COURSE CATALOGUE*
2009-2010

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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 2009-10 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

Barnard Catalogue 2009-2010
MESSAGE FROM
THE PRESIDENT

Welcome to Barnard. In the pages that follow, you will find a stunning array of choices – courses in literature and the arts, in anthropology and politics, in biochemistry, neuroscience, and physics. You will find lectures taught by world-renowned scholars and intimate seminars where faculty share their latest research and ideas. You will find classes on topics you have been wanting to study for years, and classes on topics that may never have crossed your mind.

The task before you is to choose – to pick, like the proverbial kid in a candy store, from the hundreds of options that lie waiting before you. It can be hard to know where to start, and how best to plot a course that will satisfy your own intellectual cravings. So I urge you to go slowly. Savor the possibilities that are in this catalogue and all of the offerings you will find bursting from the halls of Barnard. Choose some courses that promise to lead you where you want to go and some that lead nowhere in particular. Take at least one class in something you have always disliked, just to see if it changes your mind or at least opens a horizon you had not imagined before. Search for your passion in these pages, but don’t be surprised if it sneaks up from elsewhere and finds you.

At Barnard, you will be able to immerse yourself in the joys and rigors of a classical liberal arts education, an education that will prompt you to explore the world from a variety of different perspectives and through the lenses of multiple disciplines. Your job is to decide how to fashion these perspectives into a world that makes sense to you and then, over time, how to shape your own role within it. Education is a journey that lasts a lifetime. I hope that your time at Barnard gives you the tools that you need to launch this adventure and the sheer joy that comes from undertaking it.

So choose well, revel in the options before you, and most importantly – enjoy.

Debora L. Spar
President

Barnard Catalogue 2009-2010
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 249 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 extracurricular 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 Debora L. Spar, former Spangler Family Professor of Business Administration and Senior Associate Dean for Faculty Research and Development at Harvard Business School. 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, 215-662-5600. 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), Iphigenia Ochs Sulzberger Hall, formerly Centennial Hall (1928), 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 Diana (formally 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 116th 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 2009 click here. To view this chart you will need Adobe Acrobat.

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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. All forms are accessible at commonapp.org or on our website. 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 may also submit payment directly through the common application website. 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 consult the College Board or the American College Testing Program for 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, up to 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 in early decision must request the deferral by February 15th; students admitted regular must request the deferral by May 1st. Students admitted from the waiting list ordinarily 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. The International English Language Testing System (IELTS) exam may be submitted if TOEFL is not available. Information about registration for the test is available on their website. For more information on international students click here.

VISP: The Visiting International Students Program
As part of Barnard College's broad initiative to internationalize its campus, the College has created the Visiting International Students Program (VISP) for spring semesters in residence at our campus in New York City. Through a limited number of collaborative relationships with international universities, our partners send cohorts of 3-15 undergraduate students to Barnard to spend the spring semester as full-time visiting students. VISP students are fully integrated into the Barnard College academic and co-curricular community, gaining a broad understanding of how liberal arts institutions in the United States function, exploring the American model of undergraduate education, and studying and researching with Barnard and Columbia University's world-class faculty, while also contributing to the internationalization of the student body. For more information visit the VISP website.

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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<tr>
<td>November 1</td>
<td>December 1</td>
<td>Spring</td>
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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 Bursar'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.
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’s website.
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

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THE CURRICULUM

Requirements for the Liberal Arts Degree

Barnard's motto, *Following the Way of Reason* (*Hepomenei to 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 relationship 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.

Aim: To develop intellectual curiosity about the natural world and the processes of scientific experimentation; to convey an understanding of what is known or can be known about the natural world; to introduce basic methods of analyzing and synthesizing the sources of scientific information; and to create scientifically literate citizens who can engage productively in problem solving. Students are expected to master the tools of science and current understanding in one area, and are encouraged to explore the limitations of existing theories and to learn how to ask strategic questions. Laboratory exercises introduce students to techniques of scientific investigation as they make observations, carry out experimental procedures, and learn how results and analyses are communicated in specific visual, quantitative, and written forms.

Note: Students may fulfill part of this requirement with scores of 4 or 5 on Advanced Placement Examinations in biology, chemistry, environmental science, and physics (or their International Baccalaureate equivalents).

The following courses meet these requirements:

| Astronomy | ASTR BC 1753-1754, ASTR C 1403-1404 (or C 1420), ASTR BC 1753-C 1235, ASTR BC 1754-C |
1234, all with the lab ASTR C 1903--1904, ASTR C 1234--1235 plus PHYS V 1291 plus ASTR C 1904


Chemistry BC 2001 and BC 2002, BC 2001 and BC 3236 with BC 3328, BC 1403--1404 with C 1500 and one additional laboratory course, e.g., BC 2102, BC 3328, BC 3338, or C 3543.

Environmental Science Any combination of two of BC 1001, BC 1002, V 1011, S 1011, V 1001, V 2100, V 2200, V 2300, except for the combination BC 1001-V 2300. Students may also complete the lab science requirement by combining the Columbia SEE-J summer program with BC 1002, V 1011, V 1001, V 2100, or V 2200.

Physics BC 2001, 2002, 3001 (any two); F, V, or W 1201--1202 with 1291--1292

Psychology BC 1105 (A), BC 1108 (B), BC 1113 (A), BC 1117 (B), BC 1123 (C), BC 1127 (C), BC 1136 (C) (The two labs must be from two different letter groups; see Psychology Dept. listings)

6. Quantitative and Deductive Reasoning

Requirement: One course in which students learn methods and approaches used in mathematics and related fields involving quantitative expression and logical reasoning.

Aim: To provide a productive acquaintance with at least one means of quantitative and deductive reasoning and to develop an ability to apply this knowledge to the analysis of new problems. Coursework will emphasize how quantitative analysis and deductive reasoning function as creative, elegant, and powerful ways of thinking and as effective sets of conceptual tools and procedures with widespread applications.

Note: Students may fulfill this requirement by securing Advanced Placement Credit in mathematics, chemistry, computer science, physics, or statistics (or their International Baccalaureate equivalents or equivalent transfer credit).

Students who enrolled in Autumn 2000 or later may not use a course for more than one requirement.

<table>
<thead>
<tr>
<th>Astronomy</th>
<th>BC 1753, BC 1754, C 1420, C 1403, C 1404 (some sections only) or C 1420</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BC 3356</td>
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<tr>
<td>Chemistry</td>
<td>BC 1002, BC 2001, C 1403, C 1404</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Any 3 point course carrying degree credit</td>
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<tr>
<td>Economics</td>
<td>BC 2411, BC 1007</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>BC 3025 Hydrology or BC 3017 Environmental Data Analysis Science, EESC V 2100 Climate</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Any course carrying degree credit except W 1003 College Algebra</td>
</tr>
<tr>
<td>Philosophy</td>
<td>F 1401, V 3411</td>
</tr>
<tr>
<td>Physics</td>
<td>Any course of 3 points or more</td>
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<tr>
<td>Political Science</td>
<td>BC 3345</td>
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<tr>
<td>Psychology</td>
<td>BC 1101</td>
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<tr>
<td>Sociology</td>
<td>BC 3211, V 3212, W 3010, W 3020</td>
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<tr>
<td>Statistics</td>
<td>Any course of 3 points or more</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>URBS V 3200 GIS Methods and Case Studies</td>
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</table>

7. Language

Requirement: Competence in one ancient or modern language other than English, demonstrated by completion of, minimally, the fourth sequential semester of college-level study, and preferably, a more advanced course with greater emphasis on literary and cultural traditions. (In Latin, both V 1201 and V 1202 or their equivalents must be completed.)

Aim: To provide basic linguistic competence in at least one language other than English, in order to familiarize students with the language, literature, and culture of at least one non-English speaking people. Students are encouraged to develop their language skills to a level that permits them to live and function in another country; to enable them to conduct research, whatever their field; and to prepare them to work effectively in an increasingly global and multicultural society. In becoming familiar with the form and structure of another language, students consider how languages function as tools for communication. Students are encouraged to apply their language skills in courses that fulfill other general education requirement areas.

Exception:

Enrolled students who complete the third or fourth semester of French outside the Barnard or Columbia department must take a departmental examination to qualify for fulfillment.
Exemptions:

1. Re-centered CEEB SAT II score of 781 or higher; re-centered CEEB SAT II score of 700 or higher in Hebrew only. No exemptions granted for CEEB SAT II scores in Chinese or Japanese.
2. AP score of 4 or 5 in French, German, Italian, Latin or Spanish.
3. Departmental examination.
4. Students with native English who study in a high school where the language of instruction is not English (e.g., French, for alumnus of the Lycée Français).
5. For international students for whom English was not the primary language of instruction in high school, satisfactory completion of English BC 1201 or one satisfactory semester at Barnard.

Placement:

1. Re-centered CEEB SAT II score of 680–780, fourth semester; 570–679, third semester; 400–569, second semester; below 400, first semester, for German.
2. Re-centered CEEB SAT II score of 690–780, fourth semester; 570–689, third semester; 420–569, second semester, below 420, first semester, for French and Spanish.
3. For languages other than French, Spanish, and German, placement will be determined by departmentally administered examinations.
4. For transfer students: the course following the level of the last satisfactorily completed semester course; however, formal withdrawal and reenrollment in a more suitable course may be required for students who are judged by the department to be inappropriately placed and in need of additional preparation or review. In such a case, transfer credit for the previous course is rescinded to allow the student to receive credit for the Barnard/Columbia course of equivalent level. Taking the departmental placement exam is recommended.
5. By departmental examination, if there is no CEEB score or previous college transfer work.

Credit:

1. Credit is given for courses satisfactorily completed in residence at Barnard or, in the case of a transfer, at her previous college.
2. No prior assurance of degree credit is given for summer or transfer work in foreign language courses. For work completed at other colleges, credit is granted with departmental approval, or by examination, or on completion of the next level at Barnard.
3. No credit is granted for work equivalent to a level already completed and credited.
4. Although credit for the first semester of an elementary language is not normally granted unless a more advanced course is completed, a student is granted one exception maximum to this rule on written request to the Registrar.

8. Literature

Requirement: One course in literature in any language, in the original or in translation; or in comparative literature.

Aim: To develop the skills needed for an informed and aesthetically rewarding reading of literary texts from various times, places, and traditions. Coursework will address the methods and theories by which readers produce meanings and interpretations, and will investigate the pertinence of material such as the authors' biographies or their cultural contexts to literary analysis. Students will study rhetorical strategies employed in literature, becoming more adept at grasping the underlying assumptions and appeal of various forms of discourse.

9. The Visual and Performing Arts

Requirement: One course in architecture, art history, studio art, graphic design, dance, music, film, or theatre.

Aim: To build an understanding and appreciation of creative processes and forms of artistic expression. Courses will provide insight into the ways art is used to explore and enrich the world and the human condition. The requirement will enable students to cultivate their skills, to develop an understanding of the ways various arts communicate and are discussed, and to consider works of art in their complex social and historical contexts.

Physical Education and Health

Requirement: Two courses, one course completed by the end of the first year, and another by the end of the junior year. Two points will be earned for these two courses; no more than 2 points can be earned for Physical Education courses.

(Transfer students entering Barnard with 24 or more credits must earn 1 point for Physical Education.)

Aim: To enable students to become aware of, and knowledgeable about, their physical being through participation in fitness and sports activities. Students are encouraged to enroll in additional activity and self-paced exercise courses toward the attainment of lifelong well-being.

Majors and Electives

Departments and programs establish majors to provide a structured, focused investigation of an academic discipline or area of interdisciplinary study. Often a major will require courses taken in cognate disciplines. Generally, there are three
levels of study within each major: introductory survey courses; mid-level courses that cover more specialized subject matter and where attention is paid to the methodologies, including the writing styles and formats, of the discipline; and advanced-level seminars with an emphasis on independent research. The College has a long-standing commitment to preparing students sufficiently in a subject so that they may undertake a semester- or year-long project, usually during the senior year, on a topic related to their major.

All students complete the requirements of an approved major. Majors vary in the number of credits required. For students transferring credit from another college or university, a minimum of six semester courses must be completed while the student is in residence at Barnard. Only courses graded C- or higher will be credited toward the major.

A student registers her chosen major with the Office of the Registrar and with her major department or program, normally in the second term of her sophomore year. The major may be chosen from any listed in the Barnard Catalogue. A student may major in two fields by satisfying all the major requirements prescribed by each department, with no overlapping courses. A combined or special major may be designed in consultation with the Class Dean and chairs of the appropriate departments, and with the approval of the Committee on Programs and Academic Standing. Committee approval is not needed for a double major that comprises all the course requirements of two majors with one integrating senior project, but the form designated for such a double major must be filed with the Registrar and the two departments.

Apart from fulfilling general education requirements and major requirements, a student completes the remainder of the 122-point requirement with elective courses, either within or outside the major department, subject to the approval of the appropriate adviser.

No more than 18 points of studio, performing arts, or professional school courses (including film) may be credited toward the A.B. degree. Of these, a maximum of four arts studio courses may be credited. A maximum of six courses in instrumental instruction may be credited (except for Music majors and minors, who may receive credit for eight, including piano instruction).

One-point dance technique courses taken by non-dance majors for credit are also included in the existing 18-point maximum which may be credited toward the degree. A maximum of six courses in dance technique may be credited; however, a student does not receive academic credit for a dance technique course until she has completed or is currently completing the Physical Education requirement.

Exceptions to this rule are allowed only for courses in the major field or for courses taken in fulfillment of requirements for double and joint degree programs with professional schools of the University. A maximum of 24 points may be credited for studio or performance courses in the major field. A minimum of 90 points of traditional liberal arts courses is required for the student who majors in such a field; for all other majors, a minimum of 102 points of such courses is required.

Minors

The selection of a minor field of study is optional. A minor requires at least five courses (three of which must be qualifying Barnard or Columbia courses) that total a minimum of 15 points, and may be designated by any student having a major after completing a minimum of three courses in the minor field. Requirements depend on the minor chosen (see individual department curriculum statements); courses are selected in consultation with the department chair. Courses for the major and minor may not overlap. Minor courses may be used in satisfaction of general education requirements. To qualify for the minor, a course must be letter-graded A+ to C-.

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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, Kyoto, Beijing, 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 is not 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 BC3101), usually in the autumn term of their sophomore or junior year. As Writing Fellows, they work in different settings (e.g., The Jorg 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.

Speaking Fellows Program

Students with exceptional public speaking skills and an interest in leading groups of their peers may apply for the Speaking Fellows program. During their first semester in the program, students take a seminar and practicum in the theory and teaching of public speaking (Rhetorical Choices, see BC3123), usually in the autumn term of their sophomore or junior year. As Speaking Fellows, they work with small groups of Barnard and Columbia undergraduates on the fundamentals of public speaking, team presentation-giving, negotiating, and other skills required for course assignments. The program approaches public speaking as a critical leadership ability and focuses on helping students know how to use rhetorical skills to have an impact on the world around them. Speaking 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 Jorg Writing Center (18 Milbank). 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 16.5 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.

Athena Center for Leadership Studies

Launched in September 2009, the Athena Center offers a range of academic courses that examine all aspects of women's leadership from the distinctive perspective of the liberal arts. Using an innovative, interdisciplinary approach that combines rigorous academic and experiential study, the courses help Barnard women prepare to assume positions of leadership at the highest levels of achievement. By focusing primarily on the social sciences, students have an opportunity to explore how women lead and whether gender affects leadership styles and strategies. The Center also sponsors lectures, mentoring and leadership opportunities and the Athena Leadership Lab which offers a wide range of workshops designed to teach practical elements of leadership to students, alums and others leaders in New York.

Arthur O. Eve Higher Education Opportunity Program

The Arthur O. Eve Higher Education Opportunity Program (HEOP) is an academic support and financial assistance program for undergraduate New York State residents who meet New York State economic and education guidelines. HEOP provides individual tutoring and tutorials, as well as individual counseling, workshops, study groups, and mentorship. All incoming HEOP students participate in an intensive summer academic program that includes instruction in English, mathematics, science, research and public speaking skills.

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 core fields in the arts and sciences. The program's long-term goal is to address 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 Ph.D. 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 (this includes AP test scores, language proficiency exam or courses taken at another college or university), provided the language is offered at Barnard or Columbia, OR have completed one year or the equivalent at the college-level of the language of the host country and enroll in a program with a home stay or an intensive language practicum 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 no outstanding incompletes;
3. be in good academic standing;
4. have worked out, in consultation with the major advisor and Dean for Study Abroad, a plan for the completion of all major and general education 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 the Dean for Study Abroad Advising 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 her 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 College at Oxford University.

Barnard students who wish to study for degree credit in Paris may apply to the Columbia University in Paris program, which offers a varied curriculum in French language, literature, culture, art history, political science, history, philosophy, film studies, and women's studies. In addition to the courses offered at Reid Hall, students 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 the 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.

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. Students with advanced Chinese language skills may study at Columbia's program in Beijing at Tsung Hua University in Beijing; Barnard also offers students the opportunity to study at several other programs throughout China.

In addition to the programs that Barnard oversees with Columbia, study through the programs of many other U.S. colleges and universities has 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.

**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 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 Intraruniversity 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 Rensdorff in the Dean of Studies Office as early as the sophomore year.

Qualified students, nominated by the Dean of Studies Office, complete the application in the spring of the junior year. 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. 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 general education requirements and almost all major 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.
6. Pertinent professional experience.
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. During the 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. An internship, usually during the summer between the fourth and fifth years, is also required.

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 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 with Dean Kwan Tsu or Dean Starks early in the junior year and with Dean Schneider 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 completed 90 points of academic work at Barnard and all of the prerequisite courses for the School of Dental and Oral Surgery. To be eligible for the A.B. degree, she must have completed 120 points, 30 of which may be taken at the School of Dental and Oral Surgery, and she must have completed all of the general and major requirements of Barnard College.

A student interested in this option should consult with Dean Bournoutian or Dean Starks in her first year for early program planning. Before her admission to the School of Dental and Oral Surgery, she should consult with Dean Schneider to make certain that she will be eligible for the A.B. degree.

Fu Foundation School of Engineering and Applied Science

The first three years of the five-year program leading to the degrees of Bachelor of Arts and Bachelor of Science are spent under the jurisdiction of Barnard College with a few courses taken in the School of Engineering and Applied Science. During the junior year the student applies for admission to the School of Engineering and Applied Science, where the remaining two years of more specialized engineering and major study are taken. Completion of the general education requirements is required for the Barnard A.B. degree. A maximum of 30 Engineering points may be credited toward the Barnard degree. Students interested in the program are encouraged to consult Dean Blank in the Dean of Studies Office to plan an appropriate schedule of Barnard courses.

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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 v.
Indivisible Barnard courses that run throughout the year are marked with a dash before the v (V1102). The first semester of elementary language, whether taken at Barnard or elsewhere, will receive degree credit unless the second semester is completed. However, a single exception to this rule is the 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 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, W – Joint undergraduate course

The level of the course is generally as follows:

- 1000–3999 Undergraduate
- 4000–4999 Advanced undergraduate and first-year graduate
- 5000–8999 Graduate, normally not open to undergraduates
COURSE CATALOGUE

AFRICANA STUDIES

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 (Lucyle Hook Professor of English)
Professor of French: Serge Gavronsky
Professor of Anthropology: Lesley Sharp
Assistant Professor of Anthropology: Brian Larkin
Assistant Professor of Dance: Paul Scisciani
Assistant Professor of English: Bashir Abu-Manneh
Assistant Professor of English: Monica Miller
Assistant Professor of French: Kaliama Glover
Assistant Professor of History: Abosedie George
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.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

AFRICANA STUDIES

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 3998x and AFRS 3999y 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.

REQUIREMENTS FOR THE MINOR

Although the college requires students to declare the minor formally after they have completed course work for the minor, the Africana Studies program strongly encourages students to meet with the Africana Studies Director (or the minor advisor) to plan a course of study and fill out an "intent to minor" form.

The Africana minor consists of six courses to be distributed as follows:

1. AFRS BC 3004x Introduction to Africana Studies: Africa Past, Present and Future
2. AFRS BC 3006y Introduction to Africana Studies: The African Diaspora
3. One course on Harlem to be chosen from electives offered at Barnard / Columbia
4-6. Three electives chosen by students in consultation with the Director / minor advisor. One of these electives must be a colloquium in Africana Studies or an acceptable seminar.
COURSE CATALOGUE

AFRICANA STUDIES

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Term Offered

Any Day Of The Week Autumn or Spring

Begins At/After

Ends At/Before

Any Time

Course Description Contains The Keyword(s)

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

General Education Requirement: Cultures in Comparison (CUL), General Education Requirement: Historical Studies (HIS).

3 points

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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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<tbody>
<tr>
<td>Autumn 2009 :: AFRS BC3004</td>
<td>02457 001</td>
<td>TuTh 10:35a - 11:50a 405 Barnard Hall</td>
<td>A. George C. Cym</td>
<td>19</td>
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</table>

AFRS BC 3005x Introduction to Caribbean Societies

Multidisciplinary exploration of the Anglophone, Hispanic and Francophone Caribbean. Discusses theories about the development and character of Caribbean societies; profiles representative islands; and explores enduring and contemporary issues in Caribbean studies (race, color and class; politics and governance; political economy, the struggles for liberation, cultural and identity and migration.)

- M. Horn

3 points

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<tr>
<th>Course Number</th>
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<td>Autumn 2009 :: AFRS BC3005</td>
<td>07078 001</td>
<td>TuTh 1:10p - 2:25p 501 Milbank Hall</td>
<td>M. Horn</td>
<td>11</td>
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</tbody>
</table>

AFRS BC 3006y 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.'

- M. Raplh


3 points

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<tr>
<th>Course Number</th>
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<tr>
<td>AFRS 3020y</td>
<td>67625 001</td>
<td>TuTh 2:40p - 3:55p</td>
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<td>19 MORE INFO</td>
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<tr>
<td>AFRS BC 3020y Harlem Crossroads</td>
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This course studies Harlem in the context of African-American and African diaspora culture and society as well as American urbanization. Primarily focusing on Harlem of the nineteenth and twentieth centuries, the course offers students opportunities to discuss political economy, immigration, migration and the role of the city in social life.

- Laurie Woodard

3 points

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<th>Course Number</th>
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<tr>
<td>AFRS 3100x</td>
<td>05430 001</td>
<td>MWF 2:40p - 3:55p</td>
<td>L. Woodard</td>
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<tr>
<td>AFRS BC 3100x (Section 01) Medicine and Power in African History</td>
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</table>

Examines medical discourse and practice in Africa, emphasizing relationships between power and medical knowledge. Topics include: medicine and empire, tropical medicine, colonial public health and social control, labor, reproductive health, and HIV/AIDS.

- C. Cynn

General Education Requirement: Social Analysis (SOC).

4 points

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<tr>
<td>AFRS 3100y</td>
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<td>C. Cynn</td>
<td>6 MORE INFO</td>
</tr>
<tr>
<td>AFRS BC 3100y Africana Colloquium: Critical Race Theory</td>
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Engages social constructions of race and racial identity through literary representations. Our conversations will draw upon a number of articulations of race theory, including specific post-1980s Critical Race Theory. In negotiating the persistent links between concepts of race and racialized discursive practice, we will also draw into our discussions anthropological and linguistic theories about race.


4 points

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<th>Course Number</th>
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<tr>
<td>AFRS 3110x</td>
<td>06842 001</td>
<td>Tu 6:10p - 8:00p</td>
<td>B. Abu-Manneh</td>
<td>11 MORE INFO</td>
</tr>
<tr>
<td>AFRS BC 3110x Africana Colloquium: Post Colonialism &amp; Beyond</td>
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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 nigritude and the indigène movements; decolonization, nationalism, and gender; the critique of Orientalism; and feminism, the postcolonial state, and globalization.

- B. Abu-Manneh

4 points
AFRS BC 3120y History of African-American Music

Survey interrogates the cultural and aesthetic development of a variety of interconnected musical genres - such as blues, jazz, gospel, soul, funk, R&B, hip-hop, classical and their ever changing same/names - viewed as complex human activities daringly danced at the discursive interiors inside and outside the American cultural mainstreams.

- W. Lowe

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

3 points

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<th>Course Number</th>
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<td>AFRS 3120</td>
<td>06044 001</td>
<td>Tu 6:10p - 8:00p 409 Barnard Hall</td>
<td>W. Lowe</td>
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</table>

AFRS BC 3122y Ethnography of Black Americans in the United States

Interdisciplinary survey of writings, film and music on and by black Americans from the 17th-20th century. Examines theories of race and gender constructions, performance and power, as well as systems of image construction in popular culture. Also explores the dynamic nature of notions of authenticity and author.

Not offered in 2009-2010.

3 points

AFRS BC 3148y Literature of the Great Migration

(Also ENGL BC 3148) 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).

- Q. Prettyman

General Education Requirement: Literature (LIT).

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. This course takes a cross-cultural approach that examines performance through the lens of ethnography, anthropology, music and literary criticism.

- M. Horn


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.

4 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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<tr>
<td>AFRS 3560</td>
<td>08422 001</td>
<td>Tu 9:00a - 10:50a 302 Lehman Hall</td>
<td>J. Martin</td>
<td>20 / 20</td>
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</tbody>
</table>

AFRS BC 3570y 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 reconfigured to meet the discursive needs and fill the racial fantasies of the colonial and postcolonial "Western" world.

- K. Glover

Prerequisites: Permission of the Instructor

4 points
AFRS BC 3590x The Middle Passage

In addition to learning about the history of the Middle Passage, students will examine literary and political responses to this forced immigration out of Africa. Identifying responses to slave holding pasts, the seminar culminates in a visit to an historic site of importance in the Middle Passage.

- K. Hall

Prerequisites: Admission to this seminar is by application only. Applications will be made available on the Africana Studies website: www.barnard.edu/africana Not offered in 2009-2010.
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.

- M. Miller
8 points

<table>
<thead>
<tr>
<th>Course Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>Autumn 2009 :: AFRS BC3998</td>
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<td>AFRS 3998 001</td>
<td>Th 4:10p - 6:00p, 203 Barnard Hall</td>
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<td>AFRS 3999 001</td>
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<td>M. Miller</td>
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</table>

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 Race, Poverty, and American Criminal Justice

Anthropology (Barnard)

V1002 The Interpretation of Culture
V2010 Major Debates in the Study of Africa
V3160 The Body and Society
V3660 Gender, Culture, and Human Rights
V3943 Youth and Identity Politics in Africa
W3945 The Ethnographic Problem in Ethnic Studies
V3983 Ideas and Societies in the Caribbean

Anthropology

V3926 Rewriting Modernity: Transculturation and the Postcolonial Intellectual
V3977 Trauma
V3988 Race and Sex in Science and Social Practice

Institute for Research in African-American Studies

C1001 Introduction to African-American Studies
C3930 Topics in the Black Experience: "Islam in the African-American Community"
C3930 Topics in the Black Experience: "The Spiritual Quest of August Wilson: Enlightenment, Black Religion and the African American Conjure Tradition"
C3930 Topics in the Black Experience Seminar: "Wild Women, Improvisation and Power: The Jazz Text in 20th century African American Literature"
G4080 Topics in the Black Experience: "Reading in African American Religious History: Religion and Culture in Post Civil Rights Black America"

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

Economics

W4438 Economics of Race in the U.S.

English & Comparative Literature

W3400 African-American Literature II
W3733 Ellison, Bellow, Roth
W3740 Studies in African-American Literature: The Novels of Toni Morrison

English (Barnard)

BC3140 Seminars on Special Themes: Explorations of Black Literature: Early African-American Lit. 1760-1890
BC3144 Black Theatre
BC3190 Global Literature in English
BC3198 Home to Harlem: Literature of the Harlem Renaissance
BC3997 Senior Seminars Studies in Literature: The Enlightenment and the African Diaspora: Slavery in English Literature 1660-1820

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

History

C1020 African Civilization
W3540 History of the South
W3618 The Modern Caribbean
W3760 Main Currents In African History
W3762 South Africa in the Nineteenth and Twentieth Centuries
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
BC3180 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

W4180 Imagining Africa: Italian Colonialism and its Legacy

Jazz Studies

W4900 Topics in Jazz Studies: South African Jazz: Identity & Authenticity

Music

W4540 Histories of Post-1960’s Jazz

Political Science (Barnard)

V3604 Civil Wars and International Interventions in Africa
BC3810 * Colloquium on Aid, Politics & Violence in Africa
W4445 Politics of the Middle East and North Africa

Political Science

W3819 Nationalism and Contemporary World Politics

Religion (Barnard)

V3630 Religion and Black Popular Cultures
V3650 Religion and the Civil Rights Movement
W4630 African-American Religion

Sociology (Barnard)

V3235 Social Movements
V3247 The Immigrant Experience, Old and New

Drama and Theatre Arts (Barnard)

BC3144 Black Theatre

Urban Studies

V3410 Race, Ethnicity, and Immigration in Urban 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

Barnard Catalogue 2009-2010
COURSE CATALOGUE

AMERICAN STUDIES

American Studies
218 Milbank Hall
854-3292
www.barnard.edu/amstud

This program is supervised by the Committee on American Studies:

Director: Randall Bailer (Professor of Religion)
Professors: Nan Rothschild (Anthropology), Lynn Garafola (Dance), David Weiman (Economics), Lisa Gordis (English), William Sharp (English), Robert A. McCaughey (History), Rosalind Rosenberg (History), Mark C. Carnes (History), Herbert Sloan (History), Flora Davidson (Political Science and Urban Studies), Richard Pious (Political Science), Randall Balmer (Religion), Jonathan Rieder (Sociology), Alfred Mac Adam (Spanish and Latin American Cultures), Neferti Tadiar (Women's Studies)
Associate Professors: Alan Dye (Economics), Jennie Kassanoff (English)
Assistant Professors: Severin Fowles (Anthropology), David Smiley (Architecture), Elizabeth Hutchinson (Art History), Monica Miller (English), Elizabeth Esch (History and American Studies), Lori Minnite (Political Science), Kathleen Knight (Political Science), Peter Levin (Sociology), Shawn-Marie Garrett (Theatre), Elizabeth Bornstein (Women's Studies)
Senior Associate: Katie Glasner (Dance)
Senior Lecturer: Pam Cobin (English), Margaret Vandenburg (English)

Adjunct Professor: Nancy Woloch (History)
Director of the Center for Research on Women: Janet Jakobsen

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

The Program in American Studies offers an interdisciplinary approach to the study of the society and cultures of the United States. American Studies majors examine the changing narratives and practices of American domestic and international arrangements in a curriculum that emphasizes both historical depth and theoretical breadth.

As an American Studies major, you will have the opportunity to take courses in American history, literature and other related disciplines. In addition to the junior colloquium, you will work with your adviser to devise a four-course concentration organized around a topic (for example: immigration, migration and ethnicity) and a historical period (for example: Civil War and Reconstruction). This four-course cluster will serve as the intellectual foundation of your year-long senior thesis.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

AMERICAN STUDIES

American Studies
218 Milbank Hall
854-3292
www.barnard.edu/amstud

REQUIREMENTS FOR THE MAJOR

1. Two semesters of the American History survey, HIST BC 1401 and 1402. Majors are urged to complete this requirement by the sophomore year. This requirement may be waived for those with scores of 4 (waives one semester) or 5 (waives two semesters) on the Advanced Placement exam. Those students should substitute two upper-level American history courses, one that covers pre-Civil War material, and the other that covers post-Civil War material.

2. Two semesters of the American literature sequence:
   a. Either ENGL BC 3179 or 3180
   b. Either ENGL BC 3181 or 3183

3. One course in any discipline that focuses on American culture before 1917. (Examples include but are not limited to HIST BC 3424 "Approached by Sea: Early American Maritime Culture," ENG BC 3140 "Explorations of Black Literature: 1760-1890," and AHIS BC 3642 "North American Art and Culture.")

4. Junior Colloquium: AMST BC 3401 "Cultural Approaches to the Past." This course offers an introduction to the theoretical approaches of American Studies, as well as methods and materials used in the interdisciplinary study of American cultures and society. Offered only in the fall. Students studying abroad in the fall of their junior year will be expected to take the colloquium in the fall of their senior year.


6. A four-course concentration organized around a theme and historical period (see below).

YOUR CONCENTRATION

Themes

- Gender and Race
- Race
- Class
- Media and popular culture
- Disability
- Political theory and culture
- Labor, production, and consumption
- Transnational America
- Natural and built environment
- Family and kinship
- Immigration, migration and ethnicity
- Spirituality and belief
- Proposed topic submitted via petition to the Chair

Historical Period

- Aboriginal and Columbian period
- Colonial, Revolutionary and Early Republic
- Antebellum America
- Civil War and Reconstruction
- 1900-1945
- 1945-present
- Proposed time period submitted via petition to the Chair

Sample concentration 1: Natural and Built Environment / 1900-1945
1. ARCH V 3114 Making the Metropolis: Urban Design and Theories of the City since 1850
2. URBS V 3610 Production, Consumption, and Control of Public Spaces
3. ENGL BC 3164 House and Home in American Culture
4. HIST W 3441 Making of the Modern American Landscape
Sample concentration 2: Race / Civil War and Reconstruction
1. HIST BC 4411 Race in the Making of the US
2. AFRS BC 3122 Ethnography of Black Americans in the United States
3. HIST W 3432 The United States in the Era of Civil War and Reconstruction
4. AMST BC 3300 Topics in American Studies

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

AMERICAN STUDIES

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

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Course Level

All Courses

Held On

Any Day Of The Week

Term Offered

Autumn or Spring

Begins At/After

Any Time

Ends At/Before

Any Time

Course Description Contains The Keyword(s)

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Courses of Instruction

AMST BC 3300x Topics in American Studies: Pedagogy of the Dispossessed
Not offered in 2009-2010.
4 points

AMST BC 3401x Colloquium in American Studies: Cultural Approaches to the American Past
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.
General Education Requirement: Social Analysis (SOC).
4 points

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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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AMST BC 3999x and y Independent Research
3-4 points.

