distribution of hazardous pollutants across different sub-groups of the U.S. population, the exploitation of commonly owned natural resources, and the links between the environment, income distribution, and economic development.
Prerequisites: ECON BC1002 or ECON BC2035. Prerequisite for Economics majors: ECON BC3035.
3 points

ECON BC 3045x Business Cycles
Theories and policy implications of business cycles. IS/LM, AS/AD and the Phillips Curve; dynamic general equilibrium models based on microfoundations including the Real Business Cycle model; New Keynesian models; models of the political business cycle. Particular episodes in the macroeconomic history of the US will provide case studies in which to study these models and the application of policies within.
3 points

ECON BC 3047x International Trade
Causes and consequences of international trade and investment. Theoretical models of trade. Trade policy including restrictions or regulations on international trade and the effects of such policies on economic welfare, economic growth and wage inequality. Multinationals, foreign direct investment, and some aspects of the current debate on "globalization."
3 points

ECON BC 3099x and y Independent Study
Topic(s), requirements, workload and point value to be determined in consultation with faculty advisor. Forms available at the Office of the Registrar.
Prerequisites: BC3033 or BC3035 or permission of the instructor.
1-3 points.

ECON V 3265x and y The Economics of Money and Banking
Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.
Prerequisites: ECON BC3033 and ECON BC3035 or the equivalent.

http://www.barnard.edu/catalog/courses/ecob crs p.php

1/18/2008
### ECON BC 3270y Topics in Money and Finance

Classic questions in monetary economics, including but not limited to: inside and outside money, financial crisis and hyperinflation, central banking and the payments system, liquidity and market making, monetary policy and exchange rates.

**Prerequisites:** ECON BC3033 and ECON BC3035. Limited to 25 students.

### ECON BC 3275y Financing Democracy: Problems and Proposals

Studies a selection of current social problems chosen in order to illuminate the current state of the ever uneasy relationship between finance and democracy. Problems covered may include, but are not limited to: Social Security reform, Medicare reform, corporate governance, financial reform.

**Prerequisites:** Limited to 25 students. ECON BC3033 and ECON BC3035.

### ECON G 4235y Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes

Survey of some of the major intellectual developments that have created the discipline of economics. Particular attention to the works of Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, Knut Wicksell, Irving Fisher, and J.M. Keynes.

**Prerequisites:** ECON BC3035 and ECON BC3033, or the equivalent.

### Senior Requirement

Economics majors must take one of the following two senior requirement options.

#### ECON BC 3061x-BC3062y Senior Thesis

Tutorials and conferences on the research for and writing of the senior thesis.

**Prerequisites:** Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.

### Course Listings

<table>
<thead>
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<th>Call Number</th>
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<td>ECON 3270</td>
<td>03696</td>
<td>MW 4:10p - 5:25p</td>
<td>409 Barnard Hall</td>
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<td>ECON 3275</td>
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<td>MW 6:10p - 7:25p</td>
<td>903 Altschul Hall</td>
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[More Info]
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**ECON BC 3063x and y Senior Seminar**

A topic in economic theory or policy of the instructor's choice. See department for current topics and for senior requirement preference forms.

Prerequisites: Permission of the instructor and the completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only. Seminar sections are limited to 15 students.

4 points

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<th>Course Number</th>
<th>Call Number</th>
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<th>Days &amp; Times</th>
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<td>M 2:10p - 4:00p</td>
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**Cross-Listed Courses**

**Economics**

- W2257 Global Economy
- W2261 - W4261 Introduction To Accounting and Finance
- W3412 Introduction To Econometrics
- W4023 Economics of Uncertainty and Information
- W4211 Advanced Microeconomics
- W4213 Advanced Macroeconomics
- W4223 Urban Economics
- W4251 Industrial Organization
- W4280 Corporate Finance
- G4301 Economic Growth and Development
- W4321 Economic Development
- W4325 Economic Organization and Development of Japan
- W4329 Economics of Sustainable Development
- W4345 World Economic Problems
- W4370 Political Economy
- W4400 Labor Economics
- W4415 Game Theory
- G4421 Topics On Problems of Emerging Market Economies Seminar
- W4438 Economics of Race In the U.S.
- W4465 Public Economics
- W4500 International Trade
- W4505 International Monetary Theory and Policy
- G4526 Transition Issues In East-Central Europe, Post-Soviet States, and Reforming Asian Economies
- G4527 Economic Organization and Development of China
- W4615 Law and Economics
- W4625 Economics of the Environment
W4660 Topics In Economic Theory and Policy
W4750 Globalization and Its Risks
Economic History
4A Lehman Hall
854-3454

This program is supervised by the Committee on Economic History:

Economics: Alan Dye (Program Adviser)
History: Deborah Valenze, Carl Wennerlind

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.html

The Economic History Program is an interdisciplinary program combining history and economics. It seeks to develop a knowledge of the human experience through the record of the past and an understanding of the historical process from an economic perspective. The program combines the discipline of investigation and interpretation of the past with the study of the tools of economic analysis and quantitative skills and their use in historical investigation. Majors in this program will have a broad academic exposure that will prepare them to enter graduate programs in law, business, public policy, or administration, as well as economics and history.

Printable Version

Economic History
4A Lehman Hall
854-3454

REQUIREMENTS FOR THE MAJOR

A major in Economic History must complete the following 11 courses or their equivalents:

<table>
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<tr>
<th>Course</th>
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<tr>
<td>ECON BC 2014</td>
<td>Topics in Economic History</td>
</tr>
<tr>
<td>ECON BC 3013</td>
<td>Economic History of the United States</td>
</tr>
<tr>
<td>ECON BC 3041</td>
<td>Theoretical Foundations of Political Economy</td>
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Two of the following:

<table>
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<tr>
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<tbody>
<tr>
<td>ECON BC 3033</td>
<td>Intermediate Macroeconomic Theory</td>
</tr>
<tr>
<td>ECON BC 3035</td>
<td>Intermediate Microeconomic Theory</td>
</tr>
<tr>
<td>ECON BC 2411</td>
<td>Statistics for Economics</td>
</tr>
</tbody>
</table>

Four history courses (three within a single concentration) selected in consultation with the major adviser.

ECHS BC 3066x-3067y Two semesters of Senior Research Seminar in Economic History is to be supervised by a faculty member approved by the program adviser.

No minor is offered in Economic History.

Printable Version
ECONOMIC HISTORY

Courses of Instruction

ECHS BC 3066x-BC3067y Senior Research Seminar in Economic History
Must be supervised by a faculty member approved by the program adviser.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>Spring 2008 :: ECHS BC3067</td>
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Cross-Listed Courses

Economics (Barnard)

BC2014 Topics in Economic History
BC2411 Statistics for Economics
BC3013 Economic History of the United States
BC3033 Intermediate Macroeconomic Theory
BC3035 Intermediate Microeconomic Theory
BC3041 Theoretical Foundations of Political Economy
Economics and Mathematics
4A Lehman Hall
854-3454

Economics Department Representative: Rajiv Sethi
Mathematics Department Representative: David Bayer

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/faclevelist.html

The Economics and Mathematics major provides the student with a grounding in economic theory comparable to that provided by the general economics major and exposes the student to rigorous and extensive training in mathematics. The program will be particularly useful for students planning to do graduate work in economics, which frequently demands greater mathematical training than that acquired through the minimum requirements of the basic economics degree.

Printable Version

Economics and Mathematics
4A Lehman Hall
854-3454

REQUIREMENTS FOR THE MAJOR

A major in Economics and Mathematics must complete the following 14 courses or their equivalents:

Economics: (7 courses)

- ECON BC 3018 Econometrics
- ECON BC 3033 Intermediate Macroeconomic Theory
- ECON BC 3035 Intermediate Microeconomic Theory
- ECON BC 3041 Theoretical Foundations of Political Economy
- Senior Thesis (two semesters of the Senior Thesis are optional) or a Senior Seminar in Economics or Mathematics (ECON BC 3062 BC 3063, MATH V 3951, MATH V 3952 or an equivalent approved by the Chairs of the Mathematics and Economic majors)

Two economics electives with an intermediate micro- or macroeconomic theory course as prerequisite.

Mathematics: (7 courses)

- MATH V 1101-1201 Calculus I, III
- MATH V 2010 Linear Algebra
- MATH V 2500 Analysis and Optimization (or MATH W 4061 Introduction to Modern Analysis)
- SIEO W 3600 Introduction to Probability and Statistics

Two electives at or above the 2000 level, one of which can be MATH V 3951 or MATH V 3952, the undergraduate seminar in mathematics. MATH V 1103 and MATH E 1210 are also approved electives.

Students must obtain approval from each department representative before selecting electives. In exceptional cases, these may be from related fields.

Printable Version

Barnard Catalogue 2007-2008
ECONOMICS & MATHEMATICS

Cross-Listed Courses

Economics (Barnard)

- BC3033 Intermediate Macroeconomic Theory
- BC3035 Intermediate Microeconomic Theory
- BC3041 Theoretical Foundations of Political Economy
- BC3061 - BC3062 Senior Thesis
- BC3063 Senior Seminar

Industrial Engineering and Operations Research

- W3600 Introduction To Probability and Statistics

Mathematics

- V1101 Calculus I
- V1102 Calculus II
- V1201 Calculus III
- V2010 Linear Algebra
- V2500 Analysis and Optimization
- W4081 - W4082 Introduction To Modern Analysis
Education
336 Milbank Hall
854-7072
www.barnard.edu/education

Professor: Lee Anne Bell (The Barbara Silver Horowitz Director of Education)
Assistant Professors: Maria Rivera, Jamy Stillman

ADVISORY COMMITTEE ON EDUCATION:
Associate Professor of Anthropology: Lesley Sharp
Professor of History: Herbert Sloan
Professor of Psychology: Peter Balsam
Dean of Academic Affairs, Columbia College: Kathryn Yatrakis
Dean of Students, School of General Studies: Mary McGee

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleaveelist.html

The mission of the Barnard College Education Program is to prepare students to become skilled and reflective teachers who can effectively respond to the learning needs of diverse learners, and create supportive and intellectually stimulating classroom communities. We are committed to strengthening public education and addressing issues of equity and social justice, particularly in urban schools. The Program serves all undergraduates of Barnard College and Columbia University, (Columbia College, General Studies and Fu School of Engineering), who are interested in becoming certified teachers, working with young people in human service agencies, or preparing for careers related to education.

Students combine their liberal arts major with coursework in psychology, educational foundations (History, Economics, Philosophy, and Sociology of Education; Contemporary Issues in Education), pedagogy (Methods of Teaching; Seminar in the Teaching-Learning Process), and field-based experience in urban classrooms (Practicum; Student Teaching). During senior year, students are placed with experienced teachers in New York City public schools for a semester of full-time student teaching.

