

Deep Springs College
Academic Course Catalog
Fall 2006 – Spring 2016



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□1 Educational Mission

The current institutional "Mission Statement" derives from the writings and educational philosophy of founder L. L. Nunn. It has been adopted by the Board of Trustees and is published by said Board. The College Mission Statement, and the additional mission statement of the Deep Springs Academic Program, clearly defines Deep Springs' commitment to achieving student learning.

Deep Springs College Mission Statement:

The mission of Deep Springs College is to prepare young people for a life of service to humanity. Leadership and enlightened service are the aims of Deep Springs, which fulfills its educational mission by bringing students into intense contact with nature, work, and ideas. Deep Springs' challenging and comprehensive educational program is designed for a few of the most promising students entering college each year. No tuition or fees are levied, but strenuous effort, self-governance, and selfless service to the community are expected of everyone. The college takes sound principles of teaching and learning to their practical limits. Based on a cattle ranch in an isolated desert-mountain valley, the college enables its students to experience and take year-round responsibility for a largely self-sustaining community, ranch, and farm, while requiring them to engage in a two-year liberal arts honors program. Learning is pursued to solve real problems, both practical and social, for the joy of intellectual understanding and humane action. Those who are educated at Deep Springs incur a lifelong obligation to improve the human condition.

The mission of the Deep Springs Academic Program is to offer a liberal arts education that also prepares students for further education and a life of thoughtful reflection, leadership, and enlightened service.

□2 Accreditation

Deep Springs was first accredited as a college in 1957 and is currently fully accredited as a degree granting two-year institution by the ACCJC of the Western Association of Schools and Colleges. After completing the two-year program at Deep Springs, our students typically transfer to a four-year university or college to complete their undergraduate education.

□3 The Deep Springs Scholarship and Student Financial Obligations

Every student accepted to Deep Springs receives a scholarship covering tuition, room, and board valued at over \$52,000. Students need only pay for travel, books, and incidentals, which we estimate to be less than \$2,800 per year. Additionally, all students must have basic medical insurance, at an estimated cost of less than \$3,000 per year.

The Trustees of Deep Springs (TDS) require all students to deposit \$500 with the College to cover damage costs that may accumulate. Such checks must be payable to “Trustees of Deep Springs.” These funds will be refunded when students leave Deep Springs.

In addition to whatever spending money is kept in the students’ Student Body Treasury accounts, students are required to deposit \$300 in the Student Emergency Fund (S.E.F.) for the purpose of covering sudden medical expenses and debts that accrue against students’ accounts after their departure from Deep Springs. Please make checks payable to “Deep Springs Student Body.” The S.E.F. will be returned to the student at the end of his time at Deep Springs if it is not used.

Deep Springs is fully committed to ensuring that all selected applicants who wish to attend are not burdened by financial considerations. In cases of demonstrated financial need, the costs incurred by travel, books, deposits, incidentals, and medical insurance can be covered by scholarship. The Dean consults with admitted students to ensure that all expenses are met.

▣4 Admissions

Candidates for admission are required to take the SAT or ACT (this requirement may be waived for those applying from institutions outside the U.S.) and complete a two-stage application. The deadline for Part I of the application, which includes an official transcript and three essays, is November 7; all applications must be postmarked or submitted online by this deadline.

Once applications arrive at Deep Springs, they are read and rated by a number of readers, including members from the Applications Committee (ApCom) as well as Student Body members, faculty and staff recruited from the wider community. ApCom meets to discuss and vote on each application individually and decides which applicants will be invited to the valley during Term 4 in the winter for an interview.

Online submission of applications is preferred, but applications may also be submitted by mail. For a hard copy of the application, a copy of the college brochure, or more information, contact ApCom at:

Deep Springs Applications Committee
HC 72 Box 45001
Dyer, NV 89010
Phone: (760) 872 2000 x62
Email: apcom@deepsprings.edu

In mid-late December, applicants will find out if they have been invited to complete Part II of the applications process. Those invited must submit Part II of the application, which includes two letters of recommendation and additional essays, by January 15. They also must schedule a three-to-four day visit and interview by the end of February. During the applicant's visit, he has the opportunity to participate in labor, to observe academics and self-governance, and to see what life at Deep Springs is like. He is also asked to discuss his application in an interview with ApCom. Applicants who cannot visit the campus in person will be offered the opportunity to participate in a phone interview.

Applicants are notified of the committee's final decisions by mid-April.

We welcome students who currently attend other undergraduate educations under the stipulation that such applicants not receive an undergraduate degree comparable to or greater than that offered at Deep Springs prior to matriculation at Deep Springs.

Students applying to Deep Springs from another undergraduate institution should be aware that Deep Springs does not accept transfer credits. Each student must fulfill the Writing and Public Speaking requirements on campus.

▣5 International Students

Deep Springs welcomes international applicants; at most times one to five international students are enrolled at the college. Good prior command of English is required and must be demonstrated during the applications process (usually including a TOEFL score). The college is unable to provide instruction in ESL (English as a Second Language).

▣6 Learning Resources

The Main Building houses our modest library of 30,000 volumes, some faculty and administrative offices, the main room where public speaking, Student Body meetings and other major community events take place, and two classrooms. It also houses a reading room, the dark room, the Time-Shack (our extensive record collection), and the Deep Springs Archives.

The campus has wireless internet access in most buildings. There are two separate internet connections with different bandwidth constraints. The faculty/staff connection provides adequate bandwidth for the needs of professors (such as access to online research and the college's subscription to JSTOR), and the more restricted bandwidth of the student connection is sufficient for basic communications and web-browsing.

In addition to the college's subscription to JSTOR, from year to year the Student Body may elect to direct SB funds towards other academic databases or the internet databases of periodicals.

The library has approximately 30,000 volumes and is managed by a professional librarian. The stacks run perpendicular to each side of a neat corridor. The ceilings are high, skylit and angled and the walls have large windows that light the space with clean natural light.

The Museum, like the Main Building, serves the community in a variety of ways. The science lab is housed there. All equipment, supplies, furniture, and cleaning of the lab area is under the direct supervision of the science faculty.

The east room of the museum is the music room. Any music equipment that anyone in the community has and does not want to keep in a private space can be kept and played in the music room. The music room also has rudimentary studio capabilities and electronic music creation capabilities.

The larger front room houses artifacts, old photographs, and other memorabilia. It is also used as a classroom and meeting room.

▣7 Statement on Academic Freedom

Deep Springs College values academic rigor and seeks intellectual variety among its faculty members with respect to academic discipline and creative art, political and social thought, and philosophical or religious perspective. Maintaining a community environment of genuine academic freedom and respect for ideas and persons is essential to the purposes of the educational program and community. Every faculty member at Deep Springs is expected to honor these principles.

Academic freedom applies to both research and teaching. Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental for protecting the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative to the rights it entails. These duties are outlined in the Faculty Personnel Policy, contained in the Deep Springs Handbook.

1. Within the broad standards of academic accountability established by their profession and their disciplines, faculty members are entitled to full freedom in research and in the publication of the results.
2. Teachers are entitled to freedom of speech in the classroom and community. Education at Deep Springs is based in large part on discussions that may or may not remain within the confines of the classroom, and discussions that touch on the relation of academic subjects to the college's ultimate purposes of leadership and service to humanity cannot be subjected to disciplinary or subject-centered restraint for fear of controversy or offense. Controversy, and even offense, is sometimes at the heart of both free academic inquiry and education. However, teachers should make every effort to be civil and respectful of others' views at all times, and should not make agreement with or acquiescence to their own opinions a condition for academic success.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Faculty are entitled to participate as citizens in public forums without fear of discipline or restraint, so long as it is clear that they are not speaking for the College.
4. Both the protection of academic freedom and the correlative requirements of academic responsibility apply not only to full-time professors, but also to all others who exercise teaching responsibilities, such as short-term professors and non-academic staff members.

¶8 Diversity Statement

In accordance with the Deed of Trust, Deep Springs is an all-male college. Otherwise, Deep Springs College is committed to equal opportunity in employment and education, and does not discriminate on the basis of race, color, ethnic origin, sexual preference, religion, financial status, and excepting admissions, gender.

We pursue diversity foremost to enhance the Deep Springs educational experience. Diversity of intellects, politics, and social identifications translate into more rigorous and edifying academics, self-governance, and labor. Because such differences of substance often correspond with surface differences, we challenge ourselves to broaden the racial and economic diversity of our applicant pool as a means to broadening our intellectual, political, and social diversity. All qualified students, be they sons of surgeons or of blacksmiths, should equally have a fair chance to apply to and attend Deep Springs.

¶9 Sexual Harassment Policy

Sexual contact of any kind involving any member of the staff (or his or her family members) with any student, or harassment of any kind involving any member of the staff (or his or her family members) and any other student, employee, or community resident, is unethical and improper conduct. Such behavior threatens

the integrity of the educational process and the welfare of the entire community, is considered a grave violation of the employment contract, and is grounds for dismissal from college employment and loss of housing, boarding and other benefits. “Harassment” includes (but is not limited to) the following:

1. Harm resulting from a pattern of action, expression, or other behavior that seeks to oppress or to convey hatred, contempt or ridicule, or has the effect of oppressing or conveying hatred, contempt or ridicule, based upon such characteristics as race, gender, ethnicity, religion, physical disability, gender identity, gender expression, or sexual orientation of individuals; and/or the effect of which is to degrade, humiliate or deny a person or persons the full and free exercise of their rights or privileges, or creating an intimidating or hostile environment.
2. Sexual harassment may, in addition, consist of sexual advances, requests for sexual favors, and other conduct of a sexual or gender-related nature which has the purpose or even the unintended effect of unreasonably interfering with an individual's performance or creating an intimidating or hostile environment. (Many behaviors that do not seek to harm still are harmful in their impact.) Such proposals, when made under circumstances implying that one's response might affect academic or personnel decisions subject to the influence of the person making the proposal, are especially abhorrent.

ACADEMIC POLICY

Academic Schedule

Maintaining the Deep Springs ranch and farm operation year round requires an academic schedule that covers the entire year. The academic year is divided into six terms with one- to three-week breaks between them. Each term consists of seven or eight weeks. Fall and Spring semesters consist of two terms with a one-week break between them. Courses during the Fall and Spring semesters usually run for two terms. All terms except the Summer Session begin on Tuesday of week 1 and end on Thursday of week 7 or week 8.

Summer Session (Term I)

July and August

Fall Semester (Terms II and III)

September through December

Spring Semester (Terms IV and V)

January through April

Interim Summer Term (Term VI)

May and June

Course Credits

Deep Springs awards credit in standard (Carnegie-based) credit units: each credit equals 0.75 hour of class work and 2.25 hours of preparation each week, not including papers, lab reports, or other extra assignments, which contribute on average at least one additional hour each week. The typical full-time course meets three hours a week in two ninety-minute seminars, requires about nine to ten hours of outside reading or study in a typical week, and counts for two credits per term or four credits per semester.

Professors should design their courses so that students can do the assigned work carefully and well in the amount of time for which they are receiving credit.

Professors are free to design courses for any number of credits. Credit value must be designated in advance and clearly communicated to students. Professors may also offer different credit options for different levels of participation in a course (e.g., the professor might offer the course with lab for 5 credits, or without the lab portion for 4). Students and professors must finalize and agree on the degree of participation, and thus credit to be awarded for successful course completion, by the end of the third week of term.

Semester language courses are usually worth five or six credits and are designed to cover a year's worth of material at a comparable institution.

Semester courses with a lab component are usually worth five credits and require an additional four hours of lab work per week.

Studio Art classes usually substitute studio time for class preparation and paper-writing time, according to the same rubric as traditional courses. For a four-credit course, 3 hours of class time and 6-8 hours of studio time per week are standard.

Private musical study with a sponsor is usually treated as a directed study and awarded one pass/fail credit per term. Students interested in a more intensive study should propose an independent study according to the guidelines below.

The policies above regarding academic credit are guidelines. Professors have final authority over the design of their courses. Professors are, however, always encouraged to design courses in dialogue with their students, the Dean, and the Curriculum Committee.

A student's academic transcript will record the courses he has taken, the grades he has received, and the number of credits he has earned while at Deep Springs. The Dean is responsible for ensuring that the Deep Springs credit system and academic transcripts are fully understood by the appropriate officials at institutions to which Deep Springs students seek transfer.

Course Load

To fulfill course load expectations, students are required to take between eight and fifteen credits per semester, including two or three full-time courses (excluding public speaking and audits). During Term 6 the standard load is a minimum of four credits (approximately two full-time courses). Engagement with the academic pillar is best considered at a curricular, rather than a credit hour, level. Therefore, an underload may consist of either fewer than two standard courses (8 credits in one semester or 4 credits in Term 6) or one standard full-time course and one or more independent or directed studies (even if the credit expectation is met). A course load amounting to more than 15 credits in a semester is considered an overload; for students in their first semester at Deep Springs, an overload proposal is required for any course load exceeding 11 credits. Students wishing to pursue an underload or overload must seek Curriculum Committee approval in writing before assuming such a course load. (That is, students must shop at least the minimum standard course load until an underload has been approved; during the shopping period but prior to proposal approval, students applying for an overload do not need permission to shop more than the standard course load.) Underload and overload requests are due no later than lunchtime on the Monday of Week 2 of each semester or separate academic term (see Academic Petitions). Underload proposals are considered separately from Independent and Directed Study proposals; it is possible for a student's underload proposal to be approved but not his IS or DS proposal, and vice versa. Students who obtain an underload without permission will immediately be referred to the Review and Reinvitation Committee and will also be placed on academic probation. Recommendations of the Curriculum Committee with respect to under- and overloads must be made during the second week of the semester and must also be approved by both the Dean and the President.

Students are encouraged to balance their academic load with their labor and governance commitments; they are also encouraged to reserve some free time in their schedules. Overloads are a privilege and will not be granted lightly. The burden is on the student to persuade the Curriculum Committee that even with the overload he can excel in all his courses and fulfill his responsibilities in the labor program and student government. Since academic participation is an essential part of the Deep Springs education, *underloads are not routinely granted*. For the same reason, no student can remain in residence at Deep Springs without participating in the academic program.

The Associate of Arts Degree requires the completion of 60 credits (see section 24); this is also generally the minimum credit necessary to receive standing as a third-year student at a transfer institution. In choosing how many and which courses to take, students should keep in mind that their transcripts will be matched against

the transfer requirements of the schools to which they intend to transfer. Schools and programs vary with respect to transfer of credit; it is best to discuss these matters with the Dean.

Course List

Each professor is required to submit to the Dean a finalized course list for each class by the end of the third week of the term/semester. This course list should enumerate the number of credits and the grade option (grade, pass/fail, audit) for each enrolled student.

Add/Drop

A student may add a course only with permission of the professor, and only before 6:00 P.M. Friday of the second week of the term/semester. Students are expected to attend from the outset classes that they intend to take; however, if a student wishes to add a class not yet attended, he may do so after consulting and with the permission of the instructor. A student may drop a course before 6:00 P.M. Friday of the third week of the term/semester. Professors may set different earlier add/drop deadlines for their courses, which take precedence over the standard policies.

Pass/Fail

Students wishing to take a course pass/fail must obtain permission from their professor by the end of the third week of the course; professors are not obligated to grant this permission. The Summer Seminar during Term I will be taken pass/fail by all first-year students, with shadow grades assigned by the professors (not to be displayed on the transcript unless explicitly required by an institution in order to receive transfer credit). Shadow grades are not included in the calculation of a student's GPA. Pass/fail courses will appear on transcripts with the grade P or F, a passing grade being awarded when a grade of C– or better has been earned. Students may wish to consider that institutions to which they transfer frequently will not grant academic credit for courses taken pass/fail.

Audit

Students wishing to audit a course must obtain permission from their professor, who is not obligated to grant this permission. The terms of the audit, including coursework, class participation must be agreed upon by the student and professor(s) by the end of the third week. The professor may restrict or revoke auditing status at his/her discretion. A successful audit can be recorded on the transcript.

Withdrawal

A student may withdraw from a class anytime between the end of the drop period and the beginning of the eighth week of the class with the written permission of the professor(s) and the Curriculum Committee (see Academic Petitions). There are no withdrawals for seven-week classes. The withdrawal is student-initiated and allows a student to remove himself from a class after it is too late to drop. Unlike a drop, a withdrawal is recorded on the transcript with a “W” for the course grade.

Completion and Evaluation of Course Work

Incompletes may not be granted simply for failure to finish coursework. They are granted only if a student has failed to complete his work due to unusual or extenuating circumstances, such as serious illness, injury, family crisis, or other extraordinary circumstance. If, for grave reasons, a student is unable to complete the assigned work, he must fill out an “Incomplete” petition (see Academic Petitions). The professor involved

must approve and sign, and the Dean as well, by the last day of the term/semester. A student's failure to get the necessary approvals will result in the calculation of a final grade based only on work that has been submitted by the end of the term/semester.

The student must complete the missing work by the agreed upon date, which must be no later than the first day of the following term. Failure to complete will result in academic probation and the calculation of a final grade based only on work that has been submitted to date.

Students With Learning Disabilities

Applicants and students who have a learning disability, and faculty and staff who work with learning disabled students, should refer to appendix C of the Handbook for background information and guidance.

Deep Springs will make available a professional psychologist to advise us regarding students who may have undiagnosed learning disabilities.

Accommodations that faculty make for learning disabled students are meant to remove competitive disadvantage and to ensure that students perform as best as they can.

Students with previously diagnosed learning disabilities applying for accommodations must (1) provide documentation of their learning disabilities and recommendations for accommodations from a psychologist specializing in learning disabilities, (2) disclose his learning disabilities to his instructors with as much advance notice as possible (always before the start of the course), (3) determine, in consultation with his teachers, specific and reasonable accommodations, and (4) set realistic academic goals, particularly regarding course load. (See Appendix C.)

Faculty teaching students with learning disabilities must be prepared to (1) work with the student to determine reasonable accommodations, (2) be clear regarding expectations, particularly regarding learning objectives and assessment, (3) provide a complete syllabus, including reading list, as soon as possible (always in advance of the start of the course).

Students with learning disabilities and their teachers should consult with the Dean to resolve conflicts. Students and teachers should carefully document accommodations agreements. Any unresolved conflicts may be contested by the student through the Academic Appeals Committee.

Grading Policy

Deep Springs is committed to an extremely rigorous assessment system. The Deep Springs academic program is of the caliber of the honors programs at the best universities; therefore, our grading is designed to distinguish between work that is competent, above average and truly outstanding. All academic work at Deep Springs will be graded according to the following stringent standards. Professors intending to use another quantitative grading system (e.g., percentages) ought to explicitly include that system in their syllabus.

GRADING SCALE

A	4.00	B–	2.67
A–	3.67	C+	2.33
B+	3.33	C	2.00
B	3.00	C–	1.67

Note: C– is the lowest passing grade at Deep Springs.

F	0.00
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THE A RANGE GRADE

Academic work in the A range may demonstrate to a high degree such qualities as originality, knowledge, relevance and clarity of expression. Individual criteria for excellence will vary depending on the field, the particular subject and professorial discretion, but in all cases the A grade will be reserved for assignments which show clear mastery of the topic or subject at hand.

Papers, essays and oral presentations in the A range may—

- defend a thesis and arrive at a thoughtful conclusion;
- effectively recognize the complexity of the topic;
- contain strong supporting details and demonstrate a responsible and judicious use of evidence;
- be logically developed and very well organized;
- use a tone appropriate to the desired response;
- show stylistic maturity, e.g., through sentence variety and paragraph development; and
- be virtually free of typographical and usage errors, such as poor grammar and misspellings.

In such fields as mathematics and science, A range labs may demonstrate—

- a clearly stated and critically evaluated hypothesis;
- comprehensive analysis of data;
- accuracy and precision; and
- appropriate formatting and presentation.

Creative and artistic work in the A range may demonstrate—

- significant depth of original vision;
- stylistic maturity;
- technical proficiency;
- understanding and appropriate use of media; and
- improvement, especially in beginning courses.

THE B RANGE GRADE

Criteria for academic work in the B range will also vary according to subject and professorial discretion, but generally this work will represent informative answers to the question or problem posed. In general, B work will approach but not entirely meet the standards specified above for A work. Knowledge of the subject displayed by B work may be substantial rather than exhaustive, and may demonstrate some degree of originality, knowledge, relevance, or clarity of expression. Specifically, papers, essays and oral presentations will exhibit clarity of exposition and logical organization. Mathematical and scientific work in the B range may be clear but not necessarily as comprehensive, accurate or precise as work which meets the standards for the A grade. Creative work in the B range may also show some creativity, style and understanding of media, but will not meet the high standards required for the A grade.

THE C RANGE GRADE

Again, criteria for academic work in the C range will vary according to subject and professorial discretion, but generally this work will represent competent answers to the question(s) posed. C range work will be essentially complete, comprehensible and orderly. Such work may exhibit important gaps in the student's knowledge of the subject; for example, the logic of the main argument may be significantly deficient, the expression of that argument or other response to the assigned topic or exercise may be unclear or obscure, or its conclusions may be left unexplored. C range work may consist mainly of efforts to present an exposition rather than an exploration of problems, or will present merely an account of secondary literature on the subject. C work in mathematics and the sciences may fall short in the areas of comprehensiveness, accuracy, and precision; C work in the creative arts will typically be marred by a lack of creativity, style or an understanding of the medium.

THE F GRADE

The F grade indicates that minimal standards have not been met.

