ACADEMIC ADVISING CENTER NEWSLETTERMarch 18, 2019

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FACULTY ADVISER OF THE YEAR

Every year Clark University looks to collect information to help us understand our students experience with advisingat Clark. Soon the undergraduate student body will receive an email with an Academic Advising Evaluation. Thisform will ask you to share and evaluate your experience with your faculty adviser(s) during this 2018-19 academicyear.

The information we collect from the evaluation will be put to good use, and help us inform future experiences anddecisions made with academic advising at Clark. We also use this information to select our Outstanding FacultyAdviser of the Year recipient in the fall. If you have had an amazing and enlightening experience with one of youradvisers, take this opportunity to recognize them for their hard work and commitment.

We hope that you all will take a few minutes to complete. Thank you in advance for your attention**.**

MAJOR DECLARATION

Students need to declare a major by the end of their sophomore year. (Students who transfer to Clark with Junior standing must declare a major after one semester). If you need some help, there are a number of University resources available:

1. Faculty members in the potential major are an invaluable resource in helping you arrive at your decision. Contact the academic department you’re considering to schedule a meeting with the department chair or with another faculty member to discuss your interest in the department. Talk to faculty and your friends in your potential major.

2. The staff of Career Development can assist you to identify the academic preparation you will need to pursue a particular career track. The Career Development office has an excellent staff to help you with career concerns.

3. Advisers are available in the Academic Advising Center to assist you in the selection process as well. Major declaration forms are available online at http://www.clarku.edu/offices/registrar/forms/declaration-form.pdf or at the Academic Advising Center or the Registrar’s Office.

WITHDRAWAL DEADLINE

The last day for Undergraduate students to withdraw from a course with a grade of “W” is Monday, April 29, 2019. If you fail to withdraw by this deadline, you will receive whatever grade you have earned for the course.

SUMMER AND EVENING DIVISION SUMMER COURSES

Registration for summer 2019 courses begins on April 22, 2019

Summer 2019 **Sessions**

* Summer I May 20-July 3
* Summer II July 8-August 16

Day students are allowed two courses over the summer. Register online the same way you always do, no PIN required in the summer. Students need to pay online when registering. For information regardingsummer courses, please contactElizabeth Nugent at [enugent@clarku.edu](mailto:enugent@clarku.edu) or 508-793-7217Shaich Family Alumni and Engagement Center Room 222

TRANSFER COURSES

To receive credit for courses takenoutside of Clark, students must fillout a **Transfer Credit Approval Form**., which is available at the Academic Advising Center and onthe Center’s Web page:http://www2.clarku.edu/offices/aac/petitions/

Students are required to attach acatalog course description for eachcourse listed on the completed form.Courses will not be evaluated without descriptions. All forms must besubmitted to the Academic AdvisingCenter for review. Students should plan to begin the evaluation process well in advance of the registration deadline of the host institution in order to avoid potential problems.

Any student requesting major or minorcredit must obtain the signature of the appropriate department chair on the form before submitting it to the Academic Advising Center. Any student requesting a course to be evaluated for a Program of Liberal Studies waiver, must identify which PLS is asking to be waived. A maximum of two units may be taken during the summer. Students must receive a grade of C or better in order to receive credit. However, the grade does not transfer, only the credit.

Transfer credits for online course from other colleges/universities are evaluated on a case by case basis. Course syllabi are required for evaluation of online courses. Upon completion of the course, an official transcript must be sent directly to the Registrar’s Office.

FROM THE OFFICE OF THE REGISTRAR

Fall 2019 ONLINEREGISTRATION TIMETABLE

* March 18: Fall 2019 schedule appears on the web
* March 18: Spring advising period begins

SPRING 2019 ONLINE REGISTRATION SCHEDULE

Undergraduate School Students: Online registration priority dates are determined by the student’s anticipated class as of the next semester, which includes BOTH earned units and currently registered units. The student’s “class for registration purposes” appears on the Check Your Registration Status screen of their web account. Students who have any questions about their current or anticipated class should contact the Registrar’s Office directly.

