Please read all instructions carefully. Course offerings, meeting days and times, and instructors as shown in this schedule are subject to revision as soon as the PDF schedule is created. Please check the course schedule available on the Office of the Registrar’s website (https://www.berea.edu/registrar/) and available from this link. The 2019-2020 Final Examinations schedule is also available on the Office of the Registrar’s website and available from this link.

OFFICE OF THE REGISTRAR– October 22, 2019

For textbook selections, please visit: https://berea.textbookx.com
BEREA COLLEGE ACADEMIC CALENDAR 2019-2020

FALL TERM, 2019
Aug 12-16, Mon-Fri Orientation for International Students
Aug 17-20, Sat-Tue Orientation for All New Students
Aug 18, Sun Academic Year Opening Program and Reception
Aug 20, Tue Continuing Students Arrive
Aug 20, Tue Labor Assignment Orientation and Training (All Students Must Attend; offices may be closed 12 – 4 pm)
Aug 21, Wed Classes Begin
Aug 27, Tue Last Day to Add a Course. All Registration Procedures for Fall Term, 2019, Must Be Completed by 5:00 p.m.**
Aug 27, Tue Last Day to Drop a Course without W on Record
Aug 27, Tue Last Day to Change a Labor Position (Non First-Year Students)
Sept 17, Tue Last Day to Withdraw from a Course without WP/WF Grade Being Recorded
Oct 7-8, Mon-Tue Reading Period (Classes Cancelled)
Oct 15, Tue Midterm Grades Due
Oct 16, Wed Mountain Day (Classes Cancelled)
Oct 18, Fri Student Applications for BIST Due
Oct 23, Wed Last Day to Withdraw from a Course
Nov 4-13, Mon-Wed Registration for Spring and Summer Terms
Nov 15-17 Fri-Sun Homecoming
Nov 15, Fri Labor Status Forms for Thanksgiving Break Due
Nov 27-Dec 1, Wed-Sun Thanksgiving Vacation
Dec 6, Fri Labor Status Forms for Christmas Break Due
Dec 6, Fri Classes End: Last Day to Withdraw from the College without Final Grades Being Recorded
Dec 8, Sun Recognition Service for Mid-Year Graduates
Dec 9, Mon Reading Period
Dec 10-13, Tue-Fri Final Examinations
Dec 13, Fri Fall Term Ends
Dec 14, Sat Last day of Fall Labor
Dec 17, Tue Final Grades Due at noon

SPRING TERM, 2020
Jan 7, Tue Classes and Labor Begin
Jan 10, Fri Mid-Point or Final Student Labor Evaluations Due
Jan 13, Mon Last Day to Add a Course. All Registration Procedures for Spring Term, 2020, Must Be Completed by 5:00 p.m.**
Jan 13, Mon Last Day to Change a Labor Position (Non First-Year Students)
Jan 13, Mon Last Day to Drop a Course without W on Record
Jan 20, Mon Observance of Martin Luther King Day (Classes Cancelled)
Feb 3, Mon Search for Summer Labor Positions and Spring Break Labor Begins (Labor Position required for Summer Registration)
Feb 3-7, Mon-Fri Registration for May Term
Feb 10, Mon Last Day to Withdraw from a Course without WP/WF Grade Being Recorded
Feb 25, Tue Midterm Grades Due
Feb 26, Wed Finalize Summer Registration for Financial Aid
Feb 27, Thr Estimated Summer Financial Aid Package
Feb 28, Fri Last Day to Submit Spring Break Labor Status Forms
Mar 2-8, Mon-Sun Spring Vacation
Mar 13, Fri Last Day to Withdraw from a Spring Course
Mar 27, Fri Labor Status Forms Due for Summer 2020 and the 2020-2021 academic year
Mar 27, Fri Student Labor Experience Evaluation Due
Mar 30, Mon Last day to drop a summer course with a fee
Mar 30, Mon Students enrolled in summer course without summer labor will be unenrolled
Mar 31, Tues Labor Day: Exploring Learning, Labor, Service (Classes Cancelled)
Apr 6-15, Mon-Wed Registration for Fall Term 2020
Apr 10, Fri Good Friday Observance (Classes Cancelled)
Apr 14, Tue Deadline for Summer Internship Proposals
Apr 23, Thr Classes End: Last Day to Withdraw from the College without Final Grades Being Recorded
Apr 24, Fri Reading Period
Apr 27 – Apr 30, Mon-Thr Final Examinations
May 3, Sun Baccalaureate and Commencement Services
May 3, Sun Last day of Spring Labor
<table>
<thead>
<tr>
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<th>Event</th>
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<tbody>
<tr>
<td>May 5, Tue</td>
<td>Final Grades Due at noon</td>
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<tr>
<td>May 15, Fri</td>
<td>Final Student Labor Evaluations Due</td>
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<td><strong>SUMMER 2020</strong></td>
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<td>May 4, Mon</td>
<td>Summer Labor Begins</td>
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<td>May 11, Mon</td>
<td>May Term Begins</td>
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<td>May 11, Mon</td>
<td>Last Day to Add or Drop without W on Record from May Term Course</td>
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<tr>
<td>May 18, Mon</td>
<td>Last Day to Withdraw from a May Term Course without WP/WF Grade Being Recorded</td>
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<td>May 22, Fri</td>
<td>Last Day to Withdraw from a May Term Course</td>
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<td>May 25, Mon</td>
<td>Memorial Day Holiday (Classes Cancelled)</td>
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<td>June 5, Fri</td>
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<td>June 8, Mon</td>
<td>Summer Term Courses Begin</td>
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<td>June 8, Mon</td>
<td>Last Day to Add or Drop without W on Record from Summer Term Course</td>
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<td>June 9, Tue</td>
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<td>July 1, Wed</td>
<td>Last Day to Withdraw from a Summer Term Course</td>
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<td>July 3, Fri</td>
<td>Fourth of July Holiday (Classes Cancelled)</td>
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<td>Summer Term Courses End</td>
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<td>July 28, Tue</td>
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<tr>
<td>Aug 10, Mon</td>
<td>Final Student Labor Evaluations Due</td>
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</tbody>
</table>

** Students not attending classes or labor on this date may be withdrawn from the College.  

- Updated 11-14-18
We hope you are ready to register for another term at Berea. Please arrange to meet with your advisor between Monday, October 28 and Friday, November 1 to plan your schedule. You should include alternate courses in the event your preferred courses are not available at the time of registration.

COMPLETE THE FOLLOWING PROCEDURES IN THE ORDER GIVEN FOR REGISTRATION:

1. Contact your academic advisor for an appointment to plan your academic program.

2. You are expected to do preliminary planning of your schedule prior to your meeting with your advisor. Also, be prepared to discuss with your advisor your future career plans and how you are currently progressing. Please bring a copy of your degree audit (listed as Degree Evaluation) along with other relevant materials with you to the appointment with your advisor.

3. After your schedule(s) is completed, your advisor will give you an alternate PIN (which is a Personal Identification Number to use for registration only). This PIN is equivalent to the advisor's signature and indicates that the two of you have met and completed the schedule planning process. You will be asked for your Alternate Pin after you go in to the Registration screens. Please take care not to misplace this important part of your registration information – only your advisor can give it to you again. The Office of the Registrar will not provide a student with their PIN during the initial registration period.