Cross-Listed Courses

Athena Center on Leadership Center
BC3450 Women and Leadership

Africana Studies (Barnard)
BC3006 Introduction to Africana Studies: The African Diaspora
BC3109 Africana Colloquium: Critical Race Theory
BC3120 History of African-American Music
BC3122 Ethnography of Black Americans In the United States
BC3148 Literature of the Great Migration
BC3590 The Middle Passage

Anthropology (Barnard)
V2005 Ethnographic Imagination
V3040 Anthropological Theory I
V3041 Anthropological Theory II
V3044 Symbolic Anthropology
V3060 Pre-Columbian Histories of Native America
BC3868 Ethnographic Field Research in New York City
V3903 The Ethnoarchaeology of Cities
V3904 Native Americans and Europeans
V3907 Posthumanism
V3918 Asian-American Communities
V3945 The Ethnographic Problem in Ethnic Studies
V3950 Anthropology of Consumption
V3954 Bodies and Machines
V3960 The Culture of Public Art and Display in NYC
V3962 History and Memory
V3966 Culture, Mental Health and Clinical Practice
V3969 Specters of Culture
V3972 Reproduction as Ideology: Conception and the Fetus Cross-Culturally
V3974 Lost Worlds, Secret Spaces: Modernity and the Child
V3975 Anthropology of Media
V3976 Anthropology of Science
V3980 Nationalism: History and Theory
W4009 Class and Culture in the United States
W4225 Black Movements in the United States

Architecture (Barnard)
V3114 Making the Metropolis: Urban Design and Theories of the City since 1850
V3920 Critical Analysis of Architectural Representation

Art History (Barnard)
BC3642 North American Art and Culture
BC3651 Native American Art II
BC3674 Art since 1945
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
W4626 Tourism and the North American Landscape

Comparative Literature (Barnard)
V3680 Mafia Movies: From Sicily to The Sopranos
V3950 Colloquium in Literary Theory

Dance (Barnard)
BC2565 World Dance History
BC2570 Dance in New York City
BC2575 Choreography for the American Musical
BC2580 Tap as an American Art Form
BC3001 Western Theatrical Dance from the Renaissance to the 1960s
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
BC3583 Gender and Historical Memory in American Dance of the 1930's to the Early 1960's

Economics (Barnard)
BC2010 The Economics of Gender
BC3011 Inequality and Poverty
BC3012 Economics of Education
BC3013 Economic History of the United States
BC3014 Entrepreneurship
BC3017 Economics of Business Organization
BC3019 Labor Economics
BC3039 Environmental and Natural Resource Economics
BC3045 Business Cycles
V3265 The Economics of Money and Banking
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 Seminars on Special Themes (SPRING '09): Enchanted Imagination
BC3140 Seminars on Special Themes: Reading Barnard Writing
BC3140 Women and Theatre
BC3144 Black Theatre
BC3144 Minority Women Writers in the United States
BC3145 Early American Drama and Performance: Staging a Nation
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
BC3992 Senior Postcolonial Literature Seminar: The Literature of the Middle Passage
BC3997 Senior Seminars: Reading and Writing Women in Colonial America
BC3998 Senior Seminars: Film: The Man in the Crowd/The Woman of the Streets
BC3998 Senior Seminars: Studies in Literature: Sense and Disability
W4670 Film Studies: American Film Genres

Environmental Science (Barnard)
BC3040 Environmental Law

Human Rights Studies (Barnard)
BC1025 Human Rights in Theory and Practice
V3001 Introduction to Human Rights

History (Barnard)
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
BC3567 American Women in the 20th Century
BC3570 Alma Mater: A Social History of American Universities and Colleges
BC4402 Selected Topics in American Women's History
BC4411 Race in the Making of the US
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
V2014 Popular Music of the Americas: Country
V2015 Music In the United States
V2016 Jazz
V2020 Salsa, Soca, and Reggae: Popular Musics of the Caribbean
V2140 Music and Musical Life In Soviet Russia
V3132 John Cage and the New York School
V3158 Music, Race and Nation
V3163 Sonic texts of the Black Atlantic
V3165 Jazz and improvised music after 1950
V3168 The American musical
V3395 Listening to Hip-Hop
V3420 The Social Science of Music
W4420 Music and Property
W4540 Histories of Post-1960's Jazz

Philosophy (Barnard)

V2100 Philosophy of Education
V2110 Philosophy and Feminism
V3720 Ethics and Medicine

Political Science (Barnard)

BC1001 Dynamics of American Politics
W1201 Introduction to American Government & Politics
BC3055 * Colloquium on Political Violence and Terrorism
V3212 Environmental Politics
BC3300 * Colloquium on Political Participation and Democracy
BC3302 * Colloquium on First Amendment Values
BC3303 * Colloquium on Race, Gender and American Political Development
V3313 American Urban Politics
BC3326 * Colloquium on Civil Rights and Civil Liberties
BC3331 * Colloquium on American Political Decisionmaking
BC3332 * Colloquium on Exploring Political Leadership in the U.S.
W4316 The American Presidency
W4321 The Constitutional Law of Presidential-Congressional Relations
W4414 Making Democracy Work

Religion (Barnard)

V2505 Judaism
V2645 Religion in Black America: An Introduction
V3602 Religion and American Culture I
V3603 Religion and American Culture II
V3604 Religion in the City
V3610 Religion and American Film
V3650 Religion and the Civil Rights Movement
V3651 Evangelicalism
W4610 Science, Nature, and Religion in 20th Century America
W4620 Religious Worlds of New York
W4630 African-American Religion
W4640 Religion in the American Public Sphere
W4645 American Protestant Thought
W4650 Religion and Region in North America
W4660 Religious History of New York
W4670 Native American Religions
W4720 Religion and Pragmatism
W4721 Religion and Social Justice
W4803 Religion versus the Academy

Religion

W4670 Native American Religions
W4720 Religion & Pragmatism

Science and Public Policy (Barnard)

BC3334 Science, State Power & Ethics

Sociology (Barnard)

BC1003 Introductory Sociology
BC2208 Culture in America
V3200 Social Inequalities: Gender, Class and Race
BC3204 Social Theory and Cultural Diversity
V3206 Race, Culture, and Identity in the Contemporary United States
V3208 Unity and Division in the Contemporary United States: A Sociological View
V3220 Masculinity: A Sociological View
V3227 The Sociology of U.S. Economic Life
V3235 Social Movements
V3247 The Immigrant Experience, Old and New
W3264 The Changing American Family
W3302 Sociology of Gender
V3318 The Sociology of Sexuality
V3324 Poverty, Inequality, and Policy: A Sociological Perspective
V3901 The Sociology of Culture
V3902 Institutional Analysis in Organizations
BC3903 Work and Culture
BC3905 Funding Social Change: A Research Practicum
B3906 Conservatism
BC3907 Communities and Social Change
BC3908 Transnational Social Movements
BC3909 Ethnic Conflict and Unrest
W3936 Sociology and the Public

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
W3350 Hispanic Cultures II: Enlightenment to the Present
BC3455 Empire and Technology in the Colonial World

Drama and Theatre Arts (Barnard)

V2002 New York Theatre
BC3139 Modern American Drama and Performance
BC3140 Women and Theatre
BC3144 Black Theatre
V3151 Theatre History II
V3737 Modernism and 20th Century Theatre
V3750 The History Play

Urban Studies

V3310 Science and Technology in Urban Environments
V3410 Race, Ethnicity, and Immigration in Urban America
V3420 Introduction to Urban Sociology
V3460 Race, Gender, and Urban Violence
V3545 Junior Colloquium: the Shaping of the Modern City
V3546 Junior Colloquium: Contemporary Urban Issues
V3550 Community Building and Economic Development
V3590 The Urban Planning Process: Land-Use Planning in the U.S.
BC3590 Theorizing Civic Engagement
V3810 Production, Consumption, and Control of Public Space
V3820 Suburbs: Race, Class, Conflict
V3920 Social Entrepreneurship

Women's Studies (Barnard)

V1001 Introduction to Women's and Gender Studies
V3111 Feminist Texts I
BC3120 Literary for Survival: Lesbian Texts
BC3121 Black Women in America
BC3125 Pleasures and Power: An Introduction to Sexuality Studies
BC3130 Discourses of Desire: Introduction to Gay and Lesbian Studies
BC3131 Women and Science
BC3136 Asian American Women
BC3144 Minority Women Writers in the United States
V3311 Colloquium in Feminist Theory
V3312 Theorizing Women's Activism
BC3518 Studies in U.S. Imperialism
BC3902 Gender, Education, and Development
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
W4309 Advanced Topics in Women's and Gender Studies: Sex, Gender and Transgender Queries
W4320 Queer Theories and Histories

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ANCIENT STUDIES

Ancient Studies
216 Milbank Hall
www.barnard.edu/classics

This program is supervised by the Committee on Ancient Studies:

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

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

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ANCIENT STUDIES

Ancient Studies
216 Milbank Hall
www.barnard.edu/classics

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 2009-2010
COURSE CATALOGUE

ANCIENT STUDIES

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Term Offered

Any Day Of The Week Autumn or Spring

Begins After

Ends At/Before

Any Time

Course Description Contains The Keyword(s)

Courses of Instruction

ANCNS V 3995x Senior Seminar in Ancient Studies
Topic for 2006: Hellenistic and Roman Egypt
3 points

<table>
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<th>Course Number</th>
<th>Call Number/Section</th>
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ANCNS V 3997x and y Directed Readings in Ancient Studies
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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ANCNS V 3998x and y Directed Research in Ancient Studies
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.

<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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ANCS V 3999y Directed Research in Ancient Studies

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

W4131 Early Christian & Byzantine Art, ca. 300-1453

Anthropology

V3927 Myth and Mythologies

Classics

V1201 Intermediate Latin I
V1202 Selections from Homer
V1202 Intermediate Latin II
V3309 Latin Literature Selections: Tacitus
V3310 Aristotle, Poetics
V3320 Intensive Reading Course
V3320 Intensive Reading Course
W4009 Satyr Play and Comedy
W4010 Selections From Latin Literature: Livy
W4100 The Ancient Curriculum

History

W1020 The Romans, 754 B.C. To 565 A.D.
W4008 Wealth and Poverty in Classical Times

Religion (Barnard)

V3508 Judaism During the Time of Jesus
W4160 Gnosis

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ANTHROPOLOGY

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

Professors: Judith Shapiro (President Emerita), Lesley Sharp
Associate Professor: Nadia Abu El-Haj, Brian Larkin (Chair), Paige West
Assistant Professors: Severin Fowles, Paul Kockelman
Visiting Assistant Professor: Angie Heo

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, Mahmood Mamdani, Don J. Melnick, Brinkley Messick, Rosalind Morris, Elizabeth Povenelli, David Scott, Michael Taussig
Research Professor: Nan Rothschild
Associate Professors: Elaine Combs-Schilling, Marina Cords, Steven Gregory, Marilyn Ivy, John Pemberton
Assistant Professors: Nicholas De Genova, Neri Panourgia, Sandhya Shukla
Lecturers: Rashmi Sadara, Karen Seeley

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

Anthropology examines how cultures provide frames for the ways people think, act and make sense of their society. Now, with the quickening movement of culture, ideas and people we seek to examine the forms of life that emerge from this movement and the interactions and conflicts that result. Barnard Anthropology provides students new ways to perceive and analyze the world, to understand difference and to think on a global scale while still focused on the lived experiences of everyday life.

Majors in anthropology can take advantage of internships offered by several major museums and libraries in New York City. 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 Africana Studies, American Studies, Foreign Area Studies, Human Rights 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.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ANTHROPOLOGY

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

REQUIREMENTS FOR THE MAJOR

Every major is urged to acquire a general knowledge of three of the four fields of anthropology (social and linguistic anthropology, archaeology, and physical anthropology) 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

and two of the following:

- **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 3040**  
Anthropological Theory I

- **ANTH V 3041**  
Anthropological Theory II

and:

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

plus five electives, one of which can be a third introductory level class and three of which must be 3000 level or higher. Moreover, the three 3000 level or higher seminars be taken at Barnard or Columbia (not while on an exchange program during junior year).

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 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 (BC 3871–BC 3872).

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 V 1010**; plus three other Anthropology courses selected in consultation with the chair.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ANTHROPOLOGY

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Any Day Of The Week

Term Offered

Autumn or Spring

Begins At/After

Any Time

Ends At/Before

Any Time

Course Description Contains The Keyword(s)

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.

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

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
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<td>12348 001</td>
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ANTH V 1007x The Origins of Human Society

Examines the grand sweep of human development from our first bipedal steps some six million years ago, to the earliest evidence of art and symbolism, and on to the emergence of the first agricultural villages. Given the immensity of time under consideration, emphasis is placed on those heightened periods of change commonly described as "revolutions". Participants
will become familiar with the fossil and/or archaeological records or those revolutions and the competing theories of why they occurred.

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

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</table>

**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:** Enrollment limited to 100 students. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).

3 points

**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 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 2009-2010.

1 point

**ANTH V 3810 Madagascar**

Critiques the many ways the great Red Island has been described and imagined by explorers, colonists, social scientists, and historians-as and Asian-African amalgamation, and ecological paradise, and a microcosm of the Indian Ocean. Religious diasporas, mercantilism, colonization, enslavement, and race and nation define key categories of comparative analysis.

- L. Sharp

**Prerequisites:** Sophomore standing. Enrollment limited to 20 students. Instructor's permission required. Anthropology, African Studies, and Francophone Studies students encouraged to enroll. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).

4 points

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<th>Days &amp; Times/Location</th>
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</table>

**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**

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**ANTH V 2005y Ethnographic Imagination**

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

**General Education Requirement: Cultures in Comparison (CUL).**

**3 points**

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**ANTH V 2010x Major Debates in the Study of Africa**

**General Education Requirement: Cultures in Comparison (CUL).**

**3 points**

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<td>M. Mandani</td>
<td>153</td>
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<td>2010</td>
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<td>301 Pupin Laboratories</td>
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**ANTH V 2040x Hunter-Gatherers: Pasts, Presents & Possible Futures**

Hunting and gathering has been identified as the strategy of subsistence at the time fully modern humans emerged, according to analogy with similar groups found today from the semi-deserts of southern Africa to frozen plains of Antarctica. The apparent temporal duration and geographical extension of this mode of life suggests that it is one of the most successful economic means by which human beings have lived their lives. There would seem, therefore, to be some merit in studying hunter-gatherers as a group. But to what extent can human societies be compared in the present, the past, and possibly the future, on the basis of their subsistence alone? - K. Fewster

**Prerequisites:** Sophomore Standing.

**3 points**

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**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**

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</table>
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

ANTH V 3005y Societies and Cultures of Africa
General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).
3 points

ANTH V 3009y Peoples and Cultures of North Africa and the Middle East
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
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.
- L. Sharp
Prerequisites: Required of all Barnard Anthropology majors; open to other students with instructor’s permission only. Enrollment limited to 40 students. * To be taken in conjunction with ANTH V3041, preferably in sequence. This course replaces ANTH V3011. I2½Living in Society.I2½ General Education Requirement: Cultures in Comparison (CUL).
4 points

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ANTH V 3041y Anthropological Theory II

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 I2½Theories of Culture: Past and Present.I2½
Prerequisites: ANTH V3040. Required of all Barnard Anthropology majors; open to other students with instructor’s permission only. Enrollment limited to 40 students. General Education Requirement: Cultures in Comparison (CUL).
4 points

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ANTH V 3043x 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 I2½cultureI2½ as being constituted of a set of conventional signs called I2½symbolsI2½ 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

ANTH V 3055x Strategy of Archaeology

3 points

ANTH V 3160x 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 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). Not offered
in 2009-2010.

3 points

**ANTH V 3320y Culture, Tourism, and Development**
*General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.*

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

*General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.*

3 points

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<td>ANTH 3465 001</td>
<td>TuTh 2:40p - 3:55p 702 Hamilton Hall</td>
<td>L. Abu-Lughod</td>
<td>56 / 97</td>
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**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**
*General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.*

4 points

**ANTH V 3820x Theory and Method in Archaeology**
*General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.*

4 points

**ANTH V 3824y Fantasy, Film, and Fiction in Archaeology**
*General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.*

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. Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL).*  

4 points

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<td>ANTH 3868 001</td>
<td>M 11:00a - 12:50p 404 Barnard Hall</td>
<td>L. Sharp</td>
<td>11</td>
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</table>
ANTH V 3882x Politics of Sensibility & the Sensory Order

Explores how corporeal senses (e.g. of touch, vision, smell, listening) are formed through various sociocultural practices which render bodies, objects, and media part of a world 'sensible.' Upper-division seminar open to advanced undergraduates. - A. Heo

Prerequisites: Sophomore standing. Limited to 20 students.

4 points

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<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>ANTH 3882</td>
<td>0555 Tu 2:10p - 4:00p</td>
<td>201 Lehman Hall</td>
<td>A. Heo</td>
<td>5 / 20</td>
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ANTH V 3895y Anthropology and the Politics of Climate Change

Addresses the ways that we can understand the variety of issues and challenges facing individuals, organizations, and nations as we come to understand and combat anthropogenic climate change. Drawing on work in anthropology, sociology, geography, and other disciplines, this course will examine concepts of risk and vulnerability, the role of science and local knowledge, and the social contexts of policies and actions, as well as how climate change is affecting and will continue to affect communities worldwide. - N. Peterson

Prerequisites: Enrollment limited to 20 students.

4 points

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<td>22 Lehman Hall</td>
<td>N. Peterson</td>
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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>76699 Tu 4:10p - 6:00p</td>
<td>401 Hamilton Hall</td>
<td>N. Rothschild</td>
<td>18 / 20</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.

- P. Kockelman

Prerequisites: ANTH V1009 Language and Culture, or permission of the instructor. General Education Requirement: Cultures in Comparison (CUL).

4 points

ANTH V 3907y Posthumanism

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

ANTH V 3908y Global Economy in Anthropological Perspective
General Education Requirement: Cultures in Comparison (CUL).
4 points

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

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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

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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 2009-2010.
4 points

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

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ANTH V 3922x Colloquium: The Emergence of Human Society
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

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 orderliness, 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

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<td>407 Schommerhorn Hall</td>
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ANTH V 3940y Ethnographies of the Mid East
Explores the themes that have shaped ethnographic literature of the Middle East. These include topics such as colonialism, gender, Islam, nationalism and the nation-state.
- A. Heo
Prerequisites: Previous enrollment in an Anthropology course, Sophomore standing. Enrollment limited to 20 students.
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 ageritive power of youth in Africa.
Prerequisites: Permission of the instructor is required. Enrollment limited to 15 students. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC). Not offered in 2009-2010.
4 points

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

ANTH V 3946y African Popular Culture
Prerequisites: Permission of the instructor required. Enrollment limited to 15 students. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC). Not offered in 2009-2010.
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 2009-2010.
4 points

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MORE INFO 

1/21/2010 1:23 PM
ANTH V 3949y Sorcery and Magic
Prerequisites: Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.
4 points

ANTH V 3950y 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, Bauiskit, 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 2009-2010.
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 2009-2010.
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 technoprosthesis.

- M. Ivy
Prerequisites: Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL).
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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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 reproductions. Critical apparatus includes Abbate 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 2009-2010.
4 points

ANTH V 3962y History and Memory
General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).
Not offered in 2009-2010.
3 points
ANTH V 3966y 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

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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

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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.

Prerequisites: ANTH V1010. Permission of instructor required. General Education Requirement: Cultures in Comparison (CUL).

4 points

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<td>Th 4:10p - 6:00p</td>
<td>467 Schermerhorn Hall</td>
<td>R. Holloway 16 / 18</td>
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</table>

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.

- P. West

Prerequisites: Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).

4 points

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

Imagines 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. Weisgrau

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

**ANTH V 3973x Environment and Development**

Examines how economic development and environmental conservation have become different means for valuing nature and natural resources. Both of these have sometimes altered and sometimes reinforced inequalities across local, national, and international scales. In this course, students will be asked to think critically about the relationships between global commodities, natural resources management, development organizations, and local ideas about these. - N. Peterson

_Course Requirements: Junior standing or permission of instructor._

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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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ANTH V 3975y (Section 001) Anthropology of Media

- Brian Larkin

_Course Requirements: Enrollment limited to 16 students. General Education Requirement: Cultures in Comparison (CUL)._  

4 points

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 the making of scientific knowledge. The course then turns to consider the role of the sciences in fashioning larger social worlds.

_Course Requirements: 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.

_Course Requirements: Enrollment limited to 20 students. General Education Requirement: Cultures in Comparison (CUL)._  

3 points

ANTH 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.

_Course Requirements: Permission of the instructor required. Enrollment limited to 15 students. General Education Requirement: Cultures in Comparison (CUL)._  

4 points

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<td>M. Combs-Schilling</td>
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ANTH V 3979x Fluent Bodies

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).

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<td>N. Panourgia</td>
<td>20 / 20</td>
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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 Hobsbawn: *Nationalism since 1700*; Ernest Gillner: *Nations and Nationalism*; Benedict Anderson: *Imagined Communities*; Antony Smith: *The Ethic Origins of Nations*; Linda Coley: *Britons*; Peter Sahlins: *Boundaries*; and Partha Chatterjee: *The Nation and Its Fragments*.

- P. Chatterjee

General Education Requirement: Cultures in Comparison (CUL).

4 points

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ANTH V 3988x Race and Sexuality in Scientific and Social Practice

- N. Abu-El-Haj


4 points

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ANTH V 3993x 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 2009-2010.

3 points

ANTH W 4002x Controversial Topics in Human Evolution

Prerequisites: Permission of the instructor and introductory biological/physical anthropology course. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.

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 2009-2010.
3 points

ANTH W 4011x Critical Social Theory
Prerequisites: Junior standing. Enrollment limited to 30 students. General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.
3 points

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

ANTH W 4022y Political Ecology
Analyzes global, national, and local environmental issues for the critical perspectives of political ecology. Explores concepts such as the production of nature, environmental violence, environmental justice, political decentralization, territoriality, and conservation interventions. - P. West

Prerequisites: Enrollment limited to 20 students. Permission of the instructor.
3 points

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ANTH W 4042x or y Agent, Person, Subject, Self
Treats the interrelated notions of agent, person, subject, and self from a semiotic and social perspective.
General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).
3 points

ANTH W 4065y Archaeology of Idols
Explores 40,000 years of the human creation of, entanglement with, enchantment by, and violence towards idols. Case studies roam from the Paleolithic to Petra and from the Hopi to the Taliban, and the theoretical questions posed include the problem of representation, iconoclasm, fetishism and the sacred.

- S. Fowles
Prerequisites: Sophomore standing. General Education Requirement: Cultures in Comparison (CUL).
3 points

ANTH G 4113y (Section 001) Religion, Media, Anthropology
- Brian Larkin
3 points

ANTH W 4625x Anthropology and Film
General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Social Analysis (SOC).
3 points

ANTH G 6129y Economy, Value, and Society
Explores economy and society, as seen through the lens of two classic works: Marx's Capital (volume 1) and Evans-Pritchard's Nuer (books 1 and 2). It has several overarching goals. First, to give students the opportunity to read, compare, and discuss two classic works in social theory—works that are often read in a piecemeal and rushed fashion, or presupposed as general canon. Second, to introduce students to key categories in British social anthropology, and Marxist and substantivist economics—and to provide a genealogy of these categories. To sketch an alternative metalanguage for examining social relations vis-a-vis the economy-one which is grounded in American Pragmatism and Boasian (Linguistic) Anthropology. And finally, in light of this genealogy and metalanguage, to reconsider a key set of disjunctures in the theoretical imaginary: householding to moneymaking, status to contract, community to society, quality to quantity, use-value to exchange-value, concrete domination to abstract domination, private to public, punishment to discipline, and so forth.

- Paul Kockelman
General Education Requirement: Cultures in Comparison (CUL).
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.

- N. El-Haj

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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Call Number</th>
<th>Days &amp; Times</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2009 :: ANTH BC3871</td>
<td>07710 3871 001</td>
<td>M 4:10p - 6:00p, 201 Lehman Hall</td>
<td>B. Larkin</td>
<td>32</td>
</tr>
</tbody>
</table>

Spring 2010 :: ANTH BC3872 |

| ANTH 3872 01500 001 | M 4:10p - 6:00p, 22 Lehman Hall | B. Larkin | 29 | MORE INFO |

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.

There are currently no cross-listed courses for your department.

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ARCHITECTURE

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, Guido Hartry, Celia Imrey, Janette Kim, Mark Kroeckel, Joeb Moore, Nicole Robertson, Todd Rouhe, Madeline Schwartzman, Don Shillingburg, Suzanne Stephens, Irina Verona, Kim Yao, Peter Zuspan

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.

Printable Version
Barnard Catalogue 2009-2010
COURSE CATALOGUE

ARCHITECTURE

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 Code</th>
<th>Course Name</th>
</tr>
</thead>
<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 Perceptions 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 either V 1020, V 3101 or V 3103, three history/theory courses, and a fifth course to be chosen in consultation with the adviser.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ARCHITECTURE

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On       Term Offered

Any Day Of The Week       Autumn or Spring

Begins At/After       Ends At/Before

Any Time       Any Time

Course Description Contains The Keyword(s)

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

<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>
<td>ARCH 3114</td>
<td>08591</td>
<td>TuTh 2:40p - 3:55p</td>
<td>D. Smiley</td>
<td>88</td>
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<tr>
<td></td>
<td>001</td>
<td>304 Barnard Hall</td>
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<tr>
<td></td>
<td></td>
<td>Th 1:10p - 4:00p</td>
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<td></td>
<td></td>
<td>304 Barnard Hall</td>
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</tr>
</tbody>
</table>

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. Attendance is mandatory at the first class meeting in order to form class registration lists.

- R. Rouhe
Prerequisites: Designed for but not limited to sophomores; enrollment beyond 60 at the discretion of the instructor. General Education Requirement: The Visual and Performing Arts (ART).

3 points
ARCH V 3312y Special Topics in Architecture

Topics vary yearly. Course may be repeated for credit. Attendance is mandatory at the first class meeting in order to form class registration lists.

3 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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<tbody>
<tr>
<td>Autumn 2009 :: ARCH V3312</td>
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</tbody>
</table>
| ARCH 3312 | 001 | Tu 4:10p - 6:00p
309 Barnard Hall
1h 4:10p - 6:00p
405 Barnard Hall | D. Shillingburg | 15 |
| ARCH 3312 | 002 | M 12:00p - 1:50p
406 Barnard Hall
M 9:00a - 12:00p
406 Barnard Hall | J. Kim | 7 |
| Spring 2010 :: ARCH V3312 | | | | |
| ARCH 3312 | 001 | MM 6:00p - 8:00p
TBA | A. Marcus | 19 |

ARCH V 3901x or y Senior Seminar

Readings, individual class presentations, and written reports. Attendance is mandatory at the first class meeting in order to form class registration lists.

- S. Stephens, K. Baxi, D. Smiley

Prerequisites: Enrollment limited to 16 students per section. Open to architecture majors only unless space permits.

4 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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<tr>
<td>Autumn 2009 :: ARCH V3901</td>
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</table>
| ARCH 3901 | 001 | W 4:10p - 6:00p
100 Lewisohn Hall | K. Baxi | 9 |
| ARCH 3901 | 002 | Th 11:00a - 12:50p
203 Barnard Hall | S. Stephens | 15 |
| Spring 2010 :: ARCH V3901 | | | | |
| ARCH 3901 | 001 | Tu 2:10p - 4:00p
TBA | D. Smiley | 10 |

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. Attendance is mandatory at the first class meeting in order to form class registration lists.

- L. Bulman

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>ARCH 3997</td>
<td>001</td>
<td>TBA</td>
<td>K. Baxi</td>
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</table>
ARCH V 3998y Independent Study
- K. Baxi, K. Fairbanks, D. Smiley
Prerequisites: Permission of program director in the semester prior to that of independent study. 
2-4 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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<tbody>
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<td>ARCH 3998</td>
<td>07312 001</td>
<td>TBA</td>
<td>K. Fairbanks</td>
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<tr>
<td>ARCH 3998</td>
<td>07355 002</td>
<td>TBA</td>
<td>K. Baxi</td>
<td>2</td>
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<tr>
<td>ARCH 3998</td>
<td>06678 003</td>
<td>TBA</td>
<td>D. Smiley</td>
<td>4</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. Attendance is mandatory at the first class meeting in order to form class registration lists.

- M. Schwartzman
3 points

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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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<tbody>
<tr>
<td>ARCH 1020</td>
<td>04084 001</td>
<td>MW 1:10p - 3:00p 100 Lewsohn Hall</td>
<td>M. Schwartzman</td>
<td>34</td>
</tr>
<tr>
<td>ARCH 1020</td>
<td>03468 002</td>
<td>TuTh 9:00a - 10:50a 100 Lewsohn Hall</td>
<td>R. Rouhe</td>
<td>30</td>
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</table>

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. Attendance is mandatory at the first class meeting in order to form class registration lists.
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>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>Autumn 2009 :: ARCH V3101</td>
<td>ARCH 3101 001</td>
<td>TuTh 9:00a - 11:50a 306A Barnard Hall</td>
<td>T. Rouhe</td>
<td>15</td>
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<tr>
<td>ARCH 3101</td>
<td>01037 002</td>
<td>MW 10:00a - 12:50p 306A Barnard Hall</td>
<td>M. Schwartzman</td>
<td>16</td>
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<tr>
<td>Spring 2010 :: ARCH V3101</td>
<td>ARCH 3101 001</td>
<td>TuTh 9:00a - 11:50a 306A Barnard Hall</td>
<td>K. Yao</td>
<td>18</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. Attendance is mandatory at the
first class meeting in order to form class registration lists.

**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</th>
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<th>Instructor</th>
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<td>K. Baoi</td>
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<td>ARCH 3103</td>
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<td>TuTh 1:10p - 4:00p   TBA</td>
<td>N. Robertson</td>
<td>13</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

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<tr>
<th>Course</th>
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<tr>
<td>ARCH 3201</td>
<td>08540 001</td>
<td>MW 9:00a - 11:50a   154 Schermerhorn Hall</td>
<td>D. Smiley N. Robertson P. Zupan</td>
<td>22</td>
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</tbody>
</table>

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.

- K. Fairbanks, J. Moore, M. Kroeckel, K. Yao

**Prerequisites:** ARCH V3201. Open to architecture majors or with permission of instructor.

4.5 points

<table>
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<tr>
<th>Course</th>
<th>Call Number/Section</th>
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<th>Instructor</th>
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<tbody>
<tr>
<td>ARCH 3202</td>
<td>09836 001</td>
<td>MW 9:00a - 11:50a   154 Schermerhorn Hall</td>
<td>J. Moore K. Baoi K. Fairbanks M. Kroeckel</td>
<td>30</td>
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</tbody>
</table>

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 at first class meeting.

**Prerequisites:** ARCH V3202 and permission of the department chair. Enrollment limited as space permits.

4.5 points

<table>
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<tr>
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<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>ARCH 3211</td>
<td>07045 001</td>
<td>MW 9:00a - 11:50a   TBA</td>
<td>J. Moore K. Fairbanks</td>
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</tbody>
</table>

Cross-Listed Courses
Art History and Archaeology

C3001 Introduction to Architecture

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ART HISTORY

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

Professors: Rosalyn Deutsche (Term Professor), Anne Higonnet, Keith Moxey (Department Chair and Ann Whitney Olin Professor)
Associate Professor: Jonathan Reynolds
Associate Professor: Alexander Alberro
Assistant Professor: Elizabeth Hutchinson
Senior Lecturer: Joan Smitzer (Director of Visual Arts Program)
Associate Professor of Practice: John Miller
Adjunct Professors: Maryan Ainsworth, Isolde Brilmayer, Christopher Phillips
Adjunct Lecturer: Nick Guagnini


For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.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
Barnard Catalogue 2009-2010
COURSE CATALOGUE

ART HISTORY

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. BC 1001 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. BC 1001 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 ARCH BC 3530 Advanced Studio

and ARCH 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.
COURSE CATALOGUE

ART HISTORY

SEARCH COURSES

Instructions:
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To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On
Term Offered

Any Day Of The Week Autumn or Spring

Begins At/After

Any Time

Ends At/Before

Any Time

Course Description Contains The Keyword(s)

Non-categorized courses

AHIS BC 1001x Introduction to the History of Art I

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. Note: weekly discussion groups to be arranged.

- K. Moxey


4 points

<table>
<thead>
<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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<td>AHIS 1001</td>
<td>01791</td>
<td>MW 2:40p - 3:55p 304 Barnard Hall</td>
<td>P. Moxey</td>
<td>123</td>
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</table>

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 to Modern art will be covered. Note: weekly discussion groups to be arranged.

- A. Higonnet


4 points

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<thead>
<tr>
<th>Course Number</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<tr>
<td>AHIS 1002</td>
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</table>
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

AHIS V 3250y Roman Art and Architecture

Architecture, sculpture, and painting of ancient Rome from the second century B.C. to the end of the Roman Empire in the West.

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

3 points

AHIS W 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.


3 points

AHIS BC 3642y 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, Latinas, 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.

- E. Hutchinson

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

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. Not offered in 2009-2010.

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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<th>Course</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>R. Deutsche</td>
<td>43</td>
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</table>

AHIS BC 3673y The History of Photography

Focuses on the intersection of photography with traditional artistic practices in the 19th century, on the mass cultural functions of photography in propaganda and advertising from the 1920s onwards, and on the emergence of photography as the central medium in the production of postwar avant-garde art practices.

- A. Alberro

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

3 points

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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 calls "radical acceptance of vulnerability." Studies art 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

Prerequisites: Enrollment limited to juniors and seniors only. General Education Requirement: The Visual and Performing Arts (ART). Not offered in 2009-2010.

3 points

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<th>Days &amp; Times/Location</th>
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</table>

- A. Alberro

3 points
AHIS BC 3682x Cubism and the Crisis of Representation

The artistic phenomenon that came to be called Cubism is widely considered to be pivotal in the history of twentieth century art. This course studies Cubism in all of its complexity. Particular attention will be paid to the ways in which Cubist artists respond to the dramatically changing notions of space, time and dimension in the early twentieth century. - A. Alberro

Prerequisites: 20th Century Art recommended. Limited to 55 undergraduate students (no graduate students)

3 points

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<td>302 Barnard Hall</td>
<td>A. Alberro</td>
<td>37</td>
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</table>

AHIS BC 3683y Museum Practicum - Exhibitions: Engaging Public Understanding

Be art at the Guggenheim Museum. Noted contemporary artist Tino Seghal and the Guggenheim are looking for articulate students to engage visitors in conversation about culture, 12 hours a week for 6 weeks. The conversations are the work of art. Conversation with professor as conclusion.

- A. Higonnet

1 point This course has been approved to go towards studio art credit.

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</table>

AHIS BC 3685x or y Art Film and Video

Introduces the history of art film and video art practices of the twentieth century. Focusing on the interrelationships between art film, video art, and modernist culture, the course addresses a wide range of social, historical, and methodological questions arising from the advent and development of these new media.

- A. Alberro

Prerequisites: Course limited to 55 students. Not open to graduate students. Discussion Section Required. General Education Requirement: The Visual and Performing Arts (ART). Not offered in 2009-2010.

3 points

AHIS BC 3685x History of Art Film and Video

Introduces the history of art film and video art practices of the twentieth century. Focusing on the interrelationships between art film, video art, and modernist culture, the course addresses a wide range of social, historical, and methodological questions arising from the advent and development of these new media.

- A. Alberro

Prerequisites: Sophomore standing. Course limited to 55 students (no graduate students). General Education Requirement: The Visual and Performing Arts (ART).

3 points

AHIS BC 3936x The Frick Museum

Course Description to Come

- A. Higonnet

Prerequisites: Seminar Application Required. Please consult BC Art History website: www.barnard.edu/arthist

4 points

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<th>Course</th>
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<td>406 Barnard Hall</td>
<td>A. Higonnet</td>
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</table>

AHIS BC 3990x Japanese Prints: Images of Japan's Floating World
Ukiyo-e, the "images of the floating world," present a vivid and highly romanticized vision of the dynamic urban culture of Japan during the 17th through 19th centuries. Considers ways in which these images promoted kabuki theater, glamorized life in the licensed prostitution quarters, and represented sexuality and gender. We will study how print designers and publishers dodged government censorship as they ruthlessly parodied contemporary life, literature, and venerable artistic traditions.

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

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.