Senior class: Tuesday, April 2: — beginning at 8:00 am  
Junior class:Thursday, April 4: — beginning at 8:00 am  
Sophomore and First years class:Monday, April 8: — beginning at 8:00 am

Please be aware that these registration dates are subjected to change. Please check the interactive calendar on the Registrar’s Office website <http://www2.clarku.edu/offices/> registrar/calendar/interactivecalendar.cfm for information regarding fall 2019 course registration.

New/Rare Courses—Fall 2019The following courses are either new or being offered for the first time in over a year.

CENTER FOR GENDER, RACEAND AREA STUDIES

WGS 221 American LBGTQHistory (historically has been  
taught in the Spring) will be taught  
in the Fall 2019 semester  
WGS 202 Masculinities AmericanHistory (historically has been  
taught in the Fall) will be taught in  
the Spring 2020 semester

COMPUTER SCIENCE

Csci 201 Pro-Seminar- MobileApp DevelopmentThe presentation of topics in  
computer science by and for senior  
undergraduates. These presentations  
acquaint students with diverse  
subjects, introduce them to  
researching known topics and give  
them practice in presenting material  
to their peers. Faculty members will  
also present some research topics.  
Possible areas the topics may be  
drawn from might include robotics,  
networking, NP complete problems,  
neural networks, expert systems,  
parallel algorithms. Spring 2019 -  
Network Security This course  
covers the fundamental principals  
and concepts in the field of network  
security. It is a hands-on study of  
common security problems and  
solutions, along with review and  
discuss of the recent research work  
in variety of subjects related to the  
computer network's security.  
May be repeatable for credit.  
Faculty: StaffM/F 10:24 am - 11:40 am

Data Science (Dsci 125): Introduction to Data ScienceThe course introduces foundational  
statistical and computational concepts  
and skills in data-centered computing  
and applications. It provides hands-on  
opportunities for students to process  
and analyze real world datasets and  
extract information from the data.  
Social issues surrounding data science,  
such as data privacy, bias, fairness and  
social impacts, will also be discussed.  
Faculty: Professor Li Han, AssociateProfessor and Chair, Mathematicsand Computer Science DepartmentM/F 9:00 am - 10:15 am