4. Use your alternate PIN to begin your registration on myBerea according to the schedule below. (You will not be able to register until your scheduled time.) The Web registration screens provide instructions on how to proceed with registration.

5. Please be aware that your labor contract for fall must be completed prior to registration.

ORDER OF REGISTRATION

Registration day and time is determined by the number of credits you have earned (does not include the credits for which you are currently enrolled). Please check the menu on myBerea for the section "Check your Registration Status" to view your assigned time for registration. This will also give you access to see if you have any holds that would prevent your registration (Emergency Contact Information Update, Financial Aid, Student Payroll, Student Accounts). Any holds will need to be cleared through the office that placed the hold on your record before you can register.

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<tr>
<th>Group</th>
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<td>15 to 23.99</td>
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<td>7 to 14.99</td>
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<tr>
<td>Group 4</td>
<td>0 to 6.99</td>
<td>Thursday</td>
<td>7:00 AM</td>
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</table>
CLOSED CLASSES, COURSE TIME CONFLICTS, PREREQUISITES
You will not be required to get the signature of your advisor if you encounter closed classes, have a course time conflict, or if you have problems with prerequisites. Instead, please contact the instructor of the course. If you are given permission to enroll in the course, that instructor will process the override and you must then register for the course by going back to the Web Registration page in myBerea.

INTERNSHIP AND INDEPENDENT STUDY
To register for any Internship, you must submit the appropriate application materials with required signatures to the Internship Office. Be sure you are aware of deadlines. The Internship Office will submit a list of the approved internships to the Office of the Registrar (116 Lincoln Hall) for registration processing.

Procedures concerning the approval of Independent Studies (390/490/090 A or B) and Team Initiated Studies (397/497 A or B) are provided in the catalog online at this link: http://catalog.berea.edu/en/Current/Catalog/About-Academics/Opportunities-Common-to-Many-Fields-of-Study

REGISTRATION PROCEDURES FOR APPLIED MUSIC (PRIVATE LESSONS)
You will sign up for these courses in the Music Building (Presser Hall) at the beginning of the Fall and Spring terms. The Registrar will register you for these courses once the list of students is complete.

CHANGE OF PROGRAM (DROPPING/ADDING COURSES)
You will be permitted to drop-add, without fee, anytime between the time you register and Monday, January 13, 2020 by Web Registration. After these dates, you are not permitted to add a course. To withdraw from a course, you will need to process a change of registration form with your advisor’s signature and take it to the Registrar’s Office in Lincoln Hall. Any course withdrawals after January 13, 2020 will be assigned a withdrawal grade.

POLICY REGARDING COURSES DROPPED
Courses dropped during official registration periods or the first week of class of a regular term after classes begin will not be reflected on the permanent record. The letter “W” (withdrawn) will be used to indicate courses dropped during the second through fourth weeks of a regular term after classes begin. You may withdraw from a course during the following four weeks and your instructor will be asked to indicate the quality of any completed work to that point with a “WP” (withdrawn passing) or a “WF” (withdrawn failing). No course may be dropped during the final seven weeks of the term. WP/WF will not be counted in calculating the GPA. (See calendar above for official drop/withdrawal dates.)

TEACHER CERTIFICATION
Students planning to complete requirements for teacher certification must follow the guidelines given in “Program for Preparation for Teachers” in the Berea College Catalog.
COURSE FEES
Course fees, shown in the Schedule of Classes and in the current Berea College Catalog, are charged to the student’s account. The fee is automatically charged upon registration for the course. The student’s account is credited if the course is dropped by the end of the first week of class as indicated in the official College calendar.

SCHEDULE OF CLASS HOURS
Letters following course numbers (A, B, C, etc.) indicate sections of the same course. Letters attached to the course (i.e., 186A) indicate a specialized topic. The time of the class meeting is indicated by CLOCK hours, (e.g., 0800 is 8:00 am, 1000 for 10:00 am, 0100 for 1:00 pm). The days of class meetings are indicated as follows: M=Monday, T=Tuesday, W=Wednesday, R=Thursday, F=Friday, Saturday=ST.

CONVOCATION CREDIT
All students will automatically be enrolled in a .25 credit convocation course (CNV 100) during each of their regular terms of enrollment, with the exception of the final term of enrollment, for a maximum of eight such terms. For each term of enrollment in CNV 100, the student will earn a grade of CA (which is calculated as an A in the GPA) for attending at least seven convocations. The grade of CF (which is calculated as an F in the GPA) will be awarded for attendance at fewer than seven convocations. Enrollment in this course is optional during the final term at Berea and is prohibited if the student has already enrolled in this course eight terms.

BEREA COLLEGE BUILDLING ABBREVIATIONS
Abbreviations used in this schedule for the campus buildings are as indicated below. Rooms are numbered so that all 100 series numbers are on the floor entered from the main entrance. Rooms are numbered clockwise beginning with the first room to the left of the entrance. For each listing, the room number and the building abbreviation are given (e.g., F 101 is on the first floor of Frost Building).

| AG   | Agriculture Building   | F   | Frost Building |
| AB   | Art Building           | JD  | Jekyll Drama Center |
| BI   | Bingham Hall           | KH  | Knapp Hall      |
| MC   | MAC Building           | P   | Presser Hall    |
| DA   | Dana Hall              | PS  | Phelps Stokes   |
| D    | Draper Building        | S   | Seabury Center  |
| DT   | Danforth Technology    | SH  | Stephenson Hall |
| EM   | Emery Building         |     |                 |

IMPORTANT
Course Loads: The Maximum course credit load is 4.5 for all full-time students. Approval for course overload will be made by the Academic Advisor on a course registration form, which should then be taken to the Registrar’s Office in Lincoln Hall. Overloads will be added to the student schedule the day before classes begin on January 7, 2020.

Underloads: For degree candidates, all class underloads (less than 3 credits) must have prior approval of the Student Admission and Academic Standing Committee. Requests for course underloads should be submitted to the Office of Academic Services (110 Lincoln Hall).
SATISFACTORY ACADEMIC PROGRESS

Students will be placed on Academic Probation at the end of any regular term for failure to maintain a minimum 2.0 cumulative grade point average (GPA) or meet the credits requirement identified in the Satisfactory Academic Progress (SAP) chart listed in the College Catalog (http://catalog.berea.edu).