Independent and Directed Studies

Directed Studies (DS)

A directed study is an individualized course offered by a professor at student request. It differs from an independent study in that it is primarily the instructor rather than the student who designs the course, and there is often more than one student involved.

If a professor is willing to supervise a directed study, he or she should, in consultation with the student(s), devise a syllabus, decide on the method of assessment the directed study would involve, and calculate the number of credits it would carry based on the involved coursework.

Independent Studies (IS)

An independent study is a well-defined academic project undertaken by a student with the supervision of a professor. An independent study should be on a subject that (a) falls broadly within the supervising professor's area of competence and (b) meets standards associated with other accepted courses in the Deep Springs curriculum.

Students who wish to pursue an independent study should formulate a clear goal and a timetable for the work they plan to complete, whether it is a long research paper, a significant artistic project, a scientific investigation, or some analogous project. In considering an independent study proposal, professors should seek to ascertain if the student has the requisite background for undertaking the proposed work.

Guidelines for Faculty and Potential Applicants

Independent and directed studies are frequent and enrich our curriculum greatly, but they are not compensated nor required of faculty. Students planning to apply for credit from an independent study should keep in mind that faculty normally have limited time to conduct additional academic work. It is recommended that IS and DS be undertaken only if a professor can derive some professional benefit from the undertaking—such as enriching a research program, working on a publication, developing a syllabus, or teaching a course one might otherwise not get to teach—and only to the extent that regular course instruction will not be compromised.

The educational community of Deep Springs aspires to provide many opportunities for students and faculty to cultivate and explore shared interests. When considering whether or not to submit a formal IS or DS proposal, students and potential sponsors are encouraged to consider how the assignment of credit to the enterprise will enhance the academic program and/or the intellectual experience of the student(s). Students should also realize in requesting an IS or DS that they may be limiting the possibility of other such studies important to other students.

Independent and Directed Studies are noted as such on the transcript, with the official course name appended by either IS or DS.

Applying for Independent and Directed Studies

Applications for directed or independent studies should be submitted by the morning of Monday, Week 2. They will be considered by the Curriculum Committee that week. An application consists of the application form (see Academic Petitions) and the relevant attachments specified therein. Completion of the course proposal, and the formal documents supporting it, generally will require active collaboration between the student(s) and sponsor(s). Additionally:

- Proposals should be submitted to prospective sponsors as early as possible so that sponsors have sufficient time to consider and prioritize their commitments, as well as to contribute to the development of the course proposal.
- Students wishing to undertake directed or independent studies with professors not currently employed by Deep Springs, including incoming short-term professors who have not yet arrived at the valley, must obtain agreement from the Dean before contacting the prospective professor.
- Incoming long-term professors need time to adapt to Deep Springs and should not be asked to sponsor studies during their first semester.
- Students must inform potential sponsors that they are not obliged to teach such courses, and that they will not be evaluated negatively if they decline to teach them.

Evaluating Proposals

Prospective applicants, sponsors, and the Curriculum Committee should take into account the following when considering applications.

Independent studies tend to be more successful when:

- The student sees the independent study as a way to take charge of his own education and explore what it means to take responsibility for his own learning.
- The independent study has some bounded and creative goal to which the student is attached.
- The student is impassioned about the subject, and this passion is grounded in some prior reading or experience such that the student has a more realistic understanding of the subject of purported interest.
- The independent study has aspects that can be assigned easily and specifically to an academic discipline or program.

Independent studies tend to be less successful when:

- Students have vague goals for their course of study (which is not to say that a course of study has to be completely set in advance -- a student can cogently describe how he will use one text to motivate the choice of others to read, for instance).
- The student conceives of or discusses motivation for the course of study primarily in terms of “coolness” or specialness rather than explaining interest in a way meant to communicate why others should also be excited and intrigued.
- Neither the student nor the sponsor is expert in the field, but the goals of the study are ambitious and/or rigid and/or specialized.

Independent studies generally should not be:

- Courses that the faculty, and especially the long term faculty, could offer but do not in this semester (i.e., it is not appropriate for students to ask a faculty member to teach one of his or her proposed (but not chosen) courses as an independent or directed study).
- Advised for students who have a history of taking on projects that they fail to finish (CurCom will also consider this before approving an independent study proposal).
- Offered for students embarking on their first semester at Deep Springs.
- Allowed for students who are using independent study as a way to avoid classroom encounters with their peers.

Writing at Deep Springs and the Composition Requirement

Since its founding, Deep Springs has placed great emphasis on developing effective communication skills. Consequently, the only requirements in every student’s course of study are Writing and Public Speaking.

The Writing Requirement at Deep Springs is not merely a one-course requirement; it constitutes an integral part of Deep Springs' commitment to developing the writing life in intellectual community. To fulfill the requirement, the student formally and explicitly enters into a community that values writing as an academic activity, a practical utility, an art, and as a privileged means of personal reflection. The composition component (whether a separate course, added exercises, or a course with composition emphasis) asks the student to reflect on the purpose of writing, its function in a life of service, and its relation to the spoken word in self-discovery. Subsidiary to these goals, the requirement seeks to ensure that students leaving Deep Springs have achieved a certain level of competency in prose composition. Because the Writing Requirement ensures reflective engagement with writing in this community, it may not be set aside by a student on the basis of competence or of having fulfilled a writing requirement elsewhere.

Starting in Summer 2013, the first step in fulfilling the Writing Requirement will be the successful completion of the Summer Seminar during a student's first term. In addition to the faculty instructor(s) of the Summer Seminar, a Teaching Assistant devoted to writing instruction will be available to facilitate and support the teaching of writing. The Teaching Assistant will meet individually with students throughout the term and will also introduce and support a number of practices of good writing for all students over the summer, with a special focus on the following:

- 1) revision, thinking of writing as a process carried out in concert with others rather than a solely individual act;
- 2) group workshops, practicing giving as well as receiving criticism on writing in a workshop setting;
- 3) making work public, sharing work in all stages of development.

The craft of writing is an art of self. It is expected that students will learn how to engage effectively and constructively with the writing of others; to articulate and develop writing through attention to forms of argument and the demands of audience; to "get down to the bone" through writing, probing ideas rather than arriving at them, and seeing writing as a path to deeper and more interesting reflection.

At the end of the Summer Seminar the Faculty and Teaching Assistant will prepare evaluations of the writing of each of the students. These evaluations will be delivered to the Dean and shared with faculty in the fall semester to facilitate future individual instruction in writing. In addition, the Faculty Writing Committee (comprising the Dean and long-term faculty as well as short-term faculty volunteers) will evaluate whether the student's work communicates cogently and grammatically, thereby meeting the College's standards of basic competency in written composition. If a student's written work is deemed not yet satisfactory, that student will be required to enroll in one or more Writing Intensive courses. Incoming students who do not take part in the Summer Seminar are automatically required to enroll in a Writing Intensive course. At the completion of each Writing Intensive course, the Faculty Writing Committee will examine the student's expanded portfolio and make further recommendations.

Each year at least two Writing Intensive classes (in addition to the Summer Seminar) will be offered, and in most years several will be available. Instructors will indicate which of their courses will be writing intensive when they submit course proposals to the Student Body. All students are welcome to enroll in any Writing Intensive course. Similarly, all students enrolled in a Writing Intensive class are expected to complete the same coursework (that is, no formal distinction will be made between students fulfilling the writing requirement and students enrolled electively).

The designation of a course as Writing Intensive denotes a sustained attention to and focus on the practice of writing. Deep Springs recognizes that writing and written communication are essential in all major disciplines represented in the liberal arts, even as the particular form and style of written communication differ among them. Writing Intensive classes may therefore be offered in any discipline and by any professor. All Writing Intensive classes will have at least 3 written assignments over the course of the semester, with written work accounting for at least 50% of the course assessment (grade). In designating a course as Writing Intensive, the

instructor commits either to reduce the amount of non-writing work assigned in the course or to increase the course credit hours. Given the diversity of topics and forms of writing that are included in Writing Intensive courses, as well as the particular approaches favored by faculty, Deep Springs asks faculty to consult their own judgment and experience when crafting assignments and providing individualized guidance that will best serve students' development as writers. For instance, revision is an important part of the craft of writing, and of learning to be a writer. At the same time, learning to let go of drafts, moving on to new topics without remorse or attachment, and producing fine prose on a first or early attempt are also valuable skills that should be cultivated. The particular balance of refinement versus practice in the structure of assignments, the total page production expected, the length of individual writing projects, the emphasis on peer and instructor feedback, and the inclusion of other writing-oriented activities are therefore left to the discretion of the professor. Faculty will continue to revisit the outcomes of Writing Intensive classes -- and the criteria defining these -- each year during the Academic Policy Review process.

While the general objectives and practices outlined above should have a significant presence in the Summer Seminar and Writing Intensive courses, they should also pervade the entire curriculum at Deep Springs. As appropriate for the subject matter, instructors at Deep Springs will incorporate practices such as writing exercises, one-on-one meetings with students to discuss writing in detail, peer revision, and group workshops. Given the highly individualized nature of the Deep Springs curriculum, instructors may elect to use these and other effective practices for writing instruction on a case-by-case basis. The particular approach to writing instruction and its intentions vis-a-vis learning outcomes will be detailed in each course's role in addressing the Goals of the Deep Springs Academic Program.

(revised in accord with the APRP decision, April 8, 2013; June, 2015)

Public Speaking

All students are required to take Public Speaking (terms 2-5) throughout their enrollment at Deep Springs and will receive two credits per year for the course. Public Speaking is usually held every week during term, usually on Tuesday nights. Student attendance at all these sessions is mandatory. The Student Body and Instructor(s) will work out the speech formats beforehand. The instructor(s) for Public Speaking will be selected by the President in consultation with the Curriculum Committee. Public Speaking is often held informally and not for credit in terms 1 and 6.

Course Selection

Course selection is made by the Curriculum Committee in consultation with the student body. At least six weeks prior to the beginning of the term/semester in which an instructor will be teaching, he or she will submit short narrative descriptions for a range of the courses he or she would like to teach in the upcoming session. The chair of the Curriculum Committee will then post the descriptions from all professors. A vote among the student body will then be taken to determine student interest in each of the course proposals; the Curriculum Committee will inform the instructor of course choice at least one month before a course is scheduled to commence. Instructors may also request that the Curriculum Committee and student body make these choices earlier to facilitate course preparation. While student interest and faculty preferences will always be important elements in the Curriculum Committee's decision, the Committee may compromise one for the sake of the other in the interest of the curriculum.

Academic Probation

If a student under non-extenuating circumstances fails to perform satisfactorily in the academic program, the Dean and Review and Reinvitations Committee will take needed action to remedy the situation. The Dean will notify the student that he is under academic probation. Unsatisfactory academic performance is defined

as failing to complete an incomplete, failing to sustain a standard course load without formally arranging an underload, or failing any class. Students on academic probation will be expected (in consultation with instructors or the Dean) to adjust their academic load in a manner that will allow them to make up incompletes and improve their academic performance. If the student's academic performance remains unsatisfactory in the following term/semester, the Dean or the Curriculum Committee may recommend the case to the Review and Reinvitations Committee and the President. The Review and Reinvitations Committee can recommend suspension or expulsion to the student body. If, during his final academic term at the college, a student's academic performance would otherwise result in him being placed on academic probation, or if a student already on academic probation fails to eliminate probation by successfully completing a standard course load, this fact will be noted on the transcript and an explanatory note attached.

Academic Appeals Committee

The Academic Appeals Committee exists to resolve disputes regarding academic evaluation, either for a major component of a course, the overall grade itself, or regarding the number of credits assigned. The committee will consist of five members: the Dean, a professor chosen by the faculty, and three students appointed by the Curriculum Committee. Any student with an academic complaint should direct a written appeal to the Curriculum Committee. Such a complaint must be submitted within three weeks after official notification of the grade in question. The Academic Appeals Committee will then hear argument from both sides to determine whether the academic evaluation being contested was arbitrary, capricious or inconsistent with previously announced criteria. The committee will then deliberate in private and present its decision. The hearing will be recorded and a copy kept in the Dean's files. Either party may appeal the committee's conclusion to the President, whose decision will be binding.

Confidentiality

Since students have significant roles in admissions, registration, hiring, and evaluations, they are involved in sensitive operations normally performed by professionals at other colleges and universities. These operations require a high level of confidentiality. It is important that students in addition to faculty hold themselves to the same high level of ethical standards. *The personnel files of current students, all faculty, and all staff members are kept locked, and shall not be explored except for official purposes.*

Academic Honesty

An implied code of honesty and reliability permeates all college and ranch operations at Deep Springs. All parties involved ought to be able to trust that others are maintaining this honesty. Honesty is an integral requirement of each individual's basic responsibility to the community in academics, labor, and self-governance.

Academic dishonesty is an extremely serious offense. Such dishonesty, which includes plagiarism and cheating, is grounds for expulsion. A charge of academic dishonesty should be made to the Dean. Upon receipt of such a charge, the Academic Appeals Committee (AcApCom) will convene. The student charged and the professor who taught the course will both appear before the committee, which may ask others to appear as well. The committee has one week to conclude its fact-finding work and meet with the president of the college to report its conclusions regarding the alleged occurrence of academic dishonesty. An elected member of the AcApCom and the president will then meet with the student and the professor to inform them of the committee's conclusions, including the rationale for its judgment. The student and the professor will both have the right to appeal the committee's decision to the president for a period of one week following their notification about AcApCom's decision. Following the president's decision on an appeal, if any, or the expiration of the time to appeal, an elected member of the AcApCom will report the committee's judgment to the Student Body. If the committee judges that the student is culpable of academic dishonesty,

the Student Body will bear responsibility for recommending an appropriate action to the president. Such action may include a range of sanctions that consider the long-term interests of the individual, the community, and the college (refer to Sense of the Body regarding regulation of members). The Student Body's recommendations will be reported to the concerned parties and to the president, to whom appeal may be made within one week.

Transferring to Another College After Deep Springs

The Dean functions as the transfer advisor. All students will meet with the dean in their first semester in order to discuss long term curricular planning, which has implications for the transfer process. During the fall, the Dean holds a "Transfer Night" meeting for second-year students to advise them about the transfer application process—choosing schools, applying for scholarships, assembling materials. The Dean will provide a "Transfer Booklet" containing a discussion of the process and the advice accumulated from prior classes at Deep Springs.

Associate of Arts Degree Requirements

Note: Virtually all students at Deep Springs transfer to another college to complete their B.A. degree and hence have no need of an Associate's degree. The Associate of Arts degree is awarded to students who fulfill the requirements only by special request. While many fulfill the requirements, historically only three or four students per decade have requested their Associate of Arts degree from Deep Springs.

Since most students receive B.A. degrees with institutionally-specific distribution requirements, Deep Springs does not require that all students govern their course selection in accordance with these degree requirements; only those who seek a terminal Associates degree are required to do so. The degree requirements do, however, in effect embody the faculty's judgment about what constitutes a well-rounded first two years in college.

The faculty of Deep Springs College has established the following requirements for the Associate of Arts Degree. These requirements closely match the Intersegmental General Education Transfer Curriculum (IGETC) at California Community Colleges.

60 units of instruction at a grade of C+ or better, distributed as follows:

English: 2 courses; one in Writing, one course-equivalent (four semesters) of Public Speaking

Math/Quantitative Reasoning/Computer Science: 1 course. Competence at the Calculus I level must be established by successfully completing a calculus course, AP credit, International Baccalaureate, A Levels, or other comparable demonstrations of competence.

Arts & Humanities: 3 courses (in addition to Writing and Public Speaking).

Social & Behavioral Sciences: 3 courses from at least two different disciplines.

Physical & Biological Sciences: 2 courses, from two different disciplines, one with lab. AP credit (or equivalent) accepted in lieu of one course.

Language other than English: Competence equivalent to 2 years of high school instruction.

Academic Petitions

REQUEST FOR AN INCOMPLETE

Course Title: _____

Term(s): _____

Year: _____

Instructor: _____

Reason for request:

Work to be completed:

Date by which work will be completed (no later than the end of the first week of the next term):

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

Dean's Signature _____ Date: _____

REQUEST FOR A WITHDRAWAL

Course Title: _____

Term(s): _____

Year: _____

Instructor: _____

Reason for request:

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

Dean's Signature _____ Date: _____

APPLICATION FOR INDEPENDENT OR DIRECTED STUDY

Student's name (or students' names) and class year(s): _____

Term and year: _____

Course Title: _____

Sponsor: _____

Pass/Fail, or graded: _____ Credits (see section 5 of the Academic Policy): _____

Please answer the following questions and attach.

1. Attach a Long Course Description (model provided in “Curriculum and Faculty Information”). If the course is expected to earn more than two credits per semester, please attach a detailed syllabus that explains the assignment of credit.
2. What will the learning arrangement be (e.g., how many meetings with the sponsor, how many hours spent by the student(s) on project activities)?
3. How will the study be evaluated?
4. How will the proposed course contribute to the student’s intellectual life at Deep Springs and to his long-term academic goals? How will it serve the sponsor’s academic or professional interests? Why is this the best time and place for this particular course of study?

Submitted:

_____	_____	_____
Student	Student	Student

Faculty or Staff Sponsor

Approved:

_____	_____	_____
Academic Dean	Curriculum Committee Chair	Date

DIRECTED STUDY IN MUSIC

Deep Springs College
Application for a Directed Study (Solo Performance)

Student:

Instructor:

Instrument:

Term(s):

Description:

(a) Goals: what works will you study? What skills that you currently lack will you gain?

(b) How will success at achieving these goals be evaluated (*individual* public performance is required).

Learning Arrangement:

I will meet once a week with my instructor for _____minutes. I will practice at least _____ hours per week.

Grading:

The one-credit directed study will be evaluated Pass/Fail. I will receive weekly feedback from my instructor and a short, written evaluation at the end of the independent study.

Submitted by:

Student

Instructor

APPROVED:

Academic Dean

Curriculum Committee Chair

Date

APPLICATION FOR AN UNDERLOAD / APPLICATION FOR AN OVERLOAD
(circle one)

Name:

Term(s) for which request is made:

Reason for request:

I am currently on academic probation.

Submitted: _____
Student

Approved: Academic Dean: _____

Curriculum Committee Chair: _____

President: _____

Date:

COURSES

Within a broad curricular plan ensuring that two courses are offered every semester in each of the Humanities, Social Sciences, and Natural Sciences, specific course offerings at Deep Springs are developed each year by the Curriculum Committee in response to student interest and available visiting faculty. As a result, except for Writing and Public Speaking (which are required), relatively few courses are ever repeated. The list below includes most of our courses over the last six years, so as to give the reader a sense of what kinds of course are offered at Deep Springs. There is no guarantee that individual courses will be repeated in the future.

Summer Seminars

Modes of Political Life (Political Theory, Literature & Poetry)

Summer Seminar 2007

6 Credits

R. Jeffrey Lustig, Douglas Lummis, Jack Scharr, Sharon Schuman, David Schuman

An inquiry into different modes of politics and political life, beginning with a historical and literary study of Ancient Greek political tradition and ideology. A close study of the Book of Samuel explores how political structures develop from nomadic cultures, and the relationship between the origin of the nation-state and theism. We continue with two examinations of politics and power, framed as a conversation between Machiavelli (*The Prince*) and Simone Weil (“Iliad, Poem of Force” and *Oppression and Liberty*). We move into a discussion of liberalism and freedom, covering Locke’s *Second Treatise* and Faulkner’s “The Bear.” We press the ideas of power and freedom further reading *Macbeth*, and Dostoevsky’s “The Grand Inquisitor.” We then move specifically into American Politics, discussing the Federalist Papers and the PATRIOT Act, as well as Melville’s “Billy Budd.” We then delve into the question of political community, exploring varied perspectives, from Marx to John Winthrop to the famed anarchist Petr Kropotkin. The discussion of community is linked to the discussion of American Politics through an exploration of deTocqueville’s *Democracy in America*. We conclude by discussing tyranny and protest, starting with Ancient Greek and Roman accounts of tyranny (Plato, Aristotle, Tacitus) and moving into contemporary discourse on fascism, followed by a reading of Thoreau’s “Civil Disobedience” and Doug Lummis’s *Radical Democracy*. We aim to build an historical, philosophical and literary foundation for student commencing their college careers, as well as to adapt them to the expectations of the college classroom, with emphasis on open-ended discussion fueled by rigorous thought.

Literature and Politics: Aspects of Modernity (Political Theory, Literature & Poetry)

Summer Seminar 2008

6 Credits

Noah Dauber and Jeffrey Severs

The nineteenth and twentieth centuries saw the emergence of increasingly complex traditions in literature and politics. What began in the nineteenth century as attempts to make sense of democracy and the industrial revolution in political writing and to reflect the end of religious narratives in literature would give way to works in the twentieth century which both refer self-consciously to these earlier attempts and suggest new forms of disillusionment, community, and agency. This course explores these themes through a study of the gothic, the romance, modernism, revolutionary politics, Marxism, communism, liberalism, the New Left and neoconservatism. **Major texts include** writings by Rousseau, Marx, Bentham, Mill, Hawthorne, Poe, Nietzsche, Weber, William Morris, Lenin, T.S. Eliot, Flannery O’Connor, and Pynchon.

Forms of Power (Political Theory)

Summer Seminar 2009

6 Credits

Douglas Lummis, Jeffrey Lustig, Richard Mahon, John Schaar

Politics has been called the art of the possible. This can be taken to mean an art that limits its scope to the merely possible. It can mean an art that seeks to expand the realm of the possible. It can mean an art that seeks to bring into the realm of the possible things that had been thought impossible, or even things that had been unimaginable.