ENGLISH

ENG 111 Creative Writing: Non- fictionTrue stories, well told. Creative nonfiction  
is like jazz-a mix of flavors, ideas, techniques. Some are new; others as old as  
writing itself. We are story, essay,  
journal article, research paper, reported  
journalism, memoir, even poem;  
personal or not, or all of the above. In  
this course, we will read examples and  
tell our own stories as well as other  
people's. We'll operate in part as a  
studio devoted to writing; we'll discuss  
what we read and explore craft and  
technique. We will workshop our own  
work. We may engage in special  
projects like environmental, science  
and public health research and writing.  
Students submit a final publicationready portfolio.  
For F’19: An in-depth introduction to  
narrative writing with a multidisciplinary focus upon environmental science,  
social justice and public health for  
storytellers and writer-researchers. We  
have a real world project to discover:  
one of the largest toxic dumps in the  
country was “cleaned up” with $55  
million but many in the community are  
sick and preliminary health markers are  
elevated. In this class, we produce four  
short pieces of narrative, and in the  
process discover how the writing voice  
acquires authority built on investigation, documentation, research and  
interview. We introduce elements of  
multi-source, sound storytelling—  
mixing journalism, the creative  
non-fiction approach, scene work,  
observation, exposition, transition and  
subtext. Potential for serious writerscientist-researchers to contribute to  
larger book/documentary/audio project.  
For Creative Writing minors, thiscourse counts as one of theintroductory courses.Faculty: Michael Carolan, PtProfessor of Practice in EnglishM 2:50 pm – 5:50 pmENG 144: Mona Lisas andMadhatters: The Art of ComedyThis course introduces students to the  
genre of comedy in the Western  
tradition, from its ancient origins in  
Greek culture to the 21st century.  
While dramatic comedy is emphasized,  
consideration also will be given to its  
manifestations in fiction and other media. Authors read may include  
Aristophanes, Plautus, Terence, Shakespeare, Jonson, Congreve, Sheridan,  
Wilde, Synge, and Stoppard.  
As a complement to departmental  
offerings in other genres (tragedy,  
romance, epic, short story, and gothic),  
this course satisfies both VE and the  
Genre (C-2) requirement for undergraduate English majors.  
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romance, epic, short story, and  
gothic), this course satisfies both VE  
and the Genre (C-2) requirement for  
undergraduate English majors.  
Faculty: Louis Bastien, Lecturer ofEnglishM/R 1:25 pm – 2:40 pmENG 212: The Making (and Breaking)of Poetic StyleUsing the early and most recent work of  
several modern and contemporary poets,  
we will trace their stylistic development as well as use their work as  
prompts for our own writing. Part  
literary study, part workshop, this  
course will identify the characteristics that constitute "style" and how a  
style might change over time.  
For undergraduate English majorsand minors, this course satisfiesthe Genre (C-1) requirement.Prerequisites: ENG 107 or ENG211 or permission of instructor.Faculty: Joan Houlihan, Pt Professor of Practice in EnglishT/R 10:25 am – 11:40 amENG 232/332 Modernist LiteratureVirginia Woolf famously wrote that,  
“on or about December 1910 human  
character changed.'' In this class, we  
will test that claim, thinking about  
what it means to “be modern,” what  
it means to “be modernist,” and what  
the two have to do with each other. We  
will also consider the many meanings  
of “modernism,” understood variously  
as a literary movement that flourished  
within coteries like Bloomsbury, the  
salons of 1920’s Paris, and the Harlem  
Renaissance; a literary style governed  
by the imperative to “make it new” and  
an embrace of aesthetic difficulty; and  
the literature of the period between the  
two World Wars. Taking a transnational approach to the field, we will  
juxtapose texts from the margins of  
modernism with more canonical work  
in order to investigate modernism’s  
relationship with mass culture, politics,  
and everyday life.  
For undergraduate English majors,this course satisfies the D-3 requirement.For English minors, this coursecounts as a 200-level English course.Faculty: Liz Blake, Assistant Professor of EnglishM/R 1:25 pm – 2:40 pmDr. Blake will join the English Faculty  
in F’19. Dr. Blake specializes in gender  
and sexuality studies, food studies, and  
global modernist literature. Her  
research focuses on the ways queer  
pleasure is represented in the literature  
of the early twentieth century, and how  
those representations come to reshape  
existing literary forms. Her current  
book project, In the Mouth: Modernismand the Queering of Eating, demonstrates that scenes of eating in modernist literature are sites of queerness,  
depicting and enacting a kind of pleasure that exceeds normative models. She  
is also interested in the relationship  
between modernism and popular forms  
of cultural production, including cookbooks, dinner theatre, genre fiction, and  
women’s middlebrow fiction. Her  
second book project, tentatively  
entitled Against the Love Plot, traces  
the ways mid-twentieth century  
women’s fiction resists both normative models of love and normative  
plotlines that end in marriage.

ENG 262/362 Topics in 19th C British LiteratureSPECIAL TOPIC FOR FALL 19:The Romantic LyricSpecial Topics in 19th-Century  
British Literature. For undergraduate  
English majors, this course satisfies  
the Poetry (C-1), or the Period (D-2)  
or the Theory (E) requirement. For  
English minors, this course counts as  
a 200-level English course. This  
course can be repeated with a different topic.  
Faculty: Lou Bastien, Lecture ofEnglishM 2:50 pm – 5:50 pm

ENG 281/381 Special Topics in19th C American LiteratureSPECIAL TOPIC FALL 2019:  
AMERICAN LITERARY RENAISSANCE  
Special topics in 19th-century literature through the Civil War invite  
in-depth consideration of how  
extraordinary cultural, political, and  
technological changes made this one  
of the most vibrant and studied  
periods of the American literature.  
For undergraduate English majors  
this course satisfies the Period (D-2)  
requirement. May be repeatable forcredit.Faculty: Lou Bastien, Lecturer ofEnglishR 2:50 pm – 5:50 pm

