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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 advising at Clark. Soon the undergraduate student body will receive an email with an Academic Advising Evaluation. This form will ask you to share and evaluate your experience with your faculty adviser(s) during this 2018-19 academic year.

The information we collect from the evaluation will be put to good use, and help us inform future experiences and decisions made with academic advising at Clark. We also use this information to select our Outstanding Faculty Adviser of the Year recipient in the fall. If you have had an amazing and enlightening experience with one of your advisers, 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

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 regarding summer courses, please contact Elizabeth Nugent at enugent@clarku.edu or 508-793-7217

Shaich Family Alumni and Engagement Center Room 222

TRANSFER COURSES

To receive credit for courses taken outside of Clark, students must fill out a **Transfer Credit Approval Form.**, which is available at the Academic Advising Center and on the Center's Web page: <http://www2.clarku.edu/offices/aac/petitions/>

Students are required to attach a catalog course description for each course listed on the completed form. Courses will not be evaluated without descriptions. All forms must be submitted to the Academic Advising

Center 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 minor credit** 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 ONLINE REGISTRATION 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 cur-

rently 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/interactive-calendar.cfm> for information regarding fall 2019 course registration.

New/Rare Courses—Fall 2019

The following courses are either new or being offered for the first time in over a year.

CENTER FOR GENDER, RACE AND AREA STUDIES

WGS 221 American LBGQT History (historically has been taught in the Spring) will be taught in the Fall 2019 semester

WGS 202 Masculinities American History (historically has been taught in the Fall) will be taught in the Spring 2020 semester

COMPUTER SCIENCE

Csci 201 Pro-Seminar- Mobile App Development

The 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: Staff

M/F 10:24 am - 11:40 am

Data Science (Dsci 125): Introduction to Data Science

The 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, Associate Professor and Chair, Mathematics and Computer Science Department

M/F 9:00 am - 10:15 am

ENGLISH

ENG 111 Creative Writing: Non-fiction

True 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 publication-ready 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 writer-scientist-researchers to contribute to larger book/documentary/audio project.

For Creative Writing minors, this course counts as one of the introductory courses.

Faculty: Michael Carolan, Pt Professor of Practice in English

M 2:50 pm – 5:50 pm

ENG 144: Mona Lisas and Madhatters: The Art of Comedy

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

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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.

Faculty: Louis Bastien, Lecturer of English

M/R 1:25 pm – 2:40 pm

ENG 212: The Making (and Breaking) of Poetic Style

Using 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 majors and minors, this course satisfies the Genre (C-1) requirement. Prerequisites: ENG 107 or ENG 211 or permission of instructor.

Faculty: Joan Houlihan, Pt Professor of Practice in English

T/R 10:25 am – 11:40 am

ENG 232/332 Modernist Literature

Virginia 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 course counts as a 200-level English course.

Faculty: Liz Blake, Assistant Professor of English

M/R 1:25 pm – 2:40 pm

Dr. 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: Modernism and 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 Literature

SPECIAL TOPIC FOR FALL 19: The Romantic Lyric

Special 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 of English

M 2:50 pm – 5:50 pm

ENG 281/381 Special Topics in 19th C American Literature

SPECIAL 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 for credit.*

Faculty: Lou Bastien, Lecturer of English

R 2:50 pm – 5:50 pm

New/Rare Courses—Fall 2019*The following courses are either new or being offered for the first time in over a year.***ENG 293/393: Special Topics in African American Literature: The African American Gothic with VAP**

What 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, psycho-analytic, 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, Visiting Assistant Professor of English

M 9:00 am – 11:50 am

GRADUATE SCHOOL OF GEOGRAPHY

GEOG 107: Miracles of Asia: Economic Growth in Global Contexts

Explores 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-economic-political transformation in the Asia-Pacific region, business-government relations in Newly Industrializing Economies, and the recent phenomenal growth of China and India.

Fulfills the Global Comparison Perspective.

Faculty: Ross Doll, Visiting Lecturer of Geography

T/F 1:25 pm – 2:40 pm

GEOG 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 skills requirement.

Prerequisite (one of the following): GEOG020, GEOG141, GEOG 240, GEOG 248, GEOG252, or GEOG258.

Faculty: Asha Best, Assistant Professor of Geography

M/R 1:25 pm – 2:40 pm

Lab: Friday 10:25 am-12:15 pm

GEOG 260: GIS & Land Change Models

Students 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, Professor of Geography

M/W 6:00 pm – 7:15 pm

GEOG 279: GIS & Map Comparison

GIS & 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

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

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 prerequisite is GEOG 190/390 Introduction to GIS, but it is recommended that students enroll also in GEOG 296 or GEOG 397 Advanced Raster GIS simultaneously or before this course.**

Faculty: Robert Pontius, Professor of Geography

M/W 7:20 pm – 8:35 pm

GEOG 286.1: Special Topics: Land and Environmental Change

This 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 Geography

M 9:00 am – 11:50 am

GEOG 286.3: Special Topics: Urban Forestry

This 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. Permission required.

