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 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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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.
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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