ENG 293/393: Special Topics inAfrican American Literature: TheAfrican American Gothic with VAPWhat is the African American Gothic?  
Scholars agree that African Americans  
have utilized the Gothic to highlight  
the horrors of the African American  
experience beginning with slave  
narratives up to the present day with  
films like Jordan Peele’s Get Out. In  
this course, we will examine and  
discuss the evolution of the use of the  
Gothic within African American literature starting with the era of chattel  
slavery. We will begin with the  
connection of the white fear of slave  
rebellion and how it connects to the  
concept of black monstrosity. It is  
through the basis of race creation, and  
the fear of the other, that we will  
follow the evolution of African American Gothic, focusing on historical  
atrocities such as Jim Crow segregation  
and police brutality. This course will  
investigate the African American  
Gothic utilizing philosophical, psychoanalytic, sociological, and historical  
approaches. It is a discussion-based  
course with minimal lecturing, so  
students are expected to read, participate, moderate, and be an active citizen  
in this class.  
For undergraduate English majors,this course fulfills the Theory (E)requirement.Faculty: Kourtney Senquiz, VisitingAssistant Professor of EnglishM 9:00 am – 11:50 am

GRADUATE SCHOOL OFGEOGRAPHY

GEOG 107: Miracles of Asia: EconomicGrowth in Global ContextsExplores the reasons behind the rapid  
rise of Asian economies and their  
sudden crises. Discussions include the  
impacts of rapid industrialization on  
the standard of living, housing, role  
of the state, multinational corporations, urban problems and ethnic  
relations in east, southeast and south  
Asian countries. Examines the role of  
Japan and the United States in Asia's  
industrialization, the impacts of  
colonialism in socio-economicpolitical transformation in the AsiaPacific region, business-government  
relations in Newly Industrializing  
Economies, and the recent phenomenal growth of China and India.  
Fulfills the Global ComparisonPerspective.Faculty: Ross Doll, Visiting Lecturer of GeographyT/F 1:25 pm – 2:40 pmGEOG 242: Everyday Urban Life(Urban Ethnography Lab)This course is about exploring everyday urban life through the use of  
ethnographic methods. The course  
brings together ethnographic fieldwork with readings in critical ethnography and urban geographic thought.  
In this course, the city serves as a  
laboratory for understanding matters  
of space, place and power. Alongside  
engaging critical literature, and fieldwork, students will gain experience  
with a range of tools and methods  
from creating ethnographic toolkits  
and interviewing, to mapping and  
visual ethnography, to coding and  
analysis. The course invites participants to think critically, both about  
the role of ethnography in creating  
urban fictions, and also about the  
possibilities of using ethnography for  
engaging in questions about  
difference and power, for mapping  
and imagining a diversity of urban  
life, for ethically approaching  
communities and collaborators, and  
for creating just urban futures.  
Satisfies Geography major skillsrequirement.Prerequisite (one of the following):GEOG020, GEOG141, GEOG 240,GEOG 248, GEOG252, or GEOG258.Faculty: Asha Best, AssistantProfessor of GeographyM/R 1:25 pm – 2:40 pmLab: Friday 10:25 am-12:15 pmGEOG 260: GIS & Land ChangeModelsStudents learn how to use and to  
interpret GIS-based computer models  
that simulate land change, especially  
those models in Idrisi. Students learn  
fundamental concepts such as  
calibration, validation, extrapolation,  
uncertainty and sensitivity analysis.  
Most applications focus on policies  
for Smart Growth of suburbanization  
and policies to Reduce Emissions  
from Deforestation and Degradation  
(REDD). The work is linked to  
on-going research at Clark University, thus topics vary somewhat from  
year to year. The course culminates  
in presentations of student projects.  
Faculty: Robert Pontius, Professorof GeographyM/W 6:00 pm – 7:15 pmGEOG 279: GIS & Map ComparisonGIS & Map Comparison investigates  
quantitative methods that are  
commonly used and abused for map  
comparison, especially in remote  
sensing and land change science. We  
examine the advantages,  
disadvantages, interpretations, and  
misconceptions of metrics such as Omission Error, Commission Error,  
Kappa, Figure of Merit, Relative  
Operating Characteristic, Total Operating Characteristic, Mean Absolute  
Deviation, and Root Mean Square  
Error. Students learn a philosophy of  
map comparison that focuses on  
components of deviation between  
maps. Students learn how to use the  
computer language R. Course projects  
frequently become scientific literature.  
The perquisite is GEOG 190/390Introduction to GIS, but it is recommended that students enroll also inGEOG 296 or GEOG 397 AdvancedRaster GIS simultaneously or beforethis course.  
Faculty: Robert Pontius, Professorof GeographyM/W 7:20 pm – 8:35 pmGEOG 286.1: Special Topics: Landand Environmental ChangeThis course focuses on the geographical and interdisciplinary fields of land  
system science, vulnerability science  
and socio-ecological systems. Emphasis on student-driven research projects,  
empirical analyses, and integration  
with conceptual frameworks and  
methodologies in complex systems  
research, with applications to the  
science-policy interface.  
Permission required.Faculty: Rinku Roy Chowdhury,Associate Professor of GeographyM 9:00 am – 11:50 amGEOG 286.3: Special Topics: UrbanForestryThis special topics course will provide  
students in-depth experience with the  
interdisciplinary fields of arboriculture  
and urban greening. Relevant urban  
forestry literature will complement  
weekly field training in tree inventory  
and GIS mapping. Field inventory  
training and application will take  
place at a variety of sites in  
Worcester, but predominantly in the  
Clark University Hadwen Arboretum.  
Students can take advantage of  
arboriculture specialization certification opportunities while working  
alongside urban tree professionals  
affiliated with The Worcester Tree  
Initiative and the Massachusetts  
Department of Conservation and  
Recreation. A key goal of the course  
is to work with the City of Worcester  
to improve the condition of the  
Hadwen Arboretum. Fieldtrips for  
tree inventory locally every week up  
until late November. Interest in fieldwork is a key prerequisite. Database  
management and GIS analysis will  
also play a large role in this experience.  
Prerequisites include GEOG 190 -Introduction to Geographic Information Science. Permissionrequired.Faculty: John Rogan, Professor ofGeographyT/R 10:25 am – 11:40 am