The Education Program is accredited by the Regents and registered by the New York State Education Department to recommend students who complete the program for Initial Certification in either Childhood Education (Grades 1-6) or Adolescence Education (Grades 7-12). Graduates of the program are also eligible for membership in the Interstate Certification Agreement, a reciprocal certification among forty-one states. We provide ongoing support to those who teach in the New York City area through our New Teacher Network.

To apply, download an information packet from our web site or pick one up in 336 Milbank. Students may apply for admission any time during the sophomore year but no later than the first Monday in October of the junior year. Those who plan to study abroad during junior year should apply and take the Methods and Practicum courses by the end of sophomore year.

Admission criteria include good academic standing; evidence of commitment to the field of education; interest in issues of social justice as they affect education, particularly in urban schools; and capacity for growth as an intellectually resourceful and reflective teacher. Enrollment is limited.

Printable Version

Education
336 Milbank Hall
854-7072
www.barnard.edu/education

Childhood Education Program (To Teach Grades 1-6)

This program leads to New York State Initial Certification in Childhood Education (Grades 1-6). In addition to the liberal arts major, students must complete a total of 26-28 credits as follows:

Pedagogical Core (Education Program):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>EDUC BC 2052y</td>
<td>Seminar in Elementary Multicultural Pedagogy</td>
</tr>
<tr>
<td>EDUC BC 2055y,</td>
<td></td>
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<tr>
<td>sec 1</td>
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<tr>
<td>EDUC BC 3063x,y</td>
<td>Student Teaching in Urban Schools</td>
</tr>
<tr>
<td>EDUC BC 3064x,y</td>
<td>Senior Seminar on Issues in Urban Teaching</td>
</tr>
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</table>

Educational Foundations: (One course chosen from among):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL V 2100</td>
<td>Philosophy of Education</td>
</tr>
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</table>

SOCY V 3225y Sociology of Education
EDUC BC 2032x Contemporary Issues in Education
HIST BC 4542x Education in American History
ECON BC 3012x Economics of Education

**Psychology:** One course (in addition to PSYC BC 1001x,y Introduction to Psychology) chosen from among:

- PSYC BC 1105x Psychology of Learning with Lab
- PSYC BC 1107x Psychology of Learning
- PSYC BC 1113y Cognitive Psychology with Lab
- PSYC BC 1115y Cognitive Psychology
- PSYC BC 1127x,y Developmental Psychology with Lab
- PSYC BC 1128x,y Developmental Psychology
- PSYC BC 2134x Educational Psychology
- PSYC BC 3382y Adolescent Psychology
- *PSYC W 1420 Human Behavior
- *PSYC W 1440 Learning and Motivation
- *PSYC W 2220x Cognition: Memory and Stress
- *PSYC W 2280y Intro to Developmental Psychology

*Courses offered at Columbia

A third course selected from either of the two categories above.

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., PSYC BC 3465x, BC 3466y, assisting at the Center for Toddler Development). Students with these interests should arrange their schedules accordingly.

**Adolescence Education Program (To Teach Grades 7-12)**

This program leads to the New York State Initial Certification in Adolescence Education (Grades 7-12) in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students must complete a total of 23-26 credits from the following course of study:

**Pedagogical Core (Education Program):**

- EDUC BC 2052y Seminar in Secondary Multicultural Pedagogy
- EDUC BC 2055y Urban School Practicum
- EDUC BC 3063x,y Student Teaching in Urban Schools
- EDUC BC 3064x,y Senior Seminar on Issues in Urban Teaching

**Educational Foundations:** One course chosen from among the foundations courses listed under the Childhood Education Program.

**Psychology:** One course (in addition to PSYC BC 1001x,y Introduction to Psychology) chosen from among the psychology courses listed under the Childhood Education Program.

Students seeking certification in Adolescence Education must also complete 36 credits in the content area for which they seek certification.

**English:** A total of 36 credit hours of English

**Foreign Languages:** A total of 36 credit hours in French, German, Greek, Italian, Latin, Russian, or Spanish

**Mathematics:** A total of 36 credit hours of Mathematics

**Science:** A total of 36 credit hours in sciences including a minimum of 18 credits of collegiate-level study in the science or each of the sciences for which certification is sought: Biology, Chemistry, Physics, or Earth Science

**Social Studies:** A total of 36 credit hours, including 6 credits of American History; 6 credits of European or World History; 3 credits of non-Western study; and any other distribution to make 36 credits, chosen from credits in History, Political Science, Anthropology, Sociology, and Economics

**CERTIFICATION REQUIREMENTS**
Certification is based on demonstrated quality in fieldwork and academic coursework, requisite hours of practice in the field, completing sessions on state-mandated topics, fingerprinting, and passing three New York State Teacher Certification Exams (NYSTCE). Students fulfill 100 hours of pre-student teaching fieldwork experience (60 hours in practicum plus 40 hours of independent fieldwork), and complete 200 hours of student teaching (100 hours of teaching plus 100 hours of observation at two grade levels within the certification age range). Students are required to complete sessions in Identifying and Reporting Child Abuse, Prevention of School Violence, Drug and Alcohol Abuse Prevention, and Inclusion of Students with Special Needs. Graduates of the Education Program have a 100 percent pass rate on the NYSTCE.

REQUIREMENTS FOR THE EDUCATION MINOR

The minor requires a minimum of six courses: EDUC BC 3063x,y, EDUC BC 3064x,y, the methods and practicum courses, and two others from the foundations and psychology courses listed above. The last two courses cannot be counted towards the major.

Urban Studies Specialization in Education

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>EDUC BC 2032x</td>
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<td>PSYC BC 2134x</td>
<td>Educational Psychology OR</td>
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<tr>
<td>PSYC BC 3382y</td>
<td>Adolescent Psychology</td>
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<tr>
<td>ECON BC 3012x</td>
<td>Economics of Education</td>
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<td>EDUC BC 2062y</td>
<td>Seminar in Elementary Multicultural Pedagogy OR</td>
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<tr>
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<tr>
<td>EDUC BC 2055x,y</td>
<td>Urban School Practicum</td>
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Note: Urban Studies majors who wish to pursue certification to teach may also take EDUC BC 3063 Student Teaching and EDUC 3064 Seminar in the Teaching-Learning Process. Please speak with an Education Program faculty member for further details. We encourage you to plan ahead carefully if you wish to pursue this option.

Cooperating Teacher Participants for 2005-2006

Bronx Engineering and Technology Academy
Ivi Tamm

Central Park East II
Cristel Waterman
Haydee Dohrn-Melendez

Isaac Newton MS for Math and Science
Tara O'Neil

PS 175 Emily Dickinson School
Mayra Fernandez
Lynda Frischer
Alison Goldblatt
Emma Healy
Siobhan Heneghan
Samantha Perry
Vanessa Santiago Schwartz (BC '04)

PS 333 Manhattan School for Children
Robin Cornett
Michele Pergola
Renee Rhoads
Pam Rios
Jennifer Slutak
Mansi Vasa (BC '04)

HS 284 Bronx School of Law and Finance
American History
Holly Grover
English
Greg Van Voorhis

Mott Hall I MS
Denise Perez (BC '02)

Cooperating Schools for Practicum Placements
Elementary:
PS 8 Luis Belliard School
PS 9 Renaissance School for Music and Art
PS 11 William T. Harris School
PS 24 The Spuyten Duyvil School
PS 36 Margaret Douglas School
PS 75 Emily Dickinson School
PS 79
PS 84 Lillian Weber School
PS 87 William Sherman School
PS 97
PS 125 Ralph Bunche School
PS 145 Bloomingdale School
PS 153 Adam Clayton Powell Jr. School
PS 161 Don Pedro Albizu Campos
PS 165 Robert E. Simon School
PS 166 Richard Rodgers School of Arts and Technology
PS 173
PS 183 The School for Discovery
PS 188 The Island School
PS 194 Countee Cullen School
PS 333 Manhattan School for Children
IS 223 Mott Hall I
Manhattan Charter School
MS 862 Mott Hall II
Public Schools in New Jersey and New York communities

Secondary:
IS 246 Crossroads Middle School
IS 247 Dual Language Middle School
MS 54 Booker T. Washington Middle School
MS 131 Dr. Sun Yat Sen School
MS/HS 368 IN-Tech Academy
MS 331 Bronx School for Inquiry, Science and Investigation
MS 862 Mott Hall II
HS 10 Frederick Douglass Academy
HS 284 The Bronx School of Law and Finance
HS 400 High School for Environmental Studies
HS 415 Christopher Columbus School
HS 415 Wadleigh Secondary School for the Performing and Visual Arts
HS 445 Bronx High School of Science
HS 469 Erasmus Hall High School for Humanities
HS 475 John F. Kennedy High School
HS 477 Marble Hill School for International Studies
HS 490 Martin Luther King Jr. High School
HS 540 A. Philip Randolph High School
HS 887 School for the Physical City Hunter High School
Institute for Collaborative Education, Morristown High School, New Jersey
Urban Academy
M258 Community Action
BXO43 Jonas Bronck Academy

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Barnard Catalogue 2007-2008
### EDUCATION

#### Courses of Instruction

**EDUC BC 2032x Contemporary Issues in Education**

Study of critical issues confronting education today and their relation to contemporary society. Topics include equity in learning experiences for bilingual, culturally diverse, gifted, and disabled students - girls and boys. The impact of technology, school choice, and standards will be addressed. Fieldwork required.

- J. Broderick
- Prerequisites: Enrollment limited to 25. Permission of Instructor. General Education Requirement: Social Analysis (SOC).
- 4 points

**EDUC BC 2052y Seminar in Multicultural Elementary Pedagogy**

Provides prospective teachers with theory and methods for teaching elementary school subjects (grades 1-6) to meet intellectual, social and emotional needs of diverse learners. Topics include foundations of multicultural, student-centered and critical pedagogies, all aspects of literacy, utilizing literacy across content areas, constructivist mathematics instruction, authentic assessment, diversity and inclusion.

- J. Broderick
- Prerequisites: This course meets the requirement for Foundations of Education, and is a pre-requisite for student teaching. Open to Education Program applicants; others only with permission of instructor. Corequisites: This course should be taken in the spring term of the junior year with corequisite BC2055, Elementary Urban School Practicum.
- 4 points

<table>
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<tr>
<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<td>M: 4:10p - 6:00p 214 Milbank Hall</td>
<td>J. Broderick</td>
<td>24</td>
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**EDUC BC 2055y Urban School Practicum**

Consists of weekly class meetings combined with elementary, middle or high school classroom internship (depending on desired certification level). Students observe and apply theoretical principles of pedagogy to teaching and learning. Class meetings provide opportunities to reflect on internship and focus on instructional strategies and classroom management techniques.