Students who are deficient in meeting the SAP requirements may make up the deficiency during the Summer Term at Berea College or another regionally accredited institution. If credit is to be earned elsewhere, permission must be secured by completing the Application for Transfer Credit form prior to enrollment.
### General Education Perspectives

#### Active Learning Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Department</th>
<th>Credits</th>
<th>Title</th>
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<tr>
<td>20023</td>
<td>APS</td>
<td>209 A</td>
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<td>20095</td>
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<td>20089</td>
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<td>221 A</td>
<td>Fundamentals of Nutrition</td>
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<td>20093</td>
<td>CFS</td>
<td>441 A</td>
<td>Family Resource Management</td>
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<td>EDS</td>
<td>330 A</td>
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<td>20163</td>
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<td>482 A</td>
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<td>20261</td>
<td>HHP</td>
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<td>Adapted Physical Education</td>
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<td>20416</td>
<td>NUR</td>
<td>226 A</td>
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<td>20436</td>
<td>PSJ</td>
<td>205 A</td>
<td>Movements &amp; Community Organizing</td>
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<td>20477</td>
<td>SOC</td>
<td>200 A</td>
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<td>20487</td>
<td>SPN</td>
<td>310 A</td>
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<td>20492</td>
<td>TAD</td>
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#### African Americans’, Appalachians’ and Women’s Perspective

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<td>20536</td>
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<td>Intersection &amp; Discontent WGS</td>
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<td>386 JK</td>
<td>Black Power Beyond Borders HIS</td>
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<td>Appalachian Cultures</td>
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**Arts Perspective**

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AFR 186/286/386/486 RM – Model African Union - Berea's Model African Union (MAU) Team represents about three countries at the International MAU competition in Washington, D.C. each February. To prepare, over the Winter break, each of you will research and write a paper about your country and its approach to your topic: Peace & Security; Economic Matters; Social Matters (education, health, etc.); Democracy, Governance, & Human Rights; etc. In January and the first half of February, you will learn more about your country and your topic. You will also practice drafting, debating, and synthesizing proposals related to these topics so that you can submit a high-quality proposal to the International MAU. In mid-February, at the International MAU Conference, you will join students from colleges throughout the U.S., Canada, and Africa in debating and refining these policy proposals. You will also get to visit your country’s embassy and speak with its ambassador and/or diplomats. Finally, you will help compile the best proposals into a document that will be submitted to the actual African Union in Ethiopia. The course work will be finished before the end of February. Prerequisites: Permission of instructor

AFR 186 LC – Theologies of Forgiveness (REL) - In the attempt to be human together, actions and situations that are less than human, inhuman, or inhumane arise. These actions and situations (tragic or not) violently enact injury, considered here as the experience of harm or trauma felt by the individual or social body(mind). In some cases of injury, both ordinary and extraordinary, forgiveness is the response. But what is forgiveness? How does it emerge? What does it do? In this course, we will examine situations of injury, the im/possibility of forgiveness, and the sometimes cruel hope of reconciliation, especially as they pertain to black American life and Christian experience. We will examine accounts of forgiveness and unforgiveness that are black, not black, historical, literary, biblical, philosophical, and theological. In the end, our goal is to endeavor to develop an ethics—theological, philosophical—that can hear and respond to the pain of others.

AFR 286 JC – Endless Conundrum: Black Women Artists and 20th/21st Century Visual Culture - This course investigates the work and working context of late 20th and early 21st Century Black women artists. With attention not only to black women’s traditions of artistic production, but also to black women’s historical position within visual culture and discourse, we will explore the ways art and visuality can surface and respond to various interlocking issues for black women. Throughout the course, we will explore black women’s artful interventions into questions of race, diaspora, history, economy, knowledge, beauty, body, respectability, sex and desire, categories of the human, violence and injury, and the radical business of everyday life. Calling on black feminist theory, art history, visual culture theory and the critical voices of scholars like Michelle Cliff, Glenda Carpio, Michael Harris, Saidiya Hartman, and Angela Davis, we will place these artists and their works into temporal and thematic context, exploring the interventions they make into understanding and, sometimes, radically altering the world around them.
AFR 286 JPB – Readings in Moorish History (HIS) - For nearly 8 centuries African Muslims known as "Moors," resided within the borders of Christian Europe. Between 711-1492, the Moors intermarried with, governed, culturally influenced, and were eventually persecuted by their Catholic neighbors and kinfolk. Their primary historical association with Europe, when applied at all, is largely confined to the Iberian peninsula- today being the countries of Spain and Portugal. Yet, the legacy of the Moorish presence goes well beyond that of Iberia, extending into other European countries such as Britain, France, and Italy.

This course is intended to introduce students to the broad historical impact which the Moors had upon Western culture and European history. It will not only address the key areas of Moorish historical contributions, but also the highly revealing lessons of historiography. The fact that the Moors are customarily presented as "Arabs" in most Western historical treatments, rather than as the predominantly African (largely "Amazigh") people which they were, is one of the areas which our course will assess.

Fortunately there has been an increase in the past decade or so, concerning the awareness of the favorable Moorish impact upon the rise of the sciences in the West, the university system, and Europe’s cultural ascension in general. Documentaries like those narrated by Dr. Bettany Hughes “When The Moors Ruled Europe” (2005) have brought greater light upon this period in European history, a period which is arguably as important in advancing European civilization as was that of the Greeks. This class will further the cause of this renewed consciousness by looking into the various aspects of the Moorish/African/Afro-Asiatic legacy. Prerequisites: HIS 101 or AFR/HIS 260 or Permission of instructor

AFR 286 MRA – The Study of Ritual (REL) - An introduction to the study of religious ritual. Through case-studies of Christian and indigenous religious practices in Africa, this course will explore both the nature of religious ritual and types of religious rituals, considering both theories of ritual and methods for the study of ritual. Inquiring about the nature of ritual as both symbol and performance, the course will examine the relationships among ritual, sacred narratives or stories, music, art, and sacred time and space. This course will employ anthropological and theological models of human action to analyze how performance of rituals both establishes and expresses the cultural identities of religious communities. Prerequisites: GSTR 110

AFR 286 SM – Intersectionality and its Discontents (WGS) - This course explores how Kimberlé Crenshaw’s canonical concept for thinking about how the institutions of identity and difference are co-constitutive – intersectionality – is challenged and/or upheld by recent contributions to the field of Women’s and Gender Studies. As intersectionality arose out of responses by women of color to (white) feminism’s blindness to race/ism, the texts included on this syllabus privilege women of color interventions—specifically, black womanist interventions. Early womanist interventions implored—as Sojourner Truth argued—that black women are, indeed, women; which is to say: they argued that black women are members of the human community of gendered subjects. Recent texts do away with this plea to think black womanhood outside of humanist gender. Their contributions suggest that black women still have to agitate for recognition as women. More to the point, they suggest that not all women get access to human markers of difference, like gender. Taking its inspiration from Truth’s enduring question, this syllabus asks: who is gender for? And, in what ways do other markers of identity – like race – precede and structure experiences of gender, including gender queerness and/or trans-ness? Texts by black thinkers are privileged in this syllabus not least of all because black radical
thought destabilizes the gender and sexual binary of Western metaphysical thought, pointing us towards new horizons of being and doing (and, knowing) sex and gender difference that are outside of humanist epistemology and ontology.

**AFR 386 JK – Black Power Beyond Borders** - Where, when, and what was the civil rights movement? What were its goals and who deserves credit for its successes and failures? This course will expand the traditional narrative of the American civil rights movement geographically, temporally, and in terms of the actors involved. We will debate the current understanding of the civil rights movement as (1) both efforts in the United States and social and political struggles who inspired and were inspired by the Black Freedom Struggle in other parts of the world, (2) the relationship between events in the 1950s and 1960s with events both earlier and later, (3) how grassroots struggle of countless individuals related to the perceptions of leaders within representative movements. We will probe how to best understand the movement of ideas and actions across time, social movements, and national borders. Topics will include the transnational dimensions of anti-slavery movements, white supremacy, and Pan-Africanism; Marcus Garvey’s UNIA; the influence of Gandhian nonviolent civil disobedience on the Black freedom struggle; African American responses to the Italian invasion of Ethiopia; the racial dimensions of the First and Second World Wars; African American engagement with decolonization in Africa and revolutionary change in China, Cuba, Vietnam and elsewhere; and the global legacy of Black Power.