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

AHIS W 4703y Japanese Architecture from the mid-19th C. to the Present
Examines Japanese architecture and urban planning from the mid-19th century to the present. We will address topics such as the establishment of an architectural profession along western lines in the late 19th century, the emergence of a modernist movement in the 1920's, the use of biological metaphors and the romanticization of technology in the theories and designs of the Metabolist Group, and the shifting significance of pre-modern Japanese architectural practices for modern architects. There will be an emphasis on the complex relationship between architectural practice and broader political and social change in Japan.

- J. Reynolds
Not offered in 2009-2010.
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 826 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. Barnard Art History seminar application required. See the department website. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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<td>M 5:00p - 6:00p</td>
<td>J. Snitzer</td>
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AHIS BC 3936x The Frick Collection
Made possible by the Frick Collection, the seminar studies the historical context, collection, installation, and ideas of one of New York City's great museums. Granted privileged access to the galleries and the archives of the Frick Collection, students will have a unique opportunity to learn directly from art objects and primary sources.
A. Higonnet

Prerequisites: 3000-level Art History course. Enrollment limited to 12 students. Sophomore standing.

4 points

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</table>

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.

L. Brielmaier

Prerequisites: Enrollment limited to 15 students. Barnard Art History seminar application required. See dept. website for application and further instructions. www.barnard.edu/arthist General Education Requirement: The Visual and Performing Arts (ART).

4 points

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<td>I. Brielmaier 16</td>
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</table>

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


4 points

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</tbody>
</table>

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.

R. Deutsche


4 points

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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. Barnard Art History seminar application required. See dept. website.
General Education Requirement: The Visual and Performing Arts (ART).
4 points

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</table>

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, 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.
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 3957x or y Feminism and Postmodernism in the Visual Arts
Examination of art and criticism that is informed by feminist and postmodern ideas about subjectivity in visual representation which first achieved prominence in the late 1970s and 1980s, 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 3959xy 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.
3 points

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<td>AHIS 07403 001</td>
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</table>

AHIS BC 3960y 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.
3 points

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</table>
AHIS BC 3968x 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'Toole, Douglas, Martha Rosler, Barbara Kruger and others. Also, considers the art and writing of each artist together.

- J. Miller

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 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.

Prerequisites: Enrollment limited to Barnard Art History majors only. General Education Requirement: The Visual and Performing Arts (ART).

4 points

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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.

- M. Ainsworth

Prerequisites: Enrollment limited to 15 students. Barnard Art History seminar application required. See dept. website. General Education Requirement: The Visual and Performing Arts (ART).

4 points

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</table>

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

Introduction to 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.

- N. Guagnini

Prerequisites: Enrollment limited to 15 students.

2 points

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<th>Days &amp; Times/ Location</th>
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</table>
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.

-J. Snitzer

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AHIS BC 2006x and y 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 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 3003x and y Supervised Projects in Photography

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>J. Miller</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

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Cross-Listed Courses

Art History and Archaeology

V3250 Roman Art and Architecture
W3904 Aztec Art and Sacrifice
W3921 Patronage and the Monuments of India
BC3927 Gender & Sexuality in Roman Art
BC3944 Americans in Paris 1860-1914

Asian and Middle Eastern Studies (Barnard)

V3342 Masterpieces of Indian Art and Architecture

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ASIAN & MIDDLE EASTERN CULTURES

Asian and Middle Eastern Cultures
321 Milbank Hall
854-5417
www.barnard.edu/amec

Professor: Rachel Fell McDermott (Chair)
Associate Professors: David Moerman, Guobin Yang
Assistant Professor: Wiebke Denoche
Term Assistant Professors: Hossein Kamaly, Sun-Chul Kim

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 Bulliet (History), Pierre Chabla (Senior Scholars Program), Partha Chatterjee, Myron Cohen (Anthropology), Hamid Dasahi, Vidya Deheja (Art History), Mamadou Diouf, Nicholas Dirks (Anthropology), Bernard Faure, Mason Gross (Senior Scholars Program), Carol N. Gluck (History), Jahyun Kim Haboush, Robert Harrist (Art History), John S. Hawley (Religion), Robert Hymes, Sudipta Kaviraj, Rashid Khalidi, Dorothy Ko (History), Le-ning Liu, Lydia Liu, Mahmoud Mamdani, Brinkley M. Messick, Dan Miron, Timothy Mitchell, Sheldon Pollock, Frances Pritchett, Morris Rossabi, George Sale (Senior Scholars Program), Alan Segal (Religion), Haruo Shionoyama, Michael Stanislawski (History), Robert A.F. Thurman (Religion), Gauri Vishwanathan (English and Comparative Literature), Pei-yi Wu (Senior Scholars Program), Marc Van De Mieroop (History), Chun-fang Yu (Religion), Madeleine Zelin

Associate Professors: Gil Anidjar, Charles Armstrong (History), Aaron Andrew Fox (Music), Lisbeth Kim Brandt, Feng Li, Joseph Massad, Adam McKeown (History), Gregory Pflugfelder, Jonathan M. Reynolds (Art History), Wei Shang, Tomi Suzuki
Assistant Professors: Janaki Bakhle (History), Weihong Bao, Allison Busch, Uri Cohen, Michael Como (Religion), Theodore Hughes, Nanor Kenderian, Eugenia Lean, David Lurie, Nohe Radwan, Nader Sohrabi, Wendy Swartz, Gray Tuttle

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

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.

Printable Version
Barnard Catalogue 2009-2010
COURSE CATALOGUE

ASIAN & MIDDLE EASTERN CULTURES

Asian and Middle Eastern Cultures
321 Milbank Hall
854-5417
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.

Important note: Students majoring in any of the East Asian tracks (China, Japan, Korea) may only study abroad in the Spring of their junior year if they take Research in East Asian Studies V 3999 in the Spring of their sophomore year.

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

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 4103), those specializing in literature should take Literary and Cultural Theory East and West (East Asian W 4101), 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 4102). 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 3999: 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 Fall semester of the senior year in Senior Thesis (East Asian W 3901) in consultation with an appropriate faculty adviser. All students 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 2006y Contemporary Islamic Civilizations
  Asian Civilizations-Middle East V 2357x Introduction to Indian Civilizations
  Asian Civilizations V 2365 Introduction to the Civilization of Tibet

Four to six courses of an appropriate language (Akkadian, Arabic, Armenian, Bengali, Hebrew, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Telugu, 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 3999) 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. Graduate courses at the G4000-level may be taken with permission of the instructor. See GSAS catalog for course listings.

No minor is offered in Asian and Middle Eastern Cultures.

Printable Version

Barnard Catalogue 2009-2010
Theory, Method and Writing

MDES W 3000x 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

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MDES W 3000x Theories-Cultures: Middle East
- H. Dabashi
4 points

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CLME W 3032x History & Theory
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EAAS W 3901x Senior Thesis

Senior seminar required of all majors in East Asian Studies.
Prerequisites: Senior majors only.
3 points

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| EAAS 3901 | 23548 001 | TBA | D. Lurie | 34 | MORE INFO

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 or written permission of the staff member who will supervise the project.
3-4 points.

| Course Number | Call Number/Section | Days & Times/Location | Instructor | Enrollment | MORE INFO
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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.

- Guo bin Yang
Prerequisites: Instructor’s permission required. General Education Requirement: Social Analysis (SOC).
4 points

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EAAS 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

EAAS V 3370y Social Change in East Asia

Nowhere in the world has the pace of social change been so rapid and its impacts so sweeping as in East Asia. This course provides sociological insights that will help us better understand the causes, processes, and consequences of social change in East Asia from a comparative perspective.

- S. Kim
General Education Requirement: Social Analysis (SOC).
3 points

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HSEA W 3718y Nation, Race, and Empire in East Asia
Not offered in 2009-2010.
3 points

HSEA W 3891x The Asia-Pacific Wars, 1931-1975
Not offered in 2009-2010.
3 points

HSEA W 3898y The Mongols in History
- M. Rossabi
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.

4 points

HSEA W 3997x World War Two in History and Memory
Not offered in 2009-2010.
3 points
EAAS W 4000x History of East Asian Writing  
Not offered in 2009-2010.  
3 points

EAAS W 4011x The Lotus Sutra in East Asian Buddhism  
Examines some central Mahayana Buddhist beliefs and practices through an in-depth study of the Lotus Sutra. Schools (Tiantai/Tendai, Nichiren) and cultic practices such as sutra-chanting, meditation, confessional rites, and Guanyin worship based on the scripture. East Asian art and literature inspired by it.  
- D. Moerman  
4 points

EAAS W 4106x Global Genres & East Asian Cinema  
Corequisites: Mandatory film screening on Tuesday's 6:00-8:00 p.m.  
3 points

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EAAS 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 2009-2010.  
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

EAAS 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  
Prerequisites: Sophomore Standing General Education Requirement: Social Analysis (SOC).  
3 points

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<td>S. Kim</td>
<td>9 MORE INFO &gt;</td>
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</table>

HSEA W 4802x World War Two  
Not offered in 2009-2010.  
4 points

HSEA W 4918y Smuggling, Drugs, and States  
Not offered in 2009-2010.  
4 points

East Asian, China  
EAAS V 2937x China in the Modern World  
The rise of China has impacted world politics and economy in significant ways. How did it happen? This course introduces unique angles of self-understanding suggested by Chinese writers, intellectuals, and artists who have participated in the making
of modern China and provided illuminating and critical analyses of their own culture, history, and the world. Our readings will cover a wide selection of modern Chinese fiction and poetry, autobiographical writing, photography, documentary film, artworks, and music with emphasis on the interplays of art/literature, history, and politics. We will pay close attention to the role of storytelling, the mediating powers of technology, new forms of visuality and sense experience, and the emergence of critical consciousness in response to global modernity. Our goal is to develop critical reading skills and gain in-depth understanding of modern China and its engagement with the modern world beyond the Cold War rhetoric. Topics of discussion include historical rupture, loss and melancholy, exile, freedom, migration, social bonding and identity, capitalism, nationalism, and the world revolution.

Corequisites: Open to all undergraduate students. This course fulfills Major Cultures Requirement (East Asian Civilization List B) and may count as an elective. No prior knowledge of China or any of its languages is required. Not offered in 2009-2010.
3 points

EAAS V 3310x or y Rebellion and Revolution in Modern China
Not offered in 2009-2010.
3 points

EAAS W 3315x Literature and Film in Modern China
3 points

HSEA V 3430x A Cultural History of the Revolution in 20th-Century China
Not offered in 2009-2010.
3 points

HSEA V 3450y China’s Sprouts of Capitalism
Not offered in 2009-2010.
3 points

HSEA V 3650y Family in Chinese History
Prerequisites: ASCE V2359 Not offered in 2009-2010.
3 points

HSEA W 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.
General Education Requirement: Social Analysis (SOC).
3 points

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<th>Call Number/Section</th>
<th>Days &amp; Times/Loc.</th>
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<td>TuTh 4:10p - 5:25p</td>
<td>G. Yang</td>
<td>31 / 35</td>
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</table>

HSEA BC 3861 HIST BC3861x y Chinese Cultural History 1500-1800
Introduction to visual and material cultures of China, including architecture, food, fashion, printing, painting, and the theatre. Using these building blocks, new terms of analyzing Chinese history are explored, posing such key questions as the meaning of being Chinese and the meaning of being modern. - Dorothy Ko
Prerequisites: An introductory Asian history course preferred but not required.
3 points

HSEA W 3880x-W3881y The 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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### EASA V 3927x China in the Modern World

**3 points**

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<td>Tu 10:30am - 11:50am</td>
<td>404 International Affairs Bldg 404 International Affairs Bldg</td>
<td>M. Zain</td>
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### EASA G 4031y Introduction to the History of Chinese Literature (9th-19th Centuries)

**3 points**

### EASA W 4031x Introduction to the History of Chinese Literature

*General Education Requirement: Literature (LIT).*

**3 points**

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<td>Th 2:00pm - 4:00pm</td>
<td>301M Fayerweather</td>
<td>L. Liu</td>
<td>14 / 25</td>
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</table>

### 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.

- G. Yang

*Prerequisites: Instructor's permission required. General Education Requirement: Historical Studies (HIS).*

**4 points**

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<td>318 Milbank Hall</td>
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<td>25 / 25</td>
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### 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.

*General Education Requirement: Social Analysis (SOC). Not offered in 2009-2010.*

**4 points**

### HSEA W 4869x History of Ancient China to the End of Han

- Feng Li

**3 points**

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<td>408 Hamilton Hall</td>
<td>F. Li</td>
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</table>

### HSEA W 4871x Seminar on the City in Modern China

*Not offered in 2009-2010.*

**4 points**

### HSEA W 4881x Gods, Ghosts, and Ancestors: Social History of Chinese Religion

*Not offered in 2009-2010.*
3 points

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<th>Instructor</th>
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**HSEA W 4884y Economic History of Modern China**  
*Not offered in 2009-2010.*  
3 points

4 points

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<td>E. Lean</td>
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**HSEA W 4891y Law in Chinese History**  
*Not offered in 2009-2010.*  
4 points

**HSEA W 4893x The Family in Chinese History**  
*Not offered in 2009-2010.*  
4 points

East Asian, Japan

**EAAS W 3334x Introduction to Modern Japanese Literature**  
*Not offered in 2009-2010.*  
3 points

**EAAS W 3338x A Cultural History of Japanese Monsters**  
From Godzilla to Pokemon (literally, "pocket monster") toys, Japanese monsters have become a staple commodity of late-capitalist global pop culture. This course seeks to place this phenomenon within a longer historical, as well as a broader cross-cultural, context. Through an examination of texts and images spanning over thirteen centuries of Japanese history, along with comparable productions from other cultures, students will gain an understanding not only of different conceptions and representations of monsters, ghosts, and other supernatural creatures in Japan, but also of the role of the "monstrous" in the cultural imagination more generally. The course draws on various media and genres of representation, ranging from written works, both literary and scholarly, to the visual arts, material culture, drama, and cinema. Readings average 100-150 pages per week. Several film and video screenings are scheduled in addition to the regular class meetings. Seating is limited, with final admission based on a written essay and other information to be submitted to the instructor before the beginning of the semester.  
Corequisites: Some preference is given to EALAC and History majors, as well as to those who have done previous coursework on Japan.  
3 points

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<td>G. Pfugfelder</td>
<td>18</td>
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**EAAS V 3352y Major Works of Japanese Cinema**  
- H. Hori  
Corequisites: Weekly Film screening required.  
3 points

**EAAS V 3360y Ozu, Mizoguchi, Kurosawa**  
*Not offered in 2009-2010.*  
3 points

**EAAS W 3405x Women in Japanese Literature: Gender, Genre, and Modernity**
3 points

**EAAS V 3613y Buildings and Cities in Japanese History**
Not offered in 2009-2010.
3 points

**EAAS V 3615x Japanese Literature and Film**
Not offered in 2009-2010.
3 points

**EAAS V 3660y Kurosawa Seminar**
3 points

**HSEA W 3869y Nineteenth-Century Japan**
3 points

**HSEA W 3870x Japan in the 19th Century**
Not offered in 2009-2010.
3 points

**HSEA W 3871y Japan in the 20th Century**
Not offered in 2009-2010.
3 points

**HSEA W 3876y Society in Modern Japan, 1600½Present**
3 points

**EAAS W 3926x Japanese Literature: Beginning to 1900**
Not offered in 2009-2010.
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. Not offered in 2009-2010.
3 points

**EAAS W 4115x Japanese Literature: Beginning to 1900**
Not offered in 2009-2010.
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.
3 points

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**EAAS W 4357x Contemporary Japanese Cinema**
Corequisites: Film screening is mandatory.
3 points

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### HSEA W 4820x Japan Before Tokugawa
Not offered in 2009-2010.
3 points

### HSEA W 4845x Modern Japan in History and Memory
4 points

### HSEA W 4870x Japan Before 1600
3 points

### Course Call Number/Section Days & Times/Location Instructor Enrollment
### Autumn 2009 :: HSEA W4870
HSEA 62846 001 W 2:10p - 4:00p D. Lurie 24
902 International Affairs Bldg

### HSEA W 4894x Who is the Samurai?
Not offered in 2009-2010.
3 points

### East Asian, Korea

#### EAAS V 3214x Major Topics on Modern Korea
This course explores the vicissitudes of Korea since its encounter with the world in the late 19th century to the new challenges in recent years. By exploring the events, thoughts, and the new developments and challenges in the economic, political, socio-cultural spheres, the course aims to provide a better understanding of Korea’s struggle to find its place in an increasingly globalizing world.

- S. Kim
3 points

### Course Call Number/Section Days & Times/Location Instructor Enrollment
### Autumn 2009 :: EAAS V3214
EAAS 02812 001 Tu/Th 1:10p - 2:25p S. Kim 3
3214 225 Milbank Hall

### EAAS V 3215x Korean Literature and Film
3 points

### EAAS V 3220 Korean Film/Making-Cold War Culture
Corequisites: Mandatory Film screening, Monday’s 6:30-9:00 pm
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
3 points

### EAAS W 4510y Contention and Democracy in South Korea
An examination of the interaction between popular contention and formal politics, long characteristic of the dynamic, if unstable nature of South Korean political processes. By examining major paradigms and testing them against historical realities, students acquire a better understanding of the interplay between contention and democracy in general and South Korean politics in particular.
### HSEA W 4860y Culture and Society of Choson Korea, 1392-1910
3 points

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### East Asian, Tibet

#### TIBT W 4550y 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

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### HSEA W 4700x Rise of Modern Tibet: History and Society, 1600-1913
Not offered in 2009-2010.
4 points

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### HSEA W 4720y 20th Century Tibetan History
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### HSEA W 4866x Competing Nationalisms in East Asia: Representing Chinese and Tibetan Relations
Not offered in 2009-2010.
3 points

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### 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

MDES W 3630y Survey of Indian Literatures in Translation
Not offered in 2009-2010.
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. General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Reason and Value (REA). Not offered in 2009-2010.
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. Not offered in 2009-2010.
4 points

ASST W 4001y Bengal: Culture and Identity
Introduces the history, culture, and literature of Bengal from the 12th century to the present, in West Bengal and Bangladesh, with a view to identifying components of what has been claimed as a specific "Bengali cultural identity." We will survey figures, ideological trends, and social structures; read Bengali primary texts in translation; and sample new monographs on the region.
- R. McDermott
Prerequisites: ASCE V2357—Introduction to Indian Civilizations or the equivalent, is recommended as background. Instructor's permission required. General Education Requirement: Historical Studies (HIS). Not offered in 2009-2010.
3 points

MDES W 4640x or y Art and Aesthetics in Colonial India
Not offered in 2009-2010.
3 points

ASRL W 4650y 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.
- R. McDermott
Prerequisites: An academic background in Judaism, or Christianity, or Hinduism/Indian history is highly recommended
3 points

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<td>R. McDermott</td>
<td>21 MORE INFO</td>
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Southeast Asian

HSEA W 3882x Introduction to Modern Southeast Asian History
Not offered in 2009-2010.
3 points

Middle Eastern

MDES W 3004y Islam in South Asia: An Intro
Assumes no previous background in Islam and South Asian studies. Explores the coming of Islam to South Asia, its growth over time, and the development of S. Asian Muslims' cultural, social, religious, and political life from the 11th through the 21st
CLME W 3042y Palestinian and Israeli Politics and Society
*General Education Requirement: Cultures in Comparison (CUL). Not offered in 2009-2010.*
3 points

MDES W 3260x Rethinking Middle East Politics
- T. Mitchell
3 points

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MDES W 3345y Hebrew Humanities - Classics of Hebrew Culture
- U. Cohen
3 points

CLME W 3524y Contemporary Israeli Fiction
*Not offered in 2009-2010.*
3 points

MDES W 3540y Introduction to Israeli Culture
*Prerequisites: Reading proficiency in Hebrew not required. Not offered in 2009-2010.*
3 points

MDES W 3541y Zionism: A Cultural Perspective
The course, based on Zionist texts of various kinds, will offer a view of Zionism as a cultural revolution aimed at redefining Judaism and the Jewish identity. - D. Miron
3 points

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MDES W 3542x Introduction to Israeli Literature
3 points

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MDES W 3750y Islam, Science, and the West
*Not offered in 2009-2010.*
3 points

HSME W 3854x East Mediterranean in the Late Bronze Age
*Not offered in 2009-2010.*
3 points

MDES W 3917y Main Currents in African History
- M. Diouf
3 points

MDES W 3920x Culture in the Arab World
- J. Massad
3 points

<table>
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CLME W 3922x Text and Territory

The concept of "nation" and ongoing "national" struggles still remain potent, despite or perhaps because of unbound globalization. We will consider "nation" in relation to "state" and "diaspora," weighing its implications for literary nation-formation with readings in Armenian Diaspora literature. Theoretical readings from Renan, Bhabha, Anderson, Chatterjee, Tigranian, and others. Primary texts from Shahkour, Vorpani, V. Oshagan and Beleidian in translation.

- N. Kenderian
3 points

MDES W 3925x Introduction to Western Armenian Literature

- N. Kenderian
3 points

<table>
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INSM C 3940y Science Across Cultures

- G. Saliba
3 points

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<td>5 / 20</td>
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ANCS W 4001y Ancient Empires

Not offered in 2009-2010.
3 points

CLME W 4024x Themes in the Novels of the Middle East, Africa & South Asia

- N. Radwan
3 points

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CLME W 4031y Cinema and Society in Asia and Africa

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

CLME W 4200x Themes in the Arabic Novel

A critical reading of a selection of Arabic novels thematically connected by their representation of displacement defined as the physical dislocation of people (as refugees, immigrants, migrants, exiles, or expatriates). The lectures and class discussions will focus on the interactions between this theme and the textual strategies and discourse by which the notions of identity, community, native culture, and homeland are themselves constructed, displaced, and re-constructed in these novels.

- N. Radwan
3 points

CLME W 4304x Politics of World Art History: The Case of Armenian Medieval Art

A contextual and methodological exploration of the histories of art history utilizing the specific case of representation of
Armenian medieval art in art history survey texts from the nineteenth century to the present. The course is theoretical and interdisciplinary and touches upon the issues of nationalism, orientalism, imperialism, cultural politics, educational policies, art historical methodology and politics. - V. Azatyan
3 points

CLINE W 4520y New Israeli Writing
Not offered in 2009-2010.
4 points

MDES W 4940y Late Ottoman State and Society
- N. Sohrabi
3 points

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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.
- H. Kamaly and L. Bullett
General Education Requirement: Cultures in Comparison (CUL).
4 points

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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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ASCM 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.

- G. Saliba

General Education Requirement: Historical Studies (HIS).

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ASCM V 2008x Contemporary Islamic Civilization

Notes: STUDENTS MUST REGISTER FOR A RECITATION SECTION, ASCM V2118

A survey of the contemporary intellectual currents in modern Islamic societies, with a special emphasis on the societies of the Middle East, and on the cultural issues not covered in classical Islamic Civilization courses. The course complements the Introduction to Islamic Civilization currently given jointly by MEALAC and the Committee on Asia and the Middle East by focusing on the texts of the contemporary world.

- G. Saliba

4 points

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<tr>
<th>Course Number</th>
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ASCM V 2357x Introduction to Indian Civilization

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.

- R. McDermott

General Education Requirement: Historical Studies (HIS).

3 points

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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.

- TBA

General Education Requirement: Historical Studies (HIS).

3 points

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### ASCE V 2361x 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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### ASCE V 2365y Introduction to East Asian Civilization: Tibet

The sweep of Tibetan civilization and its history from its earliest recorded origins to the present.

- G. Tuttle

*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.

*General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: The Visual and Performing Arts (ART).*

3 points

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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.

- TBA

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

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</table>

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.

- TBA

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

Asian Humanities

AHUM V 3399x or y Colloquium on Major Texts: Middle East/India

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. Readings include the Qur'an, Islamic philosophy, Sufi poetry, the Upanishads, Buddhist sutras, the Bhagavad Gita, Indian epics and drama, and Gandhi's Autobiography.

- H. Kamaly

4 points

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AHUM W 3399y Major Texts: Middle East
- N. Kenderian
4 points

AHUM V 3400x or y Colloquium on Major Texts: East Asia
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. Readings include 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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Spring 2010 :: AHUM V3400

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<td>16 / 25</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

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<td>AHUM 3830 001</td>
<td>96000</td>
<td>Tu 1:10p - 3:00p</td>
<td>T. Hughes</td>
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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.
4 points

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. 

4 points

**AHUM W 4029x Colloquium on Major Works of the Japanese Tradition**

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.

- Wm Theodore de Bary
Prerequisites: AHUM V3400, ASCE V3002, ASCE V3361, or the equivalent.
4 points

**AHUM W 4030y Colloquium on Major Works of Japanese Phil/Rel/Lit**

Reading and discussion of major works of Japanese philosophy, religion, and literature from the 14th through 18th centuries.

- Wm Theodore de Bary
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

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**Cross-Listed Courses**

**Art History and Archaeology**

V3203 The Arts of Japan

**Anthropology (Barnard)**

V2100 Muslim Societies
V2102 Muslims in the West
V3014 East Asian Societies and Cultures
V3525 Introduction to Asian History and Culture
V3912 Ethnographic China
V3939 Millennial Futures: Mass Culture and Japan
V3940 Ethnographies of the Mid East

Anthropology

V2025 Chinese Societies

Art History (Barnard)

V3203 Arts of Japan
BC3950 Contemporary Photography and Video in Asia
BC3990 Japanese Prints: Images of Japan's Floating World
W4703 Japanese Architecture from the mid-19th C. to the Present

History

W3224 Cities and Civilizations: an Introduction To Eurasian Studies
W3719 History of the Modern Middle East
W3800 Gandhi's India I
W3800 Gandhi's India
W3801 Gandhi's India II
W3882 The History of Korea To 1900
W3880 The History of Modern China
W3898 The Mongols In History
W4235 Central Asia: Imperial Legacies, New Images
W4305 The Cold War in the Mediterranean
W4713 Orientalism and the Historiography of the Other
W4803 Subaltern Studies and Beyond: History and the Archive
W4860 Culture and Society In Choson Korea, 1392-1910
W4865 Vietnam War: History, Media, Memory

History (Barnard)

BC1803 Gender and Empire
BC3805 Law and Society in South Asia
BC3881 Chinese Cultural History 1500–1800
BC4805 Caste, Power, and Inequality
BC4881 Body Histories: The Case of Footbinding
BC4905 Capitalism, Colonialism, and Culture: A Global History

Middle East and Asian Languages and Cultures

W3541 Zionism: a Cultural Perspective

Religion (Barnard)

V2005 Buddhism: Indo-Tibetan
V2008 Buddhism: East Asian
V2205 Hinduism
V2305 Islam
V2405 Chinese Religious Traditions
V2415 Japanese Religious Tradition
V2505 Judaism
V2802 Introduction to Asian Religions
V3000 Buddhist Ethics
V3205 Vedic Religions
V3335 History of Sufism
V3410 Daoism
V3501 Hebrew Bible
V3508 Judaism During the Time of Jesus
V3530 Jewish Ethics
BC3810 Literary Approaches to the Bible
W4010 Chan/Zen Buddhism
W4030 Tibetan Philosophy
W4203 Krishna
W4215 Hinduism Here
W4321 Islam in the 20th Century
W4330 Seminar on Classical Sufi Texts
W4403 Bodies and Spirits in East Asia
W4502 Jewish Rites of Passage
W4505 The Beginnings of Jewish Mysticism
W4506 Jewish Martyrdom
W4510 The Thought of Maimonides
W4620 Religious Worlds of New York
W4801 World Religions: Idea and Enactment
W4803 Religion versus the Academy
W4811 Mystical and Dimensions of Islam and Judaism
W4825 Religion, Gender and Violence

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
V3000 Buddhist Ethics
V3205 Vedic Religion
V3410 Dacism
V3508 Judaism In the Time of Jesus
W4010 Chan/Zen Buddhism
W4011 The Lotus Sutra in East Asian Buddhism
W4040 Women and Buddhism in China
W4200 Philosophies of India
W4203 Krishna
W4215 Hinduism Here
W4305 Readings from the Sephardic Diaspora
W4330 Seminar on Classical Sufi Texts
W4401 Mountains and Sacred Space in Japan
W4403 Bodies & Spirits in East Asia
W4510 The Thought of Maimonides
W4620 Religious Worlds of New York

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ATHENA CENTER FOR LEADERSHIP STUDIES

Athena Center for Leadership Studies
www.barnard.edu/athenacenter

Director: Kathryn Kolbert

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

Curriculum

Newly-launched in 2009, the Athena Center for Leadership Studies is an innovative program designed to explore the question of leadership from the distinctive platform of a liberal arts college. Using an innovative, interdisciplinary approach that combines rigorous academic and experiential study, the courses help women prepare to assume positions of leadership at the highest levels of achievement. Students have an opportunity to explore how women lead and how gender affects leadership styles and strategies.

Barnard students of any major may pursue the Athena Leadership Scholars Program. Participation in the Athena program does not constitute a major. Rather, completion of the program is typically done in conjunction with the College's general educational and major requirements. Students who complete the program receive recognition on their transcripts indicating their standing as an Athena Leadership Scholar.

While all of the courses and co-curricular activities sponsored by the Athena Center are open to all Barnard and Columbia students, only Barnard students can become Athena Scholars. To do so they must complete all four major components of the program: specialized academic courses, a mentoring opportunity, the development of a social action project and participation in hands-on workshops that develop leadership skills.

Typically, students will file their intention to become an Athena Scholar in the spring of their sophomore year. Students must complete two required courses: Women and Leadership (ACLS BC3450) and the Senior Leadership Seminar (ACLS BC3998) and three additional electives selected from Athena's multi-disciplinary course offerings.

All Athena Scholars also must complete a leadership internship either during the school year or in the summer and develop an independent social action project that demonstrates leadership in an off-campus setting. They must also take at least three Athena Leadership Lab workshops designed to teach practical elements of leadership.

A select group of students will have the opportunity to participate in the Athena Summer Fellowship Program, offered in the summer of their junior year, where they will be placed with mentors who are dedicated to helping students develop leadership skills.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ATHENA CENTER FOR LEADERSHIP STUDIES

Athena Center for Leadership Studies
Curriculum
www.barnard.edu/athenacenter

REQUIREMENTS

Five courses (six semester units) are required to complete the program: Women and Leadership (ACLS BC3450), three elective courses selected from the ACLS cross-listed courses; and the Senior Leadership Seminar (ACLS BC3998). Students are also required to complete an Athena internship, a social action project demonstrating leadership skills in an off-campus setting and three workshops offered by the Athena Leadership Lab. Courses taken to satisfy the requirements of the Athena Center may also be counted as credit toward one's major.

Students interested in becoming an Athena Scholar should file a Declaration of Intent with the director of the program.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ATHENA CENTER FOR LEADERSHIP STUDIES

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Any Day Of The Week Autumn or Spring

Term Offered

Begins At/After

______ Any Time ______

Ends At/Before

______ Any Time ______

Course Description Contains The Keyword(s)

Required Courses and Approved Cross-Listed Electives

ACLS BC 3450x and y Women and Leadership

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.

- L. Abzug, R. Rosenberg

Prerequisites: Permission of instructor. Limited to 15.

4 points

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<tr>
<td>3450</td>
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ACLS BC 3998y Interdisciplinary Senior Seminar

Limited to seniors participating in the Athena Scholars Program. Students will develop a social action project where they must demonstrate leadership skills in an off-campus setting. Students will be expected to develop and implement a detailed plan to start their project. Then they will collaborate with other class members to advance their projects, report to their peers on their accomplishments and have an opportunity to work closely with organizations across the city on their efforts.

Prerequisites: ACLS BC3450. Enrollment limited to Barnard seniors participating in the Athena Scholars Program. 4 points

4 points each

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<td>3998</td>
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Cross-Listed Courses

Economics (Barnard)

  BC3014 Entrepreneurship
  BC3017 Economics of Business Organization

Political Science (Barnard)

  BC3300 * Colloquium on Political Participation and Democracy
  BC3331 * Colloquium on American Political Decisionmaking
  BC3332 * Colloquium on Exploring Political Leadership in the U.S.
  V3675 Russia and the West

Psychology (Barnard)

  BC2151 Organizational Psychology
  BC3166 Social Conflict
  BC3379 Psychology of Stereotyping and Prejudice

Sociology (Barnard)

  V3302 Sociology of Gender
  BC3903 Work and Culture

Urban Studies

  BC3590 Theorizing Civic Engagement
  V3820 Social Entrepreneurship

Women's Studies (Barnard)

  V1001 Introduction to Women's and Gender Studies
  V3312 Theorizing Women's Activism
COURSE CATALOGUE

BIOLOGICAL SCIENCES

Biological Sciences
1203 Altschul Hall
Introductory Laboratory Office: 911 Altschul Hall
854-2437
www.barnard.edu/biology

Professors: Elizabeth S. Boylan (Provost), John Glendinning, Paul E. Hertz (Ann Whitney Olin Professor), Brian Morton (Chair).
Associate Professors: Hilary S. Callahan
Assistant Professors: Jennifer H. Mansfield, Kristen A. Shepard, Matthew Wallenfang, Elizabeth Bauer, Krista McGuire
Lecturer: Jessica Goldstein
Professors Emeritus: Philip V. Ammirato, Jeanne S. Poindexter
Department Administrator: Maria Minino

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

Biology 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 lab sections at both the introductory and advanced levels limited to 18 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 Research and Seminar (BIOL BC 3591-3592) and Senior Thesis Research (BIOL BC 3593-3594) may be used to fulfill major requirements as described below while BIOL BC 3597 Guided Research may be used for credit.

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 1500-level sequence (BIOL BC 1500, BC 1502, and the lab courses BC 1501 and BC 1503). This sequence can be started either in the fall (BIOL BC 1500 and BC 1501) or the spring (BIOL BC 1502 and BC 1503) 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 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 1500-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 1500 and BC 1501, or (c) BIOL BC 1502 and BC 1503. However, students must complete the entire 1500-level sequence (BC 1500, 1501, 1502, and 1503) 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.

Printable Version
COURSE CATALOGUE

BIOLOGICAL SCIENCES

Biological Sciences
1203 Altschul Hall
Introductory Laboratory Office: 911 Altschul Hall
854-2437
www.barnard.edu/biology

REQUIREMENTS FOR THE MAJOR
CLASSES OF BC'10

Introductory Biology: Students must complete both semesters of the 1500-level introductory sequence, including the lecture and laboratory components (BIOL BC 1500, 1501, 1502, 1503). This series is equivalent to the previous 2001-2004 series which was completed by BC08 and BC09 students.

Six Upper Level Lecture Courses: Students must complete at least six lecture courses beyond the introductory sequence.

One of the six lecture courses must be selected from each of the following three groups:

1. Molecular and Cellular Level of Organization:
   BIOL BC 3302 Molecular Biology OR
   BIOL BC 3310 Cell Biology OR
   BIOL BC 2100 Mol. and Men. Genetics (previously BIOL BC3200)

2. Physiological Level of Organization
   BIOL BC 3360 Animal Physiology OR
   BIOL BC 3340 Plant Physiology OR
   BIOL BC 3320 Microbiology

3. Ecological and Evolutionary Level of Organization
   BIOL BC 2278 Evolution OR
   BIOL BC 2272 Ecology OR
   BIOL BC 3280 Applied Ecology and Evolution OR
   BIOL BC 2240 Plant Evolution and Diversity

Three additional lecture courses may be selected from any Barnard Biology offering (including all of the courses listed above) or, with the department's chair's permission, from offerings in the Columbia Department of Biological Sciences and the Department of Ecology, Evolution, and Environmental Biology.