LANGUAGE, LITERATURE ANDCULTURE

GERM 250: German Film and theFrankfurt SchoolIn this course, we will survey the masterpieces of German-language cinema,  
beginning with such expressionist  
works of art as Wiene's The Cabinet  
of Dr. Caligari, Murnau's Nosferatu,  
Lang's Metropolis and M, and Sagan's  
Mädchen in Uniform. We will also  
study Nazi film, particularly Leni  
Riefenstahl's work. Among the postwar directors that we study will be  
Fassbinder, Herzog and Wenders.  
Queer German film-makers such as  
Praunheim and Treut will receive  
special attention. The course will  
conclude with recent critical and  
popular successes such as Run Lola  
Run and The Lives of Others. As a  
critical lens, we will rely heavily on  
psychoanalytic and Frankfurt School  
criticism, focusing on writings by  
Sigmund Freud, Walter Benjamin,  
Siegfried Kracauer and Theodor  
Adorno. In addition to class meetings, a weekly video screening of  
approximately two hours is required.  
All discussion in English. Students  
taking the course for German credit  
will be expected to watch the films  
without subtitles and complete  
written assignments in German;  
students taking the course for credit  
in Screen Studies or Communication  
and Culture will generally watch  
films with subtitles and write in  
English.  
Faculty: Robert Tobin, Professorof Literature, Language, andCultureT/R 4:15 pm - 5:30 pmSPAN 140: Spanish DramaticExpression;Acquaints students with the rhythms,  
intonations and gestures typical of  
contemporary spoken Spanish.  
Through study and presentation of  
two or more contemporary dramatic  
works, students gain practical  
experience in linguistic and cultural  
skills. Although some consideration  
is given to the texts as literature, the  
course is primarily a workshop in  
advanced oral Spanish.  
Prerequisites: SPAN 131, SPAN132, OR SPAN 133Faculty: TBD/staff  
W 6:00 pm – 9:00 pmSPAN 239: Hispanic CaribbeanCulturesExamines literature, arts and media  
from Spanish language countries in  
the Caribbean Basin. Topics include:  
Afro-Antillean culture, colonialism  
and post-colonialism, gender  
studies, migrant sensibility and  
national identity. Conducted in  
Spanish.  
Prerequisites: SPAN 131, SPAN133 or equivalent. Native speakerswelcome.Faculty: Prof. María Acosta Cruz,Professor of Literature, Language,and CultureM/R 1:25 pm - 2:40 pm