- Section 1: J. Broderick; Section 2: M. Rivera
- Corequisites: Section 1, Elementary, BC2052 or Section 2, Secondary, BC2062. Meets for two hours per week, plus a minimum of six hours per week in the field.
- 3 points

<table>
<thead>
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<th>Days &amp; Times/ Location</th>
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<td>M: 2:10p - 4:00p 207 Milbank Hall</td>
<td>M. Rivera Maucci</td>
<td>12</td>
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**EDUC BC 2062y Seminar in Multicultural Secondary Pedagogy**

Prospective teachers explore methods for teaching English, social studies, the sciences (biology, physics, earth science and chemistry), mathematics, ancient and foreign languages (Grades 7-12). Topics include multicultural, critical pedagogical methods appropriate to specific content areas, content area standards and literacy, diversity, inclusion, and assessment.

- M. Rivera
- Prerequisites: This course is a prerequisite for student teaching in secondary schools; grade of B or better required to continue. Corequisites: This course should be taken in the spring term of the junior year with corequisite BC2055. Open to Education Program applicants; others only with permission of instructor.
- 4 points

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>EDUC 2062</td>
<td>06496 001</td>
<td>W: 2:10p - 4:00p 207 Milbank Hall</td>
<td>M. Rivera Maucci</td>
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**EDUC BC 3050x Science in the City**

In partnership with the American Museum of Natural History students investigate science, science pedagogical methods, and ways to use New York City as a resource for science teaching and learning. Sessions will be held at Barnard and the museum. Field trips and fieldwork required. Non-science majors and pre-service elementary students welcome.

http://www.barnard.edu/catalog/courses/edrib_crs_p.php
EDUC BC 3053x and y Student Teaching in Urban Schools

Supervised student teaching in elementary or secondary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Teaching skills developed through weekly individual and/or group supervision meetings (to be scheduled at the beginning of the semester), conferences, and portfolio design. Requires 100 hours of teaching at two different grade levels, full-time for one semester.

- M. Rivera Maulucci
Prerequisites: Permission of instructor.
4 points

EDUC BC 3053x and y Student Teaching in Urban Schools

<table>
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<tr>
<th>Course Number</th>
<th>Call Number</th>
<th>Days &amp; Times/Location</th>
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<td>Spring 2008 :: EDUC BC3053</td>
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<tr>
<td>EDUC 3053</td>
<td>07750</td>
<td>TBA</td>
<td>S. Grande</td>
<td>12</td>
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</table>

EDUC BC 3064x and y Senior Seminar on Issues in Urban Teaching

This seminar is designed to help student teachers develop as reflective practitioners who can think critically about issues facing urban schools, particularly how race, class and gender influence schooling; and to examine the challenges and possibilities for providing intellectually engaging, meaningful curriculum to all students in urban classrooms.

- L. Bell, S. Grande
Corequisites: BC3063x,y. Enrollment limited to student teachers enrolled in the Education Program.
4 points

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<td>EDUC 3064</td>
<td>01248</td>
<td>Tu 2:10p - 4:00p 318 Milbank Hall</td>
<td>S. Grande</td>
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</table>

Cross-Listed Courses

Economics (Barnard)

BC3012 Economics of Education

History (Barnard)

BC4542 Education in American History

Philosophy (Barnard)

V2100 Philosophy of Education

Sociology

V3225 Sociology of Education
English
417 Barnard Hall
854-2116, 854-8971, 854-9498
www.barnard.edu/english
english@barnard.edu

DEPARTMENTAL INFORMATION

Professors: James Basker (Richard Gilder Professor of Literary History), Polly Devlin (Visiting), Mary Gordon (Millicent C. McIntosh Professor in English and Writing), Achsah Guibbory (Chair), Kim Hall (Lucyle Hook Professor of English), Kathleen Hill (Visiting), Maire Jaanus, Anne Lake Prescott (Helen Goodhart Altschul Professor), William Sharpe, Maura Spiegel (Term), Karen Swenson (Visiting)

Associate Professors: John Bell (Visiting), Lisa Gordis, Ross Hamilton (Director of Film Concentration), Jennie Kassanoff, Ellen McLaughlin (Visiting), Richard Panek (Visiting), Peter Platt

Assistant Professors: Bashir Abu-Mannah, Catherine Barnett (Visiting), Elizabeth Benedeci (Visiting), Myla Goldberg (Visiting), Saskia Hamilton (Director of Women Poets at Barnard), Julia Jordon (Visiting), Monica Miller, Maxine Swann (Visiting)

Senior Lecturers: Patricia Denison (Acting Chair, Theatre Department), Peggy Ellsberg, Cary Plotkin, Timea Szell (Director of Creative Writing), Margaret Vandenburg (Director of First-Year English)

Lecturers: Constance Brown, Pamela Cobrin (Acting Director, Writing Program), Mary Cregan, John Pagano, Tom Ratekin, James Runsdorf, Elizabeth Schmidt, Aaron Schneider, Manya Steinkoler

Senior Associates: Quandra Prettyman

Associates: Shelly Fredman, Cristine Gonzalez, Mary Helen Kolinsky, Stefanie Sobelle

For a complete list of faculty on leave see:

http://www.barnard.edu/provost/facelavelist.html

The offering in English is designed to foster good writing, effective speaking, and heightened understanding of culturally significant texts. Students majoring in English are encouraged to develop their responsiveness to the literary imagination and their sensitivities to literary form through disciplined attention to language and to critical and scholarly methods.

For all students, including transfers, "a minimum of six semester courses must be completed while the student is in residence at Barnard." Non-majors may satisfy the distribution requirement in the Humanities (Part A) and in Culture and Societies (Part B) by electing appropriate courses listed under Language and Literature.

Printable Version

English
417 Barnard Hall
854-2116, 854-8971, 854-9498
www.barnard.edu/english
english@barnard.edu

REQUIREMENTS FOR THE MAJOR

A major program consists of at least ten courses:

1. Majors should complete the following requirements by the end of the junior year:

   a) English BC 3193x or 3193y. Literary Criticism and Theory: an introduction to the methods of literary analysis. A prospective major should, if possible, elect this course in her sophomore year.

   b) English BC 3159x-3160y. The English Junior Colloquium: an introduction to some major texts and ideas of the Middle Ages, the Renaissance and the Enlightenment. Sophomores may be admitted, but are advised to wait if possible. Students planning to go abroad for their junior year should see their advisers about substitutions for this requirement.

Students may substitute 3 courses for the 2 semesters for Junior Colloquium from among the following:

   Only one of the three Shakespeare courses: ENGL 3163 or 3164 or ENTH 3136y (only one of the three Chaucer courses may be included)

   ENGL 3154 - 3158, 3165-3169

   ENGL 3173y, and 3174 (or W4301), and 3179x

   At least one of these 3 courses must cover Medieval or Renaissance material; at least one, material of the 17th or

http://www.barnard.edu/catalog/depts/cengb_p.php

1/18/2008
18th-Century. One of these will also count towards satisfying the "before 1900" requirement. Students may also take 1 colloquium and 2 substitutions. For suggestions of specific courses, please see the English Department website.

2. In addition, a major will elect five courses so distributed as to extend her knowledge of English and American literature:
   a) At least two of these must be in literature before 1900:
      ENTH 3136, 3137
      ENGL 3141x
      ENGL 3154 (Chaucer) through ENGL BC 3180 (American Literature 1800-1870)
   b) Of the three remaining elective courses, two may be in writing (3105-3120), film (ENGL 3119-3201), speech (ENGL 3121), theatre (ENTH 3136-3140), or seminars on special themes (3140, ENTH 3144).
   c) As a senior an English major will complete advanced work in two seminars (BC 3997, 3998). Seniors concentrating in Theatre or Writing will normally substitute the Special Project in Theatre or Writing (BC 3996) for one of the required seminars. Under special circumstances qualified senior majors may request permission to substitute Independent Study for one of the seminars (see BC 3999, below).

REQUIREMENTS FOR THE MINOR

A minor consists of at least five English courses: one from either Chaucer (BC 3154 or BC 3155), Shakespeare (ENTH 3136, ENG BC 3163, or BC 3164), or Milton (BC 3167); two additional courses in literature before 1900 (See above 2a); and two electives (See above 2b).

CONCENTRATIONS IN THE MAJOR

All concentrations in the major except that in American Literature require 11 courses.

American Literature

Students interested in an American Literature concentration should consult with Professor Gordis (409d Barnard). In addition to ENGL BC 3159, 3190 (or appropriate substitutes), and 3193, an American concentration consists of either 3179 or 3180, either 3181 or 3183, one other American literature course, and one senior seminar with a focus on American literature. (The Department requires two senior seminars for the major.)

Film

Students interested in a film concentration should consult Professor Ross Hamilton (419 Barnard). A film concentration consists of four courses:

1) Introduction to Film and Film Theory (FILM 3201x or Columbia's W3001)
2) A writing course, either Screenwriting (FILM 3119), Advanced Screenwriting (FILM 3120) or Film Criticism
3) A Film/Literature Senior Seminar (3997/3998)
4) The final course, which requires approval, is a film and literature class from among specific offerings at Barnard or Columbia.

These four courses will count in place of two electives and one Senior Seminar in the regular English major.

Theatre

Students interested in a Theatre concentration should consult Professor Denison (Room 412 Barnard). A Theatre concentration consists of four courses: three courses, either two Theatre History (THR 3150, 3151) and one dramatic literature seminar or one theatre history and two dramatic literature seminars and a fourth course, Special Project in Theatre (ENG BC 3996) in combination with a dramatic literature course. These four courses will count in place of two electives and one Senior Seminar in the regular English major. An eleventh course should be in dramatic literature in English, offered by the English Department or the Theatre Department (selected in consultation with the director of the Theatre concentration).

Writing

Open to a limited number of majors. Students enter the writing concentration by application only. Interested students must submit a portfolio of their work to the director of Creative Writing during the second semester of their junior year, no later than the program filing deadline. A writing concentration consists of at least four courses: two writing courses, of which one will be introductory (BC 3105-3113 and 3120: Creative Non-fiction) and one advanced (BC 3114-3118); a Senior project written either in a third writing course combined with a Special Project in Writing (BC 3996) or in an Independent Study (BC 3999); and a fourth course, either literature (in English or another language), or creative writing. Consult the Director of Creative Writing, Professor Szell (423 Barnard), for applicability of Columbia courses. These four courses will count in place of two electives and one Senior Seminar in the regular English major. (N.B. BC 3119: Screenwriting, and 3103 & 3104: Essay Writing do not count toward the writing concentration.)

Printable Version
ENGLISH

Introductory

Any literature course in the department of English fulfills the general education requirement, Literature. Be aware that not all courses automatically qualify. Eligible courses must clearly emphasize literary texts, methods, and theories.