Three Upper Level Laboratory Courses: Students must complete at least three Biology laboratories beyond the 1500 level. Laboratories may require a lecture course as co-requisite or prerequisite.

Research Option: A student may count two consecutive semesters of Guided Research and Seminar (BIOL BC 3591x followed by BIOL BC 3592y) as a laboratory course for the major. Biology laboratories at Barnard require a lab fee. Appropriate Biology courses at Columbia University may be used to satisfy the lab requirement, as may those at other institutions, with permission of the department chair.

Senior Seminar or Individual Research: Students must enroll in one section of the Senior Seminar (BIOL BC 3590) or complete two semesters of Senior Thesis Research (BIOL BC 3593x followed by BIOL BC 3594y). A student cannot take both Senior Thesis Research and Guided Research and Seminar at the same time.

Chemistry Requirement: One year of Chemistry with laboratory, including one term of Organic Chemistry, is required.

REQUIREMENTS FOR THE MAJOR
CLASSES OF BC'11

Introductory Biology: Students must complete both semesters of the 1500-level introductory sequence, including the lecture and laboratory components (BIOL BC 1500, 1501, 1502, 1503). This series is equivalent to the previous 2001-2004 series which was completed by BC08 and BC09 students.

Genetics: Students must complete BIOL BC 2100 Molecular and Mendelian Genetics. It is recommended, but not required, that this be completed immediately following the completion of the Spring semester Introductory courses (BIOL BC 1502 and
Five Upper Level Lecture Courses: Students must complete at least five additional lecture courses at the 2000 and 3000 levels.

One of the five lecture courses must be selected from each of the following two groups:

1. Physiological Level of Organization
   - BIOL BC 3360 Animal Physiology OR
   - BIOL BC 3340 Plant Physiology OR
   - BIOL BC 3320 Microbiology

2. Ecological and Evolutionary Level of Organization
   - BIOL BC 2278 Evolution OR
   - BIOL BC 2272 Ecology OR
   - BIOL BC 3280 Applied Ecology and Evolution OR
   - BIOL BC 2240 Plant Evolution and Diversity

The three additional lecture courses may be selected from any Barnard Biology offering (including all of the courses listed above) or, with the permission of the department chair, from offerings in the Columbia Department of Biological Sciences and the Columbia Department of Ecology, Evolution, and Environmental Biology.

Three Upper Level Laboratory Courses: Students must complete at least three Biology laboratories beyond the 1500 level. Laboratories may require a lecture course as co-requisite or prerequisite; such requirements are specified in the Barnard catalogue.

Research Option: A student may count two consecutive semesters of Guided Research and Seminar (BIOL BC 3591x followed by BIOL BC 3592y) as a laboratory course for the major. Biology laboratories at Barnard require a lab fee. Appropriate Biology courses at Columbia University may be used to satisfy the lab requirement, as may those at other institutions, with permission of the department chair.

Senior Seminar or Individual Research: Students must enroll in one section of the Senior Seminar (BC 3590) or complete two semesters of Senior Thesis Research (BIOL BC3593x followed by BIOL BC3594y). A student cannot take both Senior Thesis Research and Guided Research and Seminar at the same time.

Chemistry Requirement: One year of Chemistry with laboratory, including one term of Organic Chemistry, is required.

Requirements for the Minor

A minor in biology must include one year of introductory biology (BIOL BC 1500, BC 1501, BC 1502, BC 1503), three additional lecture courses at the 2100 level or higher, and two additional laboratory courses. One of the lab courses may be replaced by two semesters of Guided Research and Seminar (BIOL BC 3591x followed by BIOL BC 3592y).

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.

Printable Version

Barnard Catalogue 2009-2010
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.

- Julia Sable

**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**

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<td>002</td>
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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.

- Julia Sable

**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**
### BIOL BC 1500x Introduction to Organismal 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.

- P. Hertz

**Prerequisites:** BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements.

3 points

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<td>J. Goldstein</td>
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### BIOL BC 1501x Introductory Lab in Organismal and Evolutionary Biology

A laboratory-based introduction to the major groups of living organisms; anatomy, physiology, evolution, and systematics; laboratory techniques for studying and comparing functional adaptations.

- J. Goldstein

**Prerequisites:** BIOL BC1001 or equivalent preparation. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. BIOL BC1500 as prerequisite or corequisite. Recitation Section Required.

2 points

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### BIOL BC 1502y Introduction to Cell and Molecular 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:** BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements.

3 points

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### BIOL BC 1503y Introductory Lab in Cell and Molecular Biology

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:** BIOL BC1001 or equivalent preparation. BIOL BC1502 as prerequisite or corequisite. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. Recitation Section Required.

2 points
### BIOL BC 1599x or y Biology Journal Club

Students in this seminar course will be introduced to the scientific literature by reading a mix of classic papers and papers that describe significant new developments in the field. Seminar periods will be devoted to oral reports, discussion of assigned reading, and student responses.

**Prerequisites:** Open to first year students who scored a 4 or 5 on the AP Biology exam or a 5 or higher on the IB exam, and are enrolled in the 1500-level Biology series. Limited to 16 students.

1 point

### Intermediate Level Courses

#### BIOL BC 2100x and y Molecular and Mendelian 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.

- K. Shepard

**Prerequisites:** BIOL BC1500, BC1501, BC1502, BC1503 or the equivalent.

3 points

#### BIOL BC 2240x Plant Evolution and Diversity

Survey of plant biology emphasizing evolutionary and ecological perspectives on mating and reproduction, physiology, anatomy and morphology.

- H. Callahan

**Prerequisites:** BIOL BC1500, BC1501, BC1502, BC1503 or the equivalent. Not offered in 2009-2010.

3 points

#### BIOL BC 2242x Wildlife Ecology and Conservation

Quantitative analysis and understanding of the ecology, management, and conservation of game and nongame wildlife. Concepts include population censusing and dynamics, interspecific interactions, habitat requirements and fragmentation, migration, conservation genetics, and managing protected areas. - A. Seigel

**Prerequisites:** BIOL BC1500, BC1501, BC1502, BC1503

3 points
BIOL BC 2250x 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.

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or equivalent. Not offered in 2009-2010.
3 points

BIOL BC 2262y Vertebrate Biology

Systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history, body architecture, energetics, locomotion, feeding, and behavior.

- P. Hertz

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or equivalent.
3 points

BIOL BC 2272y 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.

- A. Seigel

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or the equivalent.
3 points

BIOL BC 2278x 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.

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or equivalent. Not offered in 2009-2010.
3 points

BIOL BC 2280y 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).

- J. Curley

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or equivalent.
3 points

BIOL BC 2286y 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 2801x 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.

- B. Morton
Prerequisites: BIOL BC1502, BC1503; and pre or corequisite, BC2100 or BC3310. Enrollment limited to 16 students per section.
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BIOL BC 2841x Laboratory in Plant Evolution and Diversity

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.

- TBA
Prerequisites: BIOL BC2240 or corequisite. Enrollment limited to 16. Not offered in 2009-2010.
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BIOL BC 2843x Laboratory in Wildlife Ecology and Conservation

Exploration of field methods and quantitative analysis currently used in wildlife conservation. Topics include but are not limited to population sampling, population viability analysis, species identification, and reserve design. Classes will be held both in the classroom and at outdoor locations in the New York City area. - A. Seigel
Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503; Limited to 16 students.
3 points

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BIOL BC 2873y 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.

- P. Hertz
Prerequisites: BIOL BC2272 (or corequisite). Enrollment limited to 16.
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Upper Level Courses
Suitable for Juniors and Seniors.

**BIOL BC 3302y 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. Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or the equivalent, BC2100 (which can be taken as a corequisite) and one term of organic chemistry. Not offered in 2009-2010.

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**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.

- H. Bara

Prerequisites: BIOL BC3302 OR BC3310 (which can be taken as corequisites) or permission of instructor. Enrollment limited to 16.

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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: BIOL BC3302 or permission of instructor. Enrollment limited to 12. Not offered in 2009-2010.

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. Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 and Molecular and Mendelian Genetics (BIOL BC2100). Not offered 2008-2009

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.

- M. Wallenfang

Prerequisites: BIOL BC1500, BC1501 BC1502, BC1503, or equivalent, BC2100 (which can be taken as a corequisite) and one term of organic chemistry.

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**BIOL BC 3311x Laboratory in Cell Biology**

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.

- M. Wallenfang

Prerequisites: BIOL BC3302 OR BC3310 (which can be taken as corequisites) or permission of instructor. Enrollment limited to 16. Not offered in 2009-2010.

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BIOL BC 3320y 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.

- K. McGuire

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or the equivalent, and BC2100.

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BIOL BC 3321y 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.

- K. McGuire

Prerequisites: BIOL BC3320 (or corequisite). Enrollment limited to 16.

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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

Prerequisites: BIOL BC1500, BC1501 BC1502, BC1503, or the equivalent, and one term of organic chemistry.

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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. Not offered in 2009-2010.

3 points

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.

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503, or equivalent and one term of organic chemistry. Not offered in 2009-2010.

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 2009-2010.

3 points

BIOL BC 3352x Development

Introduction to animal development emphasizing the molecular and cellular mechanisms that control developmental processes. Topics include: fertilization; cleavage; establishment of body plans; morphogenesis and organogenesis; and control of gene expression in development.

- J. Mansfield, K. Shepard

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503, BC2100 or equivalent. Not offered in 2009-2010.

3 points

BIOL BC 3360x 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 BC1500, BC1501, BC1502, BC1503 or the equivalent, and one term of organic chemistry.

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BIOL BC 3361x 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.

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BIOL BC 3362y Molecular and Cellular Neuroscience

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.

- E. Bauer

Prerequisites: BIOL BC1500, BC1501, BC1502, BC1503 or the equivalent and one term of organic chemistry.

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BIOL BC 3363y Laboratory in Molecular and Cell Neuroscience
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.

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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 2009-2010.

3 points

**BIOL BC 3380y 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

**Prerequisites:** BIOL BC1500, BC1501, BC1502, BC1503 or equivalent. Not offered in 2009-2010.

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
10. Microbiology
11. Genomics

- M. Wallenfang

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**BIOL BC 3591x-BC3592y Guided Research and Seminar**

An independent research project in Biology under the guidance of a faculty member and suiting the needs of the individual student. Projects conducted outside of the Barnard Biology Department must have a member of the Department acting as a sponsor. A biweekly recitation is included.

- K. Shepard

**Prerequisites:** Permission of a faculty sponsor. 3 points per semester. Cannot be taken concurrently with BIOL BC3592

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<td>K. Shepard</td>
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BIOL BC 3593x-BC3594y Senior Thesis Research

Same as BIOL BC3591-BC3592, including the bi-weekly seminar, but taken for the Senior requirement.

- K. Shepard

Prerequisites: Permission of a faculty sponsor. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592
3 points

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BIOL BC 3597xy Guided Research

Same as BIOL BC3591, BC3592 but without seminar. Does not fulfill Biology major requirements.

- K. Shepard

Prerequisites: Permission of a faculty sponsor.
1-4 points

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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

Barnard Catalogue 2009-2010
COURSE CATALOGUE

CENTENNIAL SCHOLARS PROGRAM

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/facleavelist.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 a 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 BC 1809 - 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 BC 3501, 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 BC 3597/8 - 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 schedule 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.

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Barnard Catalogue 2009-2010
COURSE CATALOGUE

CENTENNIAL SCHOLARS PROGRAM

Centennial Scholars Program
330 Milbank
854-6146
www.barnard.edu/cent schl

REQUIREMENTS FOR THE PROGRAM

CTSC BC 1889 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 08203 4.0pts
CTSC BC 3597 Presentation Symposium 04815 1.0pt
CTSC BC 3598 Presentation Symposium 07023 1.0pt

Printable Version
Barnard Catalogue 2009-2010
COURSE CATALOGUE

CENTENNIAL SCHOLARS PROGRAM

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Any Day Of The Week
Autumn or Spring

Term Offered

Begins At/After
Ends At/Before

--- Any Time ----

Course Description Contains The Keyword(s)

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).
- T. Halpin-Healy, L. Holibbaugh
4.5 points C.N. - 06732

CTSC BC 3501x or y First Semester Apprenticeship
First semester working with mentor(s).
- T. Halpin-Healy, E. Castelli
4 points C.N. - 03319

CTSC BC 3502x or y Second Semester Apprenticeship
Second semester working with student's mentor(s).
- T. Halpin-Healy, E. Castelli
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).
- T. Halpin-Healy, E. Castelli
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
CTSC BC 3598y Presentation Symposium
- T. Halpin-Healy, E. Castelli
Prerequisites: CTSC BC 3597x Presentation Symposium 04615 1.0pt.
1 point C. N. - 07023

There are currently no cross-listed courses for your department.

Barnard Catalogue 2009-2010
COURSE CATALOGUE

CHEMISTRY

Chemistry
610B Altschul Hall
854-8460
www.barnard.edu/chem

Professors: Sally Chapman
Associate Professors: Christian Rojas (Chair), Dina Merrer
Assistant Professors: John Magyar, Marisa Buzzo, Kristina Harris (Term)
Senior Lecturer: Alison Williams
Directors of General Chemistry Laboratories: Olympia Jeebjan, Jacob Alexander
Director of Organic Chemistry Laboratories: Meenakshi Rao
Associates: Craig Allen, Mardy Bennett, Suzanne Charnick, Toby Holtz, Grace Lee, Su Qing Liu, Jean Vadakkan

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

Chemistry is the study of the nature of substances and their transformations. In a three-year sequence of core courses, a
coursework 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 3328x, 3320y, and 3231x;
and Intermediate General Chemistry, CHEM BC 3232y. The laboratory courses CHEM BC 3333x (Modern Techniques of
Organic Chemistry) and CHEM BC 3338y (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 wish 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

Barnard Catalogue 2009-2010
COURSE CATALOGUE

CHEMISTRY

Chemistry
610B 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 Thermodynamics and Kinetics
CHEM BC 3253 Quantum Chemistry
CHEM BC 3271 Inorganic Chemistry
CHEM BC 3365, 3368 Integrated Chemistry Laboratory

MATHMATICS

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 Advanced Physical Chemistry
or CHEM BC 3282 Biological Chemistry
or CHEM BC 3280 Advanced Organic Chemistry
or CHEM G 4103 Advanced Inorganic Chemistry

Senior requirement: 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  Thermodynamics and Kinetics
- CHEM BC 3253  Quantum Chemistry
- MATHEMATICS  Calculus I and II in any sequence (I and III also accepted)
- PHYS BC 2001, 2002  Calculus-based Physics with Laboratory
- BIOL BC 1500, 1502  General Biology with at least one semester of Laboratory (BIOI BC 1501 or 1503)
- CHEM BC 3282  Biological Chemistry
- BIOL BC 2100  Molecular and Mendelian 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: 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.
COURSE CATALOGUE

CHEMISTRY

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Term Offered

Any Day Of The Week  Autumn or Spring

Begins At/After  Ends At/Before

Any Time  Any Time

Course Description Contains The Keyword(s)

Courses of Instruction

CHEM BC 1002y 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. Students who receive a D in Chemistry 2001x may subsequently take CHEM BC1002 without forfeiting credit for 2001x. Does not count toward laboratory science general education requirement. Enrollment limited to 30. Lecture: MWF 10:00-10:50. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
3 points

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: MTWR: 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: CHEM BC2001 or permission of the instructor. Students who have completed CHEM BC3230 or its equivalent may not subsequently receive credit toward the degree for CHEM BC2002. Laboratory fee: $28. Lecture: TuTh 9:10-10:25; Lab lecture and laboratory: M 1:10-5:00.

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CHEM BC 2102y General Chemistry II Laboratory

Laboratory portion of CHEM BC2002.

Prerequisites: General Chemistry I with laboratory. Corequisites: General Chemistry II lectures or equivalent and permission of instructor. Laboratory fee: $28. Lab lecture and laboratory: M 1:10-5:00.

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CHEM BC 3230y Organic Chemistry I

Atomic and molecular structure; stereochemistry of organic molecules; introduction to organic reactions and reaction mechanisms.

Prerequisites: CHEM BC2001 or equivalent with a grade of C or better, or CHEM BC2001 and CHEM BC2002 or equivalent. Credit will not be given for any course below the 3000 level after completing CHEM BC3230 or its equivalent. Lecture: TuTh: 9:10-10:25; Problem section: F 12:00-12:50.

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CHEM BC 3231x Organic Chemistry II

Extension of concepts from Organic Chemistry I to conjugated systems; chemistry of the carbonyl group; NMR and IR spectroscopy; bioorganic chemistry.

Prerequisites: CHEM BC3230. Lecture: MWF:10:00-10:50; Problem section: Tu 12:00-12:50.

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CHEM BC 3231x Organic Chemistry II
**CHEM BC 3232y Intermediate General Chemistry**

Selected aspects of general chemistry, primarily for pre-health professions and biological science students who have taken Organic Chemistry. 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: CHEM BC3338. CHEM C1404 is not an acceptable equivalent for CHEM BC3232. Lecture: MWF 10:00-10:50.

3 points

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**CHEM BC 3252y 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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**CHEM BC 3253x Quantum Chemistry**


*Prerequisites:* Physics and Calculus II or III or permission of instructor. Lecture: MWF 11:00-11:50. Problem section: M 12:00-12:50.

3.5 points

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<th>Instructor</th>
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**CHEM BC 3254y Advanced Physical Chemistry**

Topics in physical chemistry selected from the following: thermodynamics of real systems, activities; electrochemistry; transport properties; kinetic theory of gases; elementary statistical thermodynamics; radiochemistry; solids and crystallography.


3.5 points

**CHEM BC 3271x Inorganic Chemistry**

Structure, bonding and spectroscopy in inorganic compounds; applications of group theory to chemistry; ligand field theory; vibrational and electronic spectroscopy of transition metal complexes; selected topics from coordination chemistry, organometallics, bioinorganic chemistry, solid state and materials chemistry, mineralogy, and biogeochemistry.

*Prerequisites:* CHEM BC3231 or Permission of Instructor. Lecture: TuTh 9:10-10:25. Problem section: W 12:00-12:50.

3.5 points
### 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


**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

### CHEM BC 3328y Introductory Organic Chemistry Laboratory


**Prerequisites:** General Chemistry I with lab. Corequisites: CHEM BC3230 or equivalent. Laboratory fee: $35. Lecture and laboratory one afternoon: MTWRF: 1:10-5:30.

2.5 points

### CHEM BC 3333x Modern Techniques of Organic Chemistry Laboratory

Advanced experimental organic techniques and introduction to qualitative and quantitative organic analysis. Emphasis on instrumental and chromatographic methods. Selected reactions.

**Prerequisites:** CHEM BC3328 with a grade of C- or better and CHEM BC3230. Corequisites: CHEM 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 CHEM BC3333, with additional preparative experiments and an independent synthesis project. 
Prerequisites: CHEM BC3338 with a grade of C or better and CHEM BC3230. Corequisites: CHEM BC3231. Laboratory fee: $35. Lecture: Th 12:00-12:50; Laboratory two afternoons: TuTh 1:10-5:30. 
5 points

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<tr>
<th>Course Number</th>
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CHEM BC 3337x Modern Techniques of Organic Chemistry Laboratory

Prerequisites: CHEM BC3333. Laboratory one afternoon: M, Tu, or Th 1:10-5:30. 
2 points CHEM BC3333x + CHEM BC3337x = BC3335x

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<td>CHEM 3337</td>
<td>02076</td>
<td>Th 12:00p - 12:50p</td>
<td>805 Altshul Hall</td>
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CHEM BC 3338y Quantitative and Instrumental Techniques Laboratory

Quantitative techniques in volumetric analysis, radiochemistry, spectrophotometry, and pH measurement. Data analysis with spreadsheets. 
Prerequisites: General Chemistry with Lab, Organic I Lab. Corequisites: For students not majoring in chemistry or biochemistry: CHEM BC3232 or CHEM 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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CHEM BC 3340y Quantitative and Instrumental Techniques Laboratory

Identical to CHEM BC3338, but with a greater variety and number of experiments. 
Prerequisites: General Chemistry with Lab, Organic I Lab. Corequisites: For students not majoring in chemistry or biochemistry: CHEM BC3232 or CHEM 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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CHEM BC 3342y Quantitative and Instrumental Techniques Laboratory

Prerequisites: CHEM BC3338. 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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**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 BC3333, BC3335, or equivalent) and quantitative analysis lab (BC3338, BC3340, or equivalent). Corequisites: Biochemistry (CHEM BC3262, CHEM C3501, or equivalent). Laboratory fee: $45. Lecture: Tu 1:10-2:00; Laboratory: Tu 2:00-6:00 and Th 1:10-5:00.

5 points

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**CHEM BC 3357x Biochemistry Laboratory Techniques**

Similar to CHEM BC3355, with experiments modified to be accomplished in one laboratory period per week. 

**Prerequisites:** Same as CHEM 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

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**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:** CHEM BC3252 and CHEM BC3338 or equivalent. Corequisites: Laboratory fee: $35. Lecture: Tu 12:00-12:50; Laboratory: MW 1:10-5:00.

3 points

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**CHEM BC 3368y Integrated Chemistry Laboratory**

Experiments in spectroscopy: UV-Vis, fluorescence, Raman, infrared.

**Prerequisites:** CHEM BC3253 and CHEM BC3338 or equivalent. Laboratory fee: $35. Lecture: Tu 12:00-12:50; Laboratory: MW 1:10-5:00.

3 points
### CHEM BC 3580y Biophysical Chemistry

Literature-based course on the fundamental concepts of biophysical chemistry and key experimental techniques used in the investigation of biological macromolecules. Primary emphasis is on nucleic acids and proteins and the forces that govern their structure and behavior. Readings will be taken from textbooks and primary literature. - A. Williams  
**Prerequisites:** CHEM BC 3252, Math V 1101 or Math V 1102, BC 1502 highly recommended.  
3 points

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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:** CHEM BC 3333 or CHEM BC 3338 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:** CHEM BC3333 and CHEM 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:** CHEM BC3333 and CHEM BC3338. Permission of instructor. Laboratory fee: $35.

4 points

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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 2:10-4:00 and 8 hours research to be arranged.

4 points Enrollment restricted by invitation of the department.
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Cross-Listed Courses

Chemistry

G4103 Advanced Inorganic Chemistry
G4141 Bioorganic Spectroscopy
G4147 Advanced Organic Chemistry
G4170 Biophysical Chemistry
G4172 Biorganic Topics
G4221 Quantum Chemistry

Barnard Catalogue 2009-2010
COURSE CATALOGUE

CLASSICS

Classics
216 Milbank Hall
854-2852
www.barnard.edu/classics

Professors: Helene P. Foley (Chair), Nancy Worman
Associate Professor: Kristina Milnor

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. Zetzel
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/facleavolist.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, Aeschylus, 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 general education 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.
COURSE CATALOGUE

CLASSICS

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 Elements of Greek Prose Style
Greek W 4105-W 4106 History of Greek Literature
and five others, including Greek V 3996 Major Seminar

In Latin, this would be fulfilled by taking

Latin W 4139 Elements of Latin Prose Style
Latin W 4105-W 4106 History of Latin Literature
and five others, including Latin V 3996 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: Visit Ancient Studies for the requirements for this major.

REQUIREMENTS FOR THE MINOR

The minor in Greek, Latin, or Modern Greek requires five courses above the elementary level.

Printable Version
Barnard Catalogue 2009-2010
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).
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. Scharffenberger

General Education Requirement: Literature (LIT).
3 points

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<th>Course</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>45897/001</td>
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<td>D. Steiner</td>
<td>76</td>
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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. Scharffenberger
  General Education Requirement: Literature (LIT).
  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 2009-2010.
3 points

CLCV V 3165x 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.
3 points

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<th>Course Number</th>
<th>Call Number/Section</th>
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<td>MWF 9:00a - 12:00p 449 Grace Dodge Hall (T)</td>
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CLCV V 3162y Ancient Law

Greek and Roman legal systems; archaic law in its social context; philosophy of law; development of private law in Rome.

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

CLLT V 3230 Classics and Film

Considers cinematic representations of the ancient Mediterranean world, from early silent film 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).
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 2009-2010.
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. Sai
  General Education Requirement: Cultures in Comparison (CUL).
  3 points

CLCV W 4110y Gender and Sexuality in Ancient Greece

Examination of the ways in which gender and sexuality are constructed in ancient Greek society and represented in literature and art, with attention to scientific theory, ritual practice, and philosophical speculation. Topics include conceptions of the body, erotic, homoerotic literature and practice, legal constraints, pornography, rape and prostitution.

- H. Foley
  Prerequisites: Sophomore standing or permission of the instructor. General Education Requirement: Reason and Value (REA).
  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.

- H. Foley


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

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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

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<th>Days &amp; Times/ Location</th>
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Greek Language and Literature

GREK V 1101x-V1102y Elementary Full-Year Course

Grammar, composition, and reading. Prerequisites: GREK V1101 is prerequisite to GREK V1102. No credit is given for GERK V1101 unless GREK V1102 is completed.

4 points

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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 1201x or y Intermediate Greek: Prose and Poetry

Selections from Plato.
**Prerequisites:** GREK V1101 - V1102 or V1121.

4 points

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GREK V 1202x Selections from Homer

Detailed grammatical and literary study of several books of the *Iliad* and introduction to the techniques of oral poetry, to the Homeric hexameter, and to the historical background of Homer.

- H. Foley

**Prerequisites:** GREK V1101-V1102 or V1121, or permission of the instructor.

4 points

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<th>Course Number</th>
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GREK V 3309y Selections from Greek Literature: Rhetoric

Content of this course changes year to year; it may be taken in consecutive years.

- N. Womack

**Prerequisites:** Greek V1201-1202, or their equivalents. General Education Requirement: Literature (LIT).

3 points

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
GREF V 3320 Intensive Reading Course
- M. Fantuzzi
3 points

GREF 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.

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GREF W 4009y Selections from Greek Literature: Prose
Content of course changes from year to year; it may be taken in consecutive years.
General Education Requirement: Literature (LIT).
3 points

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GREF 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: GREF V 1201 - 1202; or their equivalents. General Education Requirement: Literature (LIT).
3 points

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GREF 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 GREF V1201, V1202. General Education Requirement: Literature (LIT).
4 points

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GREF 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

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**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

**Latin Language and Literature**

**LATN V 1101x or y-V1102 Elementary Full-Year Course**

V 1101: Grammar, composition and reading.

V 1102: Complete review of grammar and syntax; emphasis on representative readings. **Prerequisites:** LATN V1101 is normally prerequisite to LATN V1102. LATN V1102 may be taken without LATN V1101 by permission of the instructor. No credit is given for LATN V1101 until LATN V1102 is completed.
4 points

<table>
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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 V1201.

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: LATN V1101 - V1102 or 2 - 3 years of high school Latin. General Education Requirement: Literature (LIT).

4 points

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LATN V 1202y Intermediate Latin II

Selections from Ovid, Metamorphoses, and Sallust, Livy, Seneca, or Phiny.

Prerequisites: LATN V1201 or 3 - 4 years of high school Latin. General Education Requirement: Literature (LIT).

4 points

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<td>C. Charles</td>
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<td>F 1:10p - 2:00p 607 Hamilton Hall</td>
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LATN V 3012x Augustan Poetry

Selections from Virgil and Horace. Combines literary analysis with work in grammar and metrics.

- K. Milnor

**Prerequisites:** LATN V1202 or four years of high school Latin. General Education Requirement: Literature (LIT).

3 points

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<tr>
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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 V3012 or the equivalent. General Education Requirement: Literature (LIT).

3 points

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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 V3012 or the equivalent. General Education Requirement: Literature (LIT).

3 points

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LATN V 3320y Intensive Reading Course

3 points

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

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</table>

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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<td>1 / 1</td>
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**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

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**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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**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 LATN V3012. General Education Requirement: Literature (LIT).

4 points

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**LATN W 4106y Latin Literature of the Empire**

Lectures based on extensive readings in Latin literature from the beginning to the fourth century.

*Prerequisites:* At least two terms of Latin beyond LATN V3012. General Education Requirement: Literature (LIT).
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

Cross-Listed Courses

Classics

V1102 Intro to Modern Greek Language and Culture
V1201 Intermediate Course I
V1202 Selections from Homer
V1202 Intermediate Course II
V3033 Medieval Language and Literature
V3135 Topics Through Greek Film
V3140 Comedy Past and Present
V3162 Ancient Law
V3308 Athens
V3320 Intensive Reading Course
V3400 Diaspora
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 Greek Prose Composition
W4140 Latin Stylistics
W4145 Ancient Political Theory
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
COURSE CATALOGUE

COMPARATIVE LITERATURE

Comparative Literature
320 Milbank Hall
854-8312
www.barnard.edu/complit

The program is supervised by the Committee on Comparative Literature.

Chair of Program: Nancy Worman (Classics)
Professors: Taylor Carman (Philosophy), Helene Foley (Classics), Serge Gavronsky (French), Maire Jaanus (English), Alfred MacAdam (Spanish), Catherine Nepomnyashchy (Slavic), Anne Prescott (English)
Associate Professors: Peter T. Connor (French), Erik Grimm (German), Ross Hamilton (English), Max Moerman (Asian and Middle Eastern Studies), Nelson Moe (Italian), Maura Spiegel (English), Caroline Weber (French), Nefertiti Tadiar (Women's Studies)
Assistant Professors: Bashir Abu-Manneh (English), Webke Denecke (Asian and Middle Eastern Cultures), Rebecca Stanton (Slavic), Phillip Usher (French), Maja Horn (Spanish)
Senior Lecturers: James Crapotta (Spanish), Laurie Postlewaite (French)
Lecturer: Brian O'Keefe (French)

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavelist.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 comparatively 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 (at least one of them in a non-English language) and in one major period, genre, theme, or theoretical issue.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

COMPARATIVE LITERATURE

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 advance 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 fields of concentration in a language. 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 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 (RELI V 3201), and Introduction to the New Testament (RELI V 3202), for those specializing in languages and literature in the Western tradition; Asian Humanities (AHUM V 3399 or V 3400), for those specializing in languages and literatures in Eastern traditions; or other courses with approval of the chair.

One course in literary theory. Students will normally be expected to satisfy this requirement by taking CPLS V 3950 The Colloquium in Literary Theory. If study abroad plans make this impossible, other courses may be substituted such as ENGL BC 3194, FREN 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; consultation with the chair advised.

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, entirely or 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 on the Comparative Literature website.

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 2009-2010
COURSE CATALOGUE

COMPARATIVE LITERATURE

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level
All Courses

Held On Term Offered
Any Day Of The Week Autumn or Spring

Begins At/After Ends At/Before
----- Any Time ----- ----- Any Time ----- 

Course Description Contains The Keyword(s)

Courses of Instruction

CPLT 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.

- N. Worman
3 points

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<td>N. Worman</td>
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CPLT BC 3110x Introduction to Translation Studies
Introduction to the major theories and methods of translation in the Western tradition, along with practical work in translating. Topics include translation in the context of postcolonialism, globalization and immigration, the role of translators in war and zones of conflict, gender and translation, the importance of translation to contemporary writers.

- P. Connor
Prerequisites: Completion of the Language Requirement or equivalent.
3 points

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<td>TuTh 1:10p - 2:25p 302 Milbank Hall</td>
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CRLS V 3119x The Novel in the US & USSR, 1925-1940: Literature Confronts Crisis
Using Novels as our primary sources, we will examine the massive social upheavals experienced in the US and USSR during the onslaught of the Great Depression and the rise of High Stalinism. The syllabus includes texts by F. Scott Fitzgerald, Yuri Olesha, William Faulkner, Andrei Platonov, John Dos Passos, Valentine Kataev, Mikhail Bulgakov, and Richard Wright, as well as supplementary readings in history and literary theory. All readings in English.

- K Holt
- 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 insults 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.

Not offered in 2009-2010.
- 3 points

CPLS 3121y A Kind of Wild Justice: Revenge and Retribution

Examines the various motives that move our nature to turn to revenge: Orestes, compelled to murder by duty; Ferdinand, pathologically obsessed with his family honor and his sister’s body; Heathcliff, driven to frustration and unfocused rage; the Continental Op, just taking care of a job. Organized into four broad categories, we will move through Archaic and Classical Greek poetry, Elizabethan and Jacobean Drama, the Victorian Novel and finish our study in American film noir. Readings will include: Archilochus, Shakespeare, John Webster, Emily Bronte, and Richard Stark.

- C. Charles
- 3 points

CPLS BC 3122y Big Brother: Poetics of Power

Explores the representation of institutional power and personal authority in world literature and international cinema through the lens of contemporary theory and with an emphasis on the fantasies of "Big Brother". Readings and screenings include Orwell, Nabokov, Kafka, Lucan, Winterson as well as Coppola, Hitchcock, Chaplin and Godard.

- P. Usher
- 3 points

CPLS BC 3123x or y Poetics and Politics of Friendship: Modern Literature and the Experience of Bonding

With an emphasis on equality and social justice, this course 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, Pug, Fugard, Emerson, Derrida, Rawls.

Prerequisites: CPLS BC3001 Intro to Comp. Lit.; completion of intermediate language courses. Not offered in 2009-2010.
- 3 points

CLEN BC 3125y (Section 1) Opera and Literature/Opera as Literature

What is an operatic text and how do we "read" it? An 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, Donizetti, Verdi, Wagner, Strauss, Debussy, and Britten.

- J. Crapo
- 3 points

CPLS BC 3140y Europe Imagined: Images of the New Europe in 20th-Century Literature

Compares the diverse images of Europe in 20th-century 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, H. Boell, C. Tolbi and others.

- E. Grimm
- 3 points

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 and newspaper stories, trials,
and propaganda films in addition to personal narratives such as diaries and autobiographies. *Not offered in 2009-2010.*

3 points

**CPLS BC 3142y 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-Font
*General Education Requirement: Literature (LIT). Not offered in 2009-2010.*
3 points

**CPLS BC 3149x Urchins, Adulteresses, and Orphans: The Specter of the Other in Nineteenth-Century Bourgeois Literature**

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.

- TBD
*Prerequisites: Not offered in 2009-2009. General Education Requirement: Literature (LIT).*

**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
3 points

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**CPLS BC 3156y Figures in a Landscape: Literary Topographies from Homer to H.D.**

Exploration of how and why landscape imagery is deployed in the western literary tradition as a map of cultural values, aesthetic ambitions, ideological critique, and/or artistic authority. Readings will include Aristophanes’ Frogs, Plato’s Phaedrus, Shakespeare’s A Midsummer Night’s Dream, Proust’s Under the Shadow of Young Girls in Flower, and H.D.’s poems. These will be supplemented with images from different periods of landscape painting. Secondary readings will take advantage of the recent explosion of interest in landscape and topographical imagery in many fields, including cultural geography and landscape architecture.

- N. Worman
*General Education Requirement: Literature (LIT). Not offered in 2009-2010.*
3 points

**CPLS BC 3162x The Novella from Cervantes to Kafka**

The novella, older than the novel, painstakingly crafted, links the worlds of ideas and fiction. The readings present the novella as a genre, tracing its progress from the 17th century to the 20th. Each text read in the comparative milieu, grants the reader access to the intellectual concerns of an era.