POLITICAL SCIENCE

PSCI 103: Africa and the WorldExamines the historical and contemporary relationships of sub-Saharan  
Africa and Europe, the United  
States, the Middle East and parts of  
Asia, and Latin America. The course  
explores issues such as global  
involvement in Africa's civil wars,  
genocide in Rwanda, Islamic fundamentalism, the role of the World  
Bank and International Monetary  
Fund in Africa's development, and  
the impact of the HIV/AIDS  
pandemic. The role of the United  
Nations and nongovernmental  
organizations in development,  
conflict and humanitarian concerns  
is also explored.  
Course fulfills the HP requirementCap 25Faculty: StaffM/ 4:15 pm – 5:30 pmPSCI 208: Comparative Politics ofWomenExplores the roles, priorities, strategies  
and theories of women in the politics of  
industrialized and developing countries.  
Causes for changes or lack of genuine  
changes in women's political influence  
are investigated to shed new light on  
those countries' political systems.  
Discusses the politics of democratization, sexuality, labor and cross-race  
alliances. One or more previous courses  
in government or in women's studies is  
strongly advised.  
Cap 25Faculty: StaffM/W 6:00 pm – 7:15 pmPSCI 217: Latino Politics in the U.S.Over 50 million Latinos reside in the  
United States today, making them the  
largest minority group in the country.  
The current population size, projected  
growth trajectory, and population density of Latinos in many political battleground states have made this group a  
favored topic among politicians, interest  
groups and mass media. Moreover,  
recent elections and public policy  
debates demonstrate the capacity of this  
community as a political force. Yet,  
what do we really know about the  
politics and opinions associated with the  
diverse and fast-growing Latino population? How are Latinos incorporated into  
American political life? What  
difference does it make to be of Latino  
descent in the U.S.? How and why are  
Latinos distinctive in their political  
attitudes and behaviors? This course  
presents an in-depth examination of this  
important population  
Course fulfills the D&I requirement.Cap 25Faculty: Professor HeatherSilber Mohamed, AssistantProfessor of Political ScienceT/F 12:00 pm – 1:15 pmPSCI 289: Advanced Topics inInternational Relations –Capstone SeminarFocus changes with each offering,  
depending on faculty interest.  
Recent topics: U.S. Foreign Policy;  
International Humanitarian Law;  
Terrorism; Intervention; and Ethnic  
and Nationalist Conflicts.  
Fall 2019 Topic: History andPolitics of BeautyHistory and Politics of Beauty  
Beauty, understood as body  
aesthetics, defines difference on its  
own--beautiful versus ugly. Yet it  
has linked to other categories of  
social difference and identity such  
as race, gender, class, age, religiosity, and nation. While always  
powerful, they have been  
challenged since the 19th century  
by a new conception of beauty,  
popularized by mass media,  
consumer goods, mass sports, star  
cults, beauty pageants, and cosmetic surgery: beauty as the visual  
expression of physical health, to be  
achieved individually by regular  
exercise, healthy nutrition, or  
appealing apparel, and as such in  
principle available to everyone  
around the world. This seminar,  
offered by the History and Political  
Science departments, will explore  
hegemonic and counter-hegemonic  
discourses on body aesthetics and  
link issues of self and society, body  
culture and visual culture, regional  
particularities and globalization to  
show how and why societies and  
individuals, and even states, struggle  
for beauty in modern societies.  
Open to juniors and seniors. Canbe taken twice.Cap 20 with 10 seats reserved forPolitical Science majors and 10seats reserved for History majors;Prerequisites: PSCI 069, PSCI 70OR INSTRUCTOR PERMISSION; JRS & SRS ONLYFaculty: Co-Taught by KristenWilliams, Professor of PoliticalScience and Thomas Kuehne,Professor and Director of theCenter for Holocaust andGenocide StudiesF 1:25 pm – 4:25 pm.