ENGL BC 1201x and y First-Year English: Reinventing Literary History

[For more information, see course website.] Close examination of texts and regular writing assignments in composition, designed to help students read critically and write effectively. Sections of the course are grouped in three clusters: I. Legacy of the Mediterranean; II. The Americas; III. Women and Culture. The first cluster features a curriculum of classic texts representing key intellectual moments that have shaped Western culture, as well as excursions to the opera, the theatre, and museums. Offering revisionist responses to the constraints of canonicity, the last two clusters feature curricula that explore the literary history of the Americas and the role of women in culture.

Prerequisites: Required for all first-year students. May not be taken for P/D/F. Consult department bulletin board for section times. 3 points

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<tr>
<th>Course Number</th>
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ENGL BC 1202x Studies in Writing

Intensive practice in writing, emphasizing drafts, revision, peer response, and individual conferences. Consideration of the conventions of English style, usage, and grammar by means of both informal and formal writing, culminating in expository essays. Recommended for, but not limited to, first-year students and students whose first language is not English.
Prerequisites: Consult department bulletin board for section times.
3 points

Writing

ENGL BC 3101x The Writer's Process: A Seminar in the Teaching of Writing

Exploration of theory and practice in the teaching of writing, designed for students who plan to become Writing Fellows at Barnard. Students will read current theory and consider current research in the writing process and engage in practical applications in the classroom or in tutoring.
Prerequisites: Application process and permission of instructor. Does not count for major credit.
3 points

ENGL BC 3103x Essay Writing

English composition above the first-year level. Techniques of argument and effective expression. Weekly papers. Individual conferences. Some sections have a special focus, as described.
Prerequisites: Can count towards major.
3 points

ENGL BC 3104y Essay Writing

English composition above the first-year level. Techniques of argument and effective expression. Weekly papers. Individual conferences. Some sections have a special focus, as described.
Prerequisites: Can count towards major.
3 points

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<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
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<td>04332 - 002</td>
<td>W 2:10p - 4:00p</td>
<td>S. Fiedman</td>
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Creative Writing

Registration in each course is limited and the permission of the instructor is required; for courses 3105-3118, submit a writing sample in advance. Departmental applications forms, (available in the department office, Room 417 Barnard, and at www.barnard.edu/English) and writing samples must be filled with the Director of Creative Writing, Professor Times Szell (423 Barnard) before the end of the program planning period. Two creative writing courses may not be taken concurrently.

ENGL BC 3105x Fiction and Personal Narrative

Short stories and other imaginative and personal writing.
3 points

ENGL BC 3106y Fiction and Personal Narrative

Short stories and other imaginative and personal writing.
3 points

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<th>Course Number</th>
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ENGL BC 3107x Introduction to Fiction Writing

Practice in writing short stories and autobiographical narrative with discussion and close analysis in a workshop setting.
3 points

ENGL BC 3108y Introduction to Fiction Writing

Practice in writing short stories and autobiographical narrative with discussion and close analysis in a workshop setting.

http://www.barnard.edu/catalog/courses/engb_crs_p.php
### ENGL 3109 Writing and Society

#### ENGL BC 3110x and y Introduction to Poetry Writing
Varied assignments designed to confront the difficulties and explore the resources of language through imitation, allusion, free association, revision, and other techniques.

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<th>Course Number</th>
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<td>M. Goldberg</td>
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### ENGL BC 3113x Introduction to Playwriting
A workshop to provoke and investigate dramatic writing.

#### ENGL BC 3114y Advanced Playwriting
Advanced workshop to facilitate the crafting of a dramatic play with a bent towards the full length form.

<table>
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<th>Course Number</th>
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<td>S. Hamilton</td>
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### ENGL BC 3115x Story Writing II
Advanced workshop in writing, with emphasis on the short story.

**Prerequisites:** Some experience in the writing of fiction. Conference hours to be arranged.

#### ENGL BC 3116y Story Writing
Advanced workshop in writing, with emphasis on the short story.

**Prerequisites:** Some experience in writing of fiction. Conference hours to be arranged.

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<th>Course Number</th>
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### ENGL BC 3117x Fiction Writing
Assignments designed to examine form and structure in fiction.

**Prerequisites:** Previous experience or Introductory class strongly recommended.

#### ENGL BC 3118y Advanced Poetry Writing
Weekly workshops designed to critique new poetry. Each participant works toward the development of a cohesive collection of poems. Short essays on traditional and contemporary poetry will also be required.

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<tr>
<th>Course Number</th>
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### ENGL BC 3118y Advanced Poetry Writing
Weekly workshops designed to critique new poetry. Each participant works toward the development of a cohesive collection of poems. Short essays on traditional and contemporary poetry will also be required.
ENGL BC 3120y Creative Non-Fiction: Journalism

Explores the forms used by contemporary journalists, including memoir, profile, review, travel essay, arts criticism, etc.

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<th>Course Number</th>
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</table>

Speech

Registration in the course is limited. Students need to sign up outside the English Department office, room 417 Barnard Hall.

ENGL BC 3121x Uses of Speech

Introduction to effective oral presentation, including interviewing and public speaking. Emphasis on self-presentation, research, organization, and audience analysis.
Prerequisites: Enrollment limited to 14 students. 3 points

Theatre

Registration in each course is limited. Students may sign up for theatre courses outside the Theatre Office, Room 507 Milbank Hall. See Theatre Department course descriptions for Theatre History (THTR BC 3150, 3151), Drama and Film (THTR BC 3143), Drama, Theatre, and Theory (THTR BC 3166), Modernism and Theatre (THTR BC 3737), and The History Play (THTR BC 3750).

ENTH BC 3135y Shakespeare in Performance

The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote different modes of engagement with dramatic texts. Explores Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th Century.

ENTH BC 3137y Restoration and 18th-Century Drama

Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etheredge, Behn, Trotter, Caulton, Dryden, Congreve, Farquhar, Gay, Goldsmith, and Sheridan.

ENTH BC 3139y Modern American Drama and Performance

Modern American drama in the context of theatrical exploration and cultural contestation. Playwrights include Glaspell, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, and Hellman. Stein, Miller, and Forren.

ENTH BC 3140y Women and Theatre

Exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Cothens, Grimke, Hellman, Finley, Hughes, Building Smith, and Vogel.
Prerequisites: Enrollment limited to 18 students. General Education Requirement: Literature (LIT). General Education Requirement: The Visual and Performing Arts (ART). 4 points

ENTH BC 3144y Black Theatre


http://www.barnard.edu/catalog/courses/engb_crs_p.php

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Language and Literature

ENTH BC 3135 19th-Century Social Drama

Late 19th-century social drama in the context of earlier melodrama. The shifting relationship between the visual and the verbal in the theatre and its implications for social and theatrical change. Playwrights include Jerrold, Scribe, Mowatt, Taylor, Robertson, Ibsen, Pinero, Wilde, Shaw, and Robins.

- P. Denison
4 points

ENGL BC 3140x Seminars on Special Themes: Enchanted Imagination

Romantic and post-Romantic fantasy that examines the transformative role of imagination in aesthetic and creative experience. Challenges accepted boundaries between the imagined and the real, and celebrates otherness and magicality in a disenchanted world. Authors include Blake, Coleridge, Keats, Mary Shelley, Tennyson, Carroll, Tolkien, LeGuin, Garcia Marquez.

General Education Requirement: Literature (LIT).
3 points

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<tr>
<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
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ENGL BC 3140y (Section 1) Seminars on Special Themes: Biblical Heroes

Considers certain important figures in the bible as literary characters and mythical heroes. Included among the figures we will study will be Noah, Abraham, Jacob, Joseph, Moses, Miriam, Rahab, Deborah, Yael, Ruth, Samuel, Saul, David, Job, Jonah, Mary, Jesus, Peter, and Paul.

- P. Ellisberg
Prerequisites: Not open to those who have taken ENRE BC3810 (Literary Approaches to the Bible). Enrollment limited to 14 students.

General Education Requirement: Literature (LIT).
3 points

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<tr>
<th>Course Number</th>
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ENGL BC 3140y (Section 2) Seminars on Special Themes: Explorations of Black Literature: Early African-American Lit. 1760-1890

Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered.

- Q. Prettyman

General Education Requirement: Literature (LIT).
3 points

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<th>Course Number</th>
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ENGL BC 3141x Major English Texts I

A chronological view of the variety of English literature through study of selected writers and their works. Autumn: Beowulf through Johnson. Guest lectures by members of the department.

General Education Requirement: Literature (LIT).
3 points

ENGL BC 3142y Major English Texts II

A chronological view of the variety of English literature through study of selected writers and their works. Spring: Romantic poets through
the present. Guest lectures by members of the department.

General Education Requirement: Literature (LIT).
3 points

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ENGL BC 3143y Middle Fictions: Long Stories, Short Novels, Novellas
Discussion of fictions between 60-150 pages in length. Authors include James, Joyce, Mann, Nabokov, Cather, Welty, West, Porter, Olsen, Trevor.
3 points

ENWS BC 3144y Minority Women Writers in the United States
Literature of the 20th-century minority women writers in the United States, with emphasis on works by Asian, Black, Hispanic, and Native American women. The historical and cultural as well as the literary framework.
3 points

ENGL BC 3148y Literature of the Great Migration: 1916-1970
Explores, through fiction, poetry, essays, and film, the historical context and cultural content of the African American migration from the rural south to the urban cities of the north, with particular emphasis on New York, Chicago, Boston, and Philadelphia.
3 points

ENGL BC 3149y Cultures of Colonialism: Palestine/Israel
The significance of colonial encounter, statehood, and dispossession in Palestinian and Israeli cultures from 1948 to the present, examined in a range of cultural forms: poetry, political tracts, cinema, fiction, memoirs, and travel writing. Authors include: Darwish, Grossman, Habibi, Khalilif, Khleifi, Kanafani, Oz, Shaltai, Shalev, and Yehoshua.

ENGL BC 3154x or y Chaucer Before Canterbury
Chaucer's innovations with major medieval forms: lyric, the extraordinary dream visions, and the culmination of medieval romance, Troilus and Criseyde. Approaches through close analysis, and feminist and historicist interpretation. Background readings in medieval life and culture.
3 points

ENGL BC 3155y Canterbury Tales
Chaucer as inheritor of late-antique and medieval conventions and founder of early modern literature. Selections from related medieval texts. Formalist, historicist, and feminist approaches.
General Education Requirement: Literature (LIT).
3 points

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ENGL BC 3156x or y Topics in Chaucer
A one-semester survey of the major works of Chaucer: dream visions, Troilus and Criseyde, and selected Canterbury Tales. Related medieval texts.
3 points

ENGL BC 3156x Medieval Literature: Paths to Heaven and Hell
3 points

BC 3159-3160 - THE ENGLISH COLLOQUIUM PREFACE: Required of majors in the junior year. All sections of 3159 (fall semester) are on the Renaissance; all sections of 3160 (spring semester) are on the Enlightenment. Students may substitute 3 courses—from ENGL BC3154-BC3158, BC3163-BC3164, BC3165-BC3169, or ENTH BC3136-BC3137. Students may also take 1 colloquium and 2

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substitutions. At least one of these courses must cover Medieval or Renaissance material; at least one material of the 17th or 18th Century. One of these will also count toward satisfying the "before 1500" requirement.