- A. MacAdam
3 points

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**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 ornate and corpulent to the laconic and anorexic. Readings in Rabelais, Swift, Richardson, Poe, Gogol, Kafka, Mevrink, Pirandello, Greenaway, and M. Python.

- E. Grimm

**General Education Requirement: Literature (LIT).**

**3 points**

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CPLS BC 3200x The Visual and Verbal 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.

- E. Grimm


**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.

**General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: Literature (LIT). Not offered in 2009-2010.**

**3 points**

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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, Heidegger; Beckett, Arendt; films by Eisenstein, Marker, and others; and various art works.

**Not offered in 2009-2010.**

**3 points**

CLIA V 3650y 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 include novels, historical studies, and film criticism.

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

**3 points**

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<td>W 6:10p - 10:00p</td>
<td>N. Moe</td>
<td>20 / 20</td>
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<tr>
<td>3660</td>
<td>307 Milbank Hall</td>
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</table>

CPLS V 3675x 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.

- A. Mac Adam

**General Education Requirement: Literature (LIT). Not offered in 2009-2010.**

**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, paranymphes, the theory of dreams, and fetishism. Readings include The Interpretation of Dreams, the case histories (Anna O., Dora, Rat Man, Wolf Man, Schreber), and a number of metapsychological papers.

- P. Connor
  Not offered in 2009-2010.
  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.

- B. O'Keefe

Prerequisites: Enrollment limited to 18 students.

4 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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<tr>
<td>CPLS 3950</td>
<td>02345</td>
<td>MW 4:10p - 5:25p</td>
<td>B. O'Keefe</td>
<td>13</td>
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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

<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>CPLS 3997</td>
<td>00809</td>
<td>W 6:10p - 8:00p</td>
<td>E. Grimm</td>
<td>6</td>
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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

CLEN W 4011x Dostoevsky, Tolstoy, and the English NOvel

Close reading of works by Dostoevsky, (Nestchka Nezvanova, The Idiot, "A Gentle Creature") and Tolstoy (Childhood, Boyhood, Youth; "Family Happiness", Anna Karenina; "The Kreutzer Sonata") in conjunction with related English novels (Bronte’s Jane Eyre, Eliot’s Middlemarch, Woolf’s Mrs. Dalloway).

No knowledge of Russian is required; all works read in English.

- L. Knapp
  Not offered in 2009-2010.
  3 points

CLEN W 4012x or y Russian, French and American Novels of Adultery

Adultery is a driving concern of the works read. Authors include Pushkin, Turgenev, Tolstoy, Chekhov, Lafayette, Flaubert; Hawthorne, Chopin. As we study the nineteenth-century novels that define the novel of adultery as a literary category, as well as some precursors and later offshoots, we articulate a morphology of the novel of adultery. We also focus on the narrative techniques used to represent the consciousness of the protagonists, in an effort to determine how the subject matter and the plot's of the novel of adultery interact.

No knowledge of Russian is required; all works read in English.

- L. Knapp
  Not offered in 2009-2010.
  3 points
Cross-Listed Courses

Asian and Middle Eastern Studies (Barnard)

W3338 A Cultural History of Japanese Monsters

Classics

V3132 Classical Myth
W4300 The Classical Tradition

East Asian Languages and Cultures

V3215 Korean Literature and Film
W4029 Colloquium On Major Works of Japanese Philosophy, Religion, and Literature

English (Barnard)

BC3158 Medieval Literature: Literatures of medieval Britain
BC3171 The Novel and Psychoanalysis
BC3187 American Writers and Their Foreign Counterparts
BC3190 Global Literature in English
BC3194 Critical & Theoretical Perspectives on Literature: A History of Literary Theory & Criticism
BC3194 Critical & 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
W3421 Introduction to French and Francophone Studies II

Linguistics

W3101 Introduction to Linguistics

Religion

W4011 The Lotus Sutra in East Asian Buddhism

Slavic Languages

V3220 Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
W4032 Emancipation of Self in (Early 20th Century) Russia and the European Modern

Drama and Theatre Arts (Barnard)

V3150 Theatre History I
V3151 Theatre History II
V3166 Drama, Theatre, and Theory

Barnard Catalogue 2009-2010
COURSE CATALOGUE

COMPUTER SCIENCE

Computer Science
450 Computer Science Building
212-939-7000
www.cs.columbia.edu

Chair: Shree K. Nayar
450 Computer Science, 212-939-7004
Vice Chair: Vishal Misra
512 Computer Science, 212-939-7061

Associate Chair for Undergraduate Education: Adam Cannon
450 Computer Science, 212-939-7016


Associate Professors: Luca Carloni, Stephen A. Edwards, Luis Gravano, Tony Jebra, Angelos D. Keromytis, Vishal Misra, Jason Nieh, Steven M. Nowick, Ravi Ramamoorthy, Daniel Rubenstein, Rocco Servedio

Assistant Professors: Eitan Grinspun, Martha Kim, Tal Malkin, Itsk Pe'er, Simha Sothumadhavan, Junfeng Yang

Lectures: Adam Cannon

Adjunct Faculty: Alexandros Biliris, German Creamer, Donald Ferguson, Claire Monteleoni, Pamana Isukapalli, Alexander Paepke, Michael Schneider, Herbert Thompson, John Ioannidis, Dragomir Radev, Gitanjali Swamy, Mayank Sharma

Barnard Major Advisors: Julia Hirschberg and Kathleen R. McKeown

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 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 of graphics track exposes students to computer 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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Barnard Catalogue 2009-2010
COURSE CATALOGUE

COMPUTER SCIENCE

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. As a rule, no more than 12 transfer credits will be accepted toward the degree.

Program of study:

- Introduction to Computer Science COMS W 1004 in the first year
- COMS W1007, W3203, W 3157 and W 3137 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. W1004, W1007, and W3137 are taught in Java. Advanced Programming (W 3157) is 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): COMS W 1004, W 1007, W 3203, W 3157, W 3157, W 3261, W 3827. 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 41xx, W 47xx, W4901, 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 4162, W 4165, W 4167, W 4170, W 4172, W 4701, W 4733, W 4735, W 4771, W 4901, W 4995, W 4996.

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

Required computer science courses - 23 points: COMS W 1004, W 1007, W 3203, W 3137, W 3157, W 3261, and W 3827 or any 4000-level computer science course.

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Barnard Catalogue 2009-2010
COURSE CATALOGUE

COMPUTER SCIENCE

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Held On  Term Offered
Any Day Of The Week  Autumn or Spring

Begins At/After  Ends At/Before
----- Any Time -----

Course Description Contains The Keyword(s)

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 Information Science

Basic Introduction to concepts and skills in Information Sciences: human-computer interfaces, representing information digitally, organizing and searching information on the World Wide Web, principles of algorithmic problem solving, introduction to database concepts, introduction to programming in Python.
Lect: 3.3pts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Call Number/ Number Section</th>
<th>Days &amp; Times/ Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>COMS</td>
<td>75898 1001</td>
<td>MW 2:40p - 3:55p 233 Seeley W. Mudd Building</td>
<td>A. Cannon</td>
<td>31 / 70</td>
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<td>COMS</td>
<td>79033 1001</td>
<td>MW 2:40p - 3:55p 503 Hamilton Hall</td>
<td>A. Cannon</td>
<td>40 / 120</td>
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</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).

Lct: 3, 3 pts.

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<thead>
<tr>
<th>Course</th>
<th>Call Number/Number</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>COMS 71104</td>
<td>1003</td>
<td>MW 1:10p - 2:25p 253 Engineering Terrace</td>
<td>J. Kim</td>
<td>16</td>
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</table>

COMS W 1005x and 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

<table>
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<tr>
<th>Course</th>
<th>Call Number/Number</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<tr>
<td>COMS 7698</td>
<td>1004</td>
<td>MW 4:10p - 5:25p 301 Pupin Laboratories</td>
<td>A. Cannon</td>
<td>163</td>
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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).

Lct: 3, 3 pts.

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<th>Course</th>
<th>Call Number/Number</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<tr>
<td>COMS 7747</td>
<td>1005</td>
<td>Tu/Th 9:10a - 10:25a 207 Mathematics Building</td>
<td>P. Blaer</td>
<td>96</td>
</tr>
</tbody>
</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 2009-2010.

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.

<table>
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<tr>
<th>Course</th>
<th>Call Number/Number</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>Autumn 2009 :: ECBM E3060</td>
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<tr>
<td>ECBM</td>
<td>29282</td>
<td>M 6:50p - 9:20p</td>
<td>627 Seeley W. Mudd Building</td>
<td>D. Anastassiou</td>
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<td>3060</td>
<td>001</td>
<td>M 7:10p - 10:00p</td>
<td>627 Seeley W. Mudd Build</td>
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COMS W 3101x 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. 1pts.

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<th>Course</th>
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<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<td>Spring 2010 :: COMS W3101</td>
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<tr>
<td>COMS</td>
<td>81347</td>
<td>Tu 10:30a - 12:30p</td>
<td>227 Seeley W. Mudd Building</td>
<td>J. Gordon</td>
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<td>COMS</td>
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<td>Tu 10:30a - 12:30p</td>
<td>227 Seeley W. Mudd Building</td>
<td>M. Merler</td>
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<td>COMS</td>
<td>66002</td>
<td>Th 10:30a - 12:30p</td>
<td>227 Seeley W. Mudd Building</td>
<td>M. Ben Salem</td>
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<tr>
<td>COMS</td>
<td>94286</td>
<td>W 11:00a - 1:00p</td>
<td>644 Seeley W. Mudd Building</td>
<td>O. Boyaci</td>
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<td>COMS</td>
<td>71949</td>
<td>W 11:00a - 1:00p</td>
<td>644 Seeley W. Mudd Building</td>
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<td>3101</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.

COMS W 3134x and 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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<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
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<tr>
<td>COMS 3134 001</td>
<td>TuTh 5:40p - 6:55p 602 Hamilton Hall</td>
<td>R. Huang</td>
<td>43</td>
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<tr>
<td>COMS 3134 001</td>
<td>MW 6:10p - 7:25p 702 Hamilton Hall</td>
<td>A. Pasik</td>
<td>93</td>
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</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>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<tr>
<td>COMS 3137 001</td>
<td>MW 2:40p - 3:55p 833 Seeley W. Mudd Building</td>
<td>P. Allen</td>
<td>61</td>
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<tr>
<td>Spring 2010 :: COMS W3137</td>
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<tr>
<td>COMS 3137 001</td>
<td>MW 11:00a - 12:15p 833 Seeley W. Mudd Building</td>
<td>P. Blaser</td>
<td>70 / 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.

COMS W 3157x and 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.
COMS W 3203x and 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. Grunschlag
Prerequisites: Any introductory course in computer programming. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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<td>J. Gross 89</td>
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<td>TuTh 11:30a - 12:15p 503 Hamilton Hall</td>
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COMS W 3210y Scientific Computation


- J. Traub
Prerequisites: Two terms of calculus. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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<td>J. Traub 36</td>
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COMS W 3251x Computational Linear Algebra

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. Wozniakowski
Prerequisites: Two terms of calculus. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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COMS W 3261x and y Computer Science Theory


- J. Grunschlag
Lect 3. 3 pts.

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</table>
### CSEE 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, ALUs, single-cycle and multi-cycle processor design, introduction to pipelined processors, caches, and virtual memory.

**Prerequisites:** An introductory programming course. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3, 3 pts

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### COMS W 3902x and y Undergraduate Thesis

An independent theoretical or experimental investigation by an undergraduate major of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one term, in which case the grade is deferred until all 6 points have been completed. Consult the department for section assignment.

**Prerequisites:** Agreement by a faculty member to serve as thesis adviser. 1-6 points.

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### COMS W 3998x and y Undergraduate Projects in Computer Science

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.

**Prerequisites:** approval by a faculty member who agrees to supervise the work. 1-3 pts.

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### 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
1.5 points

COMS W 4111x and y Introduction to Databases

The fundamentals of database design and application development using databases: entity-relationship modeling, logical design of relational databases, relational data definition and manipulation languages, SQL, XML, query processing, physical database tuning, transaction processing, security. Programming projects are required.
- L. Gravano
Prerequisites: COMS W3137 or W3134, fluency in Java; or permission of the instructor. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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COMS W 4112y Database System Implementation

The principles and practice of building large-scale database management systems. Storage methods and indexing, query processing and optimization, materialized views, transaction processing and recovery, object-relational databases, parallel and distributed databases, performance considerations. Programming projects are required.
- L. Gravano, K. Ross
Prerequisites: COMS W4111; fluency in Java or C++. COMS W3827 is recommended.
3 points

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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, W3251, and CSEE W3827, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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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-compilers. A programming project is required.
- A. Aho
Prerequisites: COMS W4115 or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
**Reasoning (QUA).**

Lect: 3. 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. 3 pts.

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**COMS W 4156x or y Advanced Software Engineering**

Assumes substantial prior software development experience in one or more of C++, Java or C#, as well as basic familiarity with using SQL. Focuses primarily on component model frameworks (EJB, .NET/COM+, Web Services) and quality assurance (code inspection, unit and integration testing, stress testing). Introduction to UML. Surveys other software lifecycle topics as time permits. Centers on an intense semester-long multi-iteration team project building an N-tier application.

- G. Kaiser

Prerequisites: Any one or more of COMS W4111, COMS W4115, COMS W4118, or COMS W4444. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

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**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. Ramamoorthi

Prerequisites: COMS 3137 or 3139, 4156 is recommended. Strong programming background and some mathematical familiarity including linear algebra is required. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

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**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 Ramamoorthi
Prerequisites: COMS 4160 or equivalent, or instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3.3 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 2009-2010.
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 and W4156 is recommended. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3.3 pts.

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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.

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COMS W 4172y 3D User Interfaces and Augmented Reality


- 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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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 and W4119, or the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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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

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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
Lect: 3. 3 pts.

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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
Prerequisites: COMS W3203 and a course in calculus. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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CSOR 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.

- M. Yannakakis

**Prerequisites:** COMS W3137 or W3139, and W3203. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3.3pls.

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<td>TuTh 4:10p - 5:25p 535 Seeley W. Mudd Building</td>
<td>C. Stein</td>
<td>75 / 97</td>
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<td>CSOR 4231 002</td>
<td>TuTh 2:40p - 3:55p 417 Mathematics Building</td>
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**COMS W 4236y 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

**Prerequisites:** COMS W3261. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Lect:** 3.3 pls.

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<td>COMS 4236 001</td>
<td>TuTh 1:10p - 2:25p 253 Engineering Terrace</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 pls.

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<td>TuTh 4:10p - 5:25p 212A Lowysohn Hall</td>
<td>A. Papageorgiou</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

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<td>TuTh 11:00a - 12:15p 535 Seeley W. Mudd Building</td>
<td>R. Servedio</td>
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**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 W3251 or COMS W4231. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 2.5, 3 pts.

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<td>Tu/Th 1:10p - 2:25p 1024 Seeley W. Mudd Building</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>MW 4:10p - 5:25p 825 Seeley W. Mudd Building</td>
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CSEE W 4340x 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, busses, 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 W3137 and W3824. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3, 3 pts.

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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).

### COMS W4701x 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 W3137. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3 pts.

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<td>A. Fasik</td>
<td>73 / 88</td>
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### COMS W4705x 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 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.

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### COMS W4706y 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 the instructor's permission. General Education Requirement: Quantitative and Deductive Reasoning (QUA). Not offered in 2009-2010.

Lect: 3. 3 pts.

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<td>J. Hirschberg</td>
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</table>
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.

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<td>333 Seeley W. Mudd Building</td>
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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. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3. 3pts.

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. 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 techniques 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 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

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CBMF W 4761x or 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.

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**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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**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 Components 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/Dynamic 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

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**CSEE W 4823x or 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 (ASM); introduction to hardware description languages (VHDL or Verilog); system-level modelling and simulation; design examples.

- **S. Nowick**

**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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</table>
CSEE W 4824x or y Computer Architecture


- L. Carloni
Prerequisites: CSEE W3827 or the equivalent. General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3. 3 pts.

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CSEE W 4825y Digital Systems Design

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.
Lect: 3. 3 pts.

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
Lect: 3. 3 pts.

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<td>327 Seeley W. Mudd Building</td>
<td>S. Edwards</td>
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COMS W 4901x and 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 4910x and y Curricular Practical Training
Only for MS students in the Computer Science department who need relevant work experience as part of their program of study. Final report required. This course may not be taken for pass/fail credit or audited. 

Prerequisites: Obtained internship and approval from faculty advisor.

1 point

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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). Lect: 3.3 pts.

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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). Lect: 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

Dance
204 Barnard Hall Annex
854-2995
www.barnard.edu/dance

Professors: Lynn Garafola
Professor of Professional Practice: Mary Cochran (Chair and Artistic Director)
Associate Professor of Professional Practice: Donlin Foreman
Assistant Professor: Paul Scolieri
Assistant Professor of Professional Practice: Colleen Thomas
Senior Associate: Katie Glasner (Assistant Chair)
Adjunct Professors: Uttara Coortawala, Allegra Kent
Adjunct Associate Professor: Mindy Alof
Lecturers: Cynthia Anderson, Mary Lisa Burns, Maguette Camara, Mary Carpenter, Tessa Chandler, Jennifer Emerson, Liza Gennaro, Angela Gittens, Chisa Hidaka, Katiri King, Robert LaFosse, Jodi Melnick, Jeff Moen, Margaret Morrison, David Parker, Sabrina Pillars, Kathryn Sullivan, Caitlin Trainor, Karla Wolfangle
Artists in Residence: Rodger Belman, Brian Brooks, Juliana May, Lisa de Ribere, Vicky Shick, Kota Yamazaki, Bill Young
Associates: Gloria Marina, Nathalie Jonas
Technical Director and Lighting Designer: Tricia Tolliver
Musician Coordinator: Gilles Obermayer, Ken Pierson
On Leave: Gilles Obermayer (2009-2010)

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

The Barnard College Department of Dance, located in a world dance capital, offers an interdisciplinary program that integrates the study of dance within a liberal arts setting of intellectual and creative exploration. The major builds upon studio courses, the Department’s productions at Miller Theater, Dance Theater Workshop and other venues, as well as a rich array of dance studies courses, allowing students’ creative work to develop in dialogue with critical inquiry into the history, culture, theory and forms of western and non-western performance, typically enhanced by study in other disciplines. Students work with accomplished artists whose work enriches contemporary American dance; they also study with outstanding research scholars. Making, thinking about, and writing about art are an essential part of the liberal arts education. For this reason the Department of Dance offers technique courses for students of all levels of expertise, while opening its other courses to majors and non-majors alike, who may also audition for its productions. The Department partners with cultural institutions in New York City to connect students with the professional world.

The Department of Dance is fully accredited and in good standing with the National Association of Schools of Dance.

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

DANCE

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 3570, BC 3574, BC 3576, BC 3577 or BC 3980). 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 2561 Applied Anatomy for Human Movement
DNCE BC 2562 Movement Analysis
DNCE BC 2563 Dance Composition: Form / Dance Composition: Form, dance/theater
DNCE BC 2564 Dance Composition: Content
DNCE BC 2565 World Dance History
DNCE BC 2566 Western Theatrical Dance from the Renaissances to the 1960s
DNCE BC 2567 Music for Dance
DNCE BC 2570 Dance in New York City
DNCE BC 2575 Choreography for the American Musical
DNCE BC 2580 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 3565 Group Forms: Advanced Dance Composition
DNCE BC 3567 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 3593 Gender and Historical Memory
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 3980 Performing the Political (as seminar)
DNCE BC 3982 Diaghilev's 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 (there-point) performance/choreography courses are taken.

Printable Version
Barnard Catalogue 2009-2010
COURSE CATALOGUE

DANCE

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On Term Offered

Any Day Of The Week Autumn or Spring

Begins At/After Ends At/Before

Any Time Any Time

Course Description Contains The Keyword(s)

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

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<td>S. Pillars</td>
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DNCE BC 2555x Ensemble Dance Repertory (Modern Dance)
Study and performance of choreography using three approaches: learning excerpts from the repertory 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

DNCE BC 2556y Ensemble Dance Repertory (Ballet)
Study and performance of choreography using three approaches: learning excerpts from the repertory 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).

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**DNCE BC 2561y 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).

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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 notate movement in motif writing; and to refine their ability to move efficiently and expressively.

- P. Scolieri

**Prerequisites:** An intermediate or advanced dance technique course or permission of instructor. Limited to 10.

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**DNCE BC 2563x and y 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).

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<td>MW 10:35a - 11:50a 110 Barnard Hall Annex</td>
<td>K. Wolfangle</td>
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**DNCE BC 2564x 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).

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</table>
DNCE BC 2565y 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.

**General Education Requirement: Cultures in Comparison (CUL). General Education Requirement: The Visual and Performing Arts (ART).**

3 points

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DNCE 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. Obermayer

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

3 points

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DNCE BC 2570x 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. Glasner, L. Garafola, L. Gennaro, P. Scolieri,

**Prerequisites: Fee: $150. General Education Requirement: The Visual and Performing Arts (ART).**

3 points

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DNCE 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.

**Prerequisites: Suggested DNCE BC2560, BC2566, BC2570 General Education Requirement: The Visual and Performing Arts (ART).**

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).

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DNCE BC 3000y From the Page to the Dance Stage

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).

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DNCE BC 3001x 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. Garafola


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DNCE BC 3009x and 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.


3 points

DNCE BC 3565y 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. Coorlawala

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

3 points

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**DNCE BC 3570x or y 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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<td>022201</td>
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**DNCE BC 3571y 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**

Rigorous study of the visual elements of dance design through aesthetic and critical evaluation of lighting, costume, and scenicographic techniques as they relate to specific dance repertory works.

**General Education Requirement: The Visual and Performing Arts (ART). Not offered in 2009-2010.**

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.

- L. Garafola

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

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**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). Not offered in 2009-2010.**

3 points

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<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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DNCE BC 3576x Dance Criticism

Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videotape sessions.

3 points

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DNCE BC 3577y Performing the Political: Embodying 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, workers' labor theatre and dance, and performance art. Reading and viewing assignments.


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 3583y Gender and Historical Memory in American Dance of the 1930's to the Early 1960's

Explores the question of why so many women dancer/choreographers of the 1930's - to the early 1960's, including relatively well-known ones, have ended up as peripheral rather than central players in what has become the master narrative of a crucial era of the recent dance past.

- L. Garafola

Prerequisites: One course in dance history/studies or permission of the instructor. General Education Requirement: The Visual and Performing Arts (ART).

3 points

DNCE BC 3590x and y 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

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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

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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 3980y Performing the Political: Embodying Change in American Performance
Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.
- P. Scoleti
Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students.
4 points

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. Garafola
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
Courses for Instruction

DNCE BC 2572 Techniques for Performance
This course explores specific techniques dancers utilize to cultivate performance: inherent qualities of the stage space, visual, physical, and emotional focus, movement dynamics and texture, and the use of imagery, sets and fabric. This course will also deepen one's awareness of these elements from a choreographic and directorial perspective. - D. Foreman
Prerequisites: Permission of the instructor.
3 points

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Modern

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.

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. Scolieri
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, J. Melnick, C. Thomas  
1 point
DNCE BC 3338x and y Contact Improvisation

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 3339x and y 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 improvisation material.

Prerequisites: DNCE BC3338 Contact Improvisation. Sophomore standing or permission of instructor required.

1 point

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.

The study of indigenous dance forms including African character, classical Spanish, jazz, musical theatre, and tap. All styles courses require permission of the instructor.

DNCE BC 1247x-BC1248y Jazz, I: Beginning

Prerequisites: BC1137, BC1138, BC1332, or BC1333. Intermediate level in modern or ballet technique is required.

1 point
**DNCE BC 1445x-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

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**DNCE BC 2248x-BC2249y Jazz, II: Intermediate**

*Prerequisites: DNCE BC1247, BC1248 or permission of instructor.*

1 point

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**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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**DNCE BC 2253x and y African Dance II**

*Prerequisites: DNCE BC2252 or permission of instructor.*

1 point

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<td>DNCE 07648 2253</td>
<td>TuTh 10:45a - 12:00p STU Dodge Fitness Center</td>
<td>M. Camara</td>
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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 abhanaya, as well as other classical Indian dance forms.
### DNCE BC 2255x and y Afro-Cuban Dance: Orisha, Rumba, Salsa

This class will introduce students to the African-based folkloric and popular dances of Cuba, including Orisha, Rumba, and Salsa. In addition to learning rhythms and dances, these forms will be contextualized within the historical and contemporary significance of Afro-Cuban dance performance.

- R. Bliss

**Prerequisites:** Permission of Instructor. Not offered in 2009-2010.

1 point Permission of Instructor.

### DNCE BC 2447x-BC2447y 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 2009-2010.

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 repertoire of mat work to improve body awareness, strength, flexibility, and dynamic alignment.

**Prerequisites:** Permission of instructor or DNCE BC1330, BC1331, BC1135, BC1136.

1 point

### DNCE BC 2455x and y Feldenkrais for Dancers: Awareness Through Movement

Develops sensory awareness of their individual neuromuscular patterns in this practical method of attaining optimal, efficient movement. Injury prevention/recovery, improved skill acquisition, and increased strength/coordination/flexibility all result from the discovery and release of habitual rigidities. Applicable to all dance styles and activities.

**Prerequisites:** Permission of instructor.

1 point

### DNCE BC 2557y Evolution of Spanish Dance Styles

- G. Marina

**Prerequisites:** BC1137, BC1138, BC1332, or BC1333 or permission of the Dance Department.

1 point
### 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 BC2580 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

### DNCE BC 3249y Jazz, III: Advanced Jazz Dance

**Prerequisites:** DNCE BC2248, y or permission of instructor.  
1 point

### DNCE BC 3250x Flamenco and Classical Spanish Dance I

- G. Marina  
**Prerequisites:** DNCE BC1137, BC1138, BC1332, BC1333, 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 BC3250, y, or permission of instructor.  
1 point
**DNCE BC 3447x-BC3448y Tap, III: Advanced Tap Dance**

- M. Morrison  
**Prerequisites:** DNCE BC2447, BC2448, or permission of instructor.  
1 point

<table>
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**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 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.

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>Days &amp; Times/ Location</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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<th>Course Number</th>
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### DNCE BC 2137x-BC2138y Ballet, III: Intermediate

1 point

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### DNCE BC 2139x-BC2140y Ballet, IV: High Intermediate

1 point

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### DNCE BC 2143x and y Pointe: Intermediate to Advanced Study of Pointe Work for Ballet

Focuses on developing strength and refinement that is specific to pointe work for the intermediate and advanced ballet dancer.

Permission of the instructor required.

Prerequisites: DNCE BC2137 or permission of department.

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### DNCE BC 3138x-BC3139y Ballet, V: Advanced

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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

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DNCE BC 3143y Classic Variations
Corequisites: DNCE BC3136, BC3139, or BC3141.
1 point

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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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</table>

There are currently no cross-listed courses for your department.
COURSE CATALOGUE

ECONOMICS

Economics
4A Lehman Hall
854-3454
www.econ.barnard.columbia.edu

Professors: Marcelle Andrews (term), Andre Burgstaller, Perry Mehrering, Rajiv Sethi (Ann Whitney Olin Professor), David Weiman (Alena Wels Hirschorn '58 Professor)
Associate Professors: Alan Dye (Chair), Sharon Harrison, Lalith Munasinghe
Assistant Professors: Mariana Colacelli, Kristin Mammen, Sonia Pereira (Adjunct), Randall Reback

Other officers of the University offering courses listed below:
Professors: Jushan Bai, Alessandra Casella, Yeon-Koo Che, Pierre-Andre Chiappori, Graciela Chichilnisky, Donald Davis, Padma Desai, Prajit Dutta, Ronald Findlay, Serena Ng, Brendan O'Flaherty, Xavier Sala-i-Martin, Stephane Schnitt-Grohé, Martin Uribe, David Weinstein, Michael Woodford
Associate Professor: Lena Edlund, Wojciech Kopczuk, Alexi Onatski
Assistant Professors: Stephanie Albanesi, Wolfram Schlenker, Till von Wachter
Adjunct Professors: Michael Adler, Carl Riskin
Lecturers: Susan Elmes, Sunil Gulati

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavellist.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 only if the following conditions are satisfied: an AP score of 4 or 5 in either Macro or Micro plus a passing score on the Economics Department's Placement Exam, or an International Baccalaureate (IB) score of 5 or higher, and a passing score on the Department's Placement Exam. The Placement Exam is offered during the program planning period at the beginning of each semester. Contact the department administrative assistant or chair in advance to arrange to take it. Students may not receive credit for Econ BC 1003 or equivalent if they have AP or IB credit for any introductory economics course. For Statistics, Barnard will allow 3 points credit with a score of 5 on the Statistics AP 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.

Printable Version
Barnard Catalogue 2009-2010
COURSE CATALOGUE

ECONOMICS

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 emphasizes modern economic theory along with associated analytical and mathematical tools. 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. Either track offers excellent preparation for graduate study in a variety of professional schools and professional careers in many areas, including business and public administration.

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 on the 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 or the major adviser as early as possible. Students interested in pursuing a Ph.D. in economics should take more mathematics than required for the economics major or choose the Economics and Mathematics interdisciplinary major. Any interested student should seek guidance from the Economics and/or Mathematics faculty on which mathematics courses to take.

All majors should file the "Major Requirements Declaration" form, available from the department office by the end of their sophomore year, or as soon as possible thereafter.

Economics

The Economics track major requires eleven courses in economics, including:

- ECON BC 1007 (or MATH V 1101 & V 1201) Mathematical Methods for Economics*
  (or Calculus I and Calculus III)
- ECON BC 2411 (or STAT W 1111 or W 1211) Statistics for Economics
  (or Introduction to Statistics)
- ECON BC 3018 Econometrics
- ECON BC 3033 Intermediate Macroeconomic Theory
- ECON BC 3035 Intermediate Microeconomic Theory
- ECON BC 3041 Theoretical Foundations of Political Economy;

plus three electives in economics, two of which must be upper-level (that is, they must have 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.

*Students will not receive credit for ECON BC 1007 Mathematical Methods for Economics after they have completed of ECON BC3035 Intermediate Microeconomic Theory. Such students must complete the mathematics requirement by taking Math V 1201 (Calculus III).

Political Economy

The Political Economy track major requires twelve courses, including:

- ECON BC 1007 (or MATH V1101) Mathematical Methods for Economics
  (or Calculus I)
- 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 must be upper-level electives (that is, they must have intermediate micro- or macroeconomic theory as a prerequisite); three interdisciplinary electives (see further conditions below), and either ECON BC 3061-62 Senior Thesis, or ECON BC 3063 Senior Seminar and an additional upper-level elective in economics.

Interdisciplinary electives: The three interdisciplinary electives may be taken from any Related Area of Study (listed below), or in an area approved by the major adviser. Two of the interdisciplinary electives must be "linked" to one of the economics electives taken to fulfill the major requirement, and at least one of the linked interdisciplinary electives must be at the 3000-level or higher. The remaining "unlinked" interdisciplinary elective requirement may be satisfied by taking any course in a Related Area of Study, or a statistics course, such as ECON BC2411 Statistics for Economics, STAT W1111, STAT W1201, or ECON BC3018 Econometrics.

Linking interdisciplinary electives to economics electives: If a course is "linked," this means that it addresses subject matter that is related to the subject matter of the economics elective to which it is paired. There are many possible ways to link a course to an economics elective. Some suggestions are given below. Whether a course qualifies as a linked course must be approved by the student's major adviser.

Related Areas of Study

The Political Economy track major requires twelve courses, including:

<table>
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<th>Departments</th>
<th>Regional or Interdisciplinary Programs</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Asian and Middle Eastern Cultures</td>
<td>American Studies</td>
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<tr>
<td>Environmental Science</td>
<td>Human Rights Studies</td>
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<td>History</td>
<td>Jewish Studies</td>
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<td>Philosophy</td>
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<td>Spanish and Latin American Cultures</td>
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<td>Women's Studies</td>
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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 Economics BC 2411 or equivalent.

Suggestions for Linking Interdisciplinary Electives to Economics Electives

Here is a list of suggestions for Interdisciplinary Electives that link to Economics Elective Courses. It is NOT an exhaustive list. You should feel free to propose alternative courses that form similar links. All linked courses must be approved by the student's major adviser.

ECON BC 2010: The Economics of Gender

- HIST BC 3323: European Women in the Age of Revolution
- HIST BC 3567: American Women in the 20th Century
- POLS BC 3007: Modern Political Movements
- POLS V 3460: Gender and Politics in Comparative Perspective
- SOC V3200: Gender, Class and Race
- SOC V 3302: Sociology of Gender

ECON BC 2014: Topics in Economic History (depends on the topic, for example, if "Globalization and Industrial Revolution")

- HIST BC 3116: Filthy Lucre: A History of Money
- HIST BC 3180: Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism
- HIST BC 3321: Colonial Encounters: Europe and the Culture of Empire
- HIST BC 3980: World Migration
- HIST BC 4119: Capitalism and Enlightenment
- HIST BC 4327: Consumer Culture in Modern Europe
- POLS V 1601: International Politics
- POLS V 3615: Globalization and International Politics
POLS V 3633: International Political Economy

ECON BC 3011: Inequality and Poverty

ANTH 3987: Ethnicity, Class and Race
HIST BC 4335: Poverty and the Social Order in Europe
HRPS V 3001: Introduction to Human Rights
POL S W 3245: Race and Ethnicity in American Politics
POL S V 3313: American Urban Politics
SOCI V 3235: Social Movements
SOCI V 3324: Poverty, Inequality and Policy
SOCI BC 3235: Social Movements

ECON BC 3012: The Economics of Education

HIST BC 3461/4542: Education in American History
POL S V 3313: American Urban Politics
SOCI V 3226: Sociology of Education
PHIL V 3758: Philosophy of Education

ECON BC 3013: Economic History of the US

HIST BC 3470: Modern American Social Movements
HIST BC 3496: History of American Cities
POL S BC 3200: American Political Development, 1789-1980
-- Or any course on aspects of the American political system
SOCI V 3206: Race, Culture, and Identity in the Contemporary United States
SOCI BC 3227: The Sociology of U.S. Economic Life
SOCI V 3247: The Immigrant Experience

ECON BC 3017: Economics of Business Organization

SOCI V 3216: Organizations in Modern Society
SOCI BC 3903: Work and Culture
SOCI V 3902: Institutional Analysis in Organizations
POL S W 4316: The American Presidency
POL S 3322: The American Congress
POL S BC 3331: Colloquium on American Political Decisionmaking
PSYC BC 2151: Organizational Psychology

ECON BC 3029: Development Economics

HIST BC 3668: Social Revolution in Latin America
POL S 3633: International Political Economy
POL S V 3615: Globalization and International Politics
POL S W 4496: Contemporary African Politics
POL S W 4481: Latin American Politics
POL S V 3620: Contemporary Chinese Politics
POL S W 4850: Making Markets
POL S W 4435: Political Corruption and Governance

ECON BC 3038: International Money and Finance

POL S V 1601: International Politics
POL S V 3633: International Political Economy
POL S V 3615: Globalization and International Politics

ECON BC 3039: Environmental and Resource Economics

ANTH V 3971: Environment and Cultural Behavior;
SCPP BC 3333: Genetics, Biodiversity and Society; SCPP 3334: Science, State Power and Ethics

ECON BC 3047: International Trade

POL S V 1601: International Politics
POL S V 3615: Globalization and International Politics
POL S V 3633: International Political Economy
HIST BC 3980: World Migration

ECON G 4235: Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes

PHIL V 3230/3250/3270: 17th, 18th, 19th Century Philosophy;
PHIL V3653: Mind and Morals; PHIL V 3755: European Social Philosophy;
POLS 1013, 1014: Political Theory I, II;
POLS W 3211 Liberalism in America; POLS V 3020: Democracy and its Critics;
POLS BC 3307: Modern Political Movements

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.