**APS 186 PW – Appalachian Ceramics** - This course explores the aesthetics, technology, and science involved in the Appalachian tradition of bringing clay from the hills to the table, while guiding students through an examination of the historic and contemporary ceramic makers and cultures in the southern Appalachian Mountain region. A hands-on course, students will be asked to complete a series of projects in support of readings on traditional and contemporary topics on the Appalachian craft tradition. The history of hand-building and wheel-thrown techniques and practical applications will also be examined, as well as local clay prospecting and processing techniques. Previous experience is not required for this course.

**ARH 286 JC – Endless Conundrum: Black Women Artists and 20th/21st Century Visual Culture** - This course investigates the work and working context of late 20th and early 21st Century Black women artists. With attention not only to black women's traditions of artistic production, but also to black women's historical position within visual culture and discourse, we will explore the ways art and visuality can surface and respond to various interlocking issues for black women. Throughout the course, we will explore black women's artful interventions into questions of race, diaspora, history, economy, knowledge, beauty, body, respectability, sex and desire, categories of the human, violence and injury, and the radical business of everyday life. Calling on black feminist theory, art history, visual culture theory and the critical voices of scholars like Michelle Cliff, Glenda Carpio, Michael Harris, Saidiya Hartman, and Angela Davis, we will place these artists and their works into temporal and thematic context, exploring the interventions they make into understanding and, sometimes, radically altering the world around them.
ARH 386 BA – Immateriality/Materiality - This class will focus on the interplay between the immaterial - the idea, belief, motivation, inspiration, meaning - and the material – the object, artifact, the product. Our world is unapologetically materialistic, and with rapidly changing conditions such as planned obsolescence, we are disengaged with the meaning of things, whether it be on an individual, community, or global level. Immateriality/Materiality considers the intimate relationships between people and things through an interdisciplinary lens, drawing on archaeology, anthropology, geography, art, art history, folklife/history/stories, and science and technology approaches. By shifting its focus from the object to the relationships created, maintained, and resisted between people and things within past and present populations, students will be exposed to differing lines of inquiry about stuff and its meanings. Some questions to be considered are why do some things have meaning, and others do not, why do some things become popular and others do not, and how do we handle the growth virtual worlds in video and online games? These questions will be considered through an exploration of critical terms such as memory and remembrance, cosmology, space, temporality, meaning, value, destruction, obsolescence, agency, habitus, and power. The class will look at the indigenous perspective, pre-modern spaces of ritual behavior, and the Shakers as a means of exploring immateriality and materiality. Students will focus on the virtual world as the final area of study.

AST 286 JB – Hindu-Buddhist Philosophy (PHI) - This course is a survey of the philosophical traditions of Vedic (“Hindu”) and Buddhist South and Southeast Asia. Students will be introduced to some of the major schools of thought, central primary texts, important thinkers, and contemporary philosophical discussions through exploring and reflecting upon the debates between Vedic and Buddhist philosophers on topics such as the nature of the self, theories of consciousness, metaphysics, theories of knowledge, and philosophy of language. This is a reading intensive course. Prerequisites: GSTR 210 or sophomore standing

AST 286 LM – East Asian Politics (PSC) - This course will examine the inter- and intra-state politics of the East Asian region, focusing specifically on mainland China, Japan, Taiwan, and the Koreas. The first section highlights East Asia as a region, introducing some common themes such as historical memory, cultures, and the process of state building. The second section focuses on the institutional arrangements, political development, and leadership of individual states. The third section examines the economic development of the region and the roles of states in this process. Finally, students will also examine U.S.-East Asian foreign relations to consider the U.S.’s future role in the region.

BIO 386 ND – Ornithology - Natural history, morphology, physiology, and ecology of birds in conjunction with adaptive radiation and speciation during the Tertiary Period will be explored. Ethological and physiological adaptations to feeding, reproduction and migration will be examined within the context of biogeography. Laboratory exercises will emphasize species recognition through morphology, plumage and song. Students will apply this information in the field to identify species found within the region.
CFS 386 CM – Early Childhood Practicum I - An applied practicum for Child and Family Studies majors with a concentration in Child Development. This practicum is designed to support student learning about how to observe development of young children, document observations and interactions with children, and begin to plan appropriate experiences for young children. Students with significant labor experience at the Child Development Laboratory and who have completed some child development courses will meet weekly with the instructor to share, reflect, and problem-solve their classroom experiences utilizing principles taught in CFS courses, recommended best practices in early childhood education, NAEYC standards, and Kentucky IECE standards. Students will document children’s learning, reflect on their own implementation of best practice, and begin to plan appropriate experiences for children grounded in their observations and reflections.

May be repeated once for additional credit. Prerequisites: CFS 130, Child Development concentration, and three terms in a labor position at the CDL.

CFS 486 CM – Early Childhood Practicum II - An applied practicum for Child and Family Studies major with a concentration in Child Development. The practicum is designed to support student learning about how to plan appropriate experiences with young children and extend children’s investigations across time. Students who have completed Early Childhood Practicum I will meet weekly with the instructor to share and reflect upon children’s play and to plan an extended project with the children across the semester. Planning will reflection best practices in early childhood education, NAEYC standards, and Kentucky IECE standards.

Must have completed Early Childhood Practicum I.

COM 186 JD – Digital Editing - The purpose of Digital Editing is to introduce students to the theory of motion picture editing and to provide beginner-level technical training for putting that theory into practice. In addition to working with motion pictures, some time will be spent discussing and exploring digital audio editing.

COM 286 KB – Race, Gender, & Media - This class explores the historical and current roles of race and gender in a range of U.S. media industries (entertainment, journalism, marketing/advertising, and public relations) with an emphasis on critical analysis, advocacy, and activism. Readings and course work guide students toward becoming engaged media consumers and producers. Prerequisites: GSTR 210

CSC 386 JC – Text Analysis & Cultural Exploration - A dive into the many different ways that computer science technology can be used to process text to answer deeper questions about the relationship between people and places in a community or organization. Students will explore many different tools available as parts of a system they will design and build that analyze literary text and archive repositories to answer these questions. Prerequisites: CSC 226
CSC 486 JJ – Human-Centered Computing - Programmers can be magicians enabling computers to interact with humans in more natural, engaging, and fun ways. This course takes students through a human-centered technology design and innovation process, with a focus on creating interactive systems. Students will conduct user research, identify a key problem, and develop technical solutions. Building on existing programming skills, students will be challenged to integrate an advanced interaction feature into their solutions, such as image recognition, voice interfaces, or streaming data. Prerequisites: CSC 236

ECO 286 VG – Health Economics - This course applies microeconomic and statistical tools to analyze health care markets. Topics covered in this class are the special features of healthcare as a commodity, the demand for health and medical care services, the economics of the behavior of medical care providers and the functioning of insurance markets. We will discuss the pharmaceutical industry and technological innovation and diffusion in health care and examine the role of and economic justification for government involvement in the medical care system. Finally, we will use the tools we have learned to compare different healthcare systems in the world including health care reform in US. Prerequisites: ECO 102, ECO 250

ECO 386 JC – Optimization (MAT) - This course is designed to present a comprehensive treatment of the theory of optimization and its application to a number of fields such as Economics, Finance, Actuarial science, and Computer science. Optimization is the cornerstone of economic analysis along with Finance. In computer science, it can be of great interest to find the shortest path to a given problem.