PSYCHOLOGY

PSYC 215: Research on Childrenand Mental HealthThis course involves students in  
ongoing research in Dr. Amy  
Heberle’s lab. Research in the lab  
addresses the etiology, prevention,  
and treatment of mental health  
problems in young children, particularly children growing up in poverty.  
Current areas of focus include  
critical consciousness as a potential  
protective factor for young children  
experiencing marginalizing systems  
and elementary and early educational interventions that promote  
thriving for children in poverty.  
Actual work depends on the stage of  
the research project, and may  
include literature reviews, data  
collection and follow-up, data analysis and interpretation, argument building, and writing and presentation of  
findings. This is a collaborative course  
where students work as a team on current research.  
This course fulfills the mid-level Lab/Research requirement for thepsychology major.Prerequisites: PSYC 108,109, and 150or 152 or 153Cap: 5Professor: Amy Heberle, AssistantProfessor of PsychologyTime: TBDPSYC 217: Research in Learning,Language, and CognitionDr. Esposito's research focuses on learning and cognitive development across  
contexts, including with bilingual and  
minority language speakers. Current  
research focuses on school-aged  
children. We are examining how  
children learn across different educational contexts (including language  
contexts) and what cognitive abilities  
and socio-cultural factors influencing  
learning and academic achievement.  
How does educational context influence  
cognitive development and academic  
achievement? Do children integrate  
knowledge across languages and modalities and, if so, how? How does context  
affect learning on both the macro level  
and the micro level? We are investigating these questions through experimental research in both the laboratory  
and school settings.  
\*Students may take this course foreither .5 units or 1.0 unit.This course fulfills the mid-level Lab/Research requirement for the psychology major.Cap: 5Prerequisites: PSYC 108 and 109Professor: Alena Esposito, Assistant Professor of PsychologyTime: TBDPSYC 242: Cognition in the ClassroomThe course is a first seminar in  
which participants will study the  
cognitive and motivational processes that relate to academic achievement, as they unfold in learning  
settings, both formal and informal.  
Special attention will be devoted to  
academically relevant cognitive  
processes including executive  
functions, learning, and memory, as  
applied to content areas including  
reading, writing, science, and math,  
across the school years. Readings  
will be literature reviews, metaanalyses, perspectives pieces, and  
original empirical articles. In  
addition to readings and participation in a weekly seminar, students  
will make regular classroom  
observations with the opportunity to  
interact with students. The  
observations will provide the  
opportunity to see what we are studying in action and inform ideas for  
interventions and changes to policy  
and practice that are collaborative  
with educators. Upon satisfactory  
completion of the course, students  
will have the option of enrolling in  
the Esposito Learning, Language,  
and Cognition Lab, with an option  
for Capstone Research related to  
course material.  
This course fulfills the mid-levelFirst Seminar requirement for thepsychology major.Prerequisites: PSYC 108 or 109,and PSYC 150 or 153  
Cap: 15Professor: Alena Esposito, Assistant Professor of PsychologyTime: TF 1:25-2:40 and W 9-11:50(Students will rotate going to community schools for observationevery 2nd or 3rd Wednesday. Thisis not a weekly commitment)PSYC 279/379: Ethnicity, Race,Culture, and Child DevelopmentIn this course, we will examine both  
subjective and objective experiences  
related to ethnic, race, and culture  
among youth minority children  
across different contexts, such as  
familial, community, educational,  
and societal contexts. We will seek  
to understand the development of  
minority youth from an emic  
perspective, and will also explore  
how others in children’s environment (e.g., teachers, peers, observers) perceive them, integrating these  
different perspectives to evaluate  
how we can inform a culturally  
sensitive and empowerment-oriented  
environment for minority children  
and youths across different contexts.  
The aim of this course is to help  
students recognize the importance of  
considering these contextual factors  
to understand development, and if  
and how we can take these  
important factors into consideration  
in designing studies and programs of  
prevention and intervention so as to  
foster positive development for all  
children and youths.  
This course fulfills the Capstonerequirement for the psychologymajor and carries the DI attribute.Prerequisites: All 100- and midlevel Psychology major requirementsCap: 15Professor: Ana Marcelo, AssistantProfessor of PsychologyTime: R 2:50 pm - 5:50 pm