Majors in the economics track may complete the mathematics requirement by taking ECON BC 1007 Mathematical Methods for Economics, or MATH V1101 Calculus I and MATH V1201 Calculus III. Students who have received advanced placement credit or have placed out of Calculus I may take either Math Methods or Calculus III to complete the requirement. (Students with 5 on the Calculus BC test may begin with Calculus III.)

Majors in the political economy track may complete the mathematics requirement by taking ECON BC 1007 Mathematical Methods for Economics or MATH V1101 Calculus I. Students who have received advanced placement college credit for calculus have satisfied the mathematics requirement for the political economy track.

Students interested in pursuing a Ph.D. in economics should take more mathematics than required for the economics major or choose the Economics and Mathematics interdisciplinary major. Any interested student should seek guidance from the Economics and/or Mathematics faculty on which mathematics courses to take.

REQUIREMENTS FOR THE MINOR

The minor in economics consists of five courses, including ECON BC1003 or equivalent, ECON BC 3033 or ECON BC 3035, and three electives, one of which must have an intermediate micro- or macroeconomic theory course as a prerequisite.
COURSE CATALOGUE

ECONOMICS

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level
All Courses

Held On
Any Day Of The Week
Term Offered
Autumn or Spring

Begins At/After

Ends At/Before

Course Description Contains The Keyword(s)

Introductory Courses

The principles of economics and statistics; may be taken without previous study of economics or statistics.

ECON BC 1003x and 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.

This one-semester introductory course replaces the traditional two-semester introductory courses previously offered, ECON BC1001 Introduction to Macroeconomics and ECON BC1002 Introduction to Microeconomics. Note: Students cannot get credit for ECON BC1003 if they have taken either ECON BC1001 or ECON BC1002 or the Columbia Introductory course ECON W1105.

- D. Weiman, M. Andrews

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>
<th>Enrollment</th>
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ECON BC 1007x and y Mathematical Methods for Economics
Covers basic mathematical methods required for intermediate theory courses and upper level electives in economics, with a strong emphasis on applications. Topics include simultaneous equations, functions, partial differentiation, optimization of functions of more than one variable, constrained optimization, and financial mathematics. This course satisfies the Calculus requirement for the Economics track of the Economics major.

- S. Harrison

General Education Requirement: Quantitative and Deductive Reasoning (QUA).
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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<td>MW 1:10p - 2:25p, 13A</td>
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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.

- K. Mammon

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

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<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>ECON 04161 2010 001</td>
<td>MW 10:35a - 11:50a, 501 Milbank Hall</td>
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ECON BC 2014x 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

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<td>Autumn 2009:: ECON BC2014</td>
<td>ECON 04282 2014 001</td>
<td>TuTh 9:10a - 10:25a, 409 Barnard Hall</td>
<td>A. Dye</td>
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</table>

ECON BC 2018x The Great Depression

Examines why the Great Depression emerged, how its effects were manifest, and what policies were enacted in response. Drawing on Harvard Business School cases we will explore how policymakers analyze economic situations and what tools they have to deal with them. We will also probe connections between the Great Depression and today's "great recession," and consider the lessons of each. - D. Spar

Prerequisites: Sophomore standing. Enrollment limited to 56 students.
2 points

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<td>W 8:30a - 10:30a, 329 Milbank Hall</td>
<td>D. Spar</td>
<td>54 / 56</td>
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</table>

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.

- M. Kim, D. Weiman

**Prerequisites:** Introductory Economics course.

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<th>Course Number</th>
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<td>W 6:00p - 7:30p, 403 Barnard Hall</td>
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**ECON BC 2075x Logic Limits of Economic Justice**

Introduce students to problems of economic justice under capitalism. Course has three goals: (1) expose students to debates between economics and philosophers about the meaning and nature of justice, (2) explore conflict between efficiency and justice, (3) examine implications of justice for gender equality, intergenerational equity and climate change.

- M. Andrews

**Prerequisites:** Introduction to Economic Reasoning (ECON BC 1003) or Principles of Economics (ECON W1105). An introductory course in political theory or political philosophy is strongly recommended, but not required.

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<td>TuTh 2:40p - 3:55p, 302 Barnard Hall</td>
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**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.

- K. Mammen

**General Education Requirement: Quantitative and Deductive Reasoning (QUA).**

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<td>37</td>
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</table>

**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.

- C. Woock

**Prerequisites:** ECON BC3033 or ECON BC3035, and ECON BC2411 or STAT W1111 or STAT W1211, or permission of the instructor.

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**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.

- A. Burgstaller, M. Andrews

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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<th>Course Number</th>
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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 BC1003, ECON W1105, or the equivalent) and one semester of calculus or ECON BC1007, or permission of the instructor.

4 points

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<th>Days &amp; Times/Location</th>
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<td>Autumn 2009 :: ECON BC3035</td>
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<td>MW 4:10p - 5:25p 409 Barnard Hall</td>
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<td>Spring 2010 :: ECON BC3035</td>
<td>04588 3035 001</td>
<td>MW 9:10a - 10:25a 202 Barnard Hall</td>
<td>L. Munasinghe</td>
<td>17</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, Marxist economics, neoclassicism, and Keynesianism.

- D. Weiman, A. Burgstaller

Prerequisites: An introductory course in economics or permission of the instructor. General Education Requirement: Reason and Value (REA).

3 points

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<td>TuTh 1:10p - 2:25p 323 Milbank Hall</td>
<td>A. Burgstaller</td>
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Upper-Level Elective Courses
The following economics elective courses have either ECON BC3033, ECON BC3035, 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.

- S. Reddy

Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor. Not offered in 2009-2010.

3 points
ECON BC 3012y 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.

- R. Reback
Prerequisites: ECON BC3035 and ECON BC2411 or permission of the instructor.
3 points

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<td>MW 1:10p - 2:25p 327 Milbank Hall</td>
<td>R. Reback</td>
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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.

- D. Weiman
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor. General Education Requirement: Historical Studies (HIS).
3 points

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</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.

- A. Dye
Prerequisites: ECON BC3035, or ECON BC3033, or equivalent, or permission of the instructor. Not offered in 2009-2010.
3 points

ECON BC 3017y 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.

- A. Dye
Prerequisites: ECON BC3035 or permission of the instructor. Not offered in 2009-2010.
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.

- L. Munasinghe
Prerequisites: ECON BC3035, or permission of the instructor.
3 points

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ECON V 3025x and y Financial Economics

- R. Sethi
Prerequisites: ECON BC3035 and ECON BC2411 or the equivalent.

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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.

- S. Reddy
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor. Not offered in 2009-2010.

3 points

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.

- A. Burgstaller
Prerequisites: ECON BC3033.

3 points

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ECON BC 3039y 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.

- S. Pereira
Prerequisites: ECON BC1003 or ECON W1105. Prerequisite for Economics majors: ECON BC3035.

3 points

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<td>327 Milbank Hall</td>
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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.

- S. Harrison

**Prerequisites:** ECON BC3033.

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<td>MW 1:10p - 2:25p</td>
<td>S. Harrison</td>
<td>44</td>
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</table>

**ECON BC 3047y 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.

- M. Ciacolli

**Prerequisites:** ECON BC3035. Not offered in 2009-2010.

<table>
<thead>
<tr>
<th>Course Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
</table>
| ECON 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:** ECON BC3033 or ECON BC3035 or permission of the instructor.

<table>
<thead>
<tr>
<th>Course Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
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<tr>
<td>ECON 05362 3265</td>
<td>MW 4:10p - 5:25p</td>
<td>P. Mehrling</td>
<td>96</td>
</tr>
</tbody>
</table>

**ECON BC 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.

- P. Mehrling

**Prerequisites:** ECON BC3033 and ECON BC3035 or the equivalent.

<table>
<thead>
<tr>
<th>Course Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>ECON 24779 3265</td>
<td>MW 10:30a - 11:50a</td>
<td>S. Albanesi</td>
<td>39 / 66</td>
</tr>
</tbody>
</table>

**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.

- P. Mehrling

**Prerequisites:** ECON BC3033 and ECON BC3035. Limited to 25 students.

<table>
<thead>
<tr>
<th>Course Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<td>MW 2:40p - 3:55p</td>
<td>P. Mehrling</td>
<td>44</td>
</tr>
</tbody>
</table>

**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. Not offered in 2009-2010.

<table>
<thead>
<tr>
<th>Course Number/Section</th>
<th>Days &amp; Times/Location</th>
<th>Instructor</th>
<th>Enrollment</th>
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<td>MW 2:40p - 3:55p</td>
<td>P. Mehrling</td>
<td>44</td>
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1/21/2010 1:31 PM
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.

- A. Burgstaller

Prerequisites: ECON BC3035 and ECON BC3033, or the equivalent.

3 points

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<th>Course Number</th>
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<tr>
<td>ECON 4235</td>
<td>02473 001</td>
<td>Tu 6:10p - 8:00p 323 Milbank Hall</td>
<td>A. Burgstaller</td>
<td>70</td>
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</table>

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.

4 points

<table>
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<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
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<th>Enrollment</th>
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<td>ECON 3061</td>
<td>001</td>
<td>Tu 2:10p - 4:00p 1 Lehman Hall</td>
<td>K. Mammen</td>
<td>5</td>
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<td>ECON 3062</td>
<td>002</td>
<td>W 11:00a - 12:50p 1 Lehman Hall</td>
<td>R. Reback</td>
<td>7</td>
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<td>ECON 3061</td>
<td>003</td>
<td>TBA</td>
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<td>Autumn 2009 :: ECON BC3062</td>
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| ECON 3062 | 001 | TBA | Instructor To Be Announced | 0 | MORE INFO ▶
| Spring 2010 :: ECON BC3062 | | | | |
| ECON 3062 | 001 | M 2:10p - 4:00p 1 Lehman Hall | K. Mammen | 7 | MORE INFO ▶
| ECON 3062 | 002 | TBA | R. Reback | 7 | MORE INFO ▶
| ECON 3061 | 003 | TBA | R. Sethi | 7 | MORE INFO ▶
| ECON 3062 | 004 | Tu 4:10p - 6:00p 1 Lehman Hall | A. Dye | 7 | MORE INFO ▶

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.

- P. Mehliringer, S. Pereira, L. Murasinghe, M. Andrews

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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<thead>
<tr>
<th>Course Number</th>
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<th>Days &amp; Times/Location</th>
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## Cross-Listed Courses

### Economics

- W2257 Global Economy
- V3025 Financial Economics
- W3412 Introduction To Econometrics
- W4020 Economics of Uncertainty and Information
- W4080 Globalization, Incomes and Inequality
- W4211 Advanced Microeconomics
- W4213 Advanced Macroeconomics
- W4228 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
- W4412 Advanced Econometrics
- 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
COURSE CATALOGUE

ECONOMICS & MATHEMATICS

Economics and Mathematics
4A Lehman Hall
854-3454

Economics Department Representative: Sharon Harrison
Mathematics Department Representative: David Bayer

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

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Barnard Catalogue 2009-2010
COURSE CATALOGUE

ECONOMICS & MATHEMATICS

Economics and Mathematics
4A Lehman Hall
854-345

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
3063, MATH V 3951, MATH V 3952 or an equivalent approved by the
Chairs of the Mathematics and Economic majors)

ECON BC 3062

Two economics electives with an intermediate micro- or macroeconomic theory course as prerequisite.

Mathematics: (7 courses)

MATH V 1102, 1201  Calculus II, 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 E 1210 is also an approved elective.

Students must obtain approval from each department representative before selecting electives. In exceptional cases, these may be from related fields; other courses can be taken with prior approval.

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Barnard Catalogue 2009-2010
COURSE CATALOGUE

ECONOMICS & MATHEMATICS

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

<table>
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<th>Course Level</th>
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<table>
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<th>Held On</th>
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<tbody>
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<td>Any Day Of The Week</td>
<td>Autumn or Spring</td>
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<th>Begins At/After</th>
<th>Ends At/Before</th>
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<tr>
<td>Any Time</td>
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<tr>
<th>Course Description Contains The Keyword(s)</th>
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</table>

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

Mathematics

- V1101 Calculus I
- V1102 Calculus II
- V1201 Calculus III
- V2010 Linear Algebra
- V2500 Analysis and Optimization
- V3951-V3952 Undergraduate Seminars In Mathematics
- W4061-W4062 Introduction To Modern Analysis

Barnard Catalogue 2009-2010.
COURSE CATALOGUE

ECONOMIC AND SOCIAL HISTORY

Economic and Social History
4A Lehman Hall
854-3454

This program is supervised by the Committee on Economic History:

Program Committee: Alan Dyo (Economics), Deborah Valenze (History), David Weinman (Economics), and Carl Wennerlind (History).

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

The Economic and Social History major is an interdisciplinary major that combines economic reasoning with different historiographic approaches and quantitative analysis. The major encourages students to develop an understanding of the human experience through the record of the past and acquire intellectual tools to analyze historical changes from an economic and social perspective. Students are exposed to different ways of thinking about the origins of capitalism, the structural features of modern economies, regional differences or global diversity in long-run economic performance and socioeconomic well-being, and the challenges and opportunities facing the global economy today. By looking at both the social and the economic dimensions of the histories of one or more geographical regions, students gain a valuable interdisciplinary perspective that enables them to appreciate and think systematically and critically about the complexities of human interaction. Students who graduate with a major in Economic and Social History will be prepared to enter graduate programs in history, business, public policy/administration, or to pursue careers such as in public policy or business that call for diverse perspectives and skills.

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Barnard Catalogue 2009-2010
COURSE CATALOGUE

ECONOMIC AND SOCIAL HISTORY

Economic and Social History
4A Lehman Hall
854-3454

REQUIREMENTS FOR THE MAJOR (class of 2012 and later)

A major in Economic History must complete the following 12 courses or their equivalents:

Economics (5 courses)

Theoretical Perspectives (3 courses) Students must take the following courses or their approved substitutes.

ECON BC 1003 Introduction to Economic Reasoning
ECON BC 3041 Theoretical Foundations of Political Economy
ECON BC 3033 Intermediate Macroeconomic Theory (ECON BC3035, ECON W3213, or ECON W3211 may be substituted for ECON BC3033)

Economic History (2 courses) Students must take 2 of the following courses, including at least one upper-level economic history elective at the 3000 level or higher.

ECON BC 2xxx Globalization and Industrial Revolution
ECON BC 2014 Topics in Economic History
ECON BC 3013 Economic History of the United States (another upper-level economic history course may be substituted, subject to economics adviser's approval.)

History (5 courses)

Introductory courses (1 course)

HIST BC 1xxx Introductory course in field of historical specialization

Lecture courses (2 courses)

HIST BC 3115 Filthy Lucre: A History of Money
HIST BC 3180 Merchants, Pirates, and Slaves in the Formation of Atlantic Capitalism: 1600-1800
HIST BC 3231 Colonial Encounters
HIST W 3411 American Society in the Age of Capital
HIST W 3593 American Labor in the 20th Century
HIST BC 3662 History of Latin America in the 19th Century
HIST W 3655 Economic History of Latin America
HIST W 3029 Roman Social History
HIST W 3956 Globalization in History
HSEA W 4864 Economic History of Modern China

Seminars (2 courses)

HIST BC 4062 Medieval Economic Life and Thought
HIST W 4130 Early Modern Globalization: The North Atlantic World & the Dutch Connection
HIST BC 4119 Capitalism and Enlightenment
HIST W 4318 Globalizing American Consumer Culture
HIST BC 4332 The Politics of Leisure in Modern Europe
HIST BC 4335 Poverty and Social Order in Europe
HIST W 4376 History of Commercial Revolutions
HIST W 4434 The Atlantic Slave Trade
HIST W 4518 Slavery and Emancipation in the US
HIST W 3592 Labor and Class Formation in African-American History, 1865-1950
<table>
<thead>
<tr>
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<tr>
<td>HIST W 4318</td>
<td>Globalizing American Consumer Culture</td>
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<tr>
<td>HIST W 4327</td>
<td>Consumer Culture in Modern Europe</td>
</tr>
<tr>
<td>HIST W 4569</td>
<td>American Consumer Capitalism</td>
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<tr>
<td>HIST W 4766</td>
<td>Slaves and Subjects in African History</td>
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<tr>
<td>HIST W 4884</td>
<td>Economic History of Modern China</td>
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<tr>
<td>HIST BC 4866</td>
<td>Fashion</td>
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<td>HIST BC 4905</td>
<td>Capitalism, Colonialism, and Culture: A Global History</td>
</tr>
<tr>
<td>AFCV W 4105</td>
<td>Intellectual Origins of Political Economy</td>
</tr>
</tbody>
</table>

Other appropriate courses may be substituted subject to the history adviser's approval.

**Senior Thesis Requirement** (2 semesters)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ECONOMIC AND SOCIAL HISTORY

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
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To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Term Offered

Any Day Of The Week | Autumn or Spring

Begins At/After

Ends At/Before

Any Time

Any Time

Course Description Contains The Keyword(s)

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 Call Number/</th>
<th>Days &amp; Times/</th>
<th>Instructor</th>
<th>Enrollment</th>
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<td>A. Dye</td>
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</table>

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

Barnard Catalogue 2009-2010
COURSE CATALOGUE

EDUCATION

Education
336 Milbank Hall
854-7072
www.barnard.edu/education

Professor: Lee Anne Bell (The Barbara Silver Horowitz Director of Education)
Assistant Professor: Maria Rivera
Lecturers: Julie Broderick, Jennie Brotman, Lisa Edstrom

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: Scott Halvorson (Acting Dean)

For a complete list of faculty on leave see:
http://www.barnard.edu/provost/facleavlist.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 1-5) 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 website 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.

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Barnard Catalogue 2009-2010
COURSE CATALOGUE

EDUCATION

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):
EDUC BC 2052y Seminar in Elementary Multicultural Pedagogy
EDUC BC 2055y, sec 1 Urban School Practicum
EDUC BC 3063xy Student Teaching in Urban Schools
EDUC BC 3064xy Senior Seminar on Issues in Urban Teaching

Educational Foundations: (One course chosen from among):
PHIL V 2100 Philosophy of Education
SOCL 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 1001xy 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 1127xy Developmental Psychology with Lab
PSYC BC 1129xy Developmental Psychology
PSYC BC 2134x Educational Psychology
*PSYC W 1420 Human Behavior
*PSYC W 1440 Learning and Motivation
*PSYC W 2200x 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)

Education Electives: Open to all education students. One course may be counted as a second Foundations course for Childhood Education Program only.

EDUC BC 3050x Science in the City

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, sec 2  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, or PSYC BC 3382 Adolescent Psychology.

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. Please note that some applied science courses will not be accepted.

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, psychology, and elective courses listed above. The last two courses cannot be counted towards the major.

Urban Studies Specialization in Education

EDUC BC 2032x  Contemporary Issues in Education
PSYC BC 2134x  Educational Psychology OR
PSYC BC 3382y  Adolescent Psychology
ECON BC 3012x  Economics of Education
EDUC BC 2052y  Seminar in Elementary Multicultural Pedagogy OR
EDUC BC 2062y  Seminar in Secondary Multicultural Pedagogy
EDUC BC 2055xy  Urban School Practicum
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 2008-2009

Bronx High School of Law & Finance
Chris Dwyer
Xiomara Gonzalez
Lissette Maestre
Anna Posner (BC '06)
Teriscoyva Smith
Greg van Voojis

Bronx High School of Science
Pilar Olimedo

Central Park East II
Claudia Deluna Castro
Haydee Dohn-Melendez
John Kuroda

Humanities Prep
Jeannie Ferrari
Christina Kemp
Manhattan School for Children
Robin Cornett
Caroline Ebrahim
Alli Guarnieri
Nicole Reppert
Pam Rios

Marble Hill School for International Studies
J. J. O’Connell

Mott Hall II
Brooke Heiser

P.S. 75 Emily Dickinson School
Jessica Bassik-Kessler
Mayra Fernandez
Lynda Frischer
Debra Griner
Siobhan Heneghan

PS 173
Rozelle Holtz Weinstein (BC '01)

Cooperating Schools for Practicum Placements 2008-2009

Elementary
PS 75 Emily Dickinson School
PS 84 Lillian Weber School
PS 163 Alfred E. Smith School
PS 165 Robert E. Simon School
PS 333 Manhattan School for Children

Secondary
IS 247 Dual Language Middle School
MS 54 Booker T. Washington Middle School
MS 862 Mott Hall II
HS 284 Bronx High School of Law and Finance
HS 445 Bronx High School of Science
Columbia Secondary School (M362)
Urban Assembly Academy of Arts & Letters (K492)

*back to top
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. Brodman
Prerequisites: Enrollment limited to 25 students. Permission of instructor. General Education Requirement: Social Analysis (SOC).
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 2032</td>
<td>06102/ 001</td>
<td>Tu/2:10p - 4:00p</td>
<td>J. Brodman</td>
<td>20</td>
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</table>

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 is a pre-requisite for student teaching in elementary schools. 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 EDUC BC2055, Elementary Urban School Practicum.
4 points
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, EDUC BC2052 or Section 2, Secondary, EDUC BC2062. Meets for two hours per week, plus a minimum of six hours per week in the field.

3 points

<table>
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<tr>
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<td>M. Rivera Maullucci</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 EDUC BC2055.
Open to Education Program applicants; others only with permission of instructor.

4 points

<table>
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<tr>
<th>Course Number</th>
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<td>EDUC 2062</td>
<td>06496</td>
<td>Tu 2:10p - 4:00p, 207 Milbank Hall</td>
<td>M. Rivera Maullucci</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.

- J. Brotman
Prerequisites: Permission of instructor.

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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<tr>
<td>EDUC 3050</td>
<td>04403</td>
<td>Th 4:30p - 6:20p, 227 Milbank Hall</td>
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EDUC BC 3052y Math in the City

In partnership with NYC public school teachers, students will have opportunities to engage in mathematical learning, lesson study, curriculum development, and implementation, with a focus on using the City as a resource. Students will explore implications for working with diverse populations.

- L. Edstrom

4 points
EDUC BC 3063x 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.

- L. Bell, M. Rivera Maulucci, L. Edstrom,
Prerequisites: Completion of EDUC BC2052 or BC2062 and BC2055. Corequisites: EDUC BC3064. Enrollment limited. 6 points

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<th>Days &amp; Times/Location</th>
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EDUC BC 3064x and y Senior Seminar on Issues in Urban Teaching

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,
Corequisites: EDUC BC3063,y. Enrollment limited to student teachers enrolled in the Education Program. 4 points

<table>
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<th>Course Number</th>
<th>Call Number/Section</th>
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<td>EDUC 3064</td>
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<td>L. Bell</td>
<td>11</td>
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<td>EDUC 3064</td>
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<td>Th 2:10p - 4:00p 207 Milbank Hall</td>
<td>L. Bell</td>
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Cross-Listed Courses

American Studies (Barnard)

BC3300 Topics in American Studies: Pedagogy of the Dispossessed

Economics (Barnard)

BC3012 Economics of Education

History (Barnard)

BC4542 Education in American History

Philosophy (Barnard)

V2100 Philosophy of Education

Sociology

V3225 Sociology of Education
COURSE CATALOGUE

ENGLISH

English
417 Barnard Hall
Phone: 854-2116, 854-8971
Fax: 854-9498
www.barnard.edu/english
english@barnard.edu

DEPARTMENTAL INFORMATION

Professors: James Basker (Richard Gilder Professor of Literary History), Christopher Baswell (Ann Whitney Olin Professor), Mary Gordon (Millicent C. McIntosh Professor in English and Writing), Lisa Gordis, Achsah Gubbory, Kim Hall (Lucyle Hook Professor of English), Maire Jaanus, Peter Platt (Chair), Anne Lake Prescott (Helen Goodhart Altschul Professor), William Sharpe, Maura Spiegel (Term)
Assistants: John Beller (Visiting), Alice Elliot Dark (Visiting), Polly Devlin (Visiting), Ross Hamilton (Director of Film Concentration), Saska Hamilton (Director of Women Poets at Barnard), Jennie Kassaroff, Ellen McLaughlin (Visiting), Richard Panek (Visiting), Christine Schutt (Visiting), Maxine Swann (Visiting)
Assistant Professors: Bashir Abu-Manneh, Catherine Barnett (Visiting), Nellie Hermann (Visiting), Julia Jordan (Visiting), Mary Beth Keane (Visiting), Monica Miller, Sean Singer (Visiting)
Senior Lecturers: Pamela Cobrin (Director, Writing Program; Co-Director, Speaking Program), Patricia Denison, Peggy Elsberg, Cary Plotkin, Timea Szell (Director of Creative Writing), Margaret Vanderburg (Director of First-Year English)
Consulting: Constance Brown, Mary Cregan, William Kenton (Visiting), Kate Levin (Visiting), John Pagano, Stephen Pedatella (Visiting), Aaron Schneider

For a complete list of all faculty on leave see:
http://www.barnard.edu/provost/facelavlist.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 sensitivity 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".

Printable Version
Barnard Catalogue 2009-2010
COURSE CATALOGUE

ENGLISH

English
417 Barnard Hall
Phone: 854-2116, 854-8971
Fax: 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) ENGL BC 3193 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) ENGL BC 3159 – BC 3160. 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 BC 3163 or ENGL BC 3164 or ENTH BC 3139y
   - ENGL BC 3154 – ENGL BC 3158, ENGL BC 3165-ENGL BC 3169
   - ENGL BC 3173, and ENGL BC 3174 (or W4301), and ENGL BC 3179
   - At least one of these 3 courses must cover material before 1600 (i.e., Medieval or Renaissance); at least one, material of the 17th or 18th century. One of these courses 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. (Also see our page on Substitutions.)

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 BC 3138, ENGL BC 3137
      - ENGL BC 3141
      - ENGL BC 3154 (Chaucer) through ENGL BC 3180 (American Literature 1800-1870)
   b) Of the three remaining elective courses, two may be in writing (ENGL BC 3103- ENGL BC 3120), film (FILM BC 3119 or FILM BC 3120), speech (ENGL BC 3121), theatre (ENTH BC 3136-BC 3140), or seminars on special themes (ENGL BC 3140, ENTH BC 3144). With the approval of the Chair of the Barnard English Department, one literature course taken outside the department (in English translation or in another language) can count as an elective.
   c) As a senior, an English major will complete advanced work in two seminars (ENGL BC 3997, 3998). Seniors concentrating in Theatre or Writing will normally substitute the Special Project in Theatre or Writing (ENGL 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 ENGL BC 3999 in the course listings).

REQUIREMENTS FOR THE MINOR

A minor consists of at least five English courses: one from either Chaucer (ENGL BC 3154 or ENGL BC 3155), Shakespeare (ENTH BC 3136, ENGL BC 3163, or ENGL BC 3164), or Milton (ENGL 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 (408d Barnard). In addition to ENGL BC 3159, ENGL BC 3160 (or appropriate substitutions), and ENGL BC 3193, an American concentration consists of either ENGL BC 3179 or ENGL BC 3180, either ENGL BC 3181 or ENGL BC 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 Bashir Abu-Manneh (401 D Barnard). A film concentration consists of four courses:

1) Introduction to Film and Film Theory (FILM BC 3201 or Columbia's W 3001)
2) A writing course, either Screenwriting (FILM BC 3119), Advanced Screenwriting (FILM BC3120) or Film Criticism
3) A Film/Literature Senior Seminar (ENGL BC 3997/ ENGL BC 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 courses (THTR V 3150, 3151) and one dramatic literature seminar, or one theatre history course and two dramatic literature seminars; the fourth course, Special Project in Theatre (ENGL BC 3996) in combination with a dramatic literature course. These 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, elected 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 (ENGL BC 3105- ENGL BC 3113 and ENGL BC 3120: Creative Non-fiction) and one advanced (ENGL BC 3114-ENGL BC 3118); a Senior project written either in a third writing course combined with a Special Project in Writing (ENGL BC 3996) or in an Independent Study (ENGL 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. FILM BC 3119: Screenwriting, and ENGL BC 3103 & ENGL BC 3104: Essay Writing can only count as an elective toward the writing concentration.)

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ENGLISH

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Any Day Of The Week

Term Offered

Autumn or Spring

Begins At/After

--- Any Time

Ends At/Before

--- Any Time

Course Description Contains The Keyword(s)

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. 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. Enrollment restricted to Barnard. May not be taken for P/D/F. Consult department bulletin board for section times.

3 points

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<td>D. Higginbotham</td>
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<td>005</td>
<td>MW 2:40p - 3:55p</td>
<td>F. Richard</td>
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ENGL BC 1202x First-Year English: Reinventing Literary History

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. 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. Meets three times a week.

Prerequisites: Consult department bulletin board for section times.

<table>
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<tr>
<th>Course Number</th>
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<td>ENGL 1201</td>
<td>07335 015</td>
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<td>TuTh 11:00a - 12:15p</td>
<td>203 Barnard Hall</td>
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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.

<table>
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<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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<td>ENGL 3101</td>
<td>07765 001</td>
<td>TuTh 11:00a - 12:15p</td>
<td>406 Barnard Hall</td>
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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.

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<th>Course Number</th>
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<td>09841 003</td>
<td>Th 2:10p - 4:00p</td>
<td>318 Milbank Hall</td>
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ENGL BC 3104y Essay Writing

English composition above the first-year level. Techniques of argument and effective expression. Weekly papers. Individual
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<th>Location</th>
<th>Days &amp; Times</th>
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<td>ENGL 3100</td>
<td>Introduction to Fiction Writing</td>
<td>3010 001</td>
<td>M, W, F 10:00-11:50</td>
<td>93810</td>
<td>0717</td>
<td>C. Smith</td>
<td>93810 0717</td>
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<tr>
<td>ENGL 3100</td>
<td>ENGL 3100</td>
<td>Location</td>
<td>Number</td>
<td>Section</td>
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<td>Notes</td>
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<td>3 points</td>
<td>Practice in writing short stories and developing a narrative with discussion and close analysis in a workshop setting.</td>
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<td>Introduction to Fiction Writing</td>
<td>3010 002</td>
<td>M, W, F 10:00-11:50</td>
<td>93810</td>
<td>0718</td>
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<td>A. Dark</td>
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<td>Introduction to Fiction Writing</td>
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<td>Section</td>
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<td>Practice in writing short stories and developing a narrative with discussion and close analysis in a workshop setting.</td>
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Creative Writing

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**NOTICE:** All course offerings are subject to change. Students are advised to check with the department for the most current information. It is the responsibility of the student to register for courses. Students are strongly encouraged to consult with their advisors before registering for courses.
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.
3 points

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<th>Course Number</th>
<th>Call Number/ Section</th>
<th>Days &amp; Times/ Location</th>
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ENGL BC 3113x Playwriting I

A workshop to provoke and investigate dramatic writing.
3 points

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ENGL BC 3114y Playwriting II

Advanced workshop to facilitate the crafting of a dramatic play with a bent towards the full length form.
3 points

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ENGL BC 3115x Story Writing I

Advanced workshop in writing, with emphasis on the short story.
Prerequisites: Some experience in the writing of fiction. Conference hours to be arranged.
3 points

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ENGL BC 3116y Story Writing II

Advanced workshop in writing, with emphasis on the short story.
Prerequisites: Some experience in writing of fiction. Conference hours to be arranged.
3 points

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<th>Course Number</th>
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ENGL BC 3117x or y Fiction Writing

Assignments designed to examine form and structure in fiction. Fall instructor: M. Swann; Spring instructor: M. Keane
Prerequisites: Previous experience or introductory class strongly recommended.
ENGL BC 3121: Advanced Poetry Writing

Spring 2010: ENGL BC3121
Mon, Tue, Wed, Thu 12:20-1:20
Location: 422 Mudd Hall
Section: 001
Instructor: M. Wayne

3 points

Prerequisites: Will be offered in the Fall Semester in 2009-2010. Students must have completed ENGL BC 1101 to be eligible. Registration in this course is limited. Students need to sign up outside the English Department office, room 417 Butler Hall.

ENGL BC 3120: y Creative Non-Fiction

Spring 2010: ENGL BC3120
Mon, Tue, Wed, Thu 12:20-1:20
Location: 422 Mudd Hall
Section: 001
Instructor: J. Patterson

3 points

Prerequisites: Will be offered in the Fall Semester in 2009-2010. Students must have completed ENGL BC 1101 to be eligible. Registration in this course is limited. Students need to sign up outside the English Department office, room 417 Butler Hall.

ENGL BC 3120: y Creative Non-Fiction

Spring 2010: ENGL BC3120
Mon, Tue, Wed, Thu 12:20-1:20
Location: 422 Mudd Hall
Section: 001
Instructor: J. Patterson

3 points

Prerequisites: Will be offered in the Fall Semester in 2009-2010. Students must have completed ENGL BC 1101 to be eligible. Registration in this course is limited. Students need to sign up outside the English Department office, room 417 Butler Hall.

ENGL BC 3120: y Creative Non-Fiction

Spring 2010: ENGL BC3120
Mon, Tue, Wed, Thu 12:20-1:20
Location: 422 Mudd Hall
Section: 001
Instructor: J. Patterson

3 points

Prerequisites: Will be offered in the Fall Semester in 2009-2010. Students must have completed ENGL BC 1101 to be eligible. Registration in this course is limited. Students need to sign up outside the English Department office, room 417 Butler Hall.

ENGL BC 3120: y Creative Non-Fiction

Spring 2010: ENGL BC3120
Mon, Tue, Wed, Thu 12:20-1:20
Location: 422 Mudd Hall
Section: 001
Instructor: J. Patterson

3 points

Prerequisites: Will be offered in the Fall Semester in 2009-2010. Students must have completed ENGL BC 1101 to be eligible. Registration in this course is limited. Students need to sign up outside the English Department office, room 417 Butler Hall.

ENGL BC 3120: y Creative Non-Fiction

Spring 2010: ENGL BC3120
Mon, Tue, Wed, Thu 12:20-1:20
Location: 422 Mudd Hall
Section: 001
Instructor: J. Patterson

3 points

Prerequisites: Will be offered in the Fall Semester in 2009-2010. Students must have completed ENGL BC 1101 to be eligible. Registration in this course is limited. Students need to sign up outside the English Department office, room 417 Butler Hall.
peer tutors in the Speaking Fellow Program.
3 points

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Theatre

Registration in ENTH seminars is limited to 16 students. See Theatre Department course descriptions for Theatre History (THTR V 3150, 3151), Drama and Film (THTR V 3143), Drama, Theatre, and Theory (THTR V 3166), Modernism and 20th-Century Theatre (THTR V 3737), and The History Play (THTR V 3750).