The course focuses on Univariate constrained and unconstrained optimization techniques and primarily on Multivariate optimization techniques. Topics include the theory of SYMMETRIC MATRICES including QUADRATIC FORMS, Eigenvalues and eigenvectors, the Theorem of Sylvester, convex and concave functions, Jensen’s inequality, the Spectral Theorem, Homogeneous functions, the Implicit function theorem, Sensitivity Analysis, Lagrange Multiplier Methods, Kuhn-Tucker Conditions, ENVELOPE THEOREMS, The Routh-Hurwicz Theorem, First and second order differential equations, DIFFERENTIAL EQUATIONS, and other topics.

We will also look at Linear Programming techniques. Emphasis will be put on the applications of these techniques to solve real life problems.

EDS 186 CR – Classroom Application of Technology - Introduces the theory and practice of instructional technology, the history of the field, and current trends and issues. Students will be introduced to current educational technology hardware, software, and research-based practices that seek to have a positive impact on teaching and learning in diverse settings and with diverse populations. Students will explore lesson design and alignment with technology to develop student-centered lesson plans in which technology is used as a tool for learning rather than as a delivery mechanism. Students develop competencies in educational technology appraisal, selection, development and application of
multimedia to support instruction and assessment purposes in K-12 classrooms. The application of instructional technologies will be based on an educational approach called Project-Based Learning (PBL). This course includes 10 hours of Clinical Field Experience.

**EDS 286 JW – Intro to Foreign Language Learning & Teaching** - This course intends to help students develop (1) an interdisciplinary understanding of the role language plays in human communication, (2) basic skills of teaching English to speakers of other languages, and (3) a better knowledge of the English language. This will be achieved through reading, talking, and hands-on activities, including making, implementing and evaluating lesson plans and course materials, observing language learners, reporting and reflecting on teaching and observations. Prerequisites: 1 year of learning a foreign language

**FRN 186 RM – French-Speaking Cult. Through Film** - (Taught in English) We will use readings and films to understand and analyze the recent histories and contemporary cultures of French-speaking countries, regions, and islands in Europe; North America; North, West, and Central Africa; the Middle East; Southeast Asia; the Caribbean; and the Pacific and Indian Oceans. We will examine events like Haiti’s 2010 earthquake and the Arab Spring as well as issues relating to social class, race, gender, religion, education, work, entertainment, health, politics, families, food, etc.

**GEO 286 SB – Mineralogy** - A study of the physical and chemical properties of the minerals that make up our planet. This course will investigate the origin, occurrence, classification, and uses of these materials, while also simply appreciating their sheer natural beauty. Students will develop the skills necessary to identify important minerals both in hand sample and using instrumentation such as petrographic microscopy and scanning electron microscopy. This course will additionally cover aspects of crystallography related to mineral structures, symmetry, crystal systems, and the beautiful patterns hiding within our natural world. Emphasis will be put on igneous/metamorphic/sedimentary minerals that are commonly found in Earth systems as well as economic and hazardous minerals that have direct relevance to society and our environment. If you’ve ever wondered why diamonds are so expensive, where the battery in your smartphone comes from, or whether minerals can be fuzzy (they can!), this course is for you.

**GER 186 NJ – Fairy Tales in the German Tradition** - In this course, we will examine a variety of classical and contemporary fairy and folktale texts from Germanic cultures, learn about approaches to folklore materials and fairy tale texts, and look at our own culture with a critical-historical perspective. We will highlight key issues and anxieties of German culture from 1400 to the present such as arranged marriage, infanticide, incest, economic struggles, gender roles, and class antagonisms.
**GST 186 BF – Writing Studio** - Does writing feel a bit overwhelming? Would some extra support be helpful? In this class, you will learn how to more independently critique and revise your writing. We will work together to help you become more comfortable with every stage of the writing process: pre-writing, drafting, revising, and editing. We’ll use drafts you have generated for other classes, and we’ll find ways to strengthen them, using group writing workshops and peer review sessions.

In Writing Studio students will learn to:

1. write competently at the college-level, using a multi-stage process approach to writing, including pre-writing, drafting, revising, and editing;
2. be proficient in properly documenting sources and recognizing and avoiding plagiarism;
3. be adept at using a variety of sources for research and seeing how different types of source work together;
4. demonstrate thoughtful engagement with ideas, experiences, issues, and texts in various types of writing;
5. employ reasonably well basic critical thinking concepts describing, analyzing, and synthesizing materials.

**GST 286 WW – Student/Faculty Partnerships** - Students who take GST286 will explore teaching and learning in higher education, and each will participate in a pedagogical partnership with a faculty member. In preparation for weekly one-hour class observations of a target course taught by the faculty partner, students in the program will learn about and practice approaches to conducting formative observation (in response to their partner’s goals), engaging in deep listening, and providing feedback through and extended semester-long dialogue. In addition to learning about the growing international movement to engage students and faculty in authentic dialogue through pedagogical partnerships, readings will focus on learning-centered teaching, active learning pedagogies, diversity and inclusion in the classroom, and other topics as they emerge through class discussion. Students will generate regular observation notes; meet weekly with their faculty partners to discuss their observations, partnerships, and the readings; and engage in regular written reflections on the experience and what it reveals about the assumptions underpinning teaching and learning in higher education and how this active learning experience shifts their perceptions of education and self. Prerequisites: Instructor permission

With permission, students may take the course for a second time. In a second iteration, they will work with the professor and course leader (if any) to help design and facilitate sessions, bringing their past experience into play. They will also write a 5-7 page research essay suitable for publication in the journal devoted to student-faculty pedagogical partnerships *Teaching and Learning Together in Higher Education* [https://repository.brynmawr.edu/tlthe/](https://repository.brynmawr.edu/tlthe/) which they may submit for consideration of publication with support from the instructors.

**HIS 186 MG – Women’s Health & Healing** - From herbalists and midwives to nurses and OBGYNs, this course examines the historical relationship between women, health, and healing. We will use women who have worked as healers in the past as our guides through the diseases, conditions, and practices that have been cast as “women’s health” issues throughout the nineteenth and twentieth centuries. This course examines the ways a longstanding association between women as nurturers and healers and informal or unpaid healing work in many societies has given way to expanded options for women in the nursing and medical professions, while paying special attention to the exclusions and compromises this process has entailed. Topics covered will range from little-known maladies of the past—neurasthenia and the perils of
wearing corsets—to issues women still face, such as maternal mortality, childbirth complications, sexual transmitted infections, and eating disorders.

**HIS 286 BA – Historical Archaeology** - On a broad scale, historical archaeology is the study of the post-Columbian world and how four phenomena – Euro/American-centrism, colonialism, capitalism, and modernity – reshaped society. Using these four phenomena as critical foundations, we will explore how the world shifted from rural, agricultural based society to that of an urban, industrial one, how this shift aids in the creation new social identities and inequalities, and how socio-political and socio-economic relationships are intimately tangled up with the production and consumption of material goods. Historical archaeology has taken as one of its foci, the attempt to uncover and recover the stories of a voiceless population directly and indirectly effected by the four phenomena. We will consider past and present processes which attempt to physically and ideologically erase such ethically, racially, economically diverse populations. To that end, we will use historical archaeology as a lens to study ourselves, namely how we relate to each other through our material possessions.