ENGL BC 3159x-BC3160y (Section 1) The English Colloquium: Imitation and Creation

New ideas of the mind's relation to the world. New perspectives, the emergence of new forms, experimentation with old forms, and the search for an appropriate style.
4 points

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<td>ENGL 08864 3160 001</td>
<td>W 8:00a - 10:50a 203 Barnard Hall</td>
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ENGL BC 3159x-BC3160y (Section 2) The English Colloquium: Skepticism and Affirmation

4 points

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ENGL BC 3159x-BC3160y (Section 3) The English Colloquium: Reason and Imagination

Humanism, reformation, and revolution: the possibilities of human knowledge; sources and strategies for secular and spiritual authority; the competing demands of idealism and experience.
4 points

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<td>ENGL 09761 3160 003</td>
<td>W 4:10p - 6:00p 406 Barnard Hall</td>
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ENGL BC 3159x-BC3160y (Section 4) The English Colloquium: Order and Disorder

The tension, conflicts, and upheavals of an era in the arts, religion, politics, aesthetics, and society.
4 points

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<th>Course</th>
<th>Call Number/Number</th>
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<td>W 2:10p - 4:00p 203 Barnard Hall</td>
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ENGL BC 3163x Shakespeare I

A critical and historical introduction to Shakespeare's comedies, histories, tragedies, and romances.
General Education Requirement: Literature (LIT).
3 points

ENGL BC 3164y Shakespeare II

Critical and historical introduction to Shakespeare's comedies, histories, tragedies, and romances.
Prerequisites: Enrollment limited to 50 students. General Education Requirement: Literature (LIT).
3 points

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### ENGL BC 3165y The Elizabethan Renaissance

Literature and culture during the reign of Elizabeth I. Topics include God, sex, love, colonization, wit, empire, the calendar, cosmology, and Elizabeth herself as author and subject. Authors include P. Sidney, Spenser, Shakespeare, Marlowe, and Mary Sidney Herbert. 
3 points

### ENGL BC 3166x Seventeenth-century Prose and Poetry

Lyric poetry about love, sex, death, and God in Donne and others (e.g., Herbert, Lanyer, Wroth, Herrick, Marvell, Phillips). Prose about science, politics, religion, and philosophy (e.g., Bacon and Cavendish, Hobbes and early communists "The Levellers") in what has been called the "century of revolution." 
3 points

### ENGL BC 3167y Milton

Paradise Lost, Samson Agonistes and selections of Milton's earlier poetry and prose (defenses of free press, divorce, individual conscience, political and religious liberty) read within the context of religious, political, and cultural history, but with a sense of connection to present issues. 
General Education Requirement: Literature (LIT). 
3 points

### ENGL BC 3169x Renaissance Drama: Kyd to Ford

Major plays of the English Renaissance (excluding Shakespeare), with emphasis on Marlowe and Middleton. 
General Education Requirement: Literature (LIT). 
3 points

### ENGL BC 3171x The Novel and Psychoanalysis

The novel in its cultural context, with an emphasis on psychoanalysis. Reading selected novels from Defoe to D.H. Lawrence. 
General Education Requirement: Literature (LIT). 
3 points

### ENGL BC 3173y Eighteenth-Century Literature (1660-1820)

Tradition and innovation in several forms across the "long eighteenth-century" with emphasis on the origins and development of the novel. 
Prerequisites: Enrollment limited to 20 students. General Education Requirement: Literature (LIT). 
3 points

### ENGL BC 3174x The Age of Johnson, 1740-1800

The works of Johnson, Boswell, and their circle in historic context; rise of the novel (Richardson, Fielding, and Sterne); poets from Pope to Blake and Wordsworth; women writers from Carter and Collier to Wollstonecraft; working class writers; topics include slavery and abolition in literature, the transition to romanticism, and the democratization of culture. 
- J. Basker 
3 points

### ENGL BC 3176y The Romantic Era

Romantic writers in their intellectual, historical, and political context, with reference to contemporary movements in philosophy, music, and the plastic arts. Authors include Blake, Wordsworth, Coleridge, Byron, P.B. Shelley, and Keats. An emphasis on close reading of the poetry. 
General Education Requirement: Literature (LIT). 
3 points
ENGL BC 3178x Victorian Poetry and Criticism

Poetry, art, and aesthetics in an industrial society, with emphasis on the role of women as artists and objects. Poems by Tennyson, Arnold, Christina and D.G. Rossetti, Swinburne, and Elizabeth and Robert Browning; criticism by Ruskin, Arnold, and Wilde; paintings by the Pre-Raphaelites and Whistler; photographs by J.M. Cameron.

- C. Plotkin

General Education Requirement: Literature (LIT).
3 points

ENGL BC 3179x American Literature to 1800

Early American histories, autobiographies, poems, plays, and novels tell stories of pilgrimage and colonization; private piety and public life; the growth of national identity: Puritanism, Quakerism, and Deism; courtship and marriage; slavery and abolition. Writers include Bradford, Shepard, Bradstreet, Taylor, Rowlandson, Edwards, Wheatley, Franklin, Woolman, Brown.

3 points

ENGL BC 3180y American Literature, 1800-1870

Texts from the late Republican period through the Civil War explore the literary implications of American independence, the representation of Native Americans, the nature of the self, slavery and abolition, gender and woman's sphere, and the Civil War. Writers include Irving, Emerson, Poe, Fuller, Thoreau, Douglass, Stowe, Jacobs, Whitman, Dickinson.

General Education Requirement: Literature (LIT).
3 points

ENGL BC 3181x American Literature, 1871-1945

American literature in the context of cultural and historical change. Writers include Twain, James, DuBouv, Wharton, Cather, Wister, Faulkner, Hurston.

General Education Requirement: Literature (LIT).
3 points

ENGL BC 3183y American Literature since 1945

American fiction, literary and cultural criticism since 1945. Topics include: the authorial and critical search for the great contemporary American novel, the particularity of "American" characters, genres, aesthetics, subjects, the effect of these debates on canon formation and the literary marketplace. Authors may include: Bellow, Ellison, Nabokov, Capote, Kerouac, Diction, Pynchon, Morrison, Roth, Allison and Franzen.

3 points

ENGL BC 3184y House and Home in American Culture

Interdisciplinary examination of house, home, and family in American Life from 1850 to the present. Attention to the interrelation between architectural design, ideologies of family, class identity, racial politics and gender formation. Historical sites include the plantation, the nomadic dwelling, the mansion, the tenement, the apartment, and the suburb.

3 points

ENGL BC 3185x Modern British and American Poetry


General Education Requirement: Literature (LIT).
3 points
ENGL BC 3196x or y Modern Drama


3 points

ENGL BC 3187y American Writers and Their Foreign Counterparts


3 points

ENGL BC 3188y The Modern Novel

Examines formal changes in the novel from nineteenth-century realism to stream of consciousness, montage, and other modernist innovations. Contexts include World War I, technology, urbanization, nostalgia, sexuality and the family, mass culture, psychoanalysis, empire and colonialism. Representative works from authors such as James, Forster, West, Ford, Conrad, Lawrence, Woolf, Joyce, Kafka.

Prerequisites: Enrollment limited to 50 students. General Education Requirement: Literature (LIT).

3 points

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<td>MW 10:35a - 11:50a 202 Barnard Hall</td>
<td>M. Cregan</td>
<td>54 / 55</td>
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ENGL BC 3189y Postmodernism

Examines literary forms emerging from the rubble of representation produced by the tyranny of progress (commodification, mass media, globalization) and the deconstruction of grand narratives. Works by Auster, Bames, Barthelme, Coetzee, Pynchon, Reed, Robinson, Rushdie, and Steppard.

General Education Requirement: Literature (LIT).

3 points

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<td>ENGL 3189 001</td>
<td>TuTh 2:40p - 3:55p 323 Milbank Hall</td>
<td>M. Vandenburg</td>
<td>56 / 70</td>
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</table>

ENGL BC 3190y Global Literature in English

Selective survey of fiction from the ex-colonies, focusing on the colonial encounter, cultural and political decolonization, and belonging and migration in the age of postcolonial imperialism. Areas covered include Africa (Achebe, Aido, Namah, Ngugi); the Arab World (Mahfouz, Muni, Sati, Souei); South Asia (Mistry, Rushdie, Suleri); the Caribbean (Kimnold); and New Zealand (Hulme).


3 points

ENGL BC 3191x and y The English Conference: The Lucyle Hook Guest Lectureship

Various topics presented by visiting scholars in courses that will meet for two to four weeks during each semester. Topics, instructors, and times will be announced by the department. Students must attend all classes to receive credit for this course. For more information, please consult the English Department's web page.

Prerequisites: To be taken only for P/D/F. Departmental registration required. See www.barnard.edu/english for details.

1 point

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ENGL BC 3193x and y Literary Criticism and Theory

Provides experience in the reading and analysis of literary texts and some knowledge of conspicuous works of literary criticism. Frequent short papers. Required of all majors before the end of the junior year. Sophomores are encouraged to take it in the spring term even before officially declaring their major. Transfer students should plan to take BC3193 in the autumn term.

Prerequisites: Registration in each section is limited. Departmental registration required.

4 points
ENGL BC 3194x (Section 1) Critical and Theoretical Perspectives on Literature: A History of Criticism

What is literature? This question forms the matter of a conversation among philosophers, writers, thinkers, and, latterly, "critics" that has gone on for two-and-a-half millennia. Their responses both reflect and influence the literature contemporary with them. Readings from Classical, Renaissance, Baroque, neo-Classical, Romantic, post-Romantic, late 19th-century, and 20th-century authors to 1960, with attention to contemporaneous literature.

General Education Requirement: Literature (LIT). Not offered in 2007-2008. 3 points

ENGL BC 3194x (Section 2) Critical and Theoretical Perspectives on Literature: Literary Theory

Examines nineteen century foundational texts (Marx, Freud, Nietzsche), landmarks of the twentieth century (Gramsci, Foucault, Deleuze, Butler, Jameson, Spillers, Said, Spivak, Anzaldúa, Debray, Kelly, Rafael), the novels of Jose Rizal, and selected critical essays.

General Education Requirement: Literature (LIT). 3 points

ENGL BC 3194x (Section 3) Critical and Theoretical Perspectives on Literature: Psychoanalytic Approaches to Literature

Literary expression in the light of psychoanalytic thought. Psychoanalytic writings by Freud and Lacan; literary works from Shakespeare to the present.