PHILOSOPHY

PHIL 254 Women Philosophers inthe Early Modern PeriodWhy are there no women in my textbook on early modern European philosophy? Descartes, Leibniz, Kant… it  
is likely that somebody pointing us to  
an example of an early modern philosopher will point us to a man. In this  
class we will read texts by female  
writers of the period and discuss their  
answers to some of the following  
questions: what makes something a  
law of nature? is space absolute or  
relative? how does the mind relate to  
the body? how should women be  
educated? and what are women’s  
rights? We will think about the role  
these women’s positions and  
arguments played in the philosophical  
debate of the time.  
Besides engaging with these writers in  
detail, we will also step back to ask  
background questions about practices  
in teaching and research. We will  
think about how it is that a work  
becomes part of a canon of works that  
is taught in college classes and/or discussed in the scholarship. And we will  
reflect on the reasons for why women  
have been largely absent from what is  
regarded as the standard early modern  
canon  
Faculty: Wiebke Deimling,Assistant Professor of PhilosophyM/W 4:15 pm - 5:30 pm

VISUAL AND PERFORMINGARTSArt History

ARTH 248: Gender & RepresentationAn exploration of the manifold ways  
gender affects the production and  
reception of art. The course will  
consider the role of gender in art from  
three perspectives: 1) how gender  
affects the artist's sense of self; 2)  
how gender affects pictorial representation; and 3) how gender impacts the  
way one views a work of art. The  
course will focus primarily on late-  
19th-, 20th-, and 21st-century art,  
with individual classes devoted to  
selected artists or thematic issues.  
Faculty: Elissa Chase, Pt. ProfessorArt HistoryF 1:25 pm - 4:25 pmARTH 250: Special Topics inVisual CultureIntroduces students to a wide range of  
visual culture products made in the  
U.S., including material artifacts from  
popular culture, traditional fine arts,  
architecture, and landscape design.  
Possible field trips include the American Antiquarian Society and the  
Worcester Art Museum. This course  
develops the student's research, oral  
presentations, and writing skills  
through intense study that is not possible in a survey course.  
Faculty: Ian Stevenson, Pt. ProfArt HistoryW 9:00 am - 11:50 am

SCREEN STUDIES

SCRN 122: History of AmericanBroadcasting and Electronic Media  
  
This course considers how broadcasting and electronic media have been developed over the past century. We will  
examine the technical achievements of the field as well as its social and aesthetic impacts from early electrical and  
wireless communication (telephone, radio) to mid-century inventions (television, satellites) and more recent innovations (cable, digital technology). We will sample a wide range of media productions, including early radio and TV  
shows, documentaries and current media phenomena. Students will do some of their own historical research on broadcasting to supplement the course material.  
Faculty: StaffR 2:50 pm - 5:50 pmScreening: M 2:50 pm - 5:50 pmNew/Rare Courses—Fall 2019The following courses are either new or being offered for the first time in over a year.

THE ACADEMIC ADVISING CENTER

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Monday – Friday9:00 a.m. to 5:00 p.m.http://www2.clarku.edu/offices/aac/