**HIS 286 JG – Cults & Communes in the Old America** - On a broad scale, historical archaeology is the study of the post-Columbian world and how four phenomena – Euro/American-centrism, colonialism, capitalism, and modernity – reshaped society. Using these four phenomena as critical foundations, we will explore how the world shifted from rural, agricultural based society to that of an urban, industrial one, how this shift aids in the creation new social identities and inequalities, and how socio-political and socio-economic relationships are intimately tangled up with the production and consumption of material goods. Historical archaeology has taken as one of its foci, the attempt to uncover and recover the stories of a voiceless population directly and indirectly effected by the four phenomena. We will consider past and present processes which attempt to physically and ideologically erase such ethically, racially, economically diverse populations. To that end, we will use historical archaeology as a lens to study ourselves, namely how we relate to each other through our material possessions.

**HIS 286 JPB – Readings in Moorish History (AFR)** - For nearly 8 centuries African Muslims known as “Moors,” resided within the borders of Christian Europe. Between 711-1492, the Moors intermarried with, governed, culturally influenced, and were eventually persecuted by their Catholic neighbors and kinfolk. Their primary historical association with Europe, when applied at all, is largely confined to the Iberian peninsula- today being the countries of Spain and Portugal. Yet, the legacy of the Moorish presence goes well beyond that of Iberia, extending into other European countries such as Britain, France, and Italy.

This course is intended to introduce students to the broad historical impact which the Moors had upon Western culture and European history. It will not only address the key areas of Moorish historical contributions, but also the highly revealing lessons of historiography. The fact that the Moors are customarily presented as “Arabs” in most Western historical treatments, rather than as the predominantly African (largely “Amazigh”) people which they were, is one of the areas which our course will assess.
Fortunately there has been an increase in the past decade or so, concerning the awareness of the favorable Moorish impact upon the rise of the sciences in the West, the university system, and Europe’s cultural ascension in general. Documentaries like those narrated by Dr. Bettany Hughes “When The Moors Ruled Europe” (2005) have brought greater light upon this period in European history, a period which is arguably as important in advancing European civilization as was that of the Greeks. This class will further the cause of this renewed consciousness by looking into the various aspects of the Moorish/African/Afro-Asiatic legacy. Prerequisites: HIS 101 or AFR/HIS 260 or Permission of instructor

**HIS 386 JK – Black Power Beyond Borders (AFR)** - Where, when, and what was the civil rights movement? What were its goals, and who deserves credit for its successes and failures? This course will expand the traditional narrative of the American Civil Rights Movement geographically, temporally, and in terms of the actors involved. We will debate the current understanding of the Civil Rights Movement as (1) both efforts in the United States and social and political struggles that inspired and were inspired by the Black Freedom Struggle in other parts of the world, (2) the relationship between events in the 1950s and 1960s with events both earlier and later, (3) how grassroots struggle of countless individuals related to the perceptions of leaders within representative movements. We will probe how to best understand the movement of ideas and actions across time, social movements, and national borders. Topics will include the transnational dimensions of anti-slavery movements, white supremacy, and Pan-Africanism; Marcus Garvey’s UNIA; the influence of Gandhian nonviolent civil disobedience on the Black freedom struggle; African American responses to the Italian invasion of Ethiopia; the racial dimensions of the First and Second World Wars; African American engagement with decolonization in Africa and revolutionary change in China, Cuba, Vietnam and elsewhere; and the global legacy of Black Power.

**MAT 286 CH – Discrete Mathematics** - Discrete mathematics is the study of mathematical structures and number systems which are discrete rather than continuous. Selected topics include: counting techniques, graph theory, recurrence relations, logic, set theory, mathematical induction, Boolean algebra and other topics as time permits. Topics may emphasize applications to Computer Science. Prerequisite: Waiver or completion of MAT 012, non-credit for students who have completed MAT 415.

**MAT 386 JC – Optimization (ECO)** - This course is designed to present a comprehensive treatment of the theory of optimization and its application to a number of fields such as Economics, Finance, Actuarial science, and Computer science. Optimization is the cornerstone of economic analysis along with Finance. In computer science, it can be of great interest to find the shortest path to a given problem.

The course focuses on Univariate constrained and unconstrained optimization techniques and primarily on Multivariate optimization techniques. Topics include the theory of SYMMETRIC MATRICES including QUADRATIC FORMS, Eigenvalues and eigenvectors, the Theorem of Sylvester, convex and concave functions, Jensen’s inequality, the Spectral Theorem, Homogeneous functions, the Implicit function theorem, Sensitivity Analysis, Lagrange Multiplier Methods, Kuhn-Tucker Conditions, ENVELOPE THEOREMS, The Routh-Hurwicz Theorem, First and second order differential equations, DIFFERENCE EQUATIONS, and other topics.
We will also look at Linear Programming techniques. Emphasis will be put on the applications of these techniques to solve real life problems.

**PHI 286 JB – Hindu-Buddhist Philosophy (AST)** - This course is a survey of the philosophical traditions of Vedic ("Hindu") and Buddhist South and Southeast Asia. Students will be introduced to some of the major schools of thought, central primary texts, important thinkers, and contemporary philosophical discussions through exploring and reflecting upon the debates between Vedic and Buddhist philosophers on topics such as the nature of the self, theories of consciousness, metaphysics, theories of knowledge, and philosophy of language. This is a reading intensive course. Prerequisites: GSTR 210 or sophomore standing.

**PSC 286 LM – East Asian Politics (AST)** - This course will examine the inter- and intra-state politics of the East Asian region, focusing specifically on mainland China, Japan, Taiwan, and the Koreas. The first section highlights East Asia as a region, introducing some common themes such as historical memory, cultures, and the process of state building. The second section focuses on the institutional arrangements, political development, and leadership of individual states. The third section examines the economic development of the region and the roles of states in this process. Finally, students will also examine U.S.-East Asian foreign relations to consider the U.S.’s future role in the region.

**PSJ 186 GF – Introduction to Latinx Studies (SOC)** - This course is an introduction to the field of Latina/o/x Studies. We will examine the history and contemporary experiences of Latinas, Latinos, and Latinx in the United States and critically explore the concept of Latinidad—the Spanish-language term that describes the attributes that people of Latin American descent share. In our analysis, we will review historical and contemporary texts that examine Latinas/os/x experiences to gain an intersectional understanding of Latinx identities, places, histories, migrations, and social activism. In doing so, we will employ an interdisciplinary approach and analyze the themes of race and ethnicity; gender and sexuality; nationality and immigration status; and class.

**PSJ 286 DD – Global Theologies of Liberation (REL)** - This course will consider Christian liberation theologies from around the world, examining Black liberation theology, Latin American ecofeminist theology, and Asian postcolonial theology. We will also study Christian, Muslim, and Hindu liberative theologies that variously address disability, class, gender, and sexual identity. Prerequisites: GSTR 210

**PSJ 286 JF – Restorative Justice** - In this Special Topics course, taught by Restorative Justice practitioner Jeff From, students will be introduced to Restorative Justice theories, principles, and practice. Violations like historical trauma, systemic oppression, crime, or interpersonal violence create harm that impacts people in real and lasting ways. Meeting the needs of these people – the stakeholders – and setting right the relationships is important. Restorative Justice (RJ) provides the guiding principles and values that help stakeholders recognize the interconnectedness of individuals in schools, workplaces, and communities after violations have occurred. Restorative Justice is usually taught as
an alternative to the official, globally-dominant western legal system. This class will guide students to explore Restorative Justice through the lenses of social change (focusing on RJ and racial healing) and systems change (focusing on restorative practices in education).