ENTH BC 3138y Shakespeare in Performance

Shakespeare's plays as theatrical events. Differing performance spaces, acting traditions, directorial frames, theatre practices, performance theories, critical studies, cultural codes, and historical conventions promote differing modes of engagement with drama in performance. We will explore Shakespeare's plays in the context of actual and possible performance from the Renaissance to the twenty-first century.
4 points

ENTH BC 3137y Restoration and 18th-Century Drama

Performance conventions, dramatic structures, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Trotter, Congreve, Dryden, Congreve, Farquhar, Gay, Goldsmith, and Sheridan.
Prerequisites: Enrollment limited to 16 students. Sign up in English Department. General Education Requirement: Literature (LIT). General Education Requirement: The Visual and Performing Arts (ART).
4 points

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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 Forges.
4 points

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, Crothers, Grinke, Hellman, Finley, Hughes, Devere Smith, and Vogel.
4 points

ENTH BC 3144x Black Theatre

Exploration in Black Theatre, specifically African-American performance traditions, as an intervening agent in racial, cultural and national identity. African-American theater artists to be examined include Amiri Baraka, Kir Corthorn, W.E.B. Du Bois, Angelina Grinke, Langston Hughes, Georgia Douglas Johnson, Adrienne Kennedy, Susan-Lo Parks, Adrian Piper and August Wilson. (Also listed as AFRS 3144.)
General Education Requirement: Literature (LIT).
4 points
An examination of literary and historical representations and "use" humans make of other animals ranging from those of life and culture. "The Better the Image, the Better the Things" from the cowboys in fiction, social history, film, music, and art. Readings will include Corcoran's *The American Cowboy* and the Encyclopedia of the West.  

**ENGL EC 3470**  
Seminar on Special Themes: The American Cowboy.  

3 points

3 points

General Education Requirement: Literacy (LII)  

This course will also be considered:  

General Education Requirement: Literacy (LII)  

Course focuses on the history of the American West, cultural and historical development of the West from the 1850s onward. Reading the words of P.O.W. Blue, *Dakota* and *Sitting Bull: A Biography.*  

**ENGL EC 3470**  
Seminar on Special Themes: Explorations of Black Literature: Early African-American  

Language and Literature

4 points

ENGL EC 3470**  
Seminar on Special Themes: Staging a Nation  

English as a Foreign Language (ENSL 2230)  

General Education Requirement: Literacy (LII)  

Course focuses on the history of the American West, cultural and historical development of the West from the 1850s onward. Reading the words of P.O.W. Blue, *Dakota* and *Sitting Bull: A Biography.*  

**ENGL EC 3470**  
Seminar on Special Themes: Staging a Nation
companions to fragmented objects of metaphorical or literal consumption. Analysis of the apparent malleability of the animal body and consciousness in literature and in light of theoretical texts. Readings will include: Aesop, John Coetzee, Jacques Derrida, Sigmund Freud, Grimm fairy tales, Franz Kafka, Yan Martel, Flannery O'Connor, George Orwell, Ovid, Peter Singer.

- T. Szell

**General Education Requirement: Literature (LIT). Not offered in 2009-2010.**

3 points

**ENGL BC 3140y (Section 6) Seminars on Special Themes: Reading Barnard Writing**

A century of American literature seen through the lens of works by women who were all Barnard undergraduates. Topics include Jewish immigration, the Harlem Renaissance, Greenwich Village bohemianism, feminism, black pride, sexual liberation, the rise of ethnic American identity, the "downtown" scene of the 1980s, etc. Authors may include Antin, Millay, Hurston, Calisher, Chang, Jong, Shange, Gordon, Quindlen, Janowitz, Danticat, Lahiri, and others.

- W. Sharpe

**Prerequisites:** Enrollment limited to 30 students. General Education Requirement: Literature (LIT).

3 points

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**ENGL BC 3140y (Section 7) Seminars on Special Themes: Doubt, Death, and Desire in 17th-century Prose**

Reading, from multiple perspectives, the great "metaphysical writers" on these big issues, including faith. John Donne's *Devotions and selected Sermons*; Robert Burton's *Anatomy of Melancholy* (i.e., madness and depression); Sir Thomas Browne's *Urne Burials*; and Richard Crashaw's bizarre poems "St. Mary Magdalene or The Weeper" and "Hymn to St. Teresa" will be included.

- A. Gubbory and M. Gordon

3 points

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**ENGL BC 3140x (Section 8) Seminars on Special Themes: English Renaissance Women Writers**

Despite popular conceptions insisting that the ideal Renaissance woman was silent, as well as chaste and obedient, many women in the early modern period (c. 1550-1800) defied such sentiments by writing, circulating and publishing their own literature. Under the influence of humanism, a generation of educated women arose who would become both the audience for and contributors to the great flowering of literature written in sixteenth and seventeenth century England. As we examine how these women addressed questions of love, marriage, age, race and class, we will also consider the roles women and ideas about gender played in the production of English literature. We will read from a range of literary (plays, poetry, and non-literary (cookbooks, broadside, midwifery books) texts.

**Prerequisites:** Enrollment limited to 25. Sign up on the fourth floor of Barnard Hall.

3 points

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**ENGL BC 3141x Major English Text(s)**

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.

- M. Ellsberg

**General Education Requirement: Literature (LIT).**

3 points
Western English Literature: 1940-1990

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African American Literature

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ENGL 3154: Major English Texts II

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### ENGL BC 3158y Medieval Literature: Literatures of medieval Britain

A survey of medieval literatures of the British Isles, and related European texts, from the twelfth to the fifteenth century. Although the course covers many genres and topics, the legends of King Arthur will be a connective thread. Medieval literature and the British Isles as colonized space. Literature before the invention of English. The multi-ethnic and multilingual culture of the British Middle Ages. The challenge of texts originally accompanied by illustrations. Selfhood as more a social than a private entity. Two papers, mid-term, and take-home final.

**Prerequisites:** Will be offered in the Spring of the 2009-10 academic year. General Education Requirement: Reason and Value (REA). General Education Requirement: Literature (LIT).

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 V3135-V3137. Students may also take 1 colloquium and 2 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 1½ before 1900/1½ 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.

**Corequisites:** See "The English Colloquium Preface" above. General Education Requirement: Reason and Value (REA). General Education Requirement: Literature (LIT).

4 points

### ENGL BC 3159x-BC3160y (Section 2) The English Colloquium: Skepticism and Affirmation


**Corequisites:** See "The English Colloquium Preface" above. General Education Requirement: Reason and Value (REA). General Education Requirement: Literature (LIT).

4 points
### ENGL BC 3169: Seventeenth-Century Prose and Poetry

**General Education Requirement:** Basic Communication Skills. Core Curriculum courses. Credit for this course satisfies the Core Curriculum Skills Area of Communication.

**Description:** The literature of the 17th century is characterized by a shift from the Baroque to the Enlightenment. This course explores the works of key authors, including Milton, Dryden, and Addison, focusing on their contributions to the development of modern prose and poetry.

#### Course Information
- **Course Code:** ENGL BC 3169
- **Instructor:** [Instructor Name]
- **Location:** [Location Details]
- **Days and Times:** [Days and Times]
- **Enrollment:** [Enrollment Information]

#### Prerequisites
- ENGL BC 3159: Shakespeare I

#### Notes
- 3 points

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### ENGL BC 3170: Shakespeare II

**General Education Requirement:** Basic Communication Skills. Core Curriculum courses. Credit for this course satisfies the Core Curriculum Skills Area of Communication.

**Description:** The literature of the 17th century is characterized by a shift from the Baroque to the Enlightenment. This course explores the works of key authors, including Milton, Dryden, and Addison, focusing on their contributions to the development of modern prose and poetry.

#### Course Information
- **Course Code:** ENGL BC 3170
- **Instructor:** [Instructor Name]
- **Location:** [Location Details]
- **Days and Times:** [Days and Times]
- **Enrollment:** [Enrollment Information]

#### Prerequisites
- ENGL BC 3169: Shakespeare I

#### Notes
- 3 points

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### ENGL BC 3199: The English Colloquium: Order and Disorder

**General Education Requirement:** Basic Communication Skills. Core Curriculum courses. Credit for this course satisfies the Core Curriculum Skills Area of Communication.

**Description:** The literature of the 17th century is characterized by a shift from the Baroque to the Enlightenment. This course explores the works of key authors, including Milton, Dryden, and Addison, focusing on their contributions to the development of modern prose and poetry.

#### Course Information
- **Course Code:** ENGL BC 3199
- **Instructor:** [Instructor Name]
- **Location:** [Location Details]
- **Days and Times:** [Days and Times]
- **Enrollment:** [Enrollment Information]

#### Prerequisites
- ENGL BC 3159: Shakespeare I

#### Notes
- 4 points

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### ENGL BC 3185: Xenia

**General Education Requirement:** Basic Communication Skills. Core Curriculum courses. Credit for this course satisfies the Core Curriculum Skills Area of Communication.

**Description:** The literature of the 17th century is characterized by a shift from the Baroque to the Enlightenment. This course explores the works of key authors, including Milton, Dryden, and Addison, focusing on their contributions to the development of modern prose and poetry.

#### Course Information
- **Course Code:** ENGL BC 3185
- **Instructor:** [Instructor Name]
- **Location:** [Location Details]
- **Days and Times:** [Days and Times]
- **Enrollment:** [Enrollment Information]

#### Prerequisites
- ENGL BC 3169: Shakespeare I

#### Notes
- 4 points
Lyric poetry about love, sex, death, and God in Donne and others (e.g., Herbert, Lanier, 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."

Description for Fall, 2009: Seventeenth-century poetry and prose: Sex, love, and God in lyric poetry, John Donne to Rochester (1600-1678); politics and religion in prose of the English Revolution (1642-1660), including political philosopher Thomas Hobbes, the female prophet Anna Trapnel, and the first communist, Winstanley. --Gilbory

General Education Requirement: Literature (LIT).
3 points

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<td>TuTh 2:40p - 3:55p</td>
<td>A. Gilbory</td>
<td>25</td>
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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

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<th>Days &amp; Times/Location</th>
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ENGL BC 3169x Renaissance Drama: Marlowe, Jonson, and Webster

Renaissance English Drama: An examination of three major Renaissance dramatists who wrote in a wide range of genres and styles. The course will take account of larger developments in English drama in late Elizabethan and earlier Stuart times, and there will be nods in the direction of Shakespeare, but the focus will be on Christopher Marlowe, Ben Jonson, and John Webster.

General Education Requirement: Literature (LIT).
3 points

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ENGL BC 3171x The Novel and Psychoanalysis

The novel in its cultural context, with an emphasis on psychoanalysis. Reading selected novels from Austen to W.G. Sebald.

General Education Requirement: Literature (LIT).
3 points

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<th>Course</th>
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<td>M. Jaanus</td>
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ENGL BC 3173x 18th-Century Literature (1660-1820): Sex & Sensibility in the 18th-Century Novel

This course will examine the rise of the eighteenth-century British novel from its unruly and disreputable origins to its arrival as a respectable and accepted genre. Along the way we will consider how the novel was affected by and effected changes in gender, sexuality, authorship, and political and social institutions. Readings to include Behn, Defoe, Haywood, Richardson, Fielding, Cland, Sterne, Wollstonecraft, and Austen.

General Education Requirement: Literature (LIT).
3 points
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<tr>
<th>Course</th>
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<th>Location</th>
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<td>497</td>
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<td>497</td>
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<td>497</td>
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<td>10:00 A.M. - 11:00 A.M.</td>
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**ENGL BC 3770 American Literature to 1800**

- **Course:** American literature from colonial period to 1800
- **Instructor:** More Info
- **Days & Times:** 4/2 (4th Floor, 497, 10:00 A.M. - 11:00 A.M.)
- **Location:** 4th Floor, 497
- **Enrollment:** 3770, 09/94

**ENGL BC 3771 Victorian Poetry and Criticism**

- **Course:** Victorian poetry and criticism
- **Instructor:** More Info
- **Days & Times:** 4/7 (5th Floor, 497, 10:00 A.M. - 11:00 A.M.)
- **Location:** 5th Floor, 497
- **Enrollment:** 3771, 09/95

**ENGL BC 3772 Victorian Age in Literature: The Novel**

- **Course:** The Victorian Age in literature
- **Instructor:** More Info
- **Days & Times:** 9 (5th Floor, 497, 10:00 A.M. - 11:00 A.M.)
- **Location:** 5th Floor, 497
- **Enrollment:** 3772, 09/96
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, and Dickinson.

*General Education Requirement: Literature (LIT).*

3 points

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ENGL BC 3181y American Literature, 1871-1945

American literature in the context of cultural and historical change. Writers include Twain, James, Du Bois, Wharton, Cather, Wister, Faulkner, Hurston.

*General Education Requirement: Literature (LIT).*

3 points

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ENGL BC 3182y American Fiction

American fiction from the 18th to the early 20th centuries. Writers include Rowson, Hawthorne, Melville, Alcott, Twain, James, Wharton, Faulkner, Wright.

*Not offered in 2009-2010.*

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, Kerouac, Didion, Pynchon, Morrison, and Lahiri.

*General Education Requirement: Reason and Value (REA). General Education Requirement: Literature (LIT).*

3 points

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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.

*Not offered in 2009-2010.*

3 points

ENGL BC 3185y Modern British and American Poetry

Poetry written in English during the past century, discussed in the context of modernism, postmodernism, literary theory, and changing social and technological developments. Students will participate in shaping the syllabus and leading class discussion. Authors may include Yeats, Williams, Eliot, Moore, Bishop, Rich, Ginsberg, Stevens, O'Hara, Plath, Brooks, Jordan, Walcott, Alexie, and many others.
ENGL BC 3138 and Y: The English Renaissance: The Lodge Hook Great Leadership

General Education Requirement Courses in Composition (CU) and General Education Requirement Literature (LI). The English Renaissance, The Lodge Hook Great Leadership Course. The course meets for two hours each week, during the first two weeks of each semester, Topics.

ENGL BC 3138Y: The Modern Novel

General Education Requirement Literature (LI). The course meets for two hours each week, during the first two weeks of each semester, Topics.

ENGL BC 3138Y: The Modern Novel

General Education Requirement Literature (LI). The course meets for two hours each week, during the first two weeks of each semester, Topics.
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

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<td>W 12:10p - 2:00p 22 Lehman Hall</td>
<td>B. Abu-Marzeh</td>
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ENGL BC 3194x (Section 1) Critical & Theoretical Perspectives on Literature: A History of Literary Theory & Criticism

What is literature? Does it tell the truth? What is its relation to the other arts? How do we judge it? How can we talk about it? Such questions form the matter of a conversation among philosophers, writers, and, latterly, "critics" that has gone on for two-and-a-half thousand years. Their responses both influence and reflect the literature contemporary with them. Readings from critics and theoreticians from the Classical world to the beginnings of poststructuralism, with attention to contemporaneous literature.

Prerequisites: Will be offered in the Fall of the 2009-2010 academic year.
3 points

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ENGL BC 3194x (Section 2) Critical & Theoretical Perspectives on Literature: Literary Theory

Examines nineteenth century foundational texts (Marx, Freud, Nietzsche), landmarks of the twentieth century (Gramsci, Foucault, Deleuze, Butler, Jameson, Spillers, Said, Spivak, Anzaldua, Debray, Kelly, Rafael), the novels of Jose Rizal, and selected critical essays.

3 points
ENGL 3252X Comparative Media Theory

3 points

General Education Requirement: Literature (L), Not offered in 2009-2010

Class and Time: CCR 2:40 P.M. 1:56 P.M. 2006: 300
Enrollment: 15

Prerequisites: Sophomore standing. Enrollment limited to 15 students. Students must be recommended by department head. This course is not open to non-degree students.

Course Description: This course is an introduction to the study of media texts and their social, cultural, and aesthetic contexts. It examines the ways in which media texts reflect and shape our understanding of the world around us. The course focuses on the study of film, television, and digital media, and explores how these forms of communication have influenced our understanding of the world. Through the study of specific texts and their cultural contexts, students will develop an understanding of the ways in which media texts influence our perceptions of the world and ourselves.

ENGL 3358X Race and Ethnicity

3 points

General Education Requirement: Literature (L), Not offered in 2009-2010

Class and Time: CCR 2:40 P.M. 1:56 P.M. 2006: 300
Enrollment: 15

Prerequisites: Sophomore standing. Enrollment limited to 15 students. Students must be recommended by department head. This course is not open to non-degree students.

Course Description: This course is an introduction to the study of race and ethnicity in the United States. It examines the ways in which race and ethnicity have been constructed, negotiated, and challenged in American society. Through the study of specific texts and their cultural contexts, students will develop an understanding of the ways in which race and ethnicity influence our perceptions of the world and ourselves.
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.

Not offered in 2009-2010.

4 points

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).

4 points

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<td>ENRE 3810</td>
<td>09207</td>
<td>Tu 2:10p - 4:00p</td>
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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.

Not offered in 2009-2010.

4 points

PREFACE for 3996: All independent study projects require a completed form being filed with the English Department (417 Barnard Hall).

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 (BC3996 x or 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 (BC3996 - see below) 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

PREFACE FOR THE ENGLISH SENIOR SEMINARS:

Enrollment in 3997 and 3998 is limited to senior English majors (and film majors for the English/film section). Signing up is accomplished through a special tab in eBear.

ENGL BC 3997x (Section 1) Senior Seminars: City in Literature

London in the Nineteenth Century. How does urban experience provoke formal innovations, deformations, and fascination with the sensational, the grotesque, the mysterious? Special emphasis on the nighttime as a site of exploration and transgression.

Works by Dickens, Engels, Mayhew, Doris Lessing, Whistler, Ruskin, Stevenson, Wilde, Doyle, and others.

Prerequisites: Sign up through special tab in eBear. Enrollment limited to seniors.

4 points

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ENGL BC 3997x (Section 2) Senior Seminars: Late Victorian and Modern Drama

Drama in transition. Changing social structures and dramatic structures at the turn of the century. The relationship between convention and invention and the interface of text and performance in the plays of Pinero, Wilde, Shaw, Strindberg, Ibsen,
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<td>S. Hamilton</td>
<td>1130 W 140 ST</td>
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4 points

Prerequisites: Sign up through Special Lab In Order: Enrollment limited to seniors.

Functional Grammar through Special Lab in Order: Enrollment limited to seniors.

In accordance with the college's guidelines, this course is limited to seniors. Enrollment is strictly limited to students majoring in English.

ENGL BC 3997X (Section 3) Seminar: Poes and Their Correspondence (Fall '08 & Fall '09)

4 points

Prerequisites: Sign up through Special Lab in Order: Enrollment limited to seniors.
ENGL BC 3998y (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.
Prerequisites: Sign up through special tab in eBear. Enrollment limited to seniors.
4 points

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ENGL BC 3998y (Section 2) Senior Seminars: Film: The Man in the Crowd/The Woman of the Streets

Explores theories and representations of the crowd, mass behavior and ideas about the individual in the period between the two World Wars. Looking mostly at fiction and film from the U.S. and Germany between 1918 - 1939, the course centers on representations of Berlin and New York. Films by Lang, Rittman, Rossellini, Wenders, Von Sternberg, Vidor, Chaplin, Sheeler and Strand, Engel, Berkely and others.
Prerequisites: Sign up through special tab in eBear. Enrollment limited to seniors.
4 points

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ENGL BC 3998y (Section 3) Senior Seminars: The American Sublime

The empty spirit / In vacant space / Gothicism, transcendentalism, and postmodern rapture. Traces of the sublime in the American literary landscape, featuring Brown, Poe, Melville, Emerson, Whitman, Dickinson, Stevens, Bishop, Reed, Pynchon, Robinson, and Harding.
Prerequisites: Sign up through special tab in eBear. Enrollment limited to seniors.
4 points

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ENGL BC 3998y (Section 4) Senior Seminars: Sexuality & Spirituality

The first half of the course is grounded in readings from Bible, Augustine, Petrarch and Donne, but students may then explore the relation and intersection between sexuality, sin, and spirituality up into the present, and cross-culturally.

- A. Guibbory
Prerequisites: Sign up through special tab in eBear. Enrollment limited to seniors.
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</table>

ENGL BC 3998y (Section 5) Senior Seminars: The Making & Unmaking of the Poetic Canon

This seminar reviews the emergence of poetry anthologies from the 18th century to the present, while sampling a wide variety of lyric poetry (Neoclassical and Romantic to Modernist and Contemporary) and re-examining such issues as what is the value in poetry and how we might re-invent the "canon" we have inherited. Students will create their own anthologies and have the option to do editorial or critical projects for their final submissions.
ENGL W 580X British Literature, 1550 to the Present
2 points
Not offered in 2009-2010.

4.0 credit hours
"The relation between region and nation." Consider the history of economic, social, and political developments in the English colonies and the relationship between region and nation. How did the English colonies and the United States develop as separate nations? How did the English colonies and the United States develop as separate nations?

CLEN W 417X Renaissance in Europe: Literature and Culture
3 points
Not offered in 2009-2010.

4.0 credit hours
"The relation between region and nation." Consider the history of economic, social, and political developments in the English colonies and the relationship between region and nation. How did the English colonies and the United States develop as separate nations? How did the English colonies and the United States develop as separate nations?

CLEN W 417X Renaissance in Europe: Some Sequences
4 points
4.0 credit hours
"The relation between region and nation." Consider the history of economic, social, and political developments in the English colonies and the relationship between region and nation. How did the English colonies and the United States develop as separate nations? How did the English colonies and the United States develop as separate nations?

ENGL B 399X Independent Study
4 points
4.0 credit hours
"The relation between region and nation." Consider the history of economic, social, and political developments in the English colonies and the relationship between region and nation. How did the English colonies and the United States develop as separate nations? How did the English colonies and the United States develop as separate nations?

ENGL G 399X (Section 3) Seminar in British Literature
4 points
4.0 credit hours
"The relation between region and nation." Consider the history of economic, social, and political developments in the English colonies and the relationship between region and nation. How did the English colonies and the United States develop as separate nations? How did the English colonies and the United States develop as separate nations?
Greene, Kazuo Ishiguro, Ian McEwan, David Mitchell, V.S. Naipaul, John Osborne, W.G. Sebald, and films by Carol Reed, Michael Apted, Joseph Losey, Tony Richardson, Mike Leigh, Stanley Kubrick and Stephen Frears.

- M. Spiegel
3 points

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<th>Days &amp; Times/ Location</th>
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Cross-Listed Courses

American Studies

W1010 Introduction to American Studies: Major Themes in the American Experience

English & Comparative Literature

W4015 Textual Analysis: Vernacular Paleography
G4121 The Renaissance in Europe: Sonnet Sequences
G4995 Special Topics in Modern Literature: Reading Lacan

Film Studies (Barnard)

BC3118 Screenwriting
BC3120 Feature Film Screenwriting
BC3145 Topics in Literature and Film: Memory and Forgetting
BC3201 Introduction to Film and Film Theory

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ENVIRONMENTAL BIOLOGY

Environmental Biology
1203 Altschul Hall
854-2437

Advisers: Paul E. Hertz (Biological Sciences), Stephanie Pfriman (Environmental Science)

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

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ENVIRONMENTAL BIOLOGY

Environmental Biology
1203 Altschul Hall
854-2437

REQUIREMENTS FOR THE MAJOR

1. Introductory Biology, Chemistry, and Environmental Science with laboratory:
   BIOL BC 1500, 1501, 1502, 1503  Introductory Biology
   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 2272 or BC 3380  Ecology/Applied Ecology and Evolution

3. One laboratory course in Ecology:
   BIOL BC 2873  Laboratory in Ecology

4. One lecture course organismal biology chosen from the following:
   BIOL BC 2240  Plant Evolution and Diversity
   or BC 2250  Invertebrate Biology
   or BC 2262  Vertebrate Biology
   or BC 3320  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  Environmental Measurements
   or N 0356  Global Assessment Remote Sensing
   or EAFE F 4008  GIS – Remote Sensing, Environmental Infrastructure Mgt.

7. One additional lecture course in Environmental Science.

8. One course in data handling:
   BIOL BC 2286  Research Design and Analysis
   or EESC BC 3017  Environmental Data Analysis
   or EEEB W 3020  Statistics for Ecology and Evolutionary Biology

9. A senior essay completed in one of the following courses:
BIOL BC 3590  
or BC 3593/3594  
or EESC BC 3800x and 3801y

Senior Seminar
Senior Thesis Research
Senior Research Seminar

Note: Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.
COURSE CATALOGUE

ENVIRONMENTAL BIOLOGY

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.

To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

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Course Level

All Courses

Search

Show All

---

Held On

Any Day Of The Week Autumn or Spring

Term Offered

Begin At/After

Any Time

Ends At/Before

Any Time

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Course Description Contains The Keyword(s)

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Cross-Listed Courses

Biological Sciences (Barnard)

BC1500 Introduction to Organismal and Evolutionary Biology
BC1501 Introductory Lab in Organismal and Evolutionary Biology
BC1502 Introduction to Cell and Molecular Biology
BC1503 Introductory Lab in Cell and Molecular Biology
BC2240 Plant Evolution and Diversity
BC2250 Invertebrate Zoology
BC2262 Vertebrate Biology
BC2272 Ecology
BC2286 Statistics and Research Design
BC2673 Laboratory in Ecology
BC3320 Microbiology
BC3591 - BC3592 Guided Research and Seminar
BC3593 - BC3594 Senior Thesis Research

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
VZ200 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

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ENVIRONMENTAL SCIENCE

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 and Ann Whitney Olin Professor of Environmental Science)
Assistant Professor: Brian Mailloux
Senior Lecturer: Peter Bower
Lecturer: Terryanne Maerza-Gmelch (Laboratory Director)
Senior Associate: Diane Diltrick (Laboratory Director)
Adjunct Professors: Mark Becker, Timothy Kenna, Cynthia Rosenzweig

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

Barnard Catalogue 2009-2010
COURSE CATALOGUE

ENVIRONMENTAL SCIENCE

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 1500 Physiology, Ecology, and Evolutionary Biology
   BIOL BC 1501 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

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: Stephanie Pfriman (Environmental Science Department), Richard Pious (Political Science), Rajiv Sethi (Economics), Paige West (Anthropology), TBA (Urban Studies)

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 Political Science (Dick Pious), Economics (Rajiv Sethi), Anthropology (Paige West), or Urban Studies (TBA).

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 1500, 1501  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 3016, ECEE 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 1601  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 2009-2010
COURSE CATALOGUE

ENVIRONMENTAL SCIENCE

SEARCH COURSES

Instructions:
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To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

 Held On Term Offered
Any Day Of The Week Autumn or Spring

Begins At/After Ends At/Before

--- Any Time --- --- Any Time ---

Course Description Contains the Keyword(s)

Courses of Instruction

EESC BC 1001x Environmental Science I

Integrated study of the Hudson River ecosystem with emphasis on its natural history, physical dynamics, chemistry and pollutant history, the structure and functioning of ecosystems and energy flow and nutrient cycling. Includes a reading of Robert Boyle's The Hudson River: A Natural and Unnatural History, Rachel Carson's "Flood Tide", 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

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EESC B 1002y Environmental Science II

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

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EESC V 2200x Earth's Environmental Systems: Solid Earth

Studies 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

Examines 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>558 Schermerhorn Hall</td>
<td>P. Obien</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.

- 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.

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EESC BC 3014x Field Methods in Environmental Science

Problem-oriented, hands-on approach emphasizing the tools, techniques, and observational skills necessary for the understanding of forest ecology and deer management. Field and laboratory work as well as data analysis and interpretation. Field Methods utilizes the outdoor resources of the Hudson River Valley, especially the forest environment at Black Rock Forest, a 4,000-acre preserve near Cornwall, N.Y.

Prerequisites: Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Five required field trips.

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EESC BC 3016x Environmental Measurements

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.

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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. Includes a Saturday half-day field trip.

- 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).

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EESC BC 3019x Energy Resources

Studies 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Call Number/Section</th>
<th>Days &amp; Times/Location</th>
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EESC BC 3021x Forests and Environmental Change

Discussion of global forest 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: Enrollment limited to 12 students. 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, 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

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EESC BC 3026y (Section 001) Case Studies: Land-use Dynamics

Three case studies of topics related to land-use change and how they impact the living environment. The three topics are: (1) land-use change over time: a paleoenvironmental perspective, (2) environmental transformations: impact of exotic and invasive plants and birds on local environments, and (3) migration of neotropical songbirds between their wintering and breeding grounds: land-use, crisis, and conservation.

- Terryanne Maenza-Gmelich
Prerequisites: Enrollment limited to 12 students. Permission of the instructor required. Alternate years.
3 points

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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

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<td>C. Rosenzweig</td>
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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.

- B. Mailoux

*Prerequisites: CHEM BC1601, 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. Pfirman, B. Mailoux

*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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**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. Pfirman

*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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**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.

Barnard Catalogue 2009-2010
COURSE CATALOGUE

EUROPEAN STUDIES

European Studies
422A Lehman Hall
854-4733

This program is supervised by the Committee on European Studies:
Lisa Tiersten, Deborah Valenze (Program Co-Chairs)

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

Printable Version

Barnard Catalogue 2009-2010
COURSE CATALOGUE

EUROPEAN STUDIES

European Studies
422A Lehman Hall
854-4733

REQUIREMENTS FOR THE MAJOR

A major in European Studies is open to qualified students whose applications are approved by the committee in charge. First-year students and sophomores anticipating such a major should consult their class advisers and the officer in charge by March 1 of the sophomore year.

The senior requirements vary according to the discipline studied. Majors should consult their advisers for details.

Students may focus on one country or one region of Europe. Competence in the language of the region is expected. The major includes:

A. A concentration consisting of five courses in an academic discipline chosen in consultation with the major adviser. A maximum of two of these courses that deal with European topics may be counted among the ten courses in the regional concentration (Part B).

B. Ten courses focusing on a country or region to include:
   Two courses in European History;
   Two courses in the literature or cultural studies of one country in the original language;
   Two semester senior projects under the direction of the program adviser or an adviser in the minor field;
   Four courses outside the field of concentration dealing with the selected country or region.

The following list is only a sample selection of courses that may be applied to the major.

Anthropology V 3100 Anthropology of Urban Life
Anthropology V 3038 Ethnicity and Race
Art History V 3475, 3521 Art and Culture of the Northern Renaissance Seventeenth-Century Painting and Public Life in the Lowlands, 1580-1700
Economics BC 3041 Theoretical Foundation of Political Economy
History BC 1101, 1102 Introduction to European History (recommended as prerequisites for other history courses)
History BC 3321 Colonial Encounters: Europe and the culture of Empire
History BC 3323 European Women in the Age of Revolution
History BC 4360 London: From 'Great Wren' to World City
History BC 4368 History of the Senses
PHIL V 3352 Recent European Philosophy
PHIL V 3353 European Social Philosophy
PHIL V 3740 Hermeneutics, History, and the Human Sciences
Political Science BC 3007 Modern Political Movements
Political Science BC 3013, 3014 Political Theory
Political Science V 3501 Democracy and Dictatorship in Europe
Political Science V 1501 Comparative Politics
Religion V 1101 Introduction to the Study of Western Religion
Religion V 3501 18th- and 19th-Century Religious Thought
Sociology V 3100 Introduction to Social Theory
Theatre V 3150x Theatre History
Theatre V 3152 Theatre Studies: Performative Cultures of the Third Reich
Theatre BC 3186x Modern Drama
French courses in Culture and Literature See French
German courses in Culture and Literature See German
Italian courses in Culture and Literature See Italian
Spanish courses in Culture and Literature See Spanish

Printable Version
COURSE CATALOGUE
EUROPEAN STUDIES

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.

To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

[ ] All Courses

Held On

[ ] Any Day Of The Week [ ] Autumn or Spring

Term Offered

[ ] Begins At/After [ ] Ends At/Before

Any Time ------ Any Time ------

Course Description Contains The Keyword(s)

---

Cross-Listed Courses

Art History (Barnard)

V3475 Art and Culture of the Northern Renaissance

Economics (Barnard)

BC3041 Theoretical Foundations of Political Economy

History (Barnard)

BC3321 Colonial Encounters: Europe and the Culture of Empire
BC3323 European Women in the Age of Revolution
BC4360 London: From 'Great Wen' to World City
BC4368 History of the Senses

Political Science (Barnard)

V3401 Democracy and Dictatorship in Europe
BC3505 * Colloquium on Making Democracy Work

Religion (Barnard)

V3501 Hebrew Bible

Sociology
W3000 Social Theory

Barnard Catalogue 2009-2010
COURSE CATALOGUE

FILM STUDIES

Film Studies
www.barnard.edu/film/

The program is supervised by the Barnard Committee on Film Studies:

*English:* Associate Professor Ross Hamilton (Director), Assistant Professor Monica Miller
*English/Women's Studies:* Adjunct Associate Professor Jonathan Beller
*Film:* Adjunct Assistant Professors David McKenna and Marie Regan, Lecturers Sandra Luckow and Guy Gallo
*French:* Professor Sergei Gavronsky, Assistant Professor Kalama Glover
*German:* Associate Professor Erk Grimm
*Italian:* Associate Professor Nelson Moe
*Columbia Faculty:* Annette Insdorf, Milena Jelinek, Sandra Luckow, David McKenna, Richard Pena, Marie Regan, Andrew Sarris, James Schamus

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

Film was a dominant cultural medium of the twentieth century and a powerful historical force that shaped the period. Indeed it continues to reflect and form our present experience.

The educational goal of the film major is to provide a solid grounding in the history and theory of film and its relation to other forms of art. Students are introduced to visual storytelling, film technology, and the economic and sociopolitical context of the film industry. The trajectory of the major moves from introductory level courses (four are required), to intermediate-level (three are required), to advanced-level (including two labs and the senior seminar), plus two electives from the approved list. While the course of study is rooted in film history and theory, students take workshops in screenwriting and filmmaking and produce a script and a short film.

For questions about Film Studies contact Ross Hamilton and/or Sarah Pasadino.

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Barnard Catalogue 2009-2010
COURSE CATALOGUE

FILM STUDIES

Film Studies
www.barnard.edu/film/

REQUIREMENTS FOR THE MAJOR – 12 COURSES

4 Introductory-level courses:

FILM BC 3201x  Introduction to Film and Film Theory. A prerequisite for all further film classes, and open to first-year students.
FILM W 3100  American Film History, 1930-50
FILM W 3200  Silent Screen
FILM W 3201  International Film History, 1930-60
or W 3202  International Film History 1960-90

3 Intermediate-level courses:

FILM R 4005  The Film Medium: Script Analysis
FILM W 3050  The Documentary Tradition
or W 4098  Film Theory I
FILM W 4145  Topics in World Cinema, or, with approval, appropriate substitutions from the list of elective courses below.

3 Advanced-level courses:

FILM BC 3119x, y  Screenwriting
or FILM W 3005  Laboratory in Writing for Film
or FILM BC 3120  Advanced Screenwriting
FILM BC 3200  Production (substitutes for FILM W 3051: Laboratory in Nonfiction Filmmaking or W 3054: Laboratory in Fiction Filmmaking).
ENGL BC 3898y  Senior Seminar/Film
or FILM W 3840x  Senior Seminar in Film Studies

2 Film Electives

For current Barnard electives, please consult the Barnard Film Studies website,

For Columbia electives, please consult the Columbia website.

Related Courses: at least 3 courses in other departments to be chosen in consultation with your adviser. There is no minor in film studies. There is no independent study in film studies, nor does Barnard give credit for internships.