General Education Requirement: Literature (LIT). Not offered in 2007-2008. 3 points

ENGL BC 3194x (Section 4) Critical and Theoretical Perspectives on Literature: Postmodern Texts and Theory

Literary and theoretical postmodern texts. Our focus will be the revolutionary redefinition of the image, word, pleasure, love, and the unconscious.

General Education Requirement: Literature (LIT). Not offered in 2007-2008. 4 points

ENGL BC 3194x (Section 5) Critical and Theoretical Perspectives on Literature: Marxist Literary Theory

Evolution of Marxist criticism from Marx to Jameson and Eagleton. Central questions: What is unique about Marxist cultural analysis? What are the different Marxist schools of criticism? Is there a future for Marxism? Issues considered: capitalism and culture, class analysis, commitment, modernism and postmodernism, commodification and alienation, and postcolonialism.

General Education Requirement: Literature (LIT). Not offered in 2007-2008. 3 points

ENGL BC 3195x Modernism

Modernist responses to cultural fragmentation and gender anxiety in the wake of psychoanalysis and world war. Works by Woolf, Joyce, Yeats, Eliot, Stein, Toomer, Hemingway, H.D., Pound, Lawrence, Barnes, and other Anglo-American writers.

General Education Requirement: Reason and Value (REA). General Education Requirement: Literature (LIT). 3 points

ENGL BC 3196x Home to Harlem: Literature of the Harlem Renaissance

Explores the cultural contexts and aesthetic debates surrounding the Harlem or New Negro literary renaissance, 1920-30s. Through fiction, poetry, essays, and artwork, topics considered include: modernism, primitivism, patronage, passing and the problems of creating a "racial" art in a community comprised of differences in gender, class, sexuality, and geographical origin.

General Education Requirement: Literature (LIT). 3 points

ENGL BC 3198x Poetry Movements since the 1950's

Major poetry movements since the 1950's, including Beat Poetry, Confessional Poetry, the Black Arts Movement, Black Mountain, the Belfast group, and Language Poetry.

Not offered in 2007-2008. 3 points

ENGL BC 3199x Poetics.

Investigation of poetry and imagination in practice and theory in the work of lyric poets from the fourteenth century to the present. Selected prose and poetry by Petrarch, Herbert, Cowper, Blake, Keats, Clare, Dickinson, Baudelaire, the Modernists, Celan, and others.

General Education Requirement: Literature (LIT).
3 points

ENGL V 3260y The Victorian Age in Literature
The 19th century saw the birth of the social and psychological sciences, along with new representations of the self in everyday life. Works by Dickens, Eliot, Meredith, Darwin, Arnold, Mill, Ellis, and others.

ENRE BC 3810x Literary Approaches to the Bible
Interpretive strategies for reading the Bible as a work with literary dimensions. Considerations of poetic and rhetorical structures, narrative techniques, and feminist exegesis will be included. Topics for investigation include the influence of the Bible on literature, combined with the more formal disciplines of biblical studies.
General Education Requirement: Literature (LIT).

ENGL BC 3992x Senior Postcolonial Literature Seminar: The Literature of the Middle Passage
Focusing on the literature of the Atlantic Slave Trade, this course culminates in a trip to Ghana. Texts from Africa, Britain, and the Americas, reflecting the historical impact of involuntary migration out of Africa, will include Achebe, Ama Ata Aidoo, Du Bois, Conrad, Equiano, and Baldwin. Open to all seniors by application.
4 points

ENGL BC 3996x and y Special Project in Theatre, Writing, or Critical Interpretation
Senior majors who are concentrating in Theatre or Writing and have completed two courses in Writing or three in theatre will normally take the Special Project in Theatre or Writing (BC3996x, y) in combination with an additional course in their special field. This counts in place of one of the Senior Seminars. In certain cases, Independent Study (BC3999) may be substituted for the Special Project.
Prerequisites: Permission of the instructor and chair required. In rare cases, with the permission of the chair, a special project in conjunction with a course may be taken by other English majors.
1 point

ENGL BC 3997x (Section 1) Senior Seminars Studies in Literature: The Concept of Happiness
Interdisciplinary examination of the idea of happiness from Aristotle to the present. Short readings in a variety of literary and other texts.
4 points

ENGL BC 3997x (Section 2) Senior Seminars Studies in Literature: Reading and Writing Women in Colonial America
In April 1645, John Winthrop lamented the sorry state of Ann Yale Hopkins, "who was falene into a sadd infamyte, the losse of her understanding & reason... by occasion of her giving her selfe wholly to reading & writing, & had written many booke." Consideration of poetry, autobiographies, captivity narratives, novels, and commonplace books by colonial women, including Anne Bradstreet, Mary Rowlandson, Phillis Wheatley, and Hannah Foster, as well as texts that reveal women's reading and publication practices, such as accounts of Anne Hutchinson and Mitah Martha Moore's Book.
Prerequisites: Written permission of the instructor required. Enrollment limited to seniors.
4 points

ENGL BC 3997x (Section 3) Senior Seminars Studies in Literature: The Enlightenment and the African Diaspora: Slavery in English Literature 1680-1820
Focuses on primary texts in historical context, with attention to drama, poetry, prose fiction, and selected non-fiction. Authors include Behn, Southerne, Defoe, Pope, Johnson, Wheatley, Hammon, Equiano, Sancho, Boswell, Blake, More, Coleridge, Wordsworth, Greigore, and others.
4 points

ENGL BC 3997x (Section 4) Senior Seminars Studies in Literature: Poets and their Correspondence
How do poets' letters inform our understanding of their poetry? From the eighteenth to the twentieth century, poets have used their intimate correspondence to "baffle absence," as Coleridge remarked. This course will examine the ways several masters of the letter (including Cowper, Keats, Dickinson, Eliot, Bishop, and Lowell, among others) shaped their prose to convey spontaneity in paradoxically artful ways, illuminating their major work as poets and making the private letter a literary form in its own right.
Prerequisites: Written permission of instructor required. Enrollment limited to seniors.
4 points

ENGL BC 3997x (Section 5) Senior Seminars Studies in Literature: Toni Morrison
Examines Toni Morrison's oeuvre and aesthetic in the context of the last 30 years of African American literary criticism and cultural studies. Literary critical movements to be discussed include: black feminist criticism, literary black nationalism, gender studies and queer theory, post-colonialism and the writing of the black diaspora, "racial" writing and the literature of witness, trauma, memory and forgetting.
4 points

ENGL BC 3997x (Section 6) Senior Seminars Studies in Literature: Monsters, Machines, Cyborgs: toward a History of Technology
Artistic and literary responses to technological change that transformed the idea of what it means to be human, from Shakespeare's The Tempest to Shelley's Frankenstein, from La Mettrie's Man-Machine to Ridley Scott's Alien.
4 points

ENGL BC 3998y (Section 1) Senior Seminars Studies in Literature: Nature and Eco-criticism
The rise of ecological consciousness during the Industrial revolution. The shift from natural philosophy to a philosophy of nature. Topics include Deism, the terror of the sublime, the Darwinian survival of the fittest, and the rhetoric of global warming.
Prerequisites: Written permission of the instructor. Enrollment limited to seniors.
4 points
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**ENGL BC 3998y (Section 2) Senior Seminars Studies in Literature: Film: The Man in the Crowd/The Woman of the Streets**

Explores theories of the crowd, mass behavior and the individual in American fiction and film, from idealizations of democracy to lynch mobs. Works by Poe, Melville, Hawthorne, Crane, Lewis, West, Baldwin, Le Bon, Benjamin, Canetti, films by Vidor, Chaplin, Capra, Lang, Kazan and others.

Prerequisites: Written permission of the instructor. Enrollment limited to seniors.

4 points

**ENGL BC 3998y (Section 3) Senior Seminars Studies in Literature: The Family in Turn-of-the-Century American Fiction**

Interdisciplinary examination of changing cultural dynamics of the American family. Considers issues such as the market, immigration, "race," reproductive politics, and nativism. Authors include James, Wharton, Cahan, Hopkins, Gilman, Cather, and Faulkner.

Prerequisites: Written permission of the instructor. Enrollment limited to seniors.

4 points

**ENGL BC 3998y (Section 4) Senior Seminars Studies in Literature: Courtship in the Works of Chaucer**

Erotic and courtly love, discourses of desire, gendered power, and some connections between poetry and courtship in Chaucer's dream vision, *Parliament of Fowles*, selections from *The Canterbury Tales* and *Trolus and Criseyde*. Further readings include the biblical Song of Solomon, Ovid, medieval Arab love poetry, troubadour lyrics, Dante, *The Romance of the Rose*, and Gottfried von Strassburg's *Tristan*.

Prerequisites: Written permission of the instructor. Enrollment limited to seniors.

4 points

**ENGL BC 3998y (Section 5) Senior Seminars Studies in Literature: Masterpieces**

Inquiry into the historical and theoretical relationship between grand narratives and masterpieces, this course weighs the political dangers of obeying the laws of canonicity against the aesthetic risk of defiance. Works by Aeschylus, Sophocles, Shakespeare, Bronte, Woolf, Eliot, Rhys, Nabokov, Barthelme, Rushdie, and Kinkaid.

Prerequisites: Written permission of the instructor. Enrollment limited to seniors.

4 points

**ENGL BC 3998y (Section 6) Senior Seminars Studies in Literature: Modernist Visions: Conrad, Eliot, Woolf**

Themes of the heart of darkness, the waste land, and voyages, in the first decades of the 20th century. London; overseas; gender divisions; fragmentation and reconstruction.

Prerequisites: Written permission of the instructor. Enrollment limited to seniors.

4 points
ENGL BC 3999x and y Independent Study

Senior majors who wish to substitute Independent Study for one of the two required senior seminars should consult the chair. Permission is given rarely and only to students who present a clear and well-defined topic of study, who have a department sponsor, and who submit their proposals well in advance of the semester in which they will register. There is no independent study for screenwriting or film production.

Prerequisites: Permission of the instructor and Department Chair.

4 points

CLEN W 4121y Wit and Humor in the Renaissance

Study of how a number of writers in the European Renaissance tried to be witty in the service of satire, polemics, social commentary, or simple pleasure. Texts include some classical models (Petronius, Apuleius, extracts from Ciceronian brief passages from Ariosto and Alberti, texts by Rabelais, Louise Labé, Marguerite de Navarre, Erasmus, Thomas More. Thomas Nashe, Sir John Haigton, Joseph Hall, Edmund Spenser, and John Donne as well as a sampling of jokes from the jestbooks.