Restorative Justice requires stakeholder participation and so this will be a practical academic experience. The class itself will be taught using the values and principles of Restorative Justice, with a relational pedagogy calling upon restorative processes and upon Boal's Theatre of the Oppressed. The hope is that you enter the class as students and leave as Restorative Justice colleagues.

**PSJ 386 TC – Ethnographic Research Methods (SOC)** - This course will introduce students to ethnographic history, research methods, writing, and other representations. Students will read about, discuss, practice, and reflect upon ethnographic approaches for respectful and collaborative engagement with communities and individuals. Key topics will include an overview of ethnography, research design, ethical issues, field methods (i.e., participant observation, field notes and other forms of documentation, interviews, etc.), data management and analysis, and different genres and media formats for describing, interpreting, and sharing research. Course content and projects will focus on activist, community-based, and participatory research approaches, and the course format will include a broad range of readings as well as multimedia/multimodal texts, individual reflections, class discussions, experiential activities, and a final research paper and presentation. Course assignments will build toward and culminate in the final project and will include development of a research topic/question, taking notes on field observations, writing an ethnographic vignette/site description, producing audio (e.g., soundscapes) and visual documentation (i.e., photos, drawings, videos), and conducting one in-depth interview with a key research collaborator. This course meets the research methods requirement for the Peace and Social Justice major and may also be of use and interest to students of the social sciences, other academic disciplines, as well as artistic approaches and productions. Prerequisites: Junior standing or permission of instructor.

**PSY 386 AH – Developmental Psychology w/Lab** - This course will focus on the development of cognitive and socioemotional skills in infancy and early childhood. The primary aims are (1) to discuss and critique current findings and popular methodologies in recent peer-reviewed work; (2) to generate hypotheses and conduct analyses on publicly available data related to these domains; and (3) to gain field experience by observing infants and children in periodic trips to the Child Development Laboratory (CDL). The course will culminate with students submitting a research proposal and giving a short presentation on their proposed research study. Prerequisites: PSY 100 and PSY 225 or permission of instructor.

**REL 186 LC – Theologies of Forgiveness (AFR)** - In the attempt to be human together, actions and situations that are less than human, inhuman, or inhumane arise. These actions and situations (tragic or not) violently enact injury, considered here as the experience of harm or trauma felt by the individual or social body(mind). In some cases of injury, both ordinary and extraordinary, forgiveness is the response. But what is forgiveness? How does it emerge? What does it do? In this course, we will examine situations of injury, the im/possibility of forgiveness, and the sometimes cruel hope of reconciliation, especially as they pertain to black American life and Christian experience. We will examine
accounts of forgiveness and unforgiveness that are black, not black, historical, literary, biblical, philosophical, and theological. In the end, our goal is to endeavor to develop an ethics—theological, philosophical—that can hear and respond to the pain of others.

**REL 286 DD – Global Theologies of Liberation (PSJ)** - This course will consider Christian liberation theologies from around the world, examining Black liberation theology, Latin American ecofeminist theology, and Asian postcolonial theology. We will also study Christian, Muslim, and Hindu liberative theologies that variously address disability, class, gender, and sexual identity. Prerequisites: GSTR 210

**REL 286 MRA – The Study of Ritual (AFR)** - An introduction to the study of religious ritual. Through case-studies of Christian and indigenous religious practices in Africa, this course will explore both the nature of religious ritual and types of religious rituals, considering both theories of ritual and methods for the study of ritual. Inquiring about the nature of ritual as both symbol and performance, the course will examine the relationships among ritual, sacred narratives or stories, music, art, and sacred time and space. This course will employ anthropological and theological models of human action to analyze how performance of rituals both establishes and expresses the cultural identities of religious communities. Prerequisites: GSTR 110

**SOC 186 GF – Introduction to Latinx Studies (PSJ)** - This course is an introduction to the field of Latina/o/x Studies. We will examine the history and contemporary experiences of Latinas, Latinos, and Latinx in the United States and critically explore the concept of Latinidad—the Spanish-language term that describes the attributes that people of Latin American descent share. In our analysis, we will review historical and contemporary texts that examine Latinas/os/x experiences to gain an intersectional understanding of Latinx identities, places, histories, migrations, and social activism. In doing so, we will employ an interdisciplinary approach and analyze the themes of race and ethnicity; gender and sexuality; nationality and immigration status; and class.

**SOC 386 TC – Ethnographic Research Methods (PSJ)** - This course will introduce students to ethnographic history, research methods, writing, and other representations. Students will read about, discuss, practice, and reflect upon ethnographic approaches for respectful and collaborative engagement with communities and individuals. Key topics will include an overview of ethnography, research design, ethical issues, field methods (i.e., participant observation, field notes and other forms of documentation, interviews, etc.), data management and analysis, and different genres and media formats for describing, interpreting, and sharing research. Course content and projects will focus on activist, community-based, and participatory research approaches, and the course format will include a broad range of readings as well as multimedia/multimodal texts, individual reflections, class discussions, experiential activities, and a final research paper and presentation. Course assignments will build toward and culminate in the final project and will include development of a research topic/question, taking notes on field observations, writing an ethnographic vignette/site description, producing audio (e.g., soundscapes) and visual documentation (i.e., photos, drawings, videos), and conducting one in-depth interview with a key research collaborator. This course meets the research methods requirement.
for the Peace and Social Justice major and may also be of use and interest to students of the social sciences, other academic disciplines, as well as artistic approaches and productions. Prerequisites: Junior standing or permission of instructor

**SPN 186 MG – Latin American Civilization & Culture** - An introduction to the history and culture of Latin America through a survey from pre-Columbian times to the present. Taught in English. Prerequisites: GSTR 110

**THR 286 AB – Experimental Cinema** - This course asks us to slow our pulses, to gestate in sounds, to meditate on images, to find movement in stillness and to explore the question, “what is cinema?” In this class we will focus on conceptualizing and structuring processes for making short films, while getting to know some of the most historic experimental filmmakers of the last century. We will explore multiple modes of moving image-making and exhibition, culminating with a public screening of final works.

The course will focus on cinema as an art form, contextualizing avant-garde approaches to filmmaking against standardized film industry approaches. The films screened and readings studied in this course will focus on the American Avant Garde movement, but may also include examples from global film history. We will consider historic experimental approaches to filmmaking such as found footage, structuralism, direct animation and personal cinema. Opportunities for expanded cinema and hybrid forms will also be possible.

Substantial reading will be required for this course in the form of assigned essays and guided research, but the bulk of the course work will involve the creation of independent cinematic artworks and/or hybrid cinematic performances. Other activities will include journaling, sketching and dream diary, visual research using Berea's Special Collections and Archives, digital media manipulation, cinematography, audio recording and editing. Students will produce cinematic projects exploring film as a physical body, found footage, structuralism, poetic/personal cinema, documentary, and the sound-image relationship. Prerequisites: GSTR 110

**WGS 186 WW – Economic Justice** - This course explores the meaning of, barriers to, and actions needed for economic justice in the United States. Pulling from an interdisciplinary knowledge base, with emphasis on both psychological underpinnings and social contexts, the course explores how poverty, wealth, inequality, and privilege influence beliefs, behaviors, and policies regarding economic (in)justice. The course is guided by a feminist analysis that recognizes the intersectionality of social class with identities and group memberships, including gender, race, ethnicity, sexuality, immigration status, and region. Because economic inequality is a global/transnational issue, the course will focus on the American context, as one “case study” in the complexities involved in ameliorating economic injustices, but will utilize other contexts to examine what is both peculiar to, universal about, the American system. For example, although broad economic forces like capitalism have their place in an analysis of American inequality, students will consider how the human experience of deprivation remains remarkably similar across economic systems. Thus, a major goal of the class is that students think critically about issues surrounding poverty, wealth, inequality, and privilege at the individual and societal levels. Yet, using the themes of Examine, Engage, Empower, and Everyone, students will also leave the course having considered their personal power in raising their voice against economic inequality by learning about, and joining others, who are already fighting
against economic inequality. Learning will take place using readings, lecture, discussion, media analysis, guest speakers, and experiential learning.

**WGS 286 ML – Feminist and Queer Dis/Ability Studies** - This course explores discourses and experiences of identity, difference, and power from the lens of Feminist Dis/Ability Studies. As an emergent field of Women's and Gender Studies, Feminist Dis/Ability Studies strives to unsediment our hegemonic notions of able-bodied-ness and neurotypicality. Which is to say, this class will denaturalize and depathologize disability by examining patterns or performativities that unsettle the ability/disability binary. It will do so by focusing on intersectional experiences of women, trans, and gender non-conforming people who also struggle with dis/abilities.

**WGS 286 SM – Intersectionality and its Discontents (AFR)** - This course explores how Kimberlé Crenshaw's canonical concept for thinking about how the institutions of identity and difference are co-constitutive – intersectionality – is challenged and/or upheld by recent contributions to the field of Women's and Gender Studies. As intersectionality arose out of responses by women of color to (white) feminism’s blindness to race/ism, the texts included on this syllabus privilege women of color interventions—specifically, black womanist interventions. Early womanist interventions implored—as Sojourner Truth argued—that black women are, indeed, women; which is to say: they argued that black women are members of the human community of gendered subjects. Recent texts do away with this plea to think black womanhood outside of humanist gender. Their contributions suggest that black women still have to agitate for recognition as women. More to the point, they suggest that not all women get access to human markers of difference, like gender. Taking its inspiration from Truth's enduring question, this syllabus asks: who is gender for? And, in what ways do other markers of identity – like race – precede and structure experiences of gender, including gender queerness and/or trans-ness? Texts by black thinkers are privileged in this syllabus not least of all because black radical thought destabilizes the gender and sexual binary of Western metaphysical thought, pointing us towards new horizons of being and doing (and, knowing) sex and gender difference that are outside of humanist epistemology and ontology.
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  - **20066**: BIO 101 | B | 1.00 | MWF | 0800-0910 | TBA | Blank S | Completion or waiver of MAT 012, or permission of instructor |
  - **20063**: BIO 101 | C | 1.00 | MWF | 0800-0910 | TBA | Blank S | Completion or waiver of MAT 012, or permission of instructor |
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Berea College Class Schedule
Spring 2020

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Berea College Class Schedule
Spring 2020

Page: 10
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Berea College Class Schedule  
Spring 2020  

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<td>A</td>
<td>Social and Folk Dance</td>
<td>.25</td>
<td>MW</td>
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<td>235</td>
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<td>Middle Eastern Dance &amp; Culture</td>
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201912

Berea College Class Schedule

Spring 2020

CRN | SUBJ | CRSE | SEC | TITLE                                      | CREDIT | DAYS | TIME   | BLDG | ROOM | INSTRUCTORS    | PREREQUISITES                                                                 |
--- | ---- | ---- |-----|--------------------------------------------|--------|------|--------|------|------|----------------|--------------------------------------------------------------------------------|
<p>| 20274| HIS  | 102  | A   | West Civ II:Std in Gendr (WGS)            | 1.00   | MWF  | 0920-1030 | TBA  | Groppo M |                                                |
| (AfrAmer, Appl, Wmn Perspective; Western History Perspective) |
| 20275| HIS  | 123  | A   | History of Japan (AST)                    | 1.00   | MWF  | 0240-0350 | TBA  | Foster R |                                                |
| (International Non-Western) |
| 20279| HIS  | 175  | A   | His &amp; Pol of Arab-Isr (PSC)               | 1.00   | TR   | 0100-0250 | TBA  | Cahill R |                                                |
| (International Non-Western) |
| 20283| HIS  | 186  | MG  | Women's Health and Healing                | 1.00   | MWF  | 1040-1150 | TBA  | Groppo M |                                                |
| (AfrAmer, Appl, Wmn Perspective) |
| 20276| HIS  | 200  | A   | Intro to Historical Study                 | 1.00   | TR   | 1000-1150 | TBA  | Guthman J |                                                |
| (Social Science Perspective) |
| 20282| HIS  | 232  | A   | The Vikings                               | 1.00   | MW   | 0400-0550 | TBA  | Sergent T |                                                |
| (International Perspective; Western History Perspective) |
| 20277| HIS  | 253  | A   | Appalachian America (APS)                 | 1.00   | TR   | 1000-1150 | TBA  | Green C | GSTR 110 (or waiver) |
| (AfrAmer, Appl, Wmn Perspective) |
| 20278| HIS  | 260  | A   | Survey of African His (AFR)               | 1.00   | TR   | 1000-1150 | TBA  | Pimienta-Bey J | GSTR 110 (or waiver) |
| (International Non-Western) |
| 20284| HIS  | 286  | BA  | Historical Archaeology                    | 1.00   | MW   | 0840-1030 | TBA  | Anderson C |                                                |
| (Social Science Perspective) |
| 20286| HIS  | 286  | JG  | Cults &amp; Communes in Old Amer              | 1.00   | TR   | 0100-0250 | TBA  | Guthman J |                                                |
| (Religion Perspective) |
| 20535| HIS  | 286  | JPB | Readings Moorish History (AFR)            | 1.00   | MW   | 1240-0230 | TBA  | Pimienta-Bey J | HIS 101 or HIS 260 or AFR 260 or permission of instructor |
| (International Non-Western) |
| 20280| HIS  | 323  | A   | Sem in Japanese History (AST)             | 1.00   | MW   | 1240-0230 | TBA  | Foster R | HIS/AST 122 or 123; OR junior standing |
| (International Non-Western) |
| 20281| HIS  | 335  | A   | Topic Sem-Modern European His             | 1.00   | TR   | 0100-0250 | TBA  | Groppo M | HIS 102 or junior standing |
| (Western History Perspective) |</p>
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**Health**

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**Japanese**

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**Latin**

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**Law, Ethics, and Society**

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**Mathematics**

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*** Those enrolling in MAT 012 must also enroll in a section of MAT 012S***

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201912 Berea College Class Schedule Spring 2020

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Berea College Class Schedule
Spring 2020

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**201912**

Berea College Class Schedule
Spring 2020

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<td>Williams W</td>
<td>(AfrAmer, Appl, Wmn Perspective)</td>
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<td>TBA</td>
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<td>Hill-Zuganelli</td>
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<td>Hill-Zuganelli</td>
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