Printable Version
Barnard Catalogue 2009-2010
COURSE CATALOGUE

FILM STUDIES

SEARCH COURSES

Instructions:
Below are listed all department courses for the upcoming term.
To view a refined subset of courses, modify the criteria, then click the "Search" button.
To remove all search parameters and list all courses, click the "Show All" button.

Course Level

All Courses

Held On

Any Day Of The Week  Autumn or Spring

Term Offered

Begin At/After

Any Time

Ends At/Before

Any Time

Course Description Contains The Keyword(s)

Courses of Instruction

FILM BC 3119x and y Screenwriting

FALL: Practical workshop in dramatic writing for the screen. Through a series of creative writing exercises, script analysis, and scene work, students explore and develop the basic principles of screenwriting. The final project will be a 30-page, Act One segment for a feature screenplay.

SPRING: Screenplays are the foundation of much of our popular culture, but can they be art? This intensive writing workshop examines the art and practice of the screenplay form, its roots in classical narrative structure, the ways in which it differs from the other written arts, and how one can engage its particular tools to express original ideas. Weekly writing assignments and class critique form the heart of this workshop. Students should be prepared to share their work with others and participate fully in class discussion. Students will create two short screenplays and a detailed outline for a feature film script. All students encouraged, but Junior and Senior film majors will be given priority. CLASS TIME spring semester: F 10 a.m.-1 p.m.

Prerequisites: Sign up through the English Department required. Preference given to juniors and senior students majoring or concentrating in film who attend the first class session. (Since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.) General Education Requirement: The Visual and Performing Arts (ART). 3 points

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<td>M. Regan</td>
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FILM BC 3119x Screenwriting (FALL)

Practical workshop in dramatic writing for the screen. Through a series of creative writing exercises, script analysis, and scene work, students explore and develop the basic principles of screenwriting. Either a polished short film script or a preliminary
draft of a feature screenplay is the final project.
Prerequisites: Departmental sign-up required. Preference given to students concentrating in film and restricted to Juniors and Seniors. (Since this is a Film Concentration course, it does not count as a writing course for English majors with a Writing Concentration.)
3 points

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FILM BC 3120y Feature Film Screenwriting

Workshop in feature film writing. Students will enter the course with a story idea, ready to start a feature screenplay. Through lectures and workshop discussions, the course will critique the details of character development and scene construction. Analysis of student work will prompt generalized conversations/lectures on the fundamentals of film writing. Emphasis will be placed on character as the engine of story.
- G. Gallo
Prerequisites: Sign up through the Barnard English Department required. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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FILM BC 3145y Topics in Literature and Film: Memory and Forgetting

Links literature to painting, photography and film, as well as texts in psychology (Freudian trauma theory and recovered memory). We will explore the role of personal and cultural memory in the creative process through key examples from the medieval "memory rooms" to the work of Alain Resnais. Weekly screenings. Also listed as ENGL 3145.
Not offered in 2009-2010.
3 points also listed as ENGL 3145

FILM BC 3200x and y Film Production

Exploration of basic narrative tools at the filmmaker's disposal, with a particular emphasis on camera work and editing. Examines basic cinematic syntax that provides a foundation for storytelling on the screen.
Prerequisites: FILM BC3201 and permission of instructor. Sophomore standing. Enrollment limited to 12 students. General Education Requirement: The Visual and Performing Arts (ART).
3 points

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<td>S. Luckow</td>
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FILM BC 3201x Introduction to Film and Film Theory

Introductory survey of the history, aesthetics and theories of film. Topics in American and International cinema are explored through weekly screenings, readings, discussion, and lecture. A complete introduction to cinema studies, this course is also the prerequisite for further film courses at Columbia and Barnard.
General Education Requirement: The Visual and Performing Arts (ART).
3 points
FILM BC 3215y Auteur Study: TBA

Close examination of the oeuvre of a single filmmaker within a larger cinematic, aesthetic and historical context.

Prerequisites: FILM BC3201 Introduction to Film or equivalent. General Education Requirement: The Visual and Performing Arts (ART). Not offered in 2009-2010.

3 points

FILM BC 3220y Topics in Cinema: War and Propaganda

Examines the changing role of film in dramatizing, promoting and critiquing American participation in the military conflicts over the past 70 years. From the gung-ho patriotism of Howard Hawk's SGT. YORK and the front-line reportage of Lewis Milestone's A WALK IN THE SUN to the ambivalence of John Frankenheimer's THE MANCHURIAN CANDIDATE and the calculated cynicism of Barry Levinson's WAG THE DOG, we explore shifting political perspectives and aesthetic strategies.

- D. McKenna

Prerequisites: Permission of the instructor required. Enrollment limited to 55 students. Graduate students, seniors and juniors will be given priority. General Education Requirement: The Visual and Performing Arts (ART). Not offered in 2009-2010.

3 points

FILM BC 3301y Advanced Production

Advanced Production will teach students how to create a narrative or documentary film; emphasizing the steps taking in pre-production, production and post-production. Through hands-on workshops and theory, students will learn narrative editing, camera lenses, lighting and audio equipment. Students will work in teams of four, learning the roles and responsibilities of the different crew members.

Prerequisites: Film Production BC 3200. Enrollment limited to 12 students.

3 points

Cross-Listed Courses

Anthropology (Barnard)

V3824 Fantasy, Film, and Fiction in Archaeology
W4625 Anthropology and Film

Comparative Literature (Barnard)

V3660 Mafia Movies: From Sicily to The Sopranos

East Asian Languages and Cultures

W4106 Global Genres and East Asian Cinema

English (Barnard)

BC3998 Senior Seminars: Film: The Man in the Crowd/The Woman of the Streets
W4670 Film Studies: American Film Genres

French (Barnard)

BC3064 France on Film
BC3065 Surrealism in Painting and Photography
BC3073 Africa in Cinema

French and Romance Philology
W3830 Cultural Studies: French Film

Italian
W4140 Fictionalizing History: Fascism in Literature and Film

Italian (Barnard)
V3642 Italian Film: Imagining the Nation

Religion (Barnard)
V3610 Religion and American Film

Spanish and Latin American Cultures (Barnard)
BC3131 Memory and Violence: Film and Literature of Spanish Civil War
BC3151 Spanish Film: Cinematic Representation of Spain
BC3655 The Films of Luis Buñuel and the Spanish Literary Tradition
BC3990 Senior Seminar for Majors: Transatlantic Documentary Film and Historical Memory

Spanish and Portuguese
W3520 Dirty Realism in Latin America

Women's Studies (Barnard)
BC3117 Women and Film

Barnard Catalogue 2009-2010
COURSE CATALOGUE

FIRST-YEAR SEMINAR

First-Year Seminar
332G Milbank Hall
854-3577
www.barnard.edu/fysem/

This program is supervised by the First-Year Seminar Committee:

Professor of Classics: Helene Foley
Professors of English: James Basker, Lisa Gordis (Director)
Professors of History: Herbert Sloan
Professor of Political Science: Flora Davidson
Senior Lecturers in English: Patricia Denison, Margaret Vandenburg
Senior Lecturer in French: Laurie Postlewaite
First-Year Class Dean: Lisa Hollibaugh
Assistant Provost: Hilary Lieberman Link

Instruction in the First-Year Seminar Program is provided by the following regular members of the Barnard College faculty:

Professors: Lee Bell (Education), Taylor Carman (Philosophy), Mark Carnes (History), Flora Davidson (Political Science and Urban Studies), Lisa Gordis (English), Helene Foley (Classics), Laura Kay (Physics and Astronomy), Kimberly Marten (Political Science), Robert McCaughy (History), Stephanie Pfiirman (Environmental Science), Richard Plous (Political Science), Anne Prescott (English), Jonathan Rieder (Sociology), Rosalind N. Rosenberg (History), Herbert Sloan (History)

Associate Professors: Mindy Alcott (Dance), Celia Deutsch (Religion), Sharon Harrison (Economics), Kristina Milnor (Classics), Patricia Stokes (Psychology), Caroline Weber (French), Guobin Yang (Asian and Middle Eastern Cultures)

Assistant Professors: Stephanie Beardman (Philosophy), Orlando Bentancor (Spanish and Latin American Cultures), Ronald Briggs (Spanish and Latin American Cultures), Deborah Coen (History), John Magyar (Chemistry), Ayten Gündoğdu (Political Science), Sun-Chul Kim (Asian and Middle Eastern Cultures), Kristin Mannen (Economics), Lisa Son (Psychology), Alexandra Horowitz (Psychology), Rebecca Stanton (Slavic), Dylan Thurston (Mathematics)

Lecturers and Other Faculty: Manu Chander (English), Laura Ciolkowski (English), Pamela Cobrin (English), Dorothy Derburg (Dean of the College), Patricia Denison (English), Margaret Ellisberg (English), Georgette Fleischer (English), Lisa Hollibaugh (First-Year Class Dean), Mara Kasper (Slavic), Katherine Levin (English), Linn Cary Mehta (English), John Pagano (English), Stefan Pedatella (English), Sonia Periera (Economics), Cary Plotkin (English), Laurie Postlewaite (French), Judith Shapiro (Anthropology), Timea Szell (English), Maxine Weissgrau (Anthropology)

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

Purpose and Structure

Every Barnard first-year student is required to take a First-Year Seminar during her first or second semester at Barnard. The purposes of the First-Year Seminars are threefold:

1. To develop further the essential and prerequisite skills a student brings to Barnard in the critical reading and analysis of important texts, in effective speaking, and in writing well—this last especially.

2. To develop these skills within an intellectually challenging context where students and teacher alike, through a close examination of important and relevant texts, engage in an extended consideration of a theme central to human concerns and which goes beyond departmental boundaries.

3. To develop these skills and encounter this intellectual challenge in a small-class setting with instruction by a regular member of the Barnard faculty who has chosen to participate in the program. As such, First-Year Seminars should provide entering Barnard students with an early sense of community.

Accordingly, all First-Year Seminars share a common structure:

- Each will meet twice a week in regularly scheduled class periods and earn 3 points.
- Each will have an enrollment of approximately 16 students.
- Reading assignments will consist of a maximum of six book-length assignments or their equivalent (about 2,000
- Writing assignments will consist of a minimum of an assignment every other week. These assignments will vary in character (e.g., an assigned topic; a selected topic; reworking a previous assignment; editing the work of others) and length.

- The regular grading practices of the College will be followed. Upon completion of the course, students will have an opportunity to evaluate their First-Year Seminar and to offer suggestions as to how it might be improved in subsequent offerings.
COURSE CATALOGUE

FIRST-YEAR SEMINAR

First-Year Seminar
332G Milbank Hall
854-3577
www.barnard.edu/fysem/

COURSES OF INSTRUCTION

The First-Year Seminar program consists of approximately 36 seminars, organized into three categories:

I. Reinventing Literary History
   A. The Legacy of the Mediterranean
   B. The Americas
   C. Women and Culture
   D. Global Literature

II. Reacting to the Past

III. Special Topics

These categories identify thematic concerns or textual emphases common to more than one seminar, while reflecting varying levels of faculty collaboration that went into the development of the individual seminars. They are also intended to facilitate the process by which a student selects her seminar. (Procedures for selecting First-Year Seminars are described in the First-Year registration materials.)

Please visit the First-Year Seminar website for an updated listing of courses.

Printable Version

Barnard Catalogue 2009-2010
Reinventing Literary History

Sections of Reinventing Literary History are grouped in four clusters: Seminars on the Legacy of the Mediterranean feature 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, seminars on the Americas, Women and Culture, and Global Literature cross national boundaries, exploring the literary history of the Americas, the role of women in other cultures, and various approaches to global literature.

FYSB BC 1156x Legacy of the Mediterranean I

Investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world’s greatest masterpieces. A lecture series featuring distinguished Barnard and Columbia professors provides a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City. Texts include Euripides, The Bacchae; the Homeric Hymn to Demeter; Homer, Odyssey; Vergil, Aeneid; Dante, Inferno; Chaucer, The Canterbury Tales; Margery Kempe, The Book of Margery Kempe; Shakespeare [selection depends on NYC theatre offerings]; Madame de Lafayette, La Princesse de Cleves.

3 points

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FYSB BC 1156y Legacy of the Mediterranean II

Investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world’s greatest masterpieces. A lecture series featuring distinguished Barnard and Columbia professors
provide a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City. Works include Milton, Paradise Lost; Voltaire, Candide; Puccini, La Bohème[excursion to the Metropolitan Opera]; William Wordsworth (selected poetry); Mary Shelley, Frankenstein; Darwin, Marx, and Freud (selected essays); Joseph Conrad, Heart of Darkness; T. S. Eliot, The Waste Land; Virginia Woolf, To the Lighthouse; Zora Neale Hurston; Their Eyes Were Watching God.

### FYSB BC1156 Women and Culture I

Literary history often portrays women as peripheral characters, confining their power to the islands of classical witches and the attics of Romantic madwomen. This course offers a revisionist response to such constraints of canonicity, especially as they pertain to the marginalization of female subjectivity in literature and culture. We will therefore explore a more diversified range of intellectual and experiential possibilities. The curriculum challenges traditional dichotomies—culture/nature, logos/pathos, mind/body—that cast gender as an essential attribute rather than a cultural construction. Texts include: Aeschylus, Orestesia; Hymn to Demeter; Ovid, Metamorphoses; Sei Shonagon, The Pillow Book; Marie de France, Lais; Chaucer, The Canterbury Tales; Sor Juana Inés de la Cruz, selected poetry; Shakespeare, As You Like It, Aphra Behn, Oroonoko; and Lady Hyégyong, The Memoirs of Lady Hyégyong.

- G. Fleischer

### FYSB BC 1169x Legacy of the Mediterranean I

Investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world’s greatest masterpieces. A lecture series featuring distinguished Barnard and Columbia professors provides a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City. Works include Euripides, The Bacchae; the Homeric Hymn to Demeter; Homer, Odyssey; Vergil, Aeneid; Dante, Inferno; Chaucer, The Canterbury Tales; Margery Kempe, The Book of Margery Kempe; Shakespeare [selection depends on NYC theatre offerings]; Madame de Lafayette, La Princesse de Cleves.

- C. Plotkin

### FYSB BC 1174y Legacy of the Mediterranean II

Investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world’s greatest masterpieces. A lecture series featuring distinguished Barnard and Columbia professors provides a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City. Works include Milton, Paradise Lost; Voltaire, Candide; Puccini, La Bohème[excursion to the Metropolitan Opera]; William Wordsworth (selected poetry); Mary Shelley, Frankenstein; Darwin, Marx, and Freud (selected essays); Joseph Conrad, Heart of Darkness; T. S. Eliot, The Waste Land; Virginia Woolf, To the Lighthouse; Zora Neale Hurston, Their Eyes Were Watching God.

- A. Prescott
FYSB BC 1182x Legacy of the Mediterranean I

Investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world’s greatest masterpieces. A lecture series featuring distinguished Barnard and Columbia professors provides a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City. Texts include Euripides, The Bacchae; the Homeric Hymn to Demeter; Homer, Odyssey; Vergil, Aeneid; Dante, Inferno; Chaucer, The Canterbury Tales; Margery Kempe, The Book of Margery Kempe; Shakespeare [selection depends on NYC theatre offerings]; Madame de Lafayette, La Princesse de Cleves.

- A. Lang
3 points

FYSB BC 1269x Americas I

Transcends the traditional and arbitrary distinction that separates North and South American literatures. The Americas emerge not as a passive colonial object but as an active historical and aesthetic agent. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to classic American novels, short stories, and poetry, the multicultural curriculum features genres ranging from creation myths and slave narratives to Gothicism and magic realism. Texts include: Popul Vuh; Shakespeare, The Tempest; Sor Juana Inés de la Cruz, Anne Bradstreet, and Phillips Wheatley, selected poetry; Madre Marí, de San José, Vida; Charles Brockden Brown, Edgar Huntly; Toussaint L’Ouverture, selected letters; Leonora Samsy, Secret History; Oluadah Equiano, The Interesting Narrative of the Life of Oluadah Equiano; William Apess, A Son of the Forest; Esteban Echeverri, "The Slaughterhouse"; Herman Melville, "Benito Cereno."

- L. Mehta
3 points

FYSB BC 1271y Americas II

Offers a revisionist perspective by transcending the traditional and arbitrary distinction that separates North and South American literatures. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to the classic American novels, short stories, and poetry, the following multicultural curriculum features genres ranging from slave narratives and manifestoes to gothicism and magic realism. A general lecture series dramatizes the historical vitality of American letter. Readings include Nathaniel Hawthorne, The Blithedale Romance; Frederick Douglass, Narrative of the Life of Frederick Douglass; Josu Martí, Walt Whitman, Emily Dickinson, Langston Hughes, Gwendolyn Bennett, and T. S. Eliot, selected poetry; Machado de Assis, Dom Casmurro; William Faulkner, Jorge Luis Borges, and Gabriel Garcia Marquez, selected stories.

3 points

FYSB BC 1333y Women and Culture II

The course examines constraints on canonicity, especially as they pertain to the portrayal of women in literature and culture. The curriculum explores a diverse range of intellectual and experiential possibilities for women, and it challenges traditional
dichotomies—culture/nature, logos/pathos, mind/body—that cast gender as an essential attribute rather than a cultural construction. A general lecture series, shared with Legacy of the Mediterranean, provides a broad historical context. Readings include Milton, Paradise Lost; Madame de Lafayette, The Princesse de Cleves; Mary Wollstonecraft, A Vindication of the Rights of Women; Emily Brontë, Wuthering Heights; Emily Dickinson, selected poetry; Sigmund Freud, Dora; Virginia Woolf, Mrs. Dalloway; Gertrude Stein, Doctor Faustus Lights the Lights; Clarice Lispector, The Hour of the Star.

- L. Ciolkowski

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FYSB BC 1586y Global Literature: Thinking Latin America: How to Read about Globalization from the Margins

This course explores how Spanish America emerged as a laboratory of aesthetic, philosophical and political thought by questioning the ideological foundations of western global and technological expansion. In this course we will explore the writings of writers who examined the conditions of possibility of violence of Iberian imperial expansion from the sixteenth century to the present. It will provide a literary and historical genealogy of the modern and postmodern views on nature, ecology, animal and human bodies. We will be especially interested in the analysis of dichotomies that lay the foundations of the Iberian political and scientific views on nature as well as the modern technical administration of human life through interpretative readings and close readings of texts. We will examine how dichotomies truth/falsity, civilization/barbarism, male/female, raw material/commodities, nature/technology, developed/underdeveloped countries, while taken for granted by the imperial project, were questioned from the periphery. The field of study will range from the 15th to the 20th century, as authors include Bartolomé de Las Casas, Ginés de Sepúlveda, José de Acosta, Sor Juana Inés de la Cruz, Simón Bolívar, Domingo Faustino Sarmiento, José Martí, Enrique Dussel, José Enrique Rodó, Domitila Barrios de Chungara, Rigoberta Menchú, Jorge Luis Borges.

- O. Bentancor

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Reacting to the Past

In these seminars, students are assigned specific roles that enable them to relive important intellectual debates in three separate historical moments. The class sessions are run by students and take the form of competitive "games." Students with similar roles will commonly work together to enact their dramatic scenarios. Students completing the fall seminar will automatically be entitled (but not required) to take a continuation seminar, designed on the same principles, in the spring semester.

Each seminar will work with the following games: (1) A trial of Socrates, set in fifth-century Greece, with Plato's Republic as the main evidentiary text; (2) A succession dispute between the Wan-li Emperor and his Confucian bureaucrats, set in sixteenth-century China, with the Analects of Confucius as the main text; (3) A trial of Puritan dissenter Anne Hutchinson, set in seventeenth-century Massachusetts, with the Bible, Calvin's Institutes, and the original trial testimony as the main texts, OR a struggle between women's suffrage advocates and labor activists for the hearts and minds of "Bohemian" Greenwich Village, set in the spring of 1913 with foundational works by Marx, Freud, Wollstonecraft and others as the main texts.

Please visit www.barnard.edu/reacting for the most up-to-date information.

FYSB BC 1601x Reacting to the Past
- M. Cames

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Special Topics

FYSB BC 1130y Myths of Maternity

This seminar will examine the way that the figure of the mother has been constructed in literature and culture. Special emphasis will be placed on the relation between mother and daughter. Readings include *The Homeric Hymn to Demeter*; *The Book of Ruth, Hebrew Bible*; *Euripides, Electra and Medea*; Apuleius, "Amor and Psyche" from *The Golden Ass*; Texts about the Virgin Mary; Madame de LaFayette, *The Princess of Cleves*; Virginia Woolf, *To the Lighthouse*; Toni Morrison, *Beloved*; Poetry about the mother-daughter relation; Amy Tan, *The Joy Luck Club*; Alice Walker, "Everyday Use." Excerpts from Freud, Nancy Chodorow, Luce Irigaray, and Adrienne Rich. Film: *A Dream of Passion* and *A World Apart*.- H. Foley

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FYSB BC 1137x The Summons to Adventure

Encounter with the marvelous and the otherworldly as a call to adventure. The individual's quest for spiritual fulfillment, for recognition of and relationship to the agencies that shape human destiny. Transformations of romance and its reemergence in modern fantasy. Works to be chosen from the following: *The Odyssey, The Bacchae, Sir Gawain & The Green Knight, Hamlet, Romantic poetry and painting, frankenstein, Alice in Wonderland, Idylls of the King, Heart of Darkness, Nietzsche, Kafka, Jungian psychology, Their Eyes Were Watching God, The Woman Warrior, Ursula Le Guin, Isabel Allende, Garcia Marquez, Edwidge Danticat, Salman Rushdie.*

- J. Pagano

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FYSB BC 1157x Love

What is love? What are philosophical and literary interpretations of the course and nature of love? This seminar will discuss various ideas and concepts of love that have developed throughout history from Confucius and Plato, to the idea of romantic love in the age of chivalry, and to the concepts of love in the modern world. The readings will consist only of works of literature. They include: *Euripides, Medea, Sophocles, Antigone, Plato, Symposium; excerpts from the Old and New Testament, Boccaccio, Decameron, Pushkin, Eugene Onegin, Turgenev, First Love, Tolstoy, Kreutzer Sonatas; Chekhov, The Lady With the Pet Dog, and others.*

- M. Kashper

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FYSB BC 1166y The Art of Being Oneself

Transparency in writing is a creation. It conveys the sense that the writer is putting all of his or her cards on the table, that the voice is candid and reasonable, that the person writing is knowable in an essential respect. Although in recent decades such a prose style has not been especially cherished in literature, it has characterized works that endure and that survive translation. Great artists in whatever medium tend to write clearly, vividly, concisely, and memorably about such complicated subjects as aesthetics, technique, political identity, the workings of society, and the shadings of emotion that galvanize human action. This
course will look at examples ranging across time, space, and literary medium: the essay, the lecture, the autobiography, the journal, the letter, and the short story. Readings in the past have included *The Personal Essay* (edited by Philip Lopate), *The Journals* (Eugene Delacroix), *Letters* (Wolfgang Amadeus Mozart), *Home and Exile* (Chinua Achebe), *Private Domain* (Paul Taylor), and *One Writer’s Beginnings* (Eudora Welty).

- M. Aloff

3 points

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<td>Tu/Th 2:40p - 3:55p</td>
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FYSB 1181y The American Supernatural

Considers American texts about the supernatural. We'll begin in the colonial period, when many New Englanders interpreted surprising events as divine or demonic interventions. We'll look at texts about Salem witchcraft and colonial revivals, comparing the way authors represent these events as supernatural or natural, divine or diabolical. We'll then explore American writers who use the supernatural to investigate the minds of individuals, issues of class and gender, and questions of identity. Finally, we'll close by considering ghost stories in performance. Texts include Cotton Mather, *Wonders of the Invisible World*; Melville, "The Apple-Tree Table"; James, *The Turn of the Screw*; Hawthorne, *The House of the Seven Gables*; Hopkins, *Of One Blood*; Tan, *The Hundred Secret Senses*.

- L. Gordis

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FYSB 1203x Crisis of Authority

Governing authority can be defined as the relationship between ruler and ruled in which the framing of issues, the myths and narrative history of the state, and the reasoned elaboration of the government's decision are accepted by the citizens of subjects of the state. The crisis of authority occurs when this relationship is disrupted. In this seminar we will examine such crises in Ancient Greece, Renaissance Western Europe, twentieth-century United States, and post-communist Eastern Europe, through the writings of such authors as Plato, Machiavelli, Milton, Mill, de Tocqueville, King, and Michnik.

- R. Pious

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FYSB 1228x Ethnicity and Social Transformation

Novels, memoirs, films and fieldwork based on the American experience of immigration during the twentieth century. Readings will include works by Bernard Malamud, Philip Roth, Christina Garcia, Julia Alvarez, Fae Ng, Gish Jen, Langston Hughes, Toni Morrison, and Malcolm X.

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FYSB 1256y Chaos

A typical dictionary definition of the word chaos is "a state of utter confusion." However, the earliest examples of chaos depict it as emptiness, while modern mathematicians might define it as "a state of orderly disorder." We will study chaos as defined each of these ways, with applications in the social and physical sciences, literature, the arts and modern life. We will see these definitions and applications not as distinct, but as overlapping and intimately related. Readings will include John Milton's *Paradise Lost*, which we will compare and contrast with Michael Crichton's *Jurassic Park*, and Tom Stoppard's plays,
Arcadia.
- S. Harrison

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**FYSB BC 1284y Staging American Identity**

Competing constructions of American identity in the United States date back to the early republic when, following a violent and successful quest for independence, a newly emerging America struggled with the question: What makes an American American? This seminar explores the way in which American performance texts reflect and project ever shifting notions of self, "other," and nation, which always occur at the intersection of race, class, and gender. Over the course of the semester we will examine how American identity has been staged in theatres, novels, political treatises and art as well as how those images have traveled through time, from the early republic to the present. We'll examine texts treating Native American identity by Mary Rowlandson (1682) and John Augustus Stone (1829); texts treating women's role in politics including political treatises and suffrage speeches as well as plays such as *Spirit of 1776* (1866) and *The Parrot Cage* (1913); and texts treating African American identity by looking at Harriet Beecher Stowe's novel *Uncle Tom's Cabin* and texts responding to it including adaptations, vaudeville, Bill T. Jones 1990 dance performance "Last Supper at Uncle Tom's Cabin: The Promised Land," and Spike Lee's 2000 film *Bangin'*. 

- P. Cobrin

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**FYSB BC 1286y Culture, Ethics and Economics**

What if humans were only cable of caring for their own interests? What kind of economic world could we expect to find? One in which the common good would be attained by market forces, or one in which many would be left behind? This course uses a diversity of sources to examine the interplay of culture, ethics and economics. The starting point is Adam Smith's work. Economists and policy makers have focused on one side of Adam Smith's work represented by self-regarding behavior and the supremacy of the invisible hand in market functioning. However, Adam Smith also pointed out that one of humans' central emotions is sympathy, a natural tendency to care about the well-being of others. In light of the recent events as well as research this other side of Adam Smith's work appears now more relevant. We analyze evidence of cooperative versus self-regarding behaviors and its relationship with the economy, human evolution and cultural values in a variety of settings. Readings include works from Adam Smith, Milton Friedman, Charles Dickens, David Rockefeller and Chris Gardner.

- S. Pereira

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**FYSB BC 1288y Race, Democracy, and Education**

In this seminar we will explore historical and contemporary ideas about education, race and democracy. Drawing on multiple disciplinary frameworks, we will examine conceptions of the role of education in a democracy and the tensions between ideals of democracy, the exclusionary treatment of particular groups, and their struggles for inclusion in the democratic polity at different points in our history as a nation. We will consider the ways public education reproduces as well as challenges inequality and discuss its potential to provide skills and dispositions for democratic citizenship in our increasingly diverse society.

- L. Bell

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FYSB BC 1289y Violence and Justice
What is the relationship between violence and justice? Are these mutually exclusive terms or do they at times overlap? Is violent disobedience of law unjustifiable at all times? How about violence used by to draw attention to questions of injustice? This first year seminar aims to inquire into these challenging questions by studying the theoretical debates on the relationship between violence, politics, and justice (e.g. Sorel, Fanon, Arendt, Zizek), analyzing different conceptions of civil disobedience (e.g. Plato, Thoreau, Marcuse, Rawls, Habermas), looking at examples of political struggles (e.g. civil rights movement, student protests of late 60s, labor movement, anti-colonial struggle, anti-globalization protests, suffragettes), and grappling with the question of how representations of violence affect our judgment about its legitimacy (e.g. Conrad's Secret Agent). - A. Gundogdu
3 points

FYSB BC 1290y The Social Movement Society
Introduces students to the important ideas and issues of social movements, and seeks to discover what social movements mean for our everyday life and contemporary world. By examining works that employ different research methods and literary styles, incorporating various media products, and reenacting in the classroom the dilemmas activists face in real social movement situations, we also gain a sense of the socio-political, cultural, and biographical aspects that give meanings to social movements. We will explore works on social movements that span across different times and continents, from the revolutionary 19th century Europe (Karl Marx) to biographical accounts of women participating in protests in contemporary Argentina (Javier Auyero). Other works include historical analysis of the relationship between protest and democracy (John Markoff), study of the feminist movement post-War U.S. (Nancy Whittier), first count observation and analysis of the Tiananmen protests in 1989 China (Craig Calhoun), discussion of anti-globalization protests (Valentine Moghadam), and much more.
- S. Kim
3 points

FYSB BC 1436x Families, Feminisms and States
Throughout history political and economic events reverberate in states’ visions of household, family, and gender norms. Women's roles in families and society are particularly the focus of state policy and strategy. Social and political actors continually revise and redefine the norms and structures of marriage and family life, at times reinforcing and at other times resisting state ideology. This seminar examines how the construction of family—throughout human time and cross-culturally—normalizes gendered sets of behaviors that become encoded in nationalism, social practice and law. We will examine the shifting construction of family in a variety of cultural and historical settings as well as academic disciplines: fiction (Buchi Emechta, The Joy of Motherhood); sociology and anthropology (Hilde L. Nelson, ed., Feminism and Families); and history (Frances and Joseph Gies, Marriage and the Family in the Middle Ages). We will also examine recent American court cases that grapple with defining parenthood and appropriate family practices in light of new reproductive technologies, same-sex marriages, and immigrant cultures in America.
3 points

FYSB BC 1457x The Beautiful Sea
Consideration of mostly American texts that—and writers who—share a central engagement with the sea, seafaring and coastal life. Particular attention to the sea as workplace and as escape. Texts include Homer, The Odyssey; the Book of Jonah; St. Brendan, Navigations; Bradford, Of Plymouth Plantation; Mather, Surprising Sea Deliverances; Franklin, Maritime
Observations: 1 1/2; Dana, Two Years Before the Mast; Melville, Moby-Dick, or The Whale; Thoreau, Cape Cod; Twain, Life on the Mississippi; Chopin, The Awakening; Jewett, The Country of the Pointed Firs; Slocum, Sailing Alone Around the World; Beston, The Outermost House; Carson, Under the Sea Wind; Rich, 1 1/2 Diving into the Wreck; Casey, Spartina. 
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<td>MW 11:00a - 12:15p 201 Lehman Hall</td>
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FYSB BC 1460y Memory
Memory is arguably the most important faculty that we possess. Not surprisingly, memory has been a ubiquitous topic in poetry, science, fiction, and in the media. Ironically, memory's value is perhaps best understood when it ceases to exist. Indeed, it isn't hard to imagine the devastation that comes with memory loss. In this course, we will survey various components of memory, including its role in writing and history, and its existence in various human populations. In addition, we will explore the fragility of memory, including distortions, unusual memories, and basic forgetting. Readings will include poems, theoretical essays, scientific articles, and fiction. Assignments will consist of essays, opinion pieces, and creative stories. Students will also participate in a final in-class debate. Readings will include works by William Blake, James Joyce, Mary Elizabeth Coleridge, Emily Dickinson, Ben Jonson, Mary Carruthers, Francis Yates, Aristotle, William James, Elizabeth Loftus, Spinoza, Luria, J.L. Borges, S. Freud, Oliver Sacks, Truman Capote - L. Son & A. Horowitz 
3 points

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<td>MW 8:10a - 10:25a 308 Milbank Hall</td>
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FYSB BC 1546x Shapes and Shadows of Identity
A look at the elusive meaning of "black," "white," and other group identities in the United States and the forms--novel, literary essay, stand-up comedy, ethnography, performance, film, television, magazines, radio, memoir, sermon--through which such identities are depicted. Readings will include: Johnny Otis; Upside you Head; Upsky; Bomb the Suburbs; Nelson George, The Death of Rhythm and Blues; Mary Waters, Black Identities; James McBride, The Color of Water: A Black Man's Tribute to His White Mother; Ann Douglas, Mongrel Manhattan; selected sermons and speeches of Martin Luther King Jr. 
- J. Rieder 
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<td>TuTh 2:40p - 3:55p 405 Barnard Hall</td>
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FYSB BC 1566y Exploring the Poles
Experience the Arctic and Antarctic from the perspective of the early polar explorers: Nansen, Scott and Amundsen, Shackleton. Study the effect of extreme environmental conditions on expedition planning and implementation. Consider the relative importance of luck and skill in ultimate outcomes. Read classic works and journal accounts, including Nansen's Farthest North, Lansing's Endurance. Explore the dynamics of expeditions and the role of varying environmental conditions through role play. Use a web-based exploration tool to follow varying polar conditions during the expeditions and discuss emerging issues. Course web site: http://www.phys.barnard.edu/~kay/exp/expl.
- S. Pfirman 
3 points

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<td>TuTh 1:10p - 2:25p 227 Milbank Hall</td>
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FYSB BC 1568y Mortals, Creatures and Subjects
Examines concepts of the self in ancient, medieval, and modern philosophy and literature. The Greeks saw human beings as mortals, in contrast to the gods. Christians in the Middle Ages regarded themselves as immortal creatures reflecting the image
of God. Since the seventeenth century we have come to understand selves very differently, namely as subjects defined by selfreflection, self-determination, self-definition, inwardness, and irreducible psychological complexity. Authors include, Homer, Plato, Augustine, Montaigne, Descartes, Pascal, Camus, and Sartre.

- T. Carman
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**FYSB BC 1572x Animals in Text and Society**

Interdisciplinary examination of the intimate and fraught connections between animals and humans in literature, philosophy and culture. We will consider topics such as the historical constructions of species boundaries and of the multiple meanings and uses of animals in human life; animal and human identity; emotions evoked by animals; and conceptualizations of animals as colonized "others." Readings include Aesop, Edward Albee, Angela Carter, John Coetzee, Geoffrey Chaucer, Gustave Flaubert, Jean LeFontaine, Marie de France, Michael Pollan, Ovid, selections from Genesis (in the Hebrew Bible), and Virginia Woolf.

- T. Szell
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**FYSB BC 1705y Immortality, Death, and the Meaning of Life**

Exploration of how death is perceived and how various conceptions of the self are tied to notions of temporality and mortality. Views of the coherence and desirability of immortality in both its literal and metaphorical senses. In what manner might one live or through one's creations? Does the prospect of death rendr life meaningless, or does it give meaning to life? Works include readings by Plato, Tolstoy, St. Augustine, Virginia Woolf, as well as poetry, artwork, film, and opera.

- S. Beardman
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There are currently no cross-listed courses for your department.

Barnard Catalogue 2009-2010