CLEN 4122y Renaissance Women Writers

Exploration of women writers in Italy, France, and England from the 15th to 17th century. Poetry, narrative, and drama focusing on topics such as love, sex, society, power, and God by Christine de Pizan, Marguerite de Navarre, Gaspar Stampa, Louise Labé, Elizabeth Cary, Mary Wroth, Margaret Cavendish, Aphra Behn, Madame de Lafayette, and others.

- A. Prescott and L. Postlewaite

CLEN G 4205x 17th-Century Literature and Culture: Religious Difference and the English Revolution

Explores the intertwining of religion, politics, and literature during the seventeenth century, focusing on the English Revolution (1640-1660). What was the role of religion, and the nature of religious differences in post-reformation England? Beginning with brief selections from Herbert's The Temple but focusing on writings by religio-political radicals and self-proclaimed prophets such as Gerrard Winstanley and Anna Trapnel but especially Milton (e.g., probably Apología apología, Paradise Regained); we will consider the proliferation of religious divisions and sectarian options, anti-Catholicism, the question of Jewish readmission, and the relation between religion and "nation."

- A. Guibbory

3 points

ENGL W 4301x or y The Age of Johnson

The works of Johnson, Boswell, and their contemporaries in historic context: rise of the novel (Richardson, Fielding, and Sterne); poets from Pope to Blake and Wordsworth; women writers from Carter to Collier to Wollstonecraft; working class writers; topics include slavery and abolition in literature, the democratization of culture, and the transition to romanticism.


3 points

CLEN G 4563y Psychoanalysis & Literature: Reading Lacan

Reading excerpts from Lacan's Seminar VI Desire and Its Interpretation with Hamlet; Seminar VII The Ethics of Psychoanalysis with Antigone, Kant, & Sade; Seminar VIII Transference with Plato's Symposium, Seminars XVII on the Four Discourses and XX Encore; On Feminine Sexuality with selected novels and novellets. Emphasis on the relevance of Lacanian thought to literature and culture and to questions of war, science, capitalism, imperialism, and democracy.

3 points

ENGL W 4670x Film Studies: American Film Genres

Some critics contend that all Hollywood film is either melodrama or morality play, no matter what its claims to the contrary; others see it as purely wish-fulfillment fantasy. This course will examine a range of genres in Hollywood film, while also scrutinizing and questioning the formation and usefulness of genre distinctions. Our orientation will be formal as well as social and historical, as we explore codes and conventions of generic illusion and verisimilitude, the rise and fall of genres (the Western, the "weepie"), increasing self-reflexiveness (in noir, musicals, romantic comedy), genre and acting style, genre-bending and postmodernity, mise en scene. Why are certain genres linked to political parties, as are specific styles of heroism? Genres will include: the Western, War Movie, Romantic Comedy, Horror, Action, Gangster, Melodrama, Social Conscience, Musicals and "Women's films." Two Screenings per week.

General Education Requirement: The Visual and Performing Arts (ART).

3 points

CLEN W 4930y Studies in Cultural Criticism: The Making of the Modern Self
Attempts to grasp the rise from the Reformation through Romanticism of a "modern" notion of the self. Our work deliberately avoids the division of knowledge into literary periods. Accordingly, the reading list includes literary texts written between 1600 and 1859 (selections from Marlowe, Milton, Cavendish, Wordsworth, Mary Shelley); philosophy (Descartes, Locke, Berkeley, Godwin) scientific works (selections from Galen, Paracelsus, Bacon, Boyle, Newton, Darwin) as well as essays by recent philosophers (Le Roy Ladurie, Hadot, Foucault) and historians such as Porter, Baressi and Wahrman.

- R. Hamilton

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Cross-Listed Courses

English & Comparative Literature

W4122 The Renaissance in Europe: Renaissance Women Writers
G4563 Theory, Criticism, Literature: Reading Lacan

Film Studies (Barnard)

BC3119 Screenwriting
BC3120 Advanced Screenwriting
BC3145 Topics in Literature and Film: Memory and Forgetting
BC3201 Introduction to Film and Film Theory
Environmental Biology
1203 Altschul Hall
854-2437

Advisers: Paul E. Hertz (Biological Sciences), Stephanie Pfirman (Environmental Science)

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.html

The program in Environmental Biology is jointly administered by the departments of Biology and Environmental Science, and students should maintain contact with the advisers in both departments. A major in Environmental Biology provides a strong background for students interested in the intersection of Biology and Environmental Science. The major is suitable for students who intend to pursue a research career in conservation biology, ecology, or environmental biology as well as for students interested in environmental law or policy. Students who elect the Environmental Biology major will enroll in introductory and advanced courses in Biology and Environmental Science and related fields. All Environmental Biology majors complete a senior essay.

Students may substitute courses taught at Columbia (in the Departments of Biology, E3B, Earth and Environmental Sciences, or Statistics) or at other institutions with the prior approval of both major advisers. Students interested in Environmental Biology often choose to spend a semester abroad in the field. Courses completed in such programs may be accepted in fulfillment of some major requirements.

Students may also pursue an interdisciplinary program by electing a major in either Biology or Environmental Science and a minor in the other discipline, or by planning a double major.

There is no minor in Environmental Biology.

Printable Verison

Environmental Biology
1203 Altschul Hall
854-2437

REQUIREMENTS FOR THE MAJOR

1. Introductory Biology, Chemistry, and Environmental Science with laboratory:

   EESC V 2100 and 2200  Introductory Env Science
   CHEM BC 2001 and either 2002 or 3328 and 3230  General/Organic Chemistry

2. One lecture course in Ecology:

   BIOL BC 3372  Ecology

3. One laboratory course in Ecology:

   BIOL BC 3373  Laboratory in Ecology

4. One lecture course organismal biology chosen from the following:

   BIOL BC 3240  Plant Evolution
   or BC 3250
   or BC 3280
   or BC 3320  Invertebrate Zoology
   Vertebrate Evolution
   Microbiology

5. One additional lecture course in Biology (not including those listed above under organismal biology).

6. One course in Environmental methodology:

   EESC BC 3014  Field Methods
   or BC 3016
   or BC 3025  Environmental Measurements
   Hydrology

7. One additional lecture course in Environmental Science.

8. One course in data handling:

   BIOL BC 3386  Research Design and Analysis
   or EESC BC 3017  Environmental Data Analysis
9. A senior essay completed in one of the following courses:

BIOL BC 3590 or BC 3591/3595 or EESC BC 3800x and 3801y
Senior Seminar Guided Research Senior Research Seminar

Note: Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.
ENVIRONMENTAL BIOLOGY

Cross-Listed Courses

Biological Sciences (Barnard)

BC2001 Molecular and Cellular Biology
BC2002 Physiology, Ecology, and Evolutionary Biology
BC2003 Biodiversity Laboratory
BC2004 Biological Experimentation Laboratory
BC3240 Plant Evolution
BC3250 Invertebrate Zoology
BC3260 Vertebrate Evolution
BC3320 Microbiology
BC3372 Ecology
BC3373 Laboratory in Ecology
BC3366 Statistics and Research Design
BC3590 Senior Seminar in Biology
BC3591 Guided Laboratory Research
BC3595 Research Seminar

Chemistry (Barnard)

BC2001 General Chemistry I
BC2002 General Chemistry II
BC3230 Organic Chemistry I
BC3328 Introductory Organic Chemistry Laboratory

Environmental Science (Barnard)

V2100 Earth's Environmental Systems: Climate
V2200 Earth's Environmental Systems: Solid Earth
BC3014 Field Methods in Environmental Science
BC3016 Environmental Measurements
BC3017 Environmental Data Analysis
BC3025 Hydrology
BC3800 Senior Research Seminar
Environmental Science
404 Altschul Hall
854-5618
www.barnard.edu/envsci

Professor: Stephanie Pfirman (Chair, Alena Wels Hirschorn ’58 and Martin Hirschorn Professor of Environmental and Applied Sciences), Martin Stute (Associate Chair)
Assistant Professor: Brian Mailoux
Senior Lecturer: Peter Bower
Lecturer: Teryanne Maenza-Gmelch (Laboratory Director)
Senior Associate: Diane Dittrick (Laboratory Director)
Adjunct Professors: Mark Becker, Timothy Kenna, Cynthia Rosenzweig, Mingfang Ting

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleaveplan.html

Environmental Science provides a scientific basis for management of earth systems. It focuses on the interaction between human activities, resources, and the environment. As human population grows and technology advances, pressures on earth's natural systems are becoming increasingly intense and complex. Environmental Science is an exciting field where science is used to best serve society. The department offers two majors, Environmental Science and Environmental Policy. A third major, Environmental Biology, is offered in conjunction with the Department of Biological Sciences.

The curriculum recognizes the need for well-trained scientists to cope with balancing human requirements and environmental conservation. Majors acquire an understanding of earth systems by taking courses in the natural sciences, as well as courses investigating environmental stress. Students learn to critically evaluate the diverse information necessary for sound environmental analysis. Our courses foster an interdisciplinary approach to environmental problem-solving.

Internships or some type of work or field experience are extremely valuable in preparing students for a career in Environmental Science. We strongly encourage students to consider an internship in the summer before the senior year because it may lay the foundation for the senior thesis.

Students wishing to go on to graduate school or careers in earth science and the physical sciences should take at least two semesters each of calculus, physics, and chemistry. Those interested in graduate school or careers in biological/chemical fields are recommended to take calculus as well as upper-level courses in biology and chemistry, and may wish to consider enrolling in an Environmental Biology major or minors in these fields. Students interested in pursuing further work in environmental policy, economics, environmental law, journalism, or teaching may consider majoring in Environmental Policy or pursuing a double major, a special major, or a major/minor combination in relevant fields.

Printable Version

Environmental Science
404 Altschul Hall
854-5618
www.barnard.edu/envsci

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR

Part A. The following four courses with labs:
EESC V 2100 Earth's Environmental Systems: Climate
EESC V 2200 Earth's Environmental Systems: Solid Earth
CHEM BC 2001 General Chemistry I
BIOL BC 2002 Physiology, Ecology, and Evolutionary Biology
BIOL BC 2003 Biodiversity Laboratory

Part B. Two other courses in chemistry, physics, and/or biology (see department web site for a list of approved courses).

Part C. Two courses in calculus, statistics, data analysis, and/or microeconomics (see department web site for a list of approved courses).

Part D. Four courses in environmental science and decision-making (see department web site for a list of approved courses).

Part E. A senior thesis completed by the following course sequences:
EESC BC 3800x and 3801y Senior Research Seminar

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MINOR

http://www.barnard.edu/catalog/depts/cnsb_p.php
Students wishing to minor in Environmental Science should have a plan approved by the Environmental Science Department chair. Five courses are required, including 2 laboratory science courses (such as EESC BC 1001, BC 1002, V 2100, V 2200, V 2300) and 3 electives that form a coherent program in conjunction with the student's major field. In some cases, courses in other sciences can be substituted with approval of the chair.