Faculty: John Rogan, Professor of Geography

T/R 10:25 am – 11:40 am

LANGUAGE, LITERATURE AND CULTURE

GERM 250: German Film and the Frankfurt School

In 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 post-war 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, Professor of Literature, Language, and Culture

T/R 4:15 pm - 5:30 pm

SPAN 140: Spanish Dramatic Expression;

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](#), [SPAN 132](#), OR [SPAN 133](#)

Faculty: TBD/staff

New/Rare Courses—Fall 2019*The following courses are either new or being offered for the first time in over a year.***W 6:00 pm – 9:00 pm****SPAN 239: Hispanic Caribbean Cultures**

Examines 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](#), [SPAN 133](#) or equivalent. Native speakers welcome.

Faculty: Prof. María Acosta Cruz, Professor of Literature, Language, and Culture

M/R 1:25 pm - 2:40 pm**POLITICAL SCIENCE****PSCI 103: Africa and the World**

Examines 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 requirement

Cap 25**Faculty:** Staff**M/ 4:15 pm – 5:30 pm****PSCI 208: Comparative Politics of Women**

Explores 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 25**Faculty:** Staff**M/W 6:00 pm – 7:15 pm****PSCI 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 25

Faculty: Professor Heather Silber Mohamed, Assistant Professor of Political Science

T/F 12:00 pm – 1:15 pm**PSCI 289: Advanced Topics in International Relations – Capstone Seminar**

Focus 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 and Politics of Beauty

History 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

New/Rare Courses—Fall 2019

The following courses are either new or being offered for the first time in over a year.

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. Can be taken twice.

Cap 20 with 10 seats reserved for Political Science majors and 10 seats reserved for History majors;

Prerequisites: PSCI 069, PSCI 70 OR INSTRUCTOR PERMISSION; JRS & SRS ONLY

Faculty: Co-Taught by Kristen Williams, Professor of Political Science and Thomas Kuehne, Professor and Director of the Center for Holocaust and Genocide Studies

F 1:25 pm – 4:25 pm.

PSYCHOLOGY

PSYC 215: Research on Children and Mental Health

This 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 analy-

sis 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 the psychology major.

Prerequisites: PSYC 108,109, and 150 or 152 or 153

Cap: 5

Professor: Amy Heberle, Assistant Professor of Psychology

Time: TBD

PSYC 217: Research in Learning, Language, and Cognition

Dr. 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 for either .5 units or 1.0 unit.*

This course fulfills the mid-level Lab/Research requirement for the psychology major.

Cap: 5

Prerequisites: PSYC 108 and 109

Professor: Alena Esposito, Assistant Professor of Psychology

Time: TBD

PSYC 242: Cognition in the Classroom

The 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, meta-analyses, 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-level First Seminar requirement for the psychology major.

Prerequisites: PSYC 108 or 109, and PSYC 150 or 153

New/Rare Courses—Fall 2019*The following courses are either new or being offered for the first time in over a year.***Cap: 15****Professor: Alena Esposito, Assistant Professor of Psychology****Time: TF 1:25-2:40 and W 9-11:50****(Students will rotate going to community schools for observation every 2nd or 3rd Wednesday. This is not a weekly commitment)*****PSYC 279/379: Ethnicity, Race, Culture, and Child Development***

In 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 Capstone requirement for the psychology major and carries the DI attribute.**Prerequisites: All 100- and mid-level Psychology major require-****ments****Cap: 15****Professor: Ana Marcelo, Assistant Professor of Psychology****Time: R 2:50 pm - 5:50 pm****PHILOSOPHY****PHIL 254 Women Philosophers in the Early Modern Period**

Why 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 Philosophy**M/W 4:15 pm - 5:30 pm****VISUAL AND PERFORMING ARTS****Art History****ARTH 248: Gender & Representation**

An 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. Professor Art History**F 1:25 pm - 4:25 pm****ARTH 250: Special Topics in Visual Culture**

Introduces 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. Prof Art History**W 9:00 am - 11:50 am****SCREEN STUDIES****SCRN 122: History of American Broadcasting and Electronic Media**

New/Rare Courses—Fall 2019

The following courses are either new or being offered for the first time in over a year.

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: Staff

R 2:50 pm - 5:50 pm

Screening: M 2:50 pm - 5:50 pm

THE ACADEMIC ADVISING CENTER

Academic Advising Center

Shaich Family Alumni and Student Engagement
Center, Room 112

Phone: 508-793-7468

Fax: 508-421-3752

Email: advising@clarku.edu

Office Hours

Monday - Friday

9:00 a.m. to 5:00 p.m.

<http://www2.clarku.edu/offices/aac/>

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mapace@clarku.edu

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