In any case, politics is an art that deals in the realm of posse, that which could be, and seeks to bring things from there into (or to keep things from there out of) the realm of esse, that which is. And the ability to bring

about (or to prevent) this change is called power. But power has many faces. Sometimes it seems to be the greatest source of human misery, sometimes it seems to be our only hope. In this course we will try to come by a richer understanding of politics, by looking at some (by no means all) of the many forms that power can take.

The course will be organized into two separate but interrelated sections. Mondays, Tuesdays and Wednesdays will be devoted to an introduction to some major works on various aspects of power. The Thursday section will concentrate on one particular form that power can take – empire – in its ancient and contemporary incarnations. To visualize this, think of the calendar for the months of July and August. Think of two vertical columns, one consisting of Mondays, Tuesdays, and Wednesdays, comprising a course called “Forms of Power”; and the second a column of Thursdays, comprising a related course called “Case Study: Why Not Have Empire?”

Nature/Politics (Political Theory)

Summer Seminar 2010

6 Credits

Keally McBride, James Martel, David Gutterman, John Zarobell, David Neidorf

This course explores the relationship between nature and politics. This inquiry includes consideration of how modern political systems were developed based upon particular conceptions of nature or natural; and whether politics was intended to be a continuation of human nature, or an attempt to overcome or alter it. Modern economic and cultural systems are also characterized by a presumed relationship between nature and culture, as well as the transformation of nature into the foundation of economic and legal systems. However, there is also a significant cadre of thinkers who have insisted upon the primacy of nature over politics, and have suggested it is hubris to think otherwise. We will examine these questions through political, social, economic, cultural and legal theory.

Questions of Ethics, Genealogies of the Divine (Philosophy, Literature & Poetry)

Summer Seminar 2011

6 Credits

David Arndt and Julie Park

This seminar is equal to a year-long introduction to the liberal arts through readings, lectures, and discussions of some of the “Great Books” of the Western traditions. The course focuses on questions of ethics and more specifically on the question of the divine--the itinerary traces not just the appearance, transformation, death, and resurrection of specific divinities, but also traces the changes in the underlying meaning of divinity itself. Students will write three essays, for each of which they will submit and substantially revise a complete first draft. Students are also required to lead discussion several times during the course. **Texts include:** Homer, Aeschylus, Thucydides, Plato, Plutarch, Epictetus, Marcus Aurelius, Genesis (selections), The Gospel of Matthew, Athanasius, Augustine, Shakespeare, Kleist, Nietzsche, Scheler, Mann, and Buber.

Foundings and Refoundings: Tradition, Memory, and Political Identity (Political Science, History)

Summer Seminar 2012

6 Credits

Richard Mahon and Joel Alden Schlosser

“Our inheritance was left to us by no testament,” writes Hannah Arendt, quoting René Char, in the beginning of *Between Past and Future*. This course begins with the questions Arendt raises in the essays that follow: what tradition (if any) does exist by which we might orient our political communities? What continuity has been preserved or ought to be preserved between the beginnings of politics and their continuance today? What meaning remains in words used and misused across these political communities, words such as freedom,

authority, tradition, and politics? Put in the most basic terms: Who are 'we'? How did 'we' come to be? And where are 'we' going? **Texts include:** Tony Judt, *Ill Fares the Land*; Adrienne Rich, *On Lies, Secrets, and Silence: Selected Prose*; Friedrich Nietzsche, *On the Advantage and Disadvantage of History for Life*; Aeschylus, *The Oresteia*; Robert Strassler, ed. *The Landmark Thucydides*; Alexis de Tocqueville, *Democracy in America*; Benjamin Franklin, *The Autobiography*; W.E.B. DuBois, *The Souls of Black Folk*; Sophocles, *Oedipus the King*; Aristophanes, *Lysistrata*; John Neihardt, *Black Elk Speaks*; Malcolm X, *The Autobiography of Malcolm X*; Emma Goldman, *Essays*; Frederick Douglass, *Narrative of the Life of Frederick Douglass*; Wendell Berry, *The Unsettling of America: Culture and Agriculture*; Plato, *Apology and Crito*; James Baldwin, *The Fire Next Time*; Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*.

Aesthetics, Ethics, and Community (Philosophy, Political Theory) **Summer Seminar 2013**

6 Credits

David Neidorf and Katie Peterson (course instructors)

Julian Petri, and Thomas Miller (writing instructors)

How does the good relate to the beautiful? What does beauty have to do with morality? In what ways does communal and political life depend on shared notions of the beautiful? Students will examine these questions through a close study of literary and philosophical works, including Plato's *Phaedrus*, the Gospel of Matthew, Shakespeare's *Midsummer Night's Dream*, Hobbes' *Leviathan*, Rousseau's *Discourse on Inequality*, Kazuo Ishiguro's *Never Let Me Go*, William Faulkner's *The Bear*, Freud's *Civilization and Its Discontents*, Nietzsche's *Genealogy of Morality*, and a selection of poetry. Besides learning to read and appreciate a variety of different literary genres, students will reflect on the creation of intellectual community through classroom discussions. This class will also have an intensive writing component: students will write and revise four papers, receiving feedback through one-on-one meetings with writing instructors and peer critique sessions with other students.

Human Rights and World History (Political Science, History) **Summer Seminar, 2014**

6 Credits

Warren Rosenblum and Peter Rosenblum (course instructors)

Kenyon Gradert (writing instructor)

This seminar explores the historical development of human rights in theory and practice. It begins with the intellectual and political foundations of human rights in the enlightenment and revolutionary eras. It moves on to consider whether the ideals of nationhood and citizenship furthered or hindered the development of universal standards of law and humane treatment. The next portion of the seminar examines the rise of transnational humanitarian movements and "civilizing missions" in the nineteenth century. We confront the seemingly ironic juxtaposition of a powerful worldwide anti-slavery movement with the spread of European imperialism in Asia and Africa. What was the relationship between the Europeans' fight for free labor and their effort to dominate and transform "the dark places of the earth?" Is it possible to separate the birth of global humanitarianism from the legacies of imperialism and colonialism? Turning to the twentieth century, the seminar delves into the rise of global governance and human rights movements in the context of two World Wars and anti-colonial struggles. We assess the importance of the Nuremberg War Crimes Trials and their influence upon efforts since 1945 to build a meaningful framework for the enforcement of international law and the prevention of genocide. Finally, we will examine human rights advocacy since the 1970's and the extent to which individual governments and non-governmental organizations (NGO's) have transcended the dilemmas of rights advocates from previous eras.

Questions of Ethics: Genealogies of the Divine (Literature & Poetry, Religious Studies) **Summer Seminar, 2015**

6 Credits

David Arndt and Julie Park (course instructors)

Jacob Eigen (writing instructor)

This seminar is equal to a year-long introduction to the liberal arts through readings, lectures, and discussions of some of the core texts of the Western traditions. The course focused on questions of ethics and more specifically on the question of the divine--our itinerary traced not just the appearance, transformation, death, and resurrection of specific divinities, but also traced the changes in the underlying meaning of divinity itself. Students wrote three essays, for each of which they had to submit and substantially revise a complete first draft. Students were also required to lead discussion several times during the course. Texts include: Homer, Aeschylus, Thucydides, Xenophanes, Sappho, Plato, Epictetus, Marcus Aurelius, The Book of Genesis (selections), The Book of Exodus (selection), The Gospel of Matthew, Heinrich von Kleist, William Clifford, Sigmund Freud, Miguel de Unamuno, Friedrich Nietzsche, Max Scheler, Thomas Mann, Simone Weil, Gabriel García Márquez, James Stockdale, and Martin Buber.

HUMANITIES

First Year Composition (Writing)

Fall Semester 2007

4 Credits

Katie Peterson

In first year Composition we will focus on writing well by looking at four different kinds of literary argument—the persuasive speech, the sonnet, the essay, and the novel – as four different means of conveying information through language. We will write every week, alternating between a long paper and short paper, and we will substantially revise at least half of our written work. In seminar discussions, we will focus on ideas of form, using significant texts to inspire conversations about elements of style. We will consider a number of perspectives on good writing, from those of creative artists to those of theorists of composition and composition studies, to those of classic essayists. Writing intensive and practical, First Year Composition will aim to give students an introduction to college writing.

Poetry Workshop (English, Writing)

Spring Semester 2008

4 Credits

Katie Peterson

This class is divided into two parts: a first term in which students will learn basics of prosody and occasions of form from which to write, and second term which will function as a workshop. In the first term, students will do weekly reading and exercises about a particular form of poetry (for example, the elegy or the sonnet), and the class will workshop those exercises; in the second term, students will write at will, distribute their poems in a weekly worksheet, and workshop in a set order. The goal of the first half of the course is to learn to talk about form and revision; the goal of the second half of the course is to improve our own and each other's work. A portfolio of ten poems and a short critical essay are both required for the completion of the course.

Elements of Composition (Writing)

Fall Semester 2009

4 Credits

Jennifer Rapp

Written composition as a form of making is the idea around which this course is oriented. Several questions inform the course: How can discursive prose—i.e. the forms of language characterizing essays—both express and comprise the life of the mind? What do the forms of writing and thought characteristic of the academic essay make possible, and, what do they relinquish? This course engages these questions with a two-fold aim: to develop the capacity to craft analytic, interpretive, and conceptual essays but also to place that capacity within an understanding of how such writing bears upon a life. Put simply, the course will involve not just the cultivation of skills, but also will consider what is at stake with those skills. Written work and discussion will address both literary (short fiction, memoir, poetry) and philosophic texts, emphasizing interpretive analysis, critical engagement, and conceptual thought. **Authors:** Plato, N.O. Brown, O'Connor, Joyce, Borges, Dinesen, Baldwin, Dylan, C. K. Williams, Du Fu.

Feminism (Gender & Cultural Studies)

Spring Semester 2008, 2009, 2011

4 Credits

Katie Peterson ('08 & '09)

David Neidorf ('11)

This class will introduce students to the feminist movement by tracing its political, theoretical, and literary lineages. We will begin and end the course with works of fiction that frame early feminist issues and current feminist issues, respectively; the bulk of the middle of the course will treat the development of historical feminism, psychoanalytic feminism, consciousness-raising, and post-modern gender theory. We will seek to close read feminist classics like *The Second Sex* and treat newer works of theory and criticism with a keen eye for their place in feminist history. We will spend a substantial portion of the course on the works of Sigmund Freud and his feminist inheritors and revisionists. Students will write five short papers and give one presentation over the course of the semester.

Nietzsche (Philosophy)

Fall Semester 2008

4 Credits

Katie Peterson and David Neidorf

This course will undertake the close reading of selected works by Nietzsche, and supplementary texts as appropriate. The object of our inquiry will be threefold: to investigate Nietzsche's ideals concerning morals, aesthetics, and religion by looking closely at his work, to learn to read a book critically, and to create a conversation about ideas among the members of the class that is held with consideration, intensity, and rigor. This course will rely on students to read closely, and will give them ample time to do so by moving through a series of Nietzsche's works at a moderate pace.

Plato (Philosophy)

Spring Semester 2006, 2008

4 Credits

David Neidorf

We concentrate on a close analytical study of the *Phaedo* and the *Symposium*. This selection combines texts that make possible a substantial introduction to the techniques and demands of reading Plato. In addition, we concentrate in particular on Plato's investigation of the relationship between human psychology, causal explanation, and the impact of embodiment and desire on cognition. The subjects of the two dialogues are, schematically speaking, (a) the nature of the self, particularly as it is exposed by analysis of the confrontation with death, and (b) the nature of erotic desire and its relation to the political community and to philosophy, in particular the relationship of political or social scripting to more private experience. We also study select secondary literature from each of the hermeneutic, Straussian, and analytic interpretive traditions.

American Transcendentalism & American Pragmatism (Literature & Poetry, Philosophy)

Fall Semester 2007

4 Credits

Katie Peterson

This course will focus on the works of the Transcendentalists (Emerson, Thoreau, Alcott, Brown) and those of the Pragmatists (Emerson, James, Pierce, Rorty). Transcendentalism and Pragmatism share a focus on the role of the individual in aesthetic, social, and political matters; we will investigate both philosophies by looking first at the essays of Ralph Waldo Emerson, and then at what his "heirs" did with the disparate strains of his philosophy and theology. Students enrolled in the course will complete a substantial reading list of diverse genres between 1815 – 1915 and beyond. They will also complete two papers of substantial length, give one in-class presentation, and engage twice a week in substantive conversation about the texts at hand. A class with a historical sweep but a philosophical orientation, *American Transcendentalism and American Pragmatism*

aims to examine the philosophical beginnings of American literature using close reading and some historical context.

Heavy Lies the Head that Wears the Crown: Leadership, Power & Authority in Shakespeare's Plays (Literature & Poetry, Theater Arts)

Interim Summer Term 2007

2 Credits

Louis Fantasia

The course examines early modern and contemporary concepts of authority, leadership and centers of power in relationship to a variety of models found in Shakespeare's plays: *Henry V*, *Coriolanus*, *Measure for Measure*, *Hamlet*, and *Troilus & Cressida*. We examine the primary texts for insights into the character, thought and language of often contradictory images and modes of power, authority and leadership – as well as examining the distinction among the three. One can lead with an official power base; one may have power without authority; or authority without the ability to act, for example. We study the plays as case histories in modes/models of political discourse, action and thought, as well as keenly written studies in human character and, of course, exemplarily crafted pieces of drama. Assignments include memorization of monologues, performance of scenes, essays in text and character analysis and class discussion.

Emily Dickinson (Literature & Poetry)

Interim Summer Term 2006

2 Credits

Katie Peterson

This course will trace the work of Emily Dickinson one poem at a time. Every class we will close read a single Dickinson poem; every week we will focus on a different characteristic Dickinson topic (for example, pain, nature, immortality). Students will come into class prepared to talk in detail about form and content. As a class we will seek to arrive at an account, or at competing accounts, of the poem in question. Our ultimate goal will be to find a language to talk about lyric poetry, and specifically, about Dickinson's lyrics. Additionally, we will read one work of "affective criticism" by a contemporary poet in order to explore different styles of writing literary criticism. Students will also write three short papers, each of which will treat an individual poem.

Romanticism (English)

Fall Semester 2006

4 Credits

Katie Peterson

This class seeks to introduce students to literature written by British authors between 1789, the French Revolution, and 1837, the ascent of Queen Victoria to the throne of England. Participants will read selected major works of the first generation of British Romantics (Blake, Wordsworth, Coleridge) and the second generation (Shelley, Byron, Keats). These readings will be supplemented by novels, selected prose works, and a bit of contemporary criticism. Our goal will be to find a conversational language to talk about beauty and aesthetics, self-expression and creativity, and the claim of the passions on making experience meaningful. We will move through three units of the Romantic period - Inspiration, Consciousness, and Faith - considering how the evolving emphasis of Romanticism in England continues to be a vivid connection between the moment of artistic composition and the moment of reception by the reader. Students will write three papers of moderate length (5 pages).

The Anthropology of Oral Poetry and Performance (Literature & Poetry, Anthropology)

Fall Semester 2006

4 Credits

Matthew Fox

This course provides an in-depth survey of the field of oral poetry and performance from an anthropologically oriented literary critical perspective. We will read ancient and modern classics of oral poetry, from Greece (Pindar), China (*Book of Songs*), Africa (*Sunjata*) and Polynesia, and several theoretical essays that provide tools for understanding and reconstructing social context for oral texts, and critical essays that provide cultural/historical background for these texts and models of anthropological readings of them. In addition to the chance to read and enjoy some excellent world classics of poetry, students will acquire critical tools useful for advanced study in a wide variety of humanities and social sciences fields (including all national literary disciplines, classics, drama/performing arts, linguistics, sociology, anthropology and religion).

Intensive Introductory Latin (Language)

Spring Semester 2007

5 Credits

Matthew Fox

This course will provide an intensive introduction to classical Latin (at a speed twice that of most college-level first-year Latin courses), with an aim of competence and confidence in reading classical Latin texts by the end of the semester. The approach will be grammar-based, using Wheelock's Latin (6th edition), supplemented by selections from real classical texts (e.g. Virgil, Cicero, Caesar, Lucretius & others) that will occupy our attention throughout the term.

Old English/Introduction to Early Germanic Languages and Literatures (Literature & Poetry, Linguistics)

Spring Semester 2007

4 Credits

Matthew Fox

In this course we'll learn to read Old English, the language spoken and written by the Anglo-Saxons in Britain between 700-1100 AD. The approach will include grammar instruction plus quick immersion in original texts, with the heroic epic Beowulf becoming our prime focus by around midterm. Along with our focus on Old English language, we will also pursue an introductory survey of the other early Germanic languages and literatures (spoken and written between 400-1500 AD), including Gothic, Old Norse, Old Saxon, Old Frisian, Old Low Franconian, and Old High German. Finally, we will also give some study to the various Germanic "rune scripts" (the futhorks and futhorks) along with the inscription texts and material and symbolic culture associated with them. The course as a whole will thus provide an excellent introduction to early English literature, other early Germanic literatures and linguistics, and an introduction to medieval Northern European history and cultures.

Bertolt Brecht & 20th Century Theatre (Literature & Poetry, Theater Arts)

Spring Semester 2007

4 Credits

Katie Peterson

This course will survey the writings of influential 20th century German modernist Bertolt Brecht, Marxist, poet, playwright, and thinker. After contextualizing our discussion in traditional theatre (Aristotle), Brecht's early work in theatre and poetry, and philosophy and economics (Marx), we will consider Brecht's major plays. As Brecht has been equally influential as a playwright and a theorist of theatre, we will spend the last third of the course looking at modern and contemporary dramatists whose work reflects and/or contests Brecht's theories and priorities. Students enrolled in the course will complete two papers and a substantial (30 minute) in-class presentation; they will also participate in a field trip to the opera and a number of extra

classes devoted to film viewing and performance. We begin with Aristotle but we end with the present day: a class with a broad scope, Bertolt Brecht and 20th Century Theatre seeks not only to talk about Brecht as a writer but to consider his influence across the board in arts, literature, and theory.

Love, Death, and Fate in Modern Scandinavian Literature (English, Comparative Literature)

Fall Semester 2008

4 Credits

Victoria Haggblom

This course will explore the moral, spiritual, and existential dilemmas inherent in the Scandinavian literary tradition by surveying a selection of modern fiction, poetry, and plays. The term "modern" is used loosely, to describe of innovative works from the past hundred years. We will discuss common themes and aesthetics of Scandinavian authors, analyze the presence of the natural world and folklore in their work, and investigate the struggle of being human from the perspective of living in the North. **Texts include:** novels, short stories, poetry, and plays by Ibsen, Blixen, Hamsun, Stindberg, Soderberg, Ekstrom, Laxness, Oijer, Paasilinna, Niemi, Benedictsson, Lindgren, Vesaas, Ullman, Transtromer, Rynell, Sodergran, and Sonnevi.

Creative Nonfiction (English, Creative Writing)

Fall Semester 2008

4 Credits

Katie Peterson

This course is a creative writing course, intended to help students learn how to write personal essays, memoirs, and other short forms of writing based on life. Across the semester we will survey a range of nonfiction works from antiquity to the present, concentrating on writing in which a first-person feels some sense of accountability to the truth of what happened; we will focus our conversations on craft and style with an eye to isolating what aspects of form make exciting pieces of nonfiction come alive. We will devote the first half of the semester to reading and critically engaging with texts, and writing short essays. In the second half of the semester, we will workshop student writing, and engage with texts in more experimental nonfiction form. A long paper (10-15 pages), creative and autobiographical in nature, will be required at the end of the semester. **Texts include:** readings from Phillip Lopate's anthology of personal essays, contemporary memoir by Andrea Ashworth and Joseph Torra, prose poetry by Arthur Rimbaud, and lyric essay by Eleni Sikelianos, as well as excerpts from essays by De Quincey, Orwell, and McCarthy.

Art and Archetype (Philosophy, Aesthetics)

Spring Semester 2008

4 Credits

Justin Kim

This course aims to take up both points of view: first by examining the timeless quality of art (what makes it endure) by looking not only at art, but also at human beings — what about human experience is enduring as well? We will also explore the temporal nature of art and how it reflects a particular moment, with particular emphasis on the late 19th and 20th centuries. What, if anything, is unique about the environment in which we live today, and what about human experience has remained constant or unchanging throughout the history of art? For the latter part of the course, we will examine a series of texts (novels, plays, films, painting) in the context of archetypal moments: coming of age, love, reality and dreams, man and God, man and machine.

Wittgenstein's *Philosophical Investigations* (Philosophy)

Interim Summer Term 2008

2 Credits

Mark Greenberg and Kinch Hoekstra

The course will be a study of one of the best-known twentieth-century works of philosophy, the enigmatic *Philosophical Investigations* of Ludwig Wittgenstein. The course will provide students with an introduction to concepts in the philosophy of language and the philosophy of mind, but the main focus will be on an exploration of the arguments of the *Investigations*. These will be put in context by reading work that influenced Wittgenstein and to which he was responding. Wittgenstein's text will also be considered in the light of recent interpretation. Topics to be addressed include: names, "family resemblance," rule following, the possibility of a private language, solipsism, the phenomenon of "seeing as," and the nature of philosophy.

Action and Contemplation in Eastern Classics (Comparative Literature, Gender & Cultural Studies)

Interim Summer Term 2008

2 Credits

Bruce Fleming

The theme of this course is action vs. contemplation: Is life only blind charging forward? Is it nuanced motion? Is action its own end? What's the relationship between thought and action? Contemplation and the World. In Hindu terms, I call it "the yoga of Action." We start with the discussion about military duty vs. inclination in the middle of a battle we know as the *Bhagavad-Gita*. We then move out to the epic of battle of which this has become a part (i.e. apparently it wasn't written as part of this originally, but we're not sure)—the Indian *Iliad*, *The Mahabharata*. Then comes the "first novel ever," the Japanese *Tale of Genji*. This is amorous battle; Genji is a multi-talented pretty boy whose only job in the part we read is to bed various women. Unsurprisingly, he periodically wonders what life's all about. Does he become a monk? Or bed yet another woman? Then *The Ramayana*, about (according to some people) how emotions like love induce one to take action in the world. Finally, another meditation on how our actions are our own and how much they're fulfillment of divine plan, the youngest of these books: the Chinese *Dream of the Red Chamber* (sometimes called "The Story of the Stone").

God and Evil: Theodicies (Religious Studies, Philosophy of Religion)

Spring Semester 2009

4 Credits

Darren Frey

How could an all-good, all-knowing, all-powerful god create evil or allow it to persist? This question has served as a locus for reflection for philosophers and theologians alike. Throughout this course we will consider some of the most influential and explicitly theological theodicies, especially the works of Calvin and Augustine, and a number of philosophical theodicies, including Kant's contribution to the discussion. Having gotten a good sense of the classical theodicies, we will turn to contemporary treatments of the subject, including the work of J. L. Mackie and Richard Swinburne, finally concluding with Paul Ricœur's *Symbolism of Evil*, a work of interest to both students of hermeneutics and those interested in thinking through the problem of evil.

Black Mountain College: The New Romantic Vortex (History, Literature & Poetry)

Spring Semester 2009

4 Credits

Katie Peterson

Black Mountain College, an arts-oriented liberal arts college that thrived in North Carolina for twenty-four years in the middle of the 20th century (1933 – 1957) was a temporary home to dozens of American artists and a refuge for the avant garde during a time of great social conservatism. This class will use the College as a vehicle for understanding the following figures: poets Robert Duncan, Denise Levertov, Charles Olson; musician and poet John Cage; potter and thinker M.C. Richards.

We'll start the course by spending two weeks reading about Black Mountain and its history and asking the

question: what does an interest in an educational community have to do with being an artist, and what does it have to do with being a poet, particularly? Then, we'll move on to a treatment of these artists, keeping in mind that where they went *after* and where they were *before* are just as interesting as their participation in the college during the years of its operation. The "organization" of the course will depend partly on student initiative and interest, but, after the first weeks, will be directed towards a case-by-case consideration of the life of the artist before his or her affiliation with the College, during, and after. The assignments will include: four two page papers, a final ten page paper, and one presentation. I call the course "the New Romantic Vortex" in recognition of Black Mountain's twinned commitment to experimentalism in poetry and art *and* the continuation of Romanticism's commitment to trusting moral intuitions that the artists associated with the college seem to share.

Discourse and Deliberation in Public Ethics (Philosophy, Political Theory)

Spring Semester 2007, 2009

4 Credits

David Neidorf ('07), David Neidorf & Darcy Wudel ('09)

Recent schools of thought revive the notion of collective deliberation as a basis of ethical decision-making in democracies. After acquiring the necessary background, we study some of the most influential theoretical works underlie that effort. At the same time, we tie the theoretical discussion to concrete practicality by studying examples of public controversy and public deliberation in land-use planning and in biotechnical engineering. Texts Include: works by Plato, Aristotle, Foucault, Habermas, Arendt, Walzer, Wolin, and Gutmann & Thompson, as well as the records of recent public policy deliberations.

Aristotle's *Rhetoric* and *Poetics* (Literature & Poetry, Rhetoric)

Spring Semester 2009

4 Credits

Darcy Wudel

Even the briefest consideration of the matter would indicate that Aristotle's *Rhetoric* and *Poetics* should find a place in courses devoted to political science and political philosophy. This is not the case, and this course seeks to remedy that defect. In Term 4 we will engage in a close study of Books I-II of the *Rhetoric*. Term 5 will be devoted to the close study of Book III of the *Rhetoric* and the *Poetics*. As we read these texts, we will consider questions such as these. What exactly are rhetoric and poetry meant to accomplish? How do these arts work on the human soul? What place should rhetoric and poetry occupy in the political community? What are the limits of what rhetoric can do? What makes a great speech?

The American Historical Poem (Literature & Poetry)

Fall Semester 2009

4 Credits

Zak Sitter

This course will explore the engagement of four American poets (Susan Howe, Charles Olson, William Carlos Williams, and Henry Wadsworth Longfellow) with questions of historical representation in their writing, both creative and critical. We will juxtapose different forms of history-writing (narrative and lyrical, factual and conjectural, official and revisionist) as a way of highlighting both what is specific to poetry as a vessel of history and what it shares with other modes of history-making. The course will ask students to investigate the contributions made by these four writers to the history, poetry, and myth of the American past through class discussion, oral presentations, frequent short writing assignments, and two longer papers. **Texts include:** poetry and prose by Howe, Olson, Williams, and Longfellow; secondary readings by Frederick Jackson Turner, Cotton Mather, William Byrd, Mr. & Mrs. Henry Schoolcraft, Jane Johnston Schoolcraft, George W. S. Trow, and Elias Lonnröt.

Homer: The Iliad and The Odyssey (English, Classical Literature)

Fall Semester 2009; Spring Semester 2010

4 Credits

David Neidorf

We will devote the first term to the Iliad, and the second term to the Odyssey. We will do our best to learn to read a book carefully. To this end we will work together on interpreting each poem as a unitary work of literature. This means attention (within the limits of translation) to how the poetry affects our experience and understanding of what the poem conveys, and an effort to pay close attention to plot and character (including Homer's unfamiliar conceptual vocabulary for the analysis of action and character). The point of this is to intensify our ability to experience, through the work of interpretation, the view of human life here presented. Antiquarianism—i.e. scholarship that enacts connoisseurship of the old for the sake of interest in the old—will be used sparingly when it can help us to see how the poems can better inform our understanding of the present. The ultimate goal is to use Homer's insight to become wiser—or, failing that, more broadly cultured—persons.

Plato & the Ideal of Becoming Divine (Philosophy)

Fall Semester 2009

4 Credits

Jennifer Rapp

The ideal of becoming divine, or godlike, would have been readily associated with Plato in his time, but in the modern period the religious dimensions of his writing have been neglected. Renewed attention to this ideal—as well as focus upon his varied forms of writing—can be seen in contemporary scholarship on this classic figure. What is the relationship between Plato's ideas (and ideals) and his use of mixed forms of discourse? How does attention to this relationship bear upon our interpretation of the ethical, philosophical, religious, and literary aspects of his work? What intellectual trajectories from his work become opened when he is considered in these terms? Primary texts include: *Euthyphro*, *Apology*, *Protagoras*, *Phaedo*, *Symposium*, *Phaedrus*, *Republic*, *Timaeanus*, and *Laws*. Commentary selections drawn from these secondary authors: Elaine Scarry, Julia Annas, Jonathan Lear, Pierre Hadot, Anne Carson, Iris Murdoch, Robert Adams.

Beckett and Pinter: Legacies of Modern and Postmodern Drama (Theater Arts, Drama)

Spring Semester 2010

4 Credits

Charles Grimes

This course will examine the creative achievements of Samuel Beckett and Harold Pinter with special attention to the interrelationship between their oeuvres. Students will examine all major plays of Pinter and Beckett plus selected fiction and poetry in terms of aesthetic methods, forms, themes, and theatrical interpretation, with analysis of their influence upon subsequent drama. The course will require students to synthesize knowledge of Beckett's and Pinter's dramaturgies through class discussions and presentations, theatre reviews, rehearsing and performing an evening of live theatre, and a final critical paper. Texts include: Beckett's full-length plays and selected shorter plays, *Molloy*, *Company*, and selected poems; Pinter's *One for the Road*, *The Dumb Waiter*, *The Room*, *The Caretaker*, *The Birthday Party*, *The Homecoming*, *Moonlight*, *Ashes to Ashes*, *Celebration*, *A Slight Ache*, Nobel Prize Lecture, and selected poems; Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*, Caryl Churchill's *A Number*, David Mamet's *Oleanna*; selected critical articles.

Fragility, Vulnerability, and the Full Human Life (Philosophy)

Spring Semester 2010

4 Credits

Jennifer Rapp

This seminar is an introduction to ethical theory and moral philosophy oriented around the issues of human fragility and vulnerability. By “fragility” and “vulnerability” I have in mind those features of human life that expose the ways in which self and agency are not fully within our control, and, are subject to variegated forms of incursion and irruption. Some of these fragilities may be read as forms of failure. Others manifest the non-culpable ways in which we are interdependent upon others and beholden to unexpected movements from external forces. In either case, forms of human fragility and vulnerability present distinct challenges to ethics—to what an ethic seeks to make possible, to any claims it may offer to make life more worth living. Forms of fragility may seem to elude ethical models, while often being the things most in need of response and attention in a life. We will consider recent and contemporary theorists whose work addresses forms of human fragility, often by way of a consideration of classic or central figures in ethics (e.g. Anne Carson on Euripides, Martha Nussbaum on Aristotle, Christine Korsgaard on Kant, Judith Butler on Levinas and others). In the process, one aim of the course is to introduce you to basic trajectories within the field of ethics and moral philosophy, while also building your own intellectual commitments with respect to the course’s focal issues. Writing for the course will include weekly critical engagements, with a longer, original composition on ethics at the end of the semester. Primary texts include works by: Euripides, Aristotle, Kant, Freud, Levinas, Blanchot, Adrienne Rich, Maya Lin. Secondary texts include work by: Martha Nussbaum, Christine Korsgaard, Judith Butler, Elaine Scarry, Judith Shklar.

Sacred Texts of Wandering and Journeying: Zhuangzi & Dante (Religious Studies, Literature & Poetry)

Spring Semester 2010

4 Credits

Jennifer Rapp

This course’s primary emphasis is to inhabit, comparatively, the texts of the Daoist figure Zhuangzi (~369-286BCE) and *The Divine Comedy* by Dante (1265-1321 CE). Why the juxtaposition of these figures? They present, on my view, the richest sources available for creating encounters with the self in terms of the most elemental aspects of being human. In particular, they raise the kinds of questions we often both seek to avoid and yet can’t find our way around: What does it mean to be an embodied creature? How does one come to know oneself? What does it mean that other figures comprise who we are? How do humans become moved to change? What is the basis for punishment, banishment, and becoming lost? What is the source of truth and value in the world? What is the role of language and writing in a life? What is a spiritual exemplar? A religious vision? And, perhaps most importantly: which questions are we fixated upon, that are, in fact, the wrong questions to be asking?

Catching Spies (Literature & Poetry, Film Theory)

Interim Summer Term 2010

2 Credits

Tamar Abramov

How do we account for 20th century literature's fascination with spies and spying? How do we explain the emergence of this new literary subject with the inauguration of the new century? This course will examine the place the figure of the spy holds for twentieth-century imagination as reflected in literature, theater and film. It will suggest that the spy becomes a locus of fascination for literature when overlooked by the disciplines charged with regulating his actions. In positing espionage literature and film as a response to the law's impossibility of address we will establish the potential the figure of the spy holds to respond to an array of

questions relating to identity and subjectivity through such tropes as homelessness and border crossing, sexual difference, theatricality and masquerade, technology and voyeurism.

Ethics Seminar: The Task of Seeing (Philosophy)

Fall Semester 2010

4 Credits

Jennifer Rapp

“It is a *task* to come to see the world as it is... We act rightly ‘when the time comes’ not out of strength of will but out of the quality of our usual attachments and with the kind of energy and discernment which we have available. And to this the whole activity of our consciousness is relevant.” — Iris Murdoch

How does one fulfill the task of seeing, as described here by Murdoch? What is the relationship between seeing the world and acting rightly within it? What is “the whole activity of consciousness” that she deems to be relevant? What forms can—and should—this activity take? How are seeing the self and coming to regard others related? What forms of obfuscation must be overcome in the aspiration toward better sight? Put simply and roughly, Murdoch is elaborating a “sight” or “discernment” oriented ethic in contrast with an “action” or “virtue” or “duty” oriented ethic. In this regard, she is one of the great 20th century elaborators of a Platonic view, alongside Simone Weil, Emmanuel Levinas, and, to some extent, Freud. In the seminar we’ll consider “the task of seeing” through a variety of figures, genres, and modes of approach: psychological (Freud), phenomenological (Levinas), and the arts (literature: Katherine Anne Porter, photography: Jeff Wall). The course concludes with a surprise that will take “the task of seeing” in different directions.

Fiction Masters of Harrowing: Tolstoy & Kafka (Literature & Poetry, Composition)

Fall Semester 2010

4 Credits

Jennifer Rapp

Consider David Foster Wallace on Kafka (from “Laughing with Kafka”):

“Kafka's humor—not only not neurotic but *anti*-neurotic, heroically sane—is, finally, a religious humor, but religious in the manner of Kierkegaard and Rilke and the Psalms, a harrowing spirituality....”

Tolstoy also presents a version/vision of “harrowing spirituality” in his work, if with very different means and toward different ends. In the seminar we will explore the philosophic, psychological, and religious worlds made (and unmade) within each figure’s work, focusing upon short fiction and one longer work by each author. General interpretive approaches to each figure will be noted, though emphasis will be placed upon developing our own interpretive frameworks and lines of inquiry. To this end, the culmination of the course will be the making of a “DS Critical Edition” on Tolstoy and Kafka—the final two weeks of the semester will be committed to this endeavor, with additional reading of the authors as appropriate based upon individual projects and course interests.

Voice of the Desert (Rhetoric, Composition)

Fall Semester 2010

4 Credits

Brother Kenneth Cardwell

The course will examine works in various media and genres, old and new, in which the desert figures as significant background or perhaps as agent. We will learn elementary rhetorical analysis as a way into these artful products. The course will be a seminar. Goals include sharpening our abilities to make sense of what we read, increased attention to the relation (or non-relation) between place, thought, and action. Course will include a fair amount of writing. Some of it done in the desert. Texts include novels, memoirs, essays,

philosophy, the Bible, poems, proverbs, music, movies. Authors, auteurs and composer: Paul Bowles, Rebecca Solnit, Wilfrid Thesiger, Edmond Jabes, B. Bertolucci, L. Buñuel, W. Herzog, Steve Reich.

Introduction to New Testament Greek (Language, Classical Languages)

Spring Semester 2011

5 Credits

Brother Kenneth Cardwell

This introductory Greek course compresses two semesters' study into one. Students will achieve moderate competence at reading the *Gospel According to John* in its original language by the tenth week of classes. Students will then translate a chapter or two of the gospel, and write an essay comparing their translation to four or five others and justifying their own choices. Class preparation will include study of the grammatical lessons, memorization of vocabulary, and learning the most common noun and verb paradigms, as well as writing out translations of simple sentences selected from the Septuagint and the New Testament. Class work will include choral repetition of paradigms, sight reading, quizzes, "unseen" and prepared translation exercises. Approximate weighting of student work: preparation, 20% per term; mid-term exam, 30%; final translation project, 30%. Texts: *A Primer of Biblical Greek*, N. Clayton Croy, *The Gospel According to John*.

The Sonnet and its Aftermath (Literature & Poetry, Creative Writing)

Spring Semester 2011

4 Credits

Jonathan Thirkield

The goal of this course to use the sonnet as a means of unpacking and then deconstructing the formal aspects of poetry: meter, rhyme, rhetoric, and form. To this end, we will approach the sonnet as both critics and practitioners: balancing the study of literature with the practice of writing poetry. In the first half of the course we follow the development of the sonnet in English from its Sixteenth Century origins through the end of the Nineteenth Century with an eye towards its prosodic mutations and variations. In the second half we will move through the work of those who break, batter and even shatter the form. In both the critical and creative assignments, students will learn and practice the traditional elements of prosody while developing a critical and inventive eye regarding the making of a poem. **Texts include:** sonnets and sequences by Spenser, Shakespeare, Donne, Keats, Hopkins, Yeats, Berryman, Ashbery, Heaney, and Adrienne Rich.

Sacred Sources & Religious Movement (Religious Studies)

Spring Semester 2011

4 Credits

Jennifer Rapp

"I have analyzed how dwelling practices situate the religious in time and space, positioning them in four chronotopes: the body, the home, and the homeland, and the cosmos. Yet religions, I suggest, are not only about being in place but also about moving across. They employ tropes, artifacts, rituals, codes, and institutions to mark boundaries, and they prescribe and proscribe different kinds of movements across those boundaries. I argue that religions enable and constrain *terrestrial crossings*, as devotees traverse natural terrain and social space beyond the home and across the homeland; *corporeal crossings*, as the religious fix their attention on the limits of embodied existence; and *cosmic crossings*, as the pious imagine and cross the ultimate horizon of human life."

Thomas Tweed, *Crossing and Dwelling: A Theory of Religion* (123)

What makes "sacred sources" "sacred" and "religious movement" "religious"? Does the term "sacred" have any relevance or meaning in today's world? Is it a viable way to connect the various "crossings" within a religious tradition? Within a religious life? Across different religions? This seminar seeks not to resolve these

questions, as much as it aims to consider varieties of religious movement—or, in Tweed’s terms, religious “crossings”—in terms of their content, significance, and forms of manifestation within the world. We will consider several kinds of movement, as a way to porously structure our engagement with primary sacred texts of Islam and Hinduism, secondary theory, and ethnographic examples: the movement of theory, textual movement, embodied movement, and poetic movement. Above all, the seminar aims to introduce you to the study of religion and how it is particularly poised to move you into imaginatively considering modes of being in the world outside of your own. A potential challenge in this course: to allow it to not be about you, and, to see where this orientation may take you.

The Senses, the Passions, & Being in the World (Philosophy)

Spring Semester 2011

4 Credits

Jennifer Rapp

You have already grasped that Sisyphus is the absurd hero.

He *is*, as much through his passions as through his torture.

- Camus, “The Myth of Sisyphus”

This course arises from my belief that navigating sensory experience and emotions—emotions as responsiveness in the midst of such experience—are the most significant things we do as humans. And, for those of us inclined toward the intellectual capacities, this can pose special perplexities or impasses in a life because emotions are bodily realities that elude many long-standing fantasies about the powers of reason.

Through a variety of genres we will consider what it means to be minded-bodies, or, bodily-minded creatures, with a special emphasis upon the senses and the emotions. Classic philosophical approaches, recent brain science, and (with special emphasis) literature will be combined to engage these sorts of questions: What do I know through emotions? Or, in what ways are emotions cognitive, even as they strain with and against cerebral endeavors? Do emotions obscure reality from me, or, let me see it, or, are how I make it? If science can give us one kind of picture of the emotions, what does humanistic discourse (or texts in the humanities) make possible? **Texts include** readings drawn from the following authors: Plato, Seneca, Lucretius, Wordsworth, Keats, Mary Shelley, Emily Bronte, Walt Whitman, Marcel Proust, Virginia Woolf, James Baldwin, William James, Antonio Damasio, Mark Johnson, Joseph LeDoux, and Paul Ekman.

Art and Politics in Twentieth-Century China (Art History, Asian Studies)

Fall Semester 2011

4 Credits

De-nin Lee

This course examines select Chinese art from the mid-19th century to the present as it intersects with changing political contexts. We explore how artists used traditional and reformed idioms of brush-and-ink painting, competing modes of oil painting, printing and vernacular arts, photography, and post-modern strategies to express new concepts of nationhood, mobilize against Japanese aggression, raise political consciousness among workers and peasants, and voice political protest. We will address issues of art education, art institutions, censorship, propaganda, cultural and national identity, commercialization and globalization. We examine Shanghai and Lingnan school artists, the debate over modernism, the woodcut movement, art under Mao, the Chinese avant-garde movement, and contemporary artists (e.g. Xu Bing, Cai Guo Qiang, Ai Weiwei) and recent controversies. **Texts include** writing by Lu Xun, Cai Yuanpei, Mao Zedong, Ai Weiwei, Julia Andrews, David Clarke, Britta Erickson, Maria Galikowski, Martina Köppel-Yang, Jerome Silbergeld, Eugene Wang, and Wu Hung.

Literature Seminar: Imagined Women (Literature & Poetry, Composition)

Fall Semester 2011

4 Credits

Jennifer Rapp

*Hey lady, you got the love I need
Maybe more than enough
Oh, darlin', darlin', darlin', walk a while with me
Oh, you got so much, so much, so much*

“Over the Hills and Far Away” Led Zeppelin, *Houses of the Holy*

How do we look at women for the love we need? For what kinds of love, from which kinds of need? And, who are the women we seek, whether in reality or fantasy? What happens when what is sought is withheld, and, what is found is unanticipated? This course draws together classic, juicy works of literature that engage these questions, and in doing so, open up views onto ourselves that extend beyond the woman-specific character of those questions. Each of the course’s texts gets into the raw muck of relationships, family, maturation, sexuality, erotic hope, carnal loss, inchoate intimacy, beautiful and ugly behavior, the mundane and grand ordinary, and the play and necessities of human loving. Let’s get in the muck with them, with your questions and ideas, to see what Zeppelin’s lyric gets—and misses. **Texts:** “Sorrow Acre,” Isak Dinesen; *Anna Karenina*, Leo Tolstoy; *Dubliners*, James Joyce; *Mrs. Dalloway*, Virginia Woolf; *As I Lay Dying*, William Faulkner; *Lolita*, Vladimir Nabokov; *Burning Your Boats*, Angela Carter; *Disgrace*, James Coetzee + short fiction selections.

Plato Seminar: The Art & Craft of Philosophical Writing, Reading, Living (Philosophy)

Fall Semester 2011

4 Credits

Jennifer Rapp

*And the helpless philosophers say still helpful things.
Plato, the reddened flower, the erotic bird.
- Wallace Stevens*

Reckoning with what it means to read and write and how these bear upon the state of the soul and a reality beyond the self are what Plato offers through his texts. The sole aim of this course is to offer you the experience of this reckoning. The sole expectation of the course is that you participate in the experience with the intensity, imagination, deliberativeness, and playful levity appropriate to the texts themselves. As Plato says to Phaedrus at the close of the *Phaedrus*: “Let’s go.” **Texts:** *Phaedrus*, *Meno*, *Ion*, *Apology*, *Crito*, *Phaedo*, *Symposium*, *Republic*, possible: *Timaeus* and/or *Zhuangzi* selections.

Odyssey and *Ulysses* (Literature & Poetry, Comparative Literature)

Spring Semester 2012, Spring Semester 2013

4 Credits

Kenneth Cardwell

The course is an introduction to Comparative Literature or a seminar on two great reads. It requires serious engagement of the student with two major classics of the Western world, Homer’s *Odyssey* and James Joyce’s *Ulysses*. The classes will be seminars, with the instructor acting primarily as facilitator of the collective inquiry. The juxtaposition of these two works will permit concentration on the ways in which a later text can appropriate, emulate, reference or rebuke an earlier text. The instructor is particularly interested in allusion—the power of writers to make it, the resources readers need to detect it. Critical works and shorter writings

allusive to the *Odyssey* will challenge readerly powers of detection. **Texts:** Homer, *Odyssey* tr. Edward McCrorie and Joyce, *Ulysses* (The 1922 text).

Modes of Black Thought in America (Gender & Cultural Studies, Religious Studies, Literature & Poetry)

Spring Semester 2012

4 Credits

Jennifer Rapp

“Know whence you came. If you know whence you came, there is really no limit to where you can go. The details and symbols of your life have been deliberately constructed to make you believe what white people say about you...They have had to believe for many years, and for innumerable reasons, that black men are inferior to white men. Many of them, indeed, know better, but, as you will discover, people find it very difficult to act on what they know. To act is to be committed, and to be committed is to be in danger.”

James Baldwin, “My Dungeon Shook”

“Signifying is worse than lying.”

--Afro-American colloquial expression

“The bond between the signifier and the signified is arbitrary.”

--Ferdinand de Saussure

This course will study different attempts to “know whence you came” in Afro-American thought, considering in particular the intersections of religious, cultural, and political dimensions of the representation and construction of race. A special emphasis will be placed on figures whose attempts to examine and deconstruct the “bonds” of race are, for them, religious in nature, if re-making what “religious” means and requires. **Readings from these figures:** W.E. B. Dubois, James Baldwin, Martin Luther King Jr., Malcolm X, James Cone, Angela Davis, bell hooks, Charles Long, Cornel West, and Dwight Hopkins.

On Making (Philosophy, Literature & Poetry, Art)

Spring Semester 2012

4 Credits

Jennifer Rapp

After sex & metaphysics,—

... what?

What you have made.

- Frank Bidart, “The Third Hour of the Night”

This fragment from Bidart’s poem plays on the connections between making and creation—artistic and otherwise—in the ancient Greek world. Specifically, he is riffing on the etymological connection between poetry and making in ancient Greek language and terminology. *Poiesis* (ποίησις) the art or faculty of poetry, and *poiema* (ποίημα), a poem or poetical work, are related to the verbal form, *poiew* (ποιέω), to make, produce, and create. This course aims to offer each student an encounter with the response Bidart offers to his query and the statement of purpose this response both conveys and implicates. What does it mean “to make” or to be “a maker”? What forms of making matter? What would it mean to orient a life around and through the acts or processes of making? Assignments will involve making in roughly four modes: material, theoretical, artistic/poetic, and relational. This class is offered for credit only. **Readings include texts** in the following disciplines: philosophy, art and design, architecture, literature, and poetry.

Shakespeare's Problem Plays (Literature & Poetry, Theater Arts)

Spring Semester 2012

4 Credits

Patrick Gray

This course focuses on the subset of Shakespeare's plays known as the "problem plays," as well as other plays from his corpus as a whole that are not typically included in a standard survey. In addition, the course aims to give some exposure to problems and debates in formalist criticism. The premise behind this combination of theory and text is that these plays are called "problem plays" not only because they tend to violate literary conventions, but also because they are unusually ambiguous, resisting critical questing for "organic unity."

Texts: some representative examples of literary theory, ranging from Plato and Aristotle to the present day, as well as some of Shakespeare's own sources, including in particular Chaucer's *Knight's Tale*, as well as his *Troilus and Criseyde*. Analysis of Shakespeare's adaptations of his source material and response to literary precedents will help us to elucidate questions of intention, meaning, and literary form.

Aristotle's *Ethics* (Philosophy)

Fall Semester 2012

4 Credits

Jennifer Rapp & David Neidorf

By spending the entire semester with Aristotle's *Nicomachean Ethics*, we hope to offer a first engagement with a bottomless classic source that contemporary ethics is still reckoning with some 2300+ years after its authorship. Specifically, the *Ethics* develops one of the three most prevalent approaches to ethics: that ethics is a matter of achieving happiness through the cultivation of virtue or excellence, as opposed to (b) a matter of discerning and doing one's duty to god or an ideal, or (c) a matter of seeking rational principles that maximize utility or pleasure. Beyond its place in contemporary ethical discourse, the *Ethics* presents and discusses one of the major approaches to full human living, through special attention to these topics: the nature of happiness; the relation between education, luck, social construction/discipline, and rational inquiry in the development of an ethical character; virtue, its cultivation, and the nature of human agency; the character of justice and its basis; the relationship between theoretical and practical intelligence; the role of friendship and pleasure in human happiness; the relationship between thinking and action; the highest manifestation of human activity and its divine aspects. **Texts include:** *Nicomachean Ethics*, translated Joe Sachs; *Nicomachean Ethics*, translated Rowe & Broadie

Cruelty: A Consideration (Literature & Poetry)

Fall Semester 2012

4 Credits

Brighde Mullins

The goal of this creative writing workshop is to give you a permission-slip to explore work that is dark and to identify the techniques that writers and artists have used to describe and depict these impulses and behaviors. Adrienne Rich said that when a subject is toxic you need asbestos gloves to handle it at all-- therefore we will also look at the forms and techniques that writers/artists have used to depict cruelty. The readings in this class will include essays, manifestos, plays, poems and fiction, possibly a screenplay. Students will have a chance to write in all of these forms, as interest is displayed. We will also look at the redemptive power of story, of the lyric, and of the concept and aspect of *compassion*, the antidote to all forms to cruelty.

Introduction to Rhetoric (Rhetoric, English)

Fall Semester 2012

Four Credits

Kenneth Cardwell, FSC

No doubt this course will attempt to “cover” too much, but that is the lot of introductory courses. I propose by careful selection of texts to sketch the origin and development of rhetoric and to raise and address enduring questions about rhetoric and philosophy, rhetoric and science, rhetoric and politics. We will pay especial attention to the figures, using our reading of them to detach ourselves from digging up deeper “meanings” in order to look carefully at mere surfaces. The second part of the course will look at various expansions of the range of rhetoric (or, perhaps I should write “rhetorics”).

Classes will include short exercises in oral interpretation, brief lectures (in the style of “explication de texte” in which the instructor points out amusing features of a text that all have prepared and have sitting in front of them), and seminars in which instructor and students together follow a question wherever it leads. Students will present analyses of selected speeches and other rhetoric-related matter (“theorizations,” manifestoes), but the course is not designed primarily to improve your speech-making ability.

Remembrance, Forgetting, & the Places Between (Literature & Poetry)

Fall Semester 2012

4 Credits

Jennifer Rapp

This mixed genre, comparative literature course considers the phenomenological, social, ethical, and artistic dimensions of remembrance and forgetting. Beginning from ancient mythic and religious depictions and understandings of memory and forgetfulness (e.g. in Bacchic cultic tablets, Daoist sacred texts) we will examine the uneasy, dynamic relationship between the two across a broad range of texts. Term 2 builds a terrain through a focus upon Proust (*Swann's Way*), Euripides (*The Bacchae*), and Augustine (*Confessions*) and Nietzsche (*On the Uses and Disadvantages of History for Life*). Term 3 then moves to consider remembrance and forgetting across a set of literary texts in which the private realm of remembrance is set in relationship with social forms of oblivion: *Notes from Underground*, *To the Lighthouse*, *Waiting for the Barbarians*, and *Austerlitz*. The course concludes with several weeks on poetry, focusing on the work of Theodore Roethke, Du Fu, and Natasha Trethewey. With this last figure, we re-visit the course's opening waters of oblivion in the ancient Greek context with the waters of the Middle Passage and the historically laden aquatic terrain in contemporary Afro-American poetics.

Being a Body (Literature & Poetry, Philosophy)

Spring Semester 2013

4 Credits

Jennifer Rapp

What does it mean to be a body, not just theorize about being a body? This course aims to offer students a critical, exploratory engagement with embodiment—construed in a variety of ways—from the body outward, so to speak, rather than from the mind into the body. In Term 4 emphasis will be upon forms of bodily engagement as a basis for knowledge, with course readings serving a supplementary or complementary role. We will address the following modes of embodiment: the moving body, the anatomical body, the subtle body, the eating/seeing/hearing body, the body in space, the performing body, the violated body, the pained body, the beautiful body, etc. In Term 5 the emphasis in class shifts to close reading of and through the poetic body, as the more tactile and literal dimensions of bodily exploration shift into the major assignments for the course: a 30-day individual bodily praxis and a collective body performance (informed by our readings in theater in the prior term) offered to the community. Readings include: Ovid's *Metamorphoses*, Mark Johnson's *The Meaning of the Body*, *Orlando* by Virginia Woolf, Walt Whitman's *Leaves of Grass*, *Autobiography of a Face* by Lucy Grealy, *Beyond the Battlefield: The War Goes on for the Severely Wounded* by David Wood, Plato's *Symposium*, *Thrall* by Natasha Trethewey, *The Mind's Own Physician: A Scientific Dialogue with the Dalai Lama on the Healing*

Power of Meditation, The Moving Body by Jacques Lecoq, *The Body Has a Mind of Its Own* by Sandra Blakeslee, as well as excerpts from writings on the neuroscience of embodiment & additional poetry selections. In addition to the two major assignments, activities include: meditation, Tai Chi, a workshop on sound, walking, tasting, and various other non-moralized bodily experiments.

Varieties of Religious Experience (Religious Studies)

Spring Semester 2013

4 Credits

Jennifer Rapp

Close reading of William James' classic, intellectually vivacious text *The Varieties of Religious Experience* constitutes the first half of this course. The engagement with James and his religious philosophy of the multiplicity of religious truth—and, his particular conception of “truth”—is the ground for the second half of the course, in which we engage a diverse range of studies of religious phenomena and sacred texts. The aim is to investigate whether and how James' ideas and their implications can speak to religious pluralism in cogent, generative, and significant ways. Writing in the course emphasizes exposition of James' text, critical comparative analysis of his text in relationship to other course materials, and then, finally, a statement from each student vis-à-vis a question of particular intellectual and personal import to him, to be shared publicly with the community at Deep Springs. In addition to James, readings include: *House of Prayer NO. 2* by Mark Richard, *Mama Lola: A Vodou Priestess in Brooklyn* by Karen McCarthy Brown, the *Zhuangzi*, *The Sabbath* by Abraham Joshua Heschel, *Darsan* by Dianne Eck, *Journey Through the Twelve Forests* by David Haberman, and *Sacred Ground: Pluralism, Prejudice, and the Promise of America* by Eboo Patel.

This Essay Could Change Your Life: Advanced creative nonfiction (English, Writing)

Fall Semester 2013

4 Credits

Nathan Deuel

This is an advanced course in writing creative nonfiction, offering a wide-ranging survey of the personal essay. Students will become familiar with a variety of ways to approach writing creative nonfiction; write critically about what they've read; and write original personal essays, which the class will workshop as a group. A final project will collect the best essay from each student, to be bound in a chapbook and distributed to the community. Texts include: Selected essays and books by Thomas Beller, Joan Didion, William T. Vollmann, Phillip Lopate, David Foster Wallace, Elif Batuman, Michel de Montaigne, Josip Novakovich, and John Jeremiah Sullivan.

Hermeneutics of Esoteric Texts (English, Literary Criticism)

Fall Semester 2013

4 Credits

Kenneth Cardwell, FSC

Reading works, modern and sophisticated or ancient and exotic, we self-aware readers can find ourselves wondering: Is there something here other than what meets the eye? This course will test the proposition that becoming conscious of reading strategies improves our reading ability. The course will start with attention to modern, secular texts and gradually narrow the focus to ancient religious texts from the Western tradition. Of primary interest will be the ways in which interpreters deal with the riddle and the aenigma, riddling texts and aenigmatical texts. Focus on the riddle will allow us to critique fashionable accounts of texts that emphasize their openness to illimitable interpretations. Our guide in these discussions will be Frank Kermode and his *Genesis of Secrecy*.

Love & Destruction (Literature & Poetry, Philosophy)

Fall Semester 2013

4 Credits

Jennifer Rapp

This literature-based seminar considers the often enmeshed dynamics of love and destruction within intimate relationships. Why do we often take apart (wittingly or unwittingly) the very thing we thought we most hungered for and valued? What are the limits of cerebral analysis and reason in trying to understand--much less change--these behaviors? Readings include: "What We Talk about When We Talk About Love" by Raymond Carver, *This Is How You Lose Her* by Junot Diaz, Plato's *Symposium*, *Anna Karenina* by Leo Tolstoy, *Giovanni's Room* by James Baldwin, *A Fairly Honourable Defeat* by Iris Murdoch, and *The Flamethrowers* by Rachel Kushner. In addition to these literary texts, readings about the psychophysiology of love and poetry selections will address different methods for embodying and transforming whether/how we love and destroy.

The Poetics of Presence & the Fugitive Sacred (Literature & Poetry)

Fall Semester 2013

4 Credits

Jennifer Rapp

Based primarily in poetry or highly poetic prose texts, this seminar examines the phenomenon of experiencing presence in/with/through the empirical world and the world(s) of written form. A thematic emphasis upon nature or landscape--in both "pristine" outdoor and "non-natural" urban locales--connects the readings from Chinese poetry (T'ao Ch'ien, Hsieh Ling-yun, Li Bai, Du Fu), David Hinton (*Hunger Mountain*), the European Romantics (Wordsworth, Shelley), Emily Dickinson, Robinson Jeffers, Ed Roberson (*City Eclogue*), Woolf's *Mrs. Dalloway*, Louise Gluck (*Village Life*), Robert Hass (*Time and Materials*) and Harryette Mullen (*Muse and Drudge*). While close reading of poetry is the focus of the course, excerpts from theoretical works about the sacred complement and frame discussion of the potential religious (and, anti- or counter-religious) dimensions of the poems.

Word, Body, & Blackness: The Theological Dimensions of Race (Religious Studies, Gender & Cultural Studies)

Spring Semester 2014

4 Credits

Jennifer Rapp

Talking about race can be a difficult endeavor in any circumstance, much less in tight quarters like Deep Springs that are already fraught with the texture and complexities of shared living. At least in the United States, conversations about race continue to be, somehow simultaneously, both invigorated and stunted. In this course, we will examine race with particular attention paid to the religious and theological roots of what is often regarded primarily in philosophical, political, and sociological terms. We live in a world (or, we think we live in a world) where theology and philosophy are separate, where social critique can proceed in a secular vein. But for most of human history this demarcation does not hold and the theological or religious aspects of cultural concepts are as important to consider as sociological, historical, or material contexts. In the first term of the course we will focus upon a close reading of Carter's *Race: A Theological Account*, supplemented by side trips to read some of the primary sources upon which he builds his interpretation of the relationship between theology and the racial/racist imagination informing modern philosophy. These "side trips" would include whole texts or excerpts from the writing of Irenaeus, Foucault, James Cone, and Frederick Douglass. Building upon Carter's study we will thus move, in Term 5, to consider other thinkers and artists who explore in alternative--bodily and linguistic--mediums the theological possibilities to which Carter points. This section of the course will focus primarily on poetic and musical genres.

On Solitude, the Un-Public, and the Stillness of Vital Thought (Literature & Poetry)

Spring Semester 2014

4 Credits

Jennifer Rapp

Is an “un-public” space for thought—without expectation or demand for transparent, immediate sharing—important to you or to human culture(s)? Many people (presume that Deep Springs is a place of solitude and non-hercetic thought. We all know that this presumption—and, for many, its accompanying hope—end up contending with the overly full realities of life here. In this course I offer the chance to begin reflecting on the possibilities and need for spaces of solitude, un-public modes of life, and the “stillness of thought.” In this class we will explore and build practices that shore up and sustain such spaces, as well as creating expressions of thought to be offered back into the public world from such spaces. Throughout the course there will be consistent, small-scale praxis-based assignments in order to help you explore different forms of solitude as a practice. We will also have intermittent text-based assignments to prepare ourselves for class discussions of *Walden* – these will be both formal and exploratory or creative. Culminating assignments will include: 1) a close-text reading and mapping engagement of *Walden* based on Thoreau’s map of the pond and 2) a material-based assignment for each student pair to make something for the campus within the budget Thoreau used to construct his cabin, along with his stipulation that “found materials” were fair game as well. This course is offered on a “credit/no credit” model.

Thinking Like a Poet: Investigations in Poetry (Literature & Poetry)

Spring Semester 2014

4 Credits

Stefania Heim

Homer (English, Philosophy)

Fall Semester 2014

4 Credits

David Neidorf and Katie Peterson

This is a course on close reading Homer’s two epic poems, the *Iliad* and the *Odyssey*. We will devote the first term (half of the semester) to the *Iliad* and the second term to the *Odyssey*, and we will read each poem in Lattimore’s English translation. We will do our best to read each carefully. To this end, we will work together on interpreting each poem as a unitary work of literature. This means attention (within the limits of translation) to how the poetry affects our experience and understanding of what the poem conveys. The instructors will demonstrate forms of interpretation and articulate interpretations as a basis for discussion. We will also offer, when relevant, information about Homeric composition, historical context, and literary form. These lectures will be used not for the purposes of offering factual information or an exclusive interpretation but as a way to begin your discussion-based inquiry into the *Iliad* and the *Odyssey*. Our inquiry will be discussion based throughout, and our aim will be to cultivate and create a memorable conversation about Homer’s work and the issues it raises.

Assignments: Weekly close reading and class preparation is essential. Discussion participation in seminar will form a significant part of a student’s grade. Two papers, reading quizzes.

Jane Austen (English)

Fall Semester 2014

4 Credits

Katie Peterson

This course surveys Jane Austen’s career as one of the most influential novelists in English Literature. Our goal will be both to study Austen and to study the novel as a form of epistemology, a way of thinking about how we know what we know. Austen’s groundbreaking use of both of free indirect speech, and of the

interior monologue distinguish her as one of the novel's most innovative and effective practitioners. How do these aspects of form influence plot, character, atmosphere, and mood? What do they have to do with social commentary? We will study five of Austen's six completed novels, and accompany those primary sources with readings on the structure and the history of the novel by James Wood, Zadie Smith, E.M. Forster, Vladimir Nabokov, Osip Mandelstam, and others. We will conclude with novels by E.M. Forster and Virginia Woolf that trace some of the same lines of inquiry that Austen's books do. The course will require students to think about form and content together. It will ask students to read closely *and* efficiently. It will ask students to participate in instructor-guided and student-guided discussions with visible stakes and understandable significance. Three substantial papers will be required, as well as reading quizzes and a few short papers.

Plato's *Republic* (Philosophy, Classics)

Fall Semester 2014

4 Credits

Thomas Miller

The purpose of this course is to read and discuss Plato's *Republic*, slowly, in order to understand and appreciate it as a work of both philosophy and literature. We will also briefly consider some later texts that criticize, adopt, or engage with Plato's ideas (including selections from Aristotle, Xenophon, Epicurus, Tocqueville, Nietzsche, Heidegger, and Susan Moller Okin).

The Age of Goethe (Literature & Poetry)

Spring Semester 2015

4 Credits

Caroline Schaumann

At the center of this course lies a close reading of Johann Wolfgang von Goethe's *Faust* I and II. The tale of a successful scholar who becomes so dissatisfied with his life that he succumbs to the seductive promise of power and pleasure while surrendering his moral values, can be read as a symbol of modern man that returns in numerous variations. In order to contextualize Goethe's opus magnum within the fields of literature, history (and the history of science), philosophy, art, music, and politics, we will trace major movements in German literature and thought from the mid-18th to early 19th century, including the Enlightenment, Storm and Stress, Classicism, and Romanticism, and consider authors such as Lessing, Kant, Schiller, Kleist, and Eichendorff. In addition, we will study a variety of texts by Goethe, from *The Sorrows of Young Werther* to poetry to his scientific works.

Texts: Gotthold Ephraim Lessing, *Nathan the Wise: A Dramatic Play in Five Acts* (1779);

Johann Wolfgang von Goethe, *The Sufferings of Young Werther* (1774)

Friedrich Schiller, *Love and Intrigue* (1784)

Johann Wolfgang von Goethe, *Faust: A Tragedy* (1808)

Heinrich von Kleist, *Michael Kohlhaas* (1810)

And other supplemental readings.

Mountains of the Mind (Literature & Poetry, Philosophy)

Spring Semester 2015

4 Credits

Caroline Schaumann

Once feared as dreadful and dangerous places, mountains increasingly became environments of interest and beauty. In the seventeenth and early eighteenth century, wealthy Britons on their Grand Tour would close the curtains as they passed as quickly as possible through the Alps on their way to Italy. This began to change in

the late eighteenth century when, thanks to the burgeoning sciences of geology, meteorology, and geography, the philosophical paradigm of Romanticism, and European industrialization, the Alps became a destination rather than a passage. This course traces the vicissitudes of mountains—from terror and ignorance (Middle Ages) to curiosity (Renaissance) to bucolic ideas and scientific interests in the wake of the Enlightenment to theories and narratives of the sublime (Romanticism), to realism and modernity. Yet the goal of this course is to challenge these commonly oversimplified categorizations. Select readings include Petrarch, Rousseau, Shelley, Byron, Wordsworth, Ruskin, Hegel, Goethe, Humboldt, Muir, Clarence King, and others.

Classic French Thinkers (Philosophy, Literature & Poetry)

Spring Semester 2015

4 Credits

Thomas Miller

In this course we will immerse ourselves in a brilliant flowering of the human spirit that occurred in sixteenth and seventeenth century France, by reading (in translation) selections from the *Essays* of Michel de Montaigne (1580), the *Discourse* (1637) and the *Meditations* (1641) of René Descartes, and the *Pensées* of Blaise Pascal (1669), accompanied by the novel *The Princess of Clèves* by Madame de Lafayette (1678). As works of philosophy written in close dialogue with one another, these texts focus on the question: “What, if anything, can be known?” In a world rocked by events like the European discovery of the Americas, the Protestant Reformation, and the Copernican Revolution, these authors pose the question of knowledge with regard to religion, science, politics, morality, and the human heart. All are torn between the exciting vistas of skepticism and a longing for a lost stability and security. All are moreover explicitly engaged with questioning the nature and aims of the practice of writing and exploring its potential as a medium for the stimulation and the external representation of inner mental life (notice the titles “attempts,” “meditations,” “thoughts”). We will accordingly use weekly writing assignments in a variety of genres, ranging from creative to scholarly, as an opportunity to live these questions as well.

Dante’s *Comedy* and Political Philosophy (Literature & Poetry, Philosophy)

Fall Semester 2015

4 Credits

Steven Berg

Dante might be thought to be, properly speaking, a poet rather than a political philosopher. Dante, however, wrote two great works—the *Comedy* and the *De Monarchia*. The latter is clearly a work of political philosophy. About the former, Dante himself declares in his *Letter to Can Grande* that “the branch of philosophy which determines the procedure of the work as a whole...is moral philosophy or ethics” and in his *Convivio* he makes clear that the central concern of moral philosophy is the question of the best regime, that is, *the* question at the heart of political philosophy. Dante is then a figure in the history of political philosophy. More than this, however, he is a pivotal figure in the history of political philosophy. If Socrates and his friends (above all Plato and Aristotle) are the founders of political philosophy, Dante is the refounder of political philosophy in the West. He renewed political philosophy after it had lain dormant for over 1000 years. In this course we will read the first two parts of Dante’s *Comedy* (*Inferno* and *Purgatorio*) in an effort to uncover Dante’s political philosophy, its character and intention. We will pay particular attention to Dante’s attempt to come to grips with the theologico-political problem as it presented itself to him in his time. Requirements: Three paper assignments. Class attendance and participation. Books: *Inferno* and *Purgatorio*, Durling and Martinez, eds. and trans., Oxford University Press.

Shakespeare’s Poets (Literature & Poetry, Rhetoric)

Fall Semester 2015

4 Credits

David McNeill

This course will focus on the close reading of four of Shakespeare's greatest dramas: *Hamlet*, *King Lear*, *Measure for Measure* and *The Tempest*. The reason for choosing these four among Shakespeare's plays (apart from their excellence!) is that each centrally features characters who take the role of dramatic poet within the play. Many of Shakespeare's plays have what are called metadramatic or metatheatrical elements, elements which draw attention to and reflect on the status of the play as a dramatic work. In *Hamlet*, *King Lear*, *Measure for Measure* and *The Tempest* these metatheatrical elements apparently extend to dramatic reflections on the power and limitation of poetic construction as such. Our primary interest will be to understand as much as we can of the depth and power of these plays. But we will try to pay particular attention to what we can glean from them of Shakespeare's account of the ethical, political and psychological significance of the poetic art.

Aristotle's *Nicomachean Ethics* (Ethics, Philosophy)

Fall Semester 2015

4 Credits

David McNeill

This course will be primarily devoted to a careful reading of Aristotle's *Nicomachean Ethics*, a work that first appears as a manual for right living, but ultimately reveals itself as a guide to reflection on the problem of living well. In this work Aristotle addresses the question of what is the happiest or most fully realized human life and the work as a whole is structured by the competing claims of two apparently distinct kinds of human life: the life of ethical and political engagement and the life of theoretical inquiry. It is in exploring the tension between these competing claims that we will come to see the distinctive character of Aristotle's philosophic work in the *Ethics*.

Interspersed with selected readings from *On the Soul*, *Physics*, *Metaphysics*, and *Politics*, we will examine in detail Aristotle's account in the *Ethics* of the ethical virtues, the relation and distinction between theoretical and practical reason, his accounts of friendship, pleasure, and contemplation. Of particular significance for our reading of the *Ethics* will be the implicit but crucial role that ethical dilemmas and ethical perplexity plays in an adequate understanding of ethical deliberation and choice.

Sophocles and Human Action (Literature & Poetry, Philosophy)

Spring Semester 2016

4 Credits

David McNeill

In the *Poetics*, Aristotle tells us that tragedy is an imitation of an action. By this he seems to mean not only that ancient tragic dramas represented human beings engaged in moral and political actions, but also that the ancient Greek tragic poets took as their subject the problem of self-conscious human action. This is the broad context in which we will examine five of Sophocles' tragedies, *Ajax*, *Philoctetes* and the three Theban plays (*Oedipus the King*, *Oedipus at Colonus* and *Antigone*). We will follow the plays' reflections on knowledge and self-knowledge, tyrannical authority and resistance, familial and political allegiance, human and divine law, heroism, madness, gender, sex and death. But our principal focus will be on the question of what these plays reveal to us about ethical deliberation, free choice and the possibility of human beings taking or bearing responsibility for their actions.

In addition to Sophocles' tragedies, we will look at three of the most influential works of philosophy treating the connection between ancient tragedy and human action: Aristotle's account in the *Poetics*, Hegel's account in his *Aesthetics* and *Phenomenology of Spirit*, and Nietzsche's account in the *Birth of Tragedy*. We will conclude with Aristophanes' *Frogs*—an ancient comedy about ancient tragedy, read in the light of Euripides' *Bacchae* and Aeschylus' *Prometheus Bound*.

Hegel's *Phenomenology of Spirit* (Philosophy, Political Theory)

Spring Semester 2016

4 Credits

David McNeill

This module will be primarily devoted to a reading of Hegel's *Phenomenology of Spirit* an extraordinarily difficult and extraordinarily influential philosophic text. We will focus on the relation between Hegel's metaphysics and his accounts of human agency, freedom, and social life. Of particular interest will be two distinctive claims that define Hegel's philosophic project. The first is his contention that human theoretical and practical self-realization is only possible within a context of an intersubjective community of mutual recognition. Alternatively expressed, Hegel contends that we can only be ourselves and know ourselves insofar as our actions and self-conceptions can be recognized by others whom we in turn recognize. The second related claim is Hegel's contention that philosophy is always essentially 'of its time' —that is, that philosophic understanding is essentially related to a specific historic form of life.

After examining Hegel's general account of the dialectical movement of experience, set out in the *Introduction*, we will go on to explore Hegel's views on a number of central themes of the book. These include: sensory perception and our knowledge of the physical world; self-consciousness and the struggle for recognition; individuality and alienation; the dynamics of modern political revolution; the moral perspective and its limits; religious consciousness, the 'unhappy consciousness', and absolute knowing.

Additional readings will be drawn from Immanuel Kant, Jean-Jacques Rousseau and Karl Marx.

Literary Short Forms: Poetry, Prose and Drama (Literature & Poetry, Creative Writing)

Interim Summer Term 2016

4 Credits

Brighde Mullins

Mark Twain, like most writers, found it easier to write long than short. He received this telegram from a publisher: "NEED 2 PAGE SHORT STORY 2 DAYS." Twain replied: "NO CAN DO 2 PAGES 2 DAYS. CAN DO 30 PAGES 2 DAYS. NEED 30 DAYS TO DO 2 PAGES." With Twain's telegram in mind, this class will consider the difficult artistry of the short form. We'll consider the novella; we will move on to the short story, and then to flash fiction. From there we will move to the dramatic form, and we'll consider the one act play and the extremely short plays that Beckett called dramaticules. We'll also read short nonfiction texts, from Jamaica Kincaid's meditation on her home, "A Small Place," to her New Yorker "Talk of the Town" pieces. We will also look at how social media and technology (twitter, texting) have influenced our attention spans as audiences, as readers, and ultimately, as writers. We'll cover a wide swath of styles and periods, moving associatively rather than chronologically. Under consideration: Anne Carson, Charles Simic, Suzan-Lori Parks, Baudelaire, Beckett, Jamaica Kincaid, James Joyce, Maria Irene Fornes, Athol Fugard, and many others. Writing exercises will give students a chance to try their hand at many of these forms, and the class will include both a creative and analytical writing component.

SOCIAL AND BEHAVIORAL SCIENCE

Thucydides' History and International Relations (Political Science)

Fall Semester, 2007; Fall Semester, 2008

4 Credits

Darcy Wudel

Near the beginning of his History, Thucydides writes the following words: "The absence of romance in my history will, I fear, detract somewhat from its interest; but if it be judged useful by those inquirers who desire an exact knowledge of the past as an aid to the understanding of the future, which in the course of human things must resemble if it does not reflect it, I shall be content. In fine, I have written my work, not as an essay which is to win the applause of the moment, but as a possession for all time." In brief, Thucydides alerts his readers to the possibility that the serious study of his work about a particular historical event—the Peloponnesian War—will reveal much about political affairs in future times. In this course, we will proceed assuming that Thucydides' claim is true. We will read his work paying particular attention to the most obvious topics connected with international relations—for instance, the causes of war, the conduct of war, neutrality, the fate of empires and the fate of weak states. But no less, we will read the text with an eye to discovering further topics, problems, concerns, and questions having to do with international relations. In conjunction with our reading of Thucydides, we will read scholarly articles on Thucydides and international relations. Additionally, we will consider recent news articles—our access to the real world of international relations—in order to understand how Thucydides can help us understand contemporary events.

Hybridity (Anthropology, Social Science)

Fall Semester 2006

4 Credits

S. Eben Kirksey

Popular rhetoric paints globalization as the death knell for indigenous cultures. Recent scholarship in anthropology has documented the birth of new cultural phenomena as a result of globalization. A film depicting the radical reinterpretation of British cricket by Trobriand Islanders will serve as our jumping-off point for considering the political dimensions of hybrid culture. In the realms of human culture we will engage with debates about articulation theory, transculturation, race, intertextuality, borderlands, mimesis, and syncretism/anti-syncretism. Links between human and non-human worlds are intensifying at the beginning of the third millennium. New horizons of possibility are developing—new threatening specters emerge, new hopeful prospects come to light. We will venture beyond strictly human domains to discuss actor network theory, chimeras, cyborgs, and rhizomes. Theoretical texts will be supplemented with a variety of primary source material: novels, creative non-fiction, and films. Students will be expected to engage in serious intellectual play.

The Dream Deferred: A History of the Civil Rights Revolution (History)

Fall Semester 2006

4 Credits

F. Ross Peterson

This course examines in detail the period from World War II through the early 1970's. There is a special emphasis on the direct actions of individuals and groups as well as the three branches of government. Using biography, primary sources, audio, and video, the students will become familiar with the necessity for a revolutionary change in Modern America. The reading material also explains why there was so much violent opposition to those who desired to break the barriers of segregation. The martyrs are many—Emmitt Till, Lemuel Penn, Medger Evers, Schwerner, Chaney, and Goodman, Malcolm X, and Martin Luther King, Jr.—but the cause rallied to it many of the brightest young minds in the nation.

Charity, Poor Relief, and the Welfare State (or The Pre-History of Social Policy), 1250-2006 (Political Science)

Interim Summer Term 2006

2 Credits

Noah Dauber

What should our attitude be towards poverty and what should we do about it? Are the causes and nature of poverty always the same? This course will survey the various responses to these questions from the late middle ages to the present. The course has several objectives. It hopes to outline the history of political economy in relating this story, and to examine the approach of social policy (or systematic action in the earlier period) to large structural questions. The history of poor relief perhaps more than any other social policy still in effect is a history of bad things done for good purposes. In reading about these activities, we will think about the limits of the social policy and the best (in a moral and technical sense) way of approaching the problems of poverty.

Perspectives on Leadership (Political Science)

Fall Semester 2007

4 Credits

Darcy Wudel

Consider the following observations regarding leadership and its study in the early twenty-first century. 1) A video dealing with great leaders of the twentieth century centers on three men: Churchill, Roosevelt, and Stalin. 2) We have a tendency to speak about leadership and have discarded a more traditional vocabulary regarding a hierarchal notion of leadership (for instance, demagogue, tyrant, statesman). 3) The leadership books in chain bookstores are often found on shelves of the business section. 4) There now exist innumerable courses, programs, institutes, and foundations that purport to teach leadership. 5) As they do so, public perception of a "leadership crisis" or "leadership deficit" in the democracies of the world is growing. 6) Finally, we should note that the hallmark of democracy is citizen activity and action; yet, at the same time, the citizens of democracies express an ever-greater desire to be led. Clearly, then, what is required is a thoughtful survey of the terrain associated with the concept of leadership. In this course, we will accomplish that survey by attending to various texts concerning leadership

Constitutional Law (Political Science)

Spring Semester 2007

4 Credits

William H. Allen

This is a course in constitutional law for undergraduates. After studying the unglossed text of the Constitution and its amendments and a modern constitutional decision whose majority and dissenting opinions are illustrative of the sources for and methods of constitutional interpretation, the class plunges into a common text, Brest et al., *Processes of Constitutional Decision making: Cases and Materials*, a law-school casebook. It and the class follow a historical approach from the beginning of judicial review in *Madison v. Marbury* through the New Deal revolution of 1937-42 and then take up some modern constitutional issues and doctrines. As the title of the casebook suggests, there is an emphasis on process as well as substance. Students are expected to take part in the seminar-type class and to write a substantial paper on a topic of their choice.

Tocqueville's *Democracy* and Modern Democracy (Political Science)

Spring Semester 2008

4 Credits

Darcy Wudel

Today, it is safe to say that there is a general agreement about the worth of democracy. Yet, at the same time, there is more than a little concern about the health of modern democracy. It would seem we are in need of

help in thinking about democracy. Alexis de Tocqueville's *Democracy in America* has come down to us as a text written by a friendly critic of democracy—democracy as it had come to sight in nineteenth-century America and as it would evolve in the world in the coming century. Thus, as Tocqueville meditates on democracy in general and the American experience in particular, he provides his readers a means to think seriously about what is good and what is problematic about democracy. More importantly, he offers substantial counsel to those—both his contemporaries and others in the future—who would make democracy as good as it can be. In short, Tocqueville is a teacher of statesmen and politicians. We will approach his work in that spirit. Through a close reading of *Democracy in America*, we will try to discern clearly his understanding of democracy and the lessons he wishes to teach about it. As we do so, we will attend to Tocqueville scholarship, but more importantly, we will look carefully at materials that deal with contemporary issues and problems that Tocqueville's text can shed light on.

Civil Society and Social Capital in Comparative Context (Political Science)

Fall Semester 2008

4 Credits

Darcy Wudel

Following the thinking of Alexis de Tocqueville and other theorists of democracy, sensible political scientists today are in agreement that the healthy functioning of democratic communities relies to a great degree on political institutions resting on a vibrant civil society (voluntary civic, social and political organizations, in particular), along with a healthy stock of social capital (embodied in things like trust, goodwill, willingness and ability to work with others). In this course we will 1) seek to clarify the meaning of these two concepts; 2) study the American experience with respect to civil society and social capital; 3) study how civil society and social capital manifest themselves in other countries; and 4) evaluate the current condition of America's civil society and stock of social capital.

The Future of Food: Understanding Agriculture in the Age of Globalization (Economics, Political Economy)

Spring Semester 2009

4 Credits

Emelie Peine

Everyone eats, and therefore everyone has a relationship to global agriculture. But because less than one percent of the US population earns a living from farming, most Americans rarely think about where our food comes from. Deep Springs students, however, have a unique perspective on the relationship between what appears on the dinner table and how it gets there. This course aims to take advantage of that unique practical knowledge to expand our understanding of the political, economic, and environmental relations of agriculture. But this course isn't just about farming. We use current issues in the world food system as an entry point to an introduction of some of the foundational concepts and theories of sociology and political economy. Thinkers from Karl Marx to Thomas Friedman have a hard time fitting agriculture into understandings of industrial capitalism because agricultural markets just don't behave the way markets for textiles or computers do. We will examine the exceptionalism of agriculture and look at ways that different theorists have sought to understand the economics and politics of agricultural production, rural communities, land ownership, credit markets, international trade, and other issues that are confounded by the peculiarities of rural production. We will also explore alternatives to the current industrial agri-food system by examining social movements mobilizing around issues of food sovereignty and land reform.

**Science, Culture, and Power A Seminar on the Anthropology of Science and Technology
(Anthropology, History of Science)**

Spring Semester 2009

4 Credits

Stefan Sperling

Science is at the center of social, cultural, and political changes that reorder our world. This course offers an introduction to how anthropologists think about science in culture, and about science as a particular kind of culture. Science has established itself as a form of reasoning that claims to be superior to other forms. These claims of superiority are rooted in, and reinforced by, elements of material culture, and they are embedded in and intertwined with other cultural formations. In this course we will investigate how science has established itself as the supreme kind of rationality. We will look anthropologically at aspects of science that make it distinctive: as a social practice, as a mode of reasoning, and as a set of claims about the world. Our inquiry will highlight aspects of science that have been of enduring interest to anthropologists: questions of authority and authorization; of ritual, exchange and property; of insider / outsider positions; and of distinctions between subjectivity and objectivity. Juxtaposing readings from anthropology, history of science, and science and technology studies (STS), the course will explore how the very concept of science has been conceptualized and analytically employed by scholars from varying disciplines. The course will also evaluate the methods used to investigate the work of scientists and the uptake and use of scientific knowledge in varied cultural settings. We will end by asking where one can stand and what voice one can use in critiquing science's position of superior rationality.

Discourse and Deliberation in Public Ethics (Philosophy, Political Theory)

Spring Semester 2007, 2009

4 Credits

David Neidorf ('07), David Neidorf & Darcy Wudel ('09)

Recent schools of thought revive the notion of collective deliberation as a basis of ethical decision-making in democracies. After acquiring the necessary background, we study some of the most influential theoretical works underlie that effort. At the same time, we tie the theoretical discussion to concrete practicality by studying examples of public controversy and public deliberation in land-use planning and in biotechnical engineering. **Texts include:** works by Plato, Aristotle, Foucault, Habermas, Arendt, Walzer, Wolin, and Gutmann & Thompson, as well as the records of recent public policy deliberations.

Applying Psychology to Modern Life (Psychology)

Fall Semester 2009

4 Credits

Frances Chen

In this course, we will scientifically examine several domains of modern life, including academic achievement, close relationships, consumer choices, and interpersonal conflict. We will show how empirical research in psychology, both classic and contemporary, can be applied to these domains to promote optimal performance and well-being—and, reciprocally, how everyday experiences in these domains can lead to new psychological hypotheses to test empirically. Students will leave this course equipped with a set of tools and knowledge allowing them to better understand their own minds and the minds of others in a way that promotes well-being in everyday life.

Aristotle's *Rhetoric* and *Poetics* (Rhetoric, Political Science, Literature & Poetry)

Spring Semester 2009

4 Credits

Darcy Wudel

Even the briefest consideration of the matter would indicate that Aristotle's *Rhetoric* and *Poetics* should find a place in courses devoted to political science and political philosophy. This is not the case, and this course

seeks to remedy that defect. In Term 4 we will engage in a close study of Books I-II of the *Rhetoric*. Term 5 will be devoted to the close study of Book III of the *Rhetoric* and the *Poetics*. As we read these texts, we will consider questions such as these. What exactly are rhetoric and poetry meant to accomplish? How do these arts work on the human soul? What place should rhetoric and poetry occupy in the political community? What are the limits of what rhetoric can do? What makes a great speech?

Divided Cities & The Dynamics of Ethnic Partition (Gender & Cultural Studies, Urban Studies)

Interim Summer Term 2009

2 Credits

Jon Calame

A comparative examination of the world's most prominent cities physically partitioned in the throes of ethnic conflict. A multidisciplinary seminar derived from five years of on-site research and interviews undertaken by the applicant in five ethnically partitioned cities: Belfast, Beirut, Jerusalem, Mostar, and Nicosia. Close reading of the instructor's corresponding book published by the University of Pennsylvania Press in March 2009, co-authored by Dr. Esther Charlesworth. Reliance on eyewitness accounts, partition maps and photos not previously published. The course explores patterns and pivotal issues that reveal the logic of urban splitting. Students will be encouraged to formulate a critical interpretation of violent segregation between ethnic communities, why it occurs, and how cities succumb to division. They will be asked to explore alternate dichotomies that explain the partitioning process. Students will conduct original research related to the application of patterns distilled from overseas cases to cities currently in the process of partition: Baghdad, Lagos, and especially Detroit.

French Social Thought (Political Theory, Writing)

Fall Semester 2009

4 Credits

Stefan Sperling

France is home to many well-known theoretical and philosophical currents (such as Rationalism, Romanticism, Positivism, Spiritualism, Existentialism, Structuralism, Poststructuralism and Deconstruction) that have swept across the world. In this course we will look at each in turn, through the lenses of their best-known representatives. We will proceed chronologically, and draw out some of the themes that have occupied French social thought throughout the past centuries. This seminar is also designed as a composition class for second-year students. Students will complete one writing assignment each week, to be discussed collectively during a portion of class time set aside for this purpose. Readings have been chosen for their relevance to a seminar with a heavy writing component. Each reading invites reflection on, and discussion of, different writing strategies.

History of Anthropology (Social Science, Anthropology)

Fall Semester 2009

4 Credits

Stefan Sperling

We will read various texts discussing the origins and developments of cultural anthropology as a scientific discipline, and pay attention to the themes and questions that emerge from these texts. The Renaissance was also the age of European exploration. New continents meant encounters with new peoples. How did Europeans fit them into their existing classificatory schemas? How did reality and imagination about 'savages' constitute one another? How did Europeans use images of savagery to reflect back upon their own histories and presents? Other questions will include: How does language express and mediate culture? What is the relationship between language, the way we think, and the way we perceive reality? Do the elements of social structure (i.e., the norms, traditions, and institutions) have a function?

Anthropology, Bioethics, and the Law (Political Science)

Spring Semester 2010

4 Credits

Stefan Sperling

The seminar aims to arrive at a richer and more complex understanding of one of the most fascinating developments in industrial societies in recent decades: the emergence of collective reasoning about the origins, meaning, and value of human nature and human life, and of permissible intrusions into those domains through medical practice and biomedical research. The seminar will investigate how bioethics is culturally and historically contingent, and how moral and ethical judgments are arrived at communally. Bioethics claims to speak for universal ethical norms and values, though it operates with socially and culturally specific images of human nature, rational action, legal personhood, and the “good life.” The seminar will analyze historical and ethnographic texts, as well as legal cases and fictional works and films, and it will draw on anthropology, history, and law to investigate bioethics as a social and cultural formation. We will explore how Western ideas of bioethics differ among themselves, and how they relate to other cultural traditions of assigning moral value to decisions and practices involving human life and the human body. Throughout the seminar students will be expected to reflect on the sources and validity of their own and others’ moral ideas and convictions. The seminar assumes no prior knowledge of social science concerns or concepts.

The History of Economic Thought (Political Theory, Economics)

Spring Semester 2010

4 Credits

Stefan Sperling

This seminar traces the development of political economy through a close reading of the field’s major representatives: Adam Smith, David Ricardo, John Stuart Mill, Karl Marx, and E.F. Schumacher. Each student is responsible for facilitating 3 discussions over the course of the semester. Two papers, 8-10 pages each, are due at 6 PM on the last Sunday of each term, respectively.

United States Foreign Policy through the Lens of Humanitarian Assistance (Political Science, International Relations)

Interim Summer Term 2010

2 Credits

Ronald Mortenson

This course looks at the American foreign policy process through the lens of humanitarian assistance and has students learn about foreign policy by actually negotiating and implementing foreign policies. Students taking this course will gain an understanding of the historical evolution of American foreign policy, the major actors in the foreign policy process at both the Washington and embassy levels. They will then analyze today’s United States foreign policy. Next they will assume the roles of key foreign policy actors and negotiate a United States foreign policy for the 21st century. Once they have their overall policy in place, they will become members of an embassy staff in West Africa and implement the policy with a focus on country specific goals and humanitarian assistance programs. Since America’s foreign assistance programs are in the world’s poorest countries and agriculture is a major component of these programs, Deep Springs students will use their personal experience to evaluate the appropriateness and effectiveness of the agricultural components of United States assistance programs.

War and Peace in the Congo (Political Science)

Fall Semester 2010

4 Credits

Dan Fahey

This class examines the history, politics, economics, and social dynamics of war and peace in the Democratic Republic of the Congo (DRC). The Congo provides an excellent case study for exploring larger debates about colonialism, conflict, and development in Africa. The class has three purposes:

- To assess the impacts of pre-colonial, colonial, and post-independence political economies on contemporary Congo
- To question theoretical explanations about the causes of war and evaluate their relevance for understanding conflict in Congo
- To critically evaluate various social, political, and economic approaches to creating peace and development in Congo

The course begins with a short review of pre-colonial Africa, followed by a more in-depth examination of colonialism in Congo. We next review the circumstances and aftermath of Congo's independence, and assess the rise and fall of President Mobutu, who ruled Zaire/Congo from 1965-1997. We start the second half of the course with a critical assessment of various theories of war, which provides a framework for our review of conflicts in Congo since 1996. We end the course with a look at several contemporary processes and debates related to war and peace in Congo.

Tragedy and Politics: Greek Tragedy and the Hollywood Western (Political Science, Philosophy, Classics)

Fall Semester 2010

4 Credits

Joel Alden Schlosser

How must an awareness of tragedy affect public life? What role should tragedy play in political culture? Does tragedy spell the end of politics or its beginning? This course seeks to consider these questions through a study of Greek tragic plays and the films of the Hollywood Western in order to consider tragedy both as a political institution and as an art form. Through a close study of these two aspects of tragedy where it first arose in the democratic polis of classical Athens you will begin to develop a theory of tragedy and of political drama more generally with which to analyze and criticize films in the Hollywood Western genre that might function as tragedy today. During the course, you will also write response papers that explore the questions of the course by giving readings of plays as well as films while you also develop your own account. By the end of the course, you will then use these readings and the insights of our discussions to consider the status of tragedy today in a reflective essay.

Heidegger: Politics and Philosophy (Political Science, Philosophy)

Fall Semester 2011

4 Credits

Joel Alden Schlosser

This course will focus on the philosophical thought of Martin Heidegger and its importance for our understanding of identity, history, nihilism, technology, and politics. Readings drawn from his entire corpus will include: the "Introduction" to *Being and Time*, "What is Metaphysics?", "The Self-Assertion of the German University," *An Introduction to Metaphysics*, "The Time of the World Picture," "European Nihilism," "The Overcoming of Metaphysics," "Letter on Humanism," "Building Dwelling Thinking," "Poetically Man Dwells," "The Question Concerning Technology," and his Spiegel interview, "Only a God Can Save Us." The course will consider but will not focus on Heidegger's own political involvements. It will be principally directed to an encounter with the profound meaning of his thinking for contemporary ethics and politics.

Texts include: Martin Heidegger, *Basic Writings*; Martin Heidegger, *Introduction to Metaphysics*; Martin Heidegger, *Nietzsche*, vols. III and IV; Richard Wolin, ed. *The Heidegger Controversy: A Critical Reader*.

Political Theory After Marx: Critical Theory and Postmodernism (Political Science, Philosophy)

Spring Semester 2011

4 Credits

Joel Alden Schlosser

In the wake of World War II, the Kantian paean to enlightenment in “What is Enlightenment?” sounded hollow to a generation of thinkers trying to make sense of death camps and the gulag. Critical of both market capitalism and Soviet socialism, a group of thinkers arose around the Institute for Social Research at the University of Frankfurt am Main in Western Germany who sought to rethink commitments to human development and social critique in the realms of political science, sociology, philosophy, and aesthetics. During the course of the semester, we will examine their “critical theory” as well as a few postmodern critics that emerged contemporaneously with this movement by investigating the questions they raised, beginning from Kant’s paean to enlightenment: Has the Enlightenment project of rational autonomy and human dignity realized itself in contemporary societies and global capitalism or has this project produced and legitimated its opposites? Why has modernity (especially beginning with the enlightenment and its hopeful declaration of the rights of man, democracy, and individual liberty as well as rationality, progress, and open scientific inquiry) seen the rise and recurrence of nationalism, racism, genocide, totalitarianism, religious fanaticism, terrorism, wars of mass destruction, and the potential manipulation of industrial and media-driven consumerist mass societies? What prospects are there for socialism or other alternatives to capitalism today? In other words, what can we hope for today? **Texts include:** Max Horkheimer, Theodor Adorno, Walter Benjamin, Martin Heidegger, Michel Foucault, Herbert Marcuse, Juergen Habermas.

Justice Among Nations in Thucydides and Herodotus (Political Science, Philosophy)

Spring Semester 2011

4 Credits

Joel Alden Schlosser

What is justice among nations? How do different peoples, cultures, and ethnicities relate to one another at the international level? What, if anything, justifies violence or war? Are there international codes of morality or is it a “war of all against all?” This course will bring classic works of political philosophy into conversation with such central questions of international relations, especially those concerning the moral basis of power and the character of international politics. Using the thought of Thucydides and Herodotus as our starting point, we will think through problems of contemporary international relations theory in light of these earlier thinkers, attempting to use the lucid thinking of the past to illuminate the present. **Texts include:** Thucydides’ *History* and Herodotus’s *The Histories*; secondary material by W.R. Connor, Clifford Orwin, James Romm, Rosalind Thomas, and others.

Body, Text, and Landscape (Anthropology)

Interim Summer Term 2011

2 Credits

Erik Mueggler

This course introduces students to a tradition of scholarship in anthropology that focuses on intersections among bodies, texts, and landscapes. In this tradition, spaces, texts, and bodies are seen as active elements of cultural processes, shaping actions and informing social relations. Landscapes are seen to come into social life through bodily action and perception and to gain historical substance through textual and archival processes. How have anthropologists, social theorists, and philosophers understood the processes of bodily investment in space? How have they understood the ways landscape are inscribed with text and rendered into text? To think about these questions, we engage broadly with theoretical works on social space and embodiment, as well as working through recent ethnographic and historical case studies. The goal is to forge new possibilities for ethnographic, historical, or philosophical engagement with the social lives of material space.

Islam and Social Science: the World and Thought of Ibn Khaldun (Religious Studies, Middle Eastern History, Islamic Studies)

Interim Summer Term 2011

2 Credits

Adnan Husain

During his career as a judge, administrator and advisor to sovereigns in North Africa and Egypt, Ibn Khaldun (d. 1406 C.E.) composed an important universal history. As a prolegomena to the study of history, he composed an introduction, the celebrated *Muqaddimah*, which attempted a comprehensive and synthetic account of relevant forms of knowledge. In doing so, he accomplished a philosophy of history that sought to discern the patterns and development of human social and political organization. This class studies the *Muqaddimah*, Ibn Khaldun's life, the medieval history of Muslim societies and Islamic intellectual culture, and the methodological relationship the work poses between history and the social sciences. Students will read most of the *Muqaddimah* and write a paper developing an aspect of Ibn Khaldun's thought. **Texts include:** the *Muqaddimah*; A.J. Fromherz, *Ibn Khaldun: Life and Times*; A. Hourani, *A History of the Arab Peoples*.

Freedom and the State in Modern Political Theory (Political Science, Philosophy)

Fall Semester 2010, Spring Semester 2013

4 Credits

Joel Alden Schlosser

Can we live in a state and be free? Would we possess more or less freedom with or without the state? The Continental tradition of modern political theory from Kant to Hegel to Marx initiated many of the ways of thinking about political life and, in particular, the state and freedom, that remain salient today: balancing individuality and community; negotiating liberty and equality; and questioning the relationship of politics and morality. Over the course of the semester, you will develop a new vocabulary with which to analyze these concepts and others; you will learn to think with and against these theorists and their arguments through writing, peer critiques, and revision; and you will create your own critical review that takes the theoretical insights you have developed in the course to a contemporary conversation about freedom, the state, and politics today.

Hegel and the Politics of Recognition (Political Science, Philosophy)

Fall Semester 2011

4 Credits

Joel Alden Schlosser

This course will seek to understand the nature and function of human claims for and of recognition and how these claims affect norms of equality, justice, dignity, and community in the political world today. We will examine the foundations of recognition in Hegel's Phenomenology and its master-slave dialectic, spending the first half of the course with Hegel's monumental text, before undertaking a survey of responses to Hegel and the questions raised by recognition. In the process, three general questions will orient our inquiry: is recognition a good or an object of human pursuit? How is the concept of recognition related, if at all, to the idea of justice? What is the object of recognition; that is, what does an act of recognition recognize? **Texts include:** G.W.F. Hegel, *The Phenomenology of Spirit*; Alexander Kojève, *Introduction to the Reading of Hegel*; Jean-Paul Sartre, *No Exit*; Jessica Benjamin, *The Bonds of Love*; Nancy Fraser and Axel Honneth, *Redistribution or Recognition?*; James Tully, *Strange Multiplicity*.

Liberalism and its Discontents (Political Science, Philosophy)

Fall Semester 2011

4 Credits

Joel Alden Schlosser

In this course we will examine the basic elements of liberalism, with special attention to the topics such as sovereignty, nature, community, equality, tradition, and reason. Our inquiries will survey the genesis of liberalism in the work of Thomas Hobbes and John Locke as well as some of liberalism's discontented critics, ranging from the friendly chastening of Montesquieu to the criticisms from left and right by Jean-Jacques Rousseau and Edmund Burke, to the later appraisal of liberal democracy in the United States by Alexis de

Tocqueville. In addition to understanding and analyzing these theories in their historical contexts, we will also consider the enduring life of these arguments as they appear in contemporary discussions of the state, the social contract, diversity, inequality, and democratic movements. **Texts include:** Thomas Hobbes, *Leviathan*; John Locke, *Two Treatises on Government*; Montesquieu, *The Spirit of the Laws*; Jean-Jacques Rousseau, *Basic Political Writings*; Edmund Burke, *Reflections on the Revolution in France*; Alexis de Tocqueville, *Democracy in America*.

The Future of Democracy (Political Science, Sociology)

Spring Semester 2012

4 Credits

Joel Alden Schlosser

In this course we will examine the future of democracy by investigating its present conditions. We often invoke “democracy” as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law, and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what democracy might mean, what conditions it requires, and what “best practices” citizens committed to democracy might enlist to confront political challenges such as the structural divisions that persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential for democratic, grass-roots power as a vital ingredient to democratic flourishing. **Texts include:** Charles Tilly, *Democracy*; Robert Dahl, *On Democracy*; Mark Warren, *Dry Bones Rattling*; Iris Marion Young, *Inclusion and Democracy*; Larry Bartels, *Unequal Democracy*; and other works on democratic theory and practice.

On *The Human Condition*: Hannah Arendt and her Interlocutors (Political Science, Philosophy)

Spring Semester 2012

4 Credits

Joel Alden Schlosser

Pursuing a close study of Hannah Arendt’s *The Human Condition* (1958), one of the most influential works of political theory written in the twentieth century, this course will investigate Arendt’s magnum opus in its contexts: situated in the history of political thought, in the political debates of the 1950s, and as political thought of urgent relevance today. Topics will include the meaning and function of Arendt’s distinctions among “public,” “private” and “social” and among “labor,” “work,” and “action”; the significance of human activity, especially political activity; the relation between philosophy and politics; the importance of the scientific revolution for modernity; the meanings of work, leisure, and consumption in twentieth-century capitalism; the nature and basis of political power and freedom; and the relations between art and politics. In addition to *The Human Condition*, we’ll read a significant amount of supplementary material, including work by some of the thinkers with whom Arendt was explicitly in conversation, as well as work by historians, artists, theorists, and critics from the 1950s and beyond, which will help us to place Arendt in twentieth-century intellectual life, and which will also give us different angles on some of the key issues in Arendt’s book and her thought in general. **Texts:** Hannah Arendt, *The Human Condition*; Arendt, *The Promise of Politics*; Arendt, *Between Past and Future*; and Plato, *The Statesman*; as well as many other works of political thought and historical context.

Social Structure and Personality (Sociology)

Interim Summer Term 2012

2 Credits

Melvin L. Kohn

An intensive examination of the research literature, much of it based on survey research carried out by the instructor and his international collaborators, on the relationships of social class and social stratification with personality. The course will examine the links between people’s positions in the class structure and the stratification hierarchy of their society and their more proximate conditions of life, particularly their job

conditions, and how these conditions, in turn, affect (and are affected by) such fundamental dimensions of personality as intellectual flexibility, self-directedness of orientation, and feelings of well-being or distress. The research has been conducted principally in the United States, Japan, Poland when it was socialist, Poland and Ukraine during their transitions from socialism to nascent capitalism, and (in the instructor's current research) China during its very different transformation.

Public Policy in the Uncertain World (Political Science)

Fall Semester 2012

4 Credits

Ronald Mortensen

This seminar course looks at the important role that political and economic theories play in developing public policy (domestic and foreign) in the broadest sense of the term and what happens when existing paradigms no longer provide a framework for a consensual for public policy. Students prepare consensual policy recommendations on economic, education, social, foreign and civic policies. This course does not strive for learning only for the sake of learning or discussion and debate simply for the sake of talking about issues. Rather it is designed to (1) give participants the knowledge necessary to help them effectively participate in the development of consensual national, state and local public policies and (2) to help prepare course participants to lead lives of service. By the end of this course, students will have (1) an in-depth knowledge of the theories and institutions that have guided public policy over the years including the United States Constitution which establishes the rules of the game, (2) an understanding of the challenges that the current generation faces, (3) an understanding of new approaches that can be used to develop consensual policies, (4) the skills necessary to develop policies and to be active players in the domestic and foreign policy processes at the federal, state, local and international levels, and (5) the knowledge and skills necessary to help them lead lives of service. **Texts include:** Classics of Political and Moral Philosophy, Steven M. Cahn, 2nd Edition; The Making of America: The Substance and Meaning of the Constitution, W. Cleon Skousen; Juggernaut, Eric Robert Morse; Keynes-Hayek: The clash that defined modern economics, Nicholas Wapshot; Economics in One Lesson, Henry Hazlitt and Selections from other readings.

Antigone: Feminism, Tragedy, Politics (Political Science, Literature & Poetry, Philosophy)

Spring Semester 2013

4 semester hours

Joel Alden Schlosser

With recent interpretations by feminist and postmodern thinkers such as Luce Irigaray, Judith Butler, Slavoj Zizek, and Jacques Derrida, *Antigone* has become a centerpiece of today's thinking about feminism, tragedy, and politics. This course seeks to unfurl and understand the questions raised by Antigone both in its original context and in its modern reception, beginning with Aristotle's *Poetics* and going through the present. As we read and reread *Antigone* in different translations and through different interpretations (both literal and filmic), we will seek to understand Antigone along three axes: (1) how translations and theories affect our interpretations of literature/philosophy and what constitutes an "appropriate" or "compelling" reading of a text; (2) how this text in particular has come to function as a critique of the patriarchal state, the place of the body in political regimes, and the peculiar relationship between tragedy and feminism; and (3) how contemporary films by notable women directors might transpose or translate these questions about feminism, tragedy, and politics to contemporary discourse. Translations of Antigone include work by Seamus Heaney and Anne Carson as well as theories of translation by Walter Benjamin, Jorge Luis Borges, and George Steiner. Interpretations begin from Aristotle and include Hegel, Goethe, Nietzsche, Lacan, Irigaray, Butler, Zizek, and Honig. Films by Debra Granik (*Winter's Bone*), Sofia Coppola, (*Lost in Translation*), Marjane Satrapi, (*Persepolis*), Lone Scherfig (*An Education*), Kelly Reichardt (*Meeek's Cutoff*), and Lena Dunham (*Tiny Furniture*).

Healthy Skepticism; Evaluating the Risks We Face and the Medical Interventions Intended to Mitigate Them (Sociology, Public Policy, Health Policy)

Spring Semester 2013

2 semester hours

Gilbert Welch, MD

Why does the United States spend so much on medical – yet get so little? Part of the reason is that too few people (physicians, reporters, policymakers, and the general public) are able to critically appraise health information. This course attempts to address the problem by giving students an introduction to the common health problems facing Americans and as well as the problems of the complex (and haphazard) system that has evolved to address them. But we focus on the question of how we know whether something is harmful to health and whether medical care improves health. After being provided some basic knowledge on study design and simple descriptive statistics (as well as some facility with spreadsheet software), students will develop their quantitative reasoning skills through the critical assessment of clinical data. Doing so will help prepare students to become both informed citizens -- and discerning consumers – for the largest sector of the nation's economy. In addition to articles from the medical literature, **texts include:** Welch HG.

Overdiagnosed: Making People Sick in the Pursuit of Health. Beacon 2011; Relman A. A Second Opinion: Rescuing America's Health Care. Public Affairs 2007.

Political Theory After Marx: Critical Theory Past and Present (Political Science, Philosophy, History)

Interim Summer Term 2013

4 credits

Joel Alden Schlosser

“Let the ruling classes tremble at a Communistic revolution. The proletarians have nothing to lose but their chains. They have the world to win.” In the wake of World War II, Marx’s prophetic words sounded hollow to a generation of thinkers trying to make sense of death camps and the gulag. While trying to carrying forward the “ruthless criticism of everything” that Marx had begun, a group of thinkers arose around the Institute for Social Research at the University of Frankfurt am Main in Western Germany who sought to reformulate the Marxist project for the changed realities of the twentieth century. In this course, we will examine their “critical theory” both as a historical movement and as a mode of thinking about political life today by investigating the questions they raised, beginning from the mixed promise of Marx’s call to revolution. Has the Enlightenment project of rational autonomy and human dignity realized itself in contemporary societies and global capitalism or has this project produced and legitimated its opposites? Why has modernity (especially beginning with the enlightenment and its hopeful declaration of the rights of man, democracy, and individual liberty as well as rationality, progress, and open scientific inquiry) seen the rise and recurrence of nationalism, racism, genocide, totalitarianism, religious fanaticism, terrorism, wars of mass destruction, and the potential manipulation of industrial and media-driven consumerist mass societies? What prospects are there for socialism or other alternatives to capitalism today? In other words, what can we hope for today?

Herodotus, Storytelling, and the Politics of History (History, Political Science)

Fall Semester 2013

4 Credits

Joel Alden Schlosser

This course investigates the interrelationships between storytelling, history, and politics by examining the so-called “father of history,” Herodotus, and his magnum opus known as the *Histories*. We will take a three-pronged approach in the course: first, trying to make sense of the *Histories* as a text with special attention to its language, narrative construction, and form of argument; second, placing this text in its context, namely, as a successor to Homer, a contemporary of early Greek science, and a forerunner of Greek tragedy and Thucydides; and, third, examining the influence and importance of Herodotus for how the discipline of history has developed and been justified in the recent Western academic tradition. The course will culminate in an archival project that takes up one potential meaning of history and deploys this meaning through independent research and the crafting of a historical narrative for the Deep Springs community. **Texts include:** Herodotus’s *History*, Aeschylus’s *Persians*, selections from Thucydides’s *History*, and articles on the context and reception of Herodotus.

Domination, Oppression, and the Arts of Resistance (Political Science, Philosophy)

Fall Semester 2013

4 Credits

Joel Alden Schlosser

This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common. **Texts include:** Iris Marion Young, *Justice and the Politics of Difference*; Machiavelli, *The Prince*; Hannah Arendt, *On Violence*; selections from Karl Marx; Kathi Weeks, *The Problem with Work*; Michel Foucault, *Discipline and Punish*; John Gaventa, *Power and Powerlessness*; J.C. Scott, *Domination and the Arts of Resistance*; Sarah Evans, *Personal Politics*; Toni Morrison, *The Bluest Eye*; and selected contemporary short fiction on the experience of domination and oppression.

Hegel and the Politics of Recognition (Political Science, Philosophy)

Spring Semester 2014

4 Credits

Joel Alden Schlosser

Countless acts of recognition give texture to our daily lives. From mundane conversations with friends to the abstract deliberations of courts and legislatures, we seek to recognize and be recognized by others. Who are you? Who am I? Who are we? Answering these questions we decide what respect or treatment we or others deserve, and place ourselves and others in social organizations and hierarchies. Recently, the theme of recognition has become especially prominent (and interesting) because of the demands for justice raised by political movements organized around ethnicity, race, language, culture, gender, and sexuality, as well as by ethnic conflict, religious fundamentalism, regional secession movements, immigration and citizenship, and nationalism. This course will seek to understand the nature and function of human claims to identity and how these claims affect norms of equality, justice, dignity, and community in the political world today. We will examine the foundations of recognition in Hegel's Phenomenology and its master-slave dialectic, spending the first half of the course with Hegel's monumental text, before undertaking a broad survey of responses to Hegel and the questions raised by recognition. In the process, three general questions will orient our inquiry: is recognition a good or an object of human pursuit? How is the concept of recognition related, if at all, to the idea of justice? What is the object of recognition, that is, what does an act of recognition recognize?

The writing for this course will consist of an interpretive essay on Hegel as well as an extended essay (similar to last year's critical review in "Freedom and the State") dealing with a contemporary text building on Hegel's arguments.

Possible texts:

Charles Taylor, "The Politics of Recognition;" G.W.F. Hegel, *The Phenomenology of Spirit*;
Alexander Kojève, *Introduction to the Reading of Hegel*; Frantz Fanon, *Black Skin, White Masks*;
Kelly Oliver, *Witnessing*; Jessica Benjamin, *The Bonds of Love*; Jacques Derrida, *Of Hospitality*;
James Tully, *Strange Multiplicity*

Politics, Markets, and Theories of Capitalism (Political Science, Economics)

Spring Semester 2014

4 Credits

Joel Alden Schlosser

What is capitalism? Where, when, and how did it start? Where might it be headed? How have thinkers of the past analyzed its virtues and vices, its strengths and weaknesses, its relationship to other social phenomena?

In this course we will visit classic works in the history of political economic thought: tracing how capitalism emerged from mercantilism in the eighteenth century; considering the early theorization of capitalism in the tradition of classical political economy including Ricardo and Smith; examining subsequent criticisms from anarchists and Marxists; intervening into twentieth century debates among thinkers such as Friedrich Hayek, Karl Polanyi, Milton Friedman, and John Maynard Keynes; and ending with a more global look at varieties of capitalism around the world including responses to the world economic crisis. Throughout, we will discuss how major political economists have understood capitalism and the relation between politics and markets while seeking to identify what lessons from these authors can be drawn for today. Texts include: Adam Smith, *The Wealth of Nations*; Robert Tucker, ed., *The Marx-Engels Reader*; Karl Polanyi, *The Great Transformation*; Friedrich Hayek, *The Road to Serfdom*; Gar Alperovitz, *America Beyond Capitalism*; as well as many other works of early economic thought and historical context.

Politics, Punishment in American History (Social Science, History)

Spring Semester 2014

4 Credits

Peter Pihos

All states punish. In the United States, we have moved from the once familiar spectacles of public hangings, floggings, and stocks to the first “industrial” prisons to today’s hidden practices of lethal injection and super-maximum security facilities. Yet, as the sociologist David Garland notes, “punishment’s role in modern society is not at all obvious or well known.” In this course, we will treat punishment as a social institution. We will examine the way in which different modes of punishment have been used and how rationales for—and against—punishment have been articulated.

Students will encounter a wide variety of texts that cross disciplines, purposes, and speakers. Throughout the course, we will reflect on how advocates, scholars, and jurists have represented the social functions of punishment and examine the interactions of those claims with social and political processes. By exploring these changes over time, we will search for a deeper understanding of broader shifts in American society. What do the massive transformations in punishment over more than two centuries tell us about American democratic practices and the evolving relationships between individuals and the state?

REQUIRED BOOKS: David Garland, *Punishment and Modern Society: A Study in Social Theory* (Chicago: University of Chicago Press, 1990); Sabina Jones and Marc Mauer, *Race to Incarcerate: A Graphic Retelling* (New York: The New Press, 2013)

Applied Microeconomics: Computational Finance (Economics, Mathematics)

Interim Summer Term 2014

4 Credits/2 Credit option

James Noel Ward

An introduction to computational methods and techniques for finance and the valuation of firms and components of capital structure and claims on capital: equity, bonds, leases, and options and additional methods for portfolio optimization and hedging risk. We emphasize implementation and use selected models. Aimed at providing the necessary technical and analytical skills useful for graduate school in economics, working in financial firms or investment banks.

Text: *Financial Modeling* – 4th Edition, by Simon Benninga. MIT Press. **Optional Text:** *Priceless* and *Fortune’s Formula* by William Poundstone. I will suggest other texts.

Introduction to War Studies (Political Science, History)

Interim Summer Term 2014

2 Credits

Louisa Lombard & Graeme Wood

How does war happen, and what are its effects on societies and individuals? This course examines the theory and practice of war, from classical sources to the War on Terror. Different thinkers have proposed that humans are naturally violent, or naturally averse to violence (or neither, or both). Societies, too, have been

described as more or less inclined toward war. Are the dynamics of war predictable or unique? What is the relationship between theories of conflict and war in practice, and between generalship and the experience of low-level soldiers? The anthropological perspective on war examines these hypotheses in light of social and psychological data on violence. This course will describe, in relation to these theories, the individual experience of war and violence and the social institutions that support or stop them.

Introduction to Political Science (Political Science)

Fall Semester 2014

4 Credits

Jennifer Smith

The academic discipline of “political science” – a bit over a century old in the United States – has come to be divided into four established subfields: political philosophy or political theory, American politics, comparative politics (the study of politics *within* countries other than the United States), and international relations (the study of political relationships *between* countries – diplomacy, trade, war). While political philosophy is primarily a normative field, concerned with politics as it might or ought to be practiced, the other three subfields are mainly empirical: concerned to describe and explain political phenomena as they actually exist in the world. This course incorporates themes from all four subfields, beginning with the philosophers’ question of why political institutions are necessary in the first place and proceeding to different ways of understanding the aims of political community (order, justice, self-government), the political behavior of individuals, the governments of states (both democratic and non-democratic), and finally the nature of the state system.

What Went Wrong? Explaining Disaster in the Social Sciences (Political Science, Sociology, Public Policy)

Fall Semester 2014

4 Credits

Jennifer Smith

Why do decision-makers fail to prevent apparently preventable accidents? How do groups of intelligent and reflective individuals come to adopt lines of policy they know or ought to know will end in very bad things? The problem of avoiding catastrophe – more precisely, the problem of why predictable and actually predicted catastrophes sometimes *fail* to be avoided – has attracted the attention of a wide variety of social scientists. Historians, sociologists, psychologists, political scientists, organization theorists, and others have all applied their characteristic tools to the puzzle of explaining disasters.

Because these events have seemed important to different kinds of social scientists, they have been analyzed from a variety of points of view. For this reason, this course will also function as an illustrated tour of several major social-science disciplines. What is useful and distinctive in historians’ tracing of step-by-step processes, or political scientists’ harping on power, or sociologists’ attention to collective beliefs and roles? Where do these various scholars draw similar conclusions, and where do they disagree? Perhaps most importantly, whose advice should we seek if we aspire to reduce major risks going forward – and why?

Democracy in Comparative Perspective (Political Science)

Spring Semester 2014

4 Credits

Jennifer Smith

Democracies are different. Some seem designed to realize a winner-take-all, majority-rules vision of “rule by the people,” while others institutionalize political consensus and coalition-building, and still others – including the United States – fall somewhere in between. Beyond their varied political systems, the world’s democracies also differ in the ideologies that have shaped politics and in the characteristic public policies each country has pursued. In this reading and discussion seminar, we will examine the practice of democracy in the world on these two dimensions: the structure of democratic political institutions and the broader arena of political ideas and policy choice. Because our interest is in democracy as such, we will focus on the world’s oldest, wealthiest, and most stable democracies, where the conditions for democratic politics have been broadly similar for the longest period of time. While the majority of these countries can be found in Western Europe, we will also pay particular attention to democracy in the United States, which is interesting both for this

country's importance in the world and for its comparatively unusual way of organizing democracy. Students will write regular discussion papers in response to the seminar reading and will also research and write a longer, critical analysis of the non-U.S. democracy of their choice.

Texts include: Arend Lijphart's *Patterns of Democracy* (2012 ed.); constitutional and other primary documents from a variety of countries; and chapters and articles by scholars including Bagehot, Bartels, Berman, Bickel, Blinder, Bogdanor, Converse, Dahl, Downs, Duverger, Fishkin, Gilens & Page, Gutmann & Thompson, Hamilton, Hibbing & Theiss-Morse, Kalyvas, Key, Linz, Lupia, Madison, Mainwaring & Shugart, Michels, Mill, Neustadt, Przeworski, Rousseau, Sartori, Schattschneider, Schumpeter, Sombart, Stepan & Skach, Stone Sweet, Tushnet, and Zaller.

Race and Education (Social Science, Anthropology)

Interim Summer Term 2015

2 Credits

Michael Brownstein and Bryden Sweeney-Taylor

“Race and Education” focuses on the role of stereotypes, prejudice, and social group membership in student experiences and outcomes from primary school through college in the United States. Readings are drawn from philosophical and psychological literature, as well as anthropological and sociological narratives. The aim of the course is to address the intersection of race and education from both theoretical and practical perspectives. What are the best ways to understand the relevant social and individual challenges? And how can these challenges be overcome? **Texts include:** Kozol, *Savage Inequalities*; Kirp, *Improbable Scholars*; Tough, *How Children Succeed*; social science and philosophical essays. **Instructors:** Michael Brownstein and Bryden Sweeney-Taylor

Marx, Weber, Durkheim (Sociology)

Fall Semester 2015

4 Credits

Jennifer Smith

This course is an intensive introduction to three foundational thinkers in the social sciences: the Germans Karl Marx (1818-1883) and Max Weber (1864-1920), and the Frenchman Émile Durkheim (1858-1917). Marx, Weber, and Durkheim lived in societies that were becoming recognizably “modern” in a sense familiar to us today, and they are remembered for offering the first great interpretations of central features of that society: the rise of industrial capitalism, the growth of public and private bureaucracy, and the challenges facing individuals in a “disenchanted,” radically restructured social world. These three writers set out not only to portray or to react to modern society, but also to understand it scientifically – hence sociology’s traditional claim on these three as the founders of that discipline. The primary focus of this course will be reading and analyzing these authors’ works in their original form. The course has been designed to satisfy the college’s criteria for writing-intensive courses; in addition, one general skill I hope it will teach is facility in grappling with difficult texts.

Theories of War and Peace (Sociology, History)

Fall Semester 2015

4 Credits

Jennifer Smith

War, as Carl von Clausewitz famously put it, is the continuation of state policy by other means. The use of armed force – war – is conventionally viewed as the ultimate policy: qualitatively different from diplomacy, economic pressure, or any other means states might apply in order to achieve their ends in the international sphere. (Peace, one assumes, is the absence of war, though this definition becomes more problematic the more closely we look at the world.) In this course, we will grapple with questions about the origins, nature, and moral imperatives of war and peace. Our primary focus will be “interstate” war, or war between

countries, though we will also touch on other forms of organized conflict. Texts include: Waltz, *Man, the State, and War*; Russett, *Grasping the Democratic Peace*; Walzer, *Just and Unjust Wars*; Swofford, *Jarhead*; Okubo, *Citizen 13660*; and readings by Machiavelli, Hobbes, Rousseau, Kant, Clausewitz, Lenin, Wilson, Schelling, Allison, Keegan, Jervis, Mearsheimer, Ikenberry, Sagan, Pinker, and more.

Ethnography (Anthropology, Sociology)

Spring Semester 2016

4 Credits

Jennifer Smith

Ethnography, loosely defined, refers to the close observation, recording, and interpretation of the collective life of human communities. Ethnographies characteristically focus on the social and cultural practices shared by fairly small groups: Balinese villagers, Chicago street-corner denizens, NASA engineers, etc. A great ethnography succeeds in two ways: It provides a closely-drawn picture of what would otherwise remain a hidden slice of human life, and it uses that picture to convey something of enduring importance about human life in general. In this course, we will begin by reading and discussing a group of exemplary, varied, and sometimes controversial ethnographies. We will then transition into ethnographic activity here in Deep Springs Valley: Each student in the course will design, conduct, and write up a substantial ethnographic research project exploring some aspect of community life at Deep Springs. **Texts:** Ethnographies (largely monographs) by Clifford Geertz, Bronislaw Malinowski, Elizabeth Warnock Fernea, Elijah Anderson, Charles Bosk, Ruth Gomberg-Muñoz, James Scott, and Alice Goffman; Emerson et al.'s *Writing Ethnographic Fieldnotes*; and a variety of accompanying articles.

Civil Rights Revolution: Passion and Personality (History, Sociology)

Spring Semester 2016

4 Credits

F. Ross Peterson

Writing in the midst of World War II, Swedish Sociologist Gunnar Myrdal published *America's Dilemma*. Myrdal stated that the United States could not be a moral leader of the post war world unless they abandoned racial segregation. Since 1896 and the *Plessy v. Ferguson* case, legal segregation had been a way of life throughout the United States. The United States had fought WWII with a segregated military, including all bases. This course describes and discusses how the elimination of racial barriers became a Revolution that altered the internal structure of the United States. Through legal battles, individual decisions, and direct group action, African Americans banded together in an unprecedented crusade. Although Martin Luther King, Jr., Malcolm X, and Thurgood Marshall led various aspects, the real foot soldiers were young people like Jackie Robinson, Melba Beals, John Lewis, Diane Nash, Fannie Hamer, and Stokely Carmichael

Throughout the 1950's and 1960's, the Civil Rights movement pushed forward. Emmitt Till, Medger Evers, four teenagers in Alabama, three Civil Rights workers in Mississippi, and numerous others gave their lives. The unifying theme of the course is to examine the lives and philosophies of those involved to see why and how non-violence, Black Nationalism, and black power all played an essential part in the ultimate outcome of the Revolution. Finally, we will ask, "Was it worth it? What really changed? How were other minorities affected? What are the legacies of those who died, served, and failed?" Many of the issues faced in the 1960's are once again in the public eye and before the Supreme Court. As the events of the past two years illustrate, Civil Rights and Human Rights are works in progress.

Early Modern Political Philosophy: Machiavelli, Hobbes, and Spinoza (Philosophy, Political Theory)

Spring Semester 2016

4 Credits

Steven Berg

In this course we will investigate the arguments these three thinkers put forward for the need to replace the ancient political philosophy of Socrates, Plato, and Aristotle—a political philosophy devoted solely to an understanding of the human or political things—with a novel political philosophy devoted not simply to understanding but to the transformation of human life and political society from the ground up. We will explore their motives and aims in initiating this project and thereby taking on their shoulders the burden of providing for the political well-being of ordinary men. We will also attempt to clarify what they understood to be at stake in the successful execution of this project. This will require us to take a close look at these thinker’s accounts of the relation between the new philosophy and theological authority, on the one hand, and their understanding of the proper relation between the political regime and religion or the divine law, on the other. We will read Machiavelli’s *Prince*, Hobbes *Leviathan*, and Spinoza’s *Theologico-political Treatise*.

Psychology, Persuasion, and Public Policy (Psychology, Public Policy)

Interim Summer Term 2016

2 Credits

Frances Chen

Politicians, marketing executives, and even our own families and friends are continually trying to persuade us of one thing or another. We ourselves engage in attempts to persuade others—not only “just” to get our own way, but also when we take up a cause for (what we believe to be) the greater good. This course will introduce the psychology of decision-making, opinion formation, and attitude change. We will learn how basic psychological principles can be leveraged (by others and ourselves) during persuasion attempts: to sway others, to overcome conflict, and to maximize negotiation outcomes for all parties. You will have an opportunity to apply these principles to your own life. Finally, we will discuss how these principles are being applied on a broader scale to increase public health, wealth, and happiness—as well as the controversies raised by these efforts.

Consumption (History, Economics)

Interim Summer Term 2016

2 Credits

Andrew Urban

This course surveys the cultural and social impact of markets, and changes in how goods and services have been consumed in different historical periods. We’ll examine, among other topics, the historic tensions and conflicts between societies defined by the production of goods and services and those organized around consumption; the relationship between consumer practices and the condition of laborers; the impact that consumption has on the environment and different ecologies; how consumerism has empowered, exploited, and governed race, gender, and sexuality; how consumption has changed with the development of the advertising industry; and, the politics and economics of debt.

MATHEMATICS, NATURAL & PHYSICAL SCIENCES

Introduction to Cell and Molecular Biology, with laboratory (Biology)

Fall Semester 2006

5 Credits

Robley Williams

This two-term sequence introduces the ideas necessary to grasp the current understanding of the way cells work: i.e. how their particular molecules operate together to produce motion, cell division, and the innumerable responses to external stimuli that allow them, and the organisms of which they are a part, to function and survive. This part of biology has profound social implications, firstly through biotechnology and secondly through the stark clarity with which it has revealed the commonality of all organisms. The course concentrates on providing a grasp of the concrete science required to think clearly about such issues. Considerable emphasis will be placed on the implications of our growing capacity to decode whole genomes. The laboratory part of the course is a sharply focused but relatively deep experience of the central areas of molecular biology. Exercises include growth of *E. Coli*, induction of mutations, transformation of bacteria, isolation of plasmids, and other techniques.

The Mind and the Brain (Biology, Cognitive Neuroscience)

Fall Semester 2006

4 Credits

Robley Williams

Each person is both subject and object. Each of us has a conscious mental life (a mind) and a physical brain whose activity is that life. To some extent, the mind can understand the brain. Until recently, though, introspection and speculation (coupled with study of unfortunate medical cases) were the only tools we had to increase our understanding. The advent of harmless brain-scanning methods (fMRI, PET scanning, and magnetoencephalography) now make it possible to begin to watch the brain in action and to pose fascinating particular questions with some hope of learning the answers. If we hear music, for instance, particular parts of the brain are active; if we imagine hearing the same music, do the same parts of the brain participate? Is a complex memory (for instance, the sounds and smells of the boarding house on a particular evening) stored in a small region, or is it diffusely stored? If diffusely, are the smells stored in one place and the sounds in another? What can detailed study of the functioning of the brain tell us about what babies may perceive and think? What can it tell us about the mental lives of animals? About consciousness? The course will introduce some fundamental knowledge about the structure of the brain, its chemistry, and how it develops. Then it will cover the ways in which activity in the brain can be seen, localized, and interpreted. Finally it will lead to the reading and discussion of articles in which the physical understanding of the function of the brain seems to illuminate questions about the mind, in its perceptual, rational and emotional activities.

Thermodynamics and Statistical Mechanics (Physics)

Spring Semester 2008

4 Credits

Robley Williams

The course is intended to emphasize the way in which some broad and universal conclusions about energy, information, and the flow of these quantities have been abstracted from experience and experiment and