Students wishing to minor in Environmental Science who are interested in field programs and seek minor credit must contact the department Chair, Stephanie Pfriman. The only current field program within Columbia University is SEE-U. There is no minor in Environmental Biology or Environmental Policy.

ENVIRONMENTAL POLICY

Advisers: Owen Gutfreund (History/Urban Studies), Stephanie Pfriman (Environmental Science Department), Richard Pious (Political Science), Rajiv Sethi (Economics), Paige West (Anthropology)

Environmental Policy is a growing field at the intersection of science and society. It focuses on political institutions, societal processes, and individual choices that lead to environmental stress, as well as the impact of environmental stress on institutions, processes, and individuals, and the development of approaches to reduce environmental impact.

The Environmental Policy major is designed to equip students to play effective roles as citizens or career professionals who can actively engage in environmental decision-making and policy. Majors learn to analyze and evaluate environmental, political, and economic systems and public policies in the context of environmental concerns. The major begins with foundations in the natural sciences, social sciences, and quantitative analysis, followed by upper level electives in both the natural and social sciences. Student research at the junior level is required in Political Science, Anthropology or History, and at the senior level in Environmental Science. Many exciting opportunities for student research exist on this campus and in the greater metropolitan community. Majors have their primary affiliation with the Environmental Science Department (Stephanie Pfriman) and a second advisor chosen from History/Urban Studies (Owen Gutfreund), Political Science (Dick Pious), Economics (Rajiv Sethi), or Anthropology (Paige West).

Environmental Policy graduates go on to a variety of careers, including national and international environmental policy, law, economics, journalism, business, public administration, government agencies, corporations, multilateral institutions, nongovernmental organizations, academia, and consulting firms. There is no minor in Environmental Policy.

REQUIREMENTS FOR THE ENVIRONMENTAL POLICY MAJOR

1. Natural Science Foundation (three courses with labs):
   EESC V 2100 Earth's Environmental Systems: Climate with lab
   CHEM BC 2001 General Chemistry I with lab
   BIOL BC 2002, 2003 Physiology, Ecology, and Evolutionary Biology with Biodiversity Lab
   BIOL W 2002, EESC V 2300, or Columbia SEE-U Summer Program

2. Second semester of one of the three natural science foundation courses, Biology, Chemistry, or Environmental Science (see department web site for a list of approved classes).

3. Quantitative Assessment (two courses):
   EESC BC 3017 Data Analysis
   and either EESC BC 3018, EABE E 4009, EESC W 4050, or URBS V 3200

4. Decision-making Foundation (three courses):
   ECON BC1002 Introduction to Economics
   or ECON W1105 Principles of Economics
   POLS V 1991 International Politics
   ANTH V 3004 Introduction to Environmental Anthropology
   or ANTH V 1010 Human Species-Place in Nature

5. Natural Science Elective in an upper level course in natural science (see department web site for a list of approved classes).

6. Social Science Elective in an upper level course in social science (see department web site for a list of approved classes).

7. Junior research colloquium or other research experience in the social sciences or psychology (see department web site for a list of approved classes).

8. Senior Thesis

Printable Version

Barnard Catalogue 2007-2008

ENVIROMENTAL SCIENCE

Courses of Instruction

EESC BC 1001 Environmental Science I
A semester-long, integrated study of the Hudson River ecosystem with emphasis on the physical dynamics, chemistry and pollutant history, the structure and functioning of ecosystems, energy flow and nutrient cycling. Interdisciplinary analysis of endangered species and the laws, the history of the river. Includes a reading of Robert Boyle's The Hudson River: A Natural and Unnatural History and Farley Mowat's Never Cry Wolf.
Prerequisites: Enrollment limited. Students must sign up for course in 404 Altschul during the program-planning period of the previous spring. Note BC1001 is not required for an environmental policy major. Laboratory fee $30. Lab Required.
4.5 points

EESC B 1002y Environmental Science II
An interdisciplinary, integrated study of groundwater, radionuclides, toxics, and human health in the context of a semester-long, detailed exploration of a simulated brownfield and local community. Includes a reading of Jonathan Harr's A Civil Action and Rachel Carson's Silent Spring.
- P. Bower
Prerequisites: Enrollment limited. BC1001. Course is not required for an environmental policy major. Laboratory fee $30. Lab Required.
4.5 points

EESC V 2100x and y Earth's Environmental Systems: Climate
Formation of winds, storms, and ocean currents. Recent influence of human activity: global warming, and climate change. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling.
4.5 points

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<th>Course Number</th>
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<th>Days &amp; Times/ Location</th>
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<td>EESC 2100 001</td>
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EESC V 2200x Earth's Environmental Systems: Solid Earth
Plate tectonics: Origin and development of continents, ocean basins, mountain systems on land and sea. Earthquakes, landslides, volcanoes, diamonds, oil. Land-use planning for resource development and conservation. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling.
Prerequisites: EESC V2100 or facility with computers. Enrollment limited. Lab Required.
4.5 points

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EESC V 2300y Earth's Environmental Systems: Life Systems
Role of life in biogeochemical cycles, relationship of biodiversity and evolution to the physical earth, vulnerability of ecosystems to environmental change: causes and effects of extinctions through geologic time (dinosaurs and mammoths) and today. Exploration of topics through laboratories, demonstrations, computer data analysis, modeling, and field trips.
Prerequisites: Enrollment limited. Lab Required.
4.5 points

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<td>M. Griffin</td>
<td>16 / 35</td>
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EESC BC 3013y Shorelines
Interdisciplinary study of shoreline processes and the larger ecosystems of which they are a part. Problem-oriented, field-methods course providing hands-on experience with tools and observational methods in a variety of outdoor environments. Involves sampling and identification techniques for rocks and minerals, fossils, water, soil, flora, and fauna, the creation of a field collection.

http://www.barnard.edu/catalog/courses/cnsb_crs_p.php
- P. Bower
Prerequisites: Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.
3 points

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<td>EESC 3014x 08331 001</td>
<td>F 10:00a - 1:00p 303 Altschul Hall</td>
<td>P. Bower</td>
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EESC BC 3016x Environmental Measurements
A hands-on approach to learning environmental methods. Students take a one-day cruise on the Hudson River to collect environmental samples. These samples are then analyzed throughout the semester to characterize the Hudson River estuary. Standard and advanced techniques to analyze water and sediment samples for nutrients and contaminants are taught.
Prerequisites: Enrollment limited. Required field trip on first Friday of the semester.
3 points

EESC BC 3017x Environmental Data Analysis
Acquisition, analysis, interpretation, and presentation of environmental data, assessment of spatial and temporal variability. Focus on air and water quality issues. Uses existing and student-generated data sets. Basic principles of statistics and GIS, uses standard software packages including EXCEL and ArcGIS.
- M. Stute, M. Becker
Prerequisites: One year of college science or EESC V2100 or permission of the instructor. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
3 points

EESC BC 3019x Energy Resources
Environmental policy implications of energy resources, production, and use in the United States. Present and potential use of fossil fuels (coal, oil, natural gas), nuclear fission, fusion, biomass, hydropower, wind, solar, and geothermal energy.
Prerequisites: One year of college science or permission of instructor. Alternate years.
3 points

EESC BC 3021x Forests and Environmental Change
Discussion of global forests distribution and links to climate, forest ecology, paleoecology, role of forests in the global ecosystem, and case studies of forests in relation to environmental change. Resources, including biodiversity, medicinal/ethnobotany; conservation and management strategies; role in carbon cycle.
Prerequisites: One year of college science or permission of instructor. Alternate years.
4 points

EESC BC 3025y Hydrology
Hands-on study and discussion of the basic physical principles of the water cycle (evaporation, condensation, precipitation, runoff, and subsurface flow), as well as environmentally relevant applications based on case studies. Special focus on the New York City area, the arid Southwest, and the developing world. Coverage of contemporary global water resources issues water resources, including pollution control, sustainable development, and climate change.
- M. Stute
Prerequisites: EESC V2100, physics, or permission of instructor. Includes a weekend field trip. Alternate years. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
3 points

EESC BC 3032y Agricultural and Urban Land Use: Human-Environment Interactions
Human transformation of the terrestrial environment since Paleolithic times. Physical process involved in human-environment interactions. Guidelines for sustainable development using present and past examples of environmental use and abuse.
- C. Rosenzweig
Prerequisites: One year of college science or permission of instructor. Alternate years. General Education Requirement: Cultures in Comparison (CUL).
4 points

Course Call Number/ Section Days & Times/ Location Instructor Enrollment
Number
Spring 2008 :: EESC BC3032

http://www.barnard.edu/catalog/courses/ensb crs p.php 1/18/2008
EESC BC 3033x Waste Management
Prerequisites: Alternate years.
3 points

EESC BC 3040y Environmental Law
Process-oriented introduction to the law and its use in environmental policy and decision-making. Origins and structure of the U.S. legal system. Emphasis on litigation process and specific cases that elucidate the common law and toxic torts, environmental administrative law, and environmental regulation through application and testing of statutory law in the courts. Emphasis also on the development of legal literacy, research skills, and writing.
3 points

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EESC BC 3200x Ecotoxicology
The study of anthropogenic contaminants within our natural environment and their subsequent effects on biological organisms. Effects to be examined: the molecular scale (biochemical pathways of metabolism and detoxification), the organismal scale (target organs, behavioral effects), and the ecosystem scale (species viability). Lectures and hands-on activities are used to teach the material.
Prerequisites: CHEM BC1501, BIOL BC2002, or permission of instructor. Alternate years.
3 points

EESC BC 3800x Senior Research Seminar
Guided, independent, in-depth research culminating in the senior thesis. Includes discussions about scientific presentations and posters, data analysis, library research methods, and scientific writing. Students review work in progress and share results through oral and written reports.

- M. Stute, S. Pfriman, B. Mailloux
Prerequisites: Senior majors (juniors with permission of instructor). Provides credit for the senior thesis. The Senior Research Seminar can be taken in the Spring/Fall or Fall/Spring sequence.
3 points

EESC BC 3801y Senior Research Seminar
Guided, independent, in-depth research culminating in the senior thesis. Includes discussions about scientific presentations and posters, data analysis, library research methods, and scientific writing. Students review work in progress and share results through oral and written reports.

- M. Stute, S. Pfriman
Prerequisites: Senior majors (juniors with permission of instructor). Provides credit for the senior thesis. The Senior Research Seminar can be taken in the Spring/Fall or Fall/Spring sequence.
3 points

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<td>M. Nettles M. Stute S. Pfriman</td>
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EESC BC 3999x and y Independent Study
Advanced projects for students who have adequate backgrounds to work independently with guidance from a member of the faculty.
Prerequisites: Permission of the chair required. Does not provide major credit.
1-6 points. Variable points to a maximum of 6.

There are currently no cross-listed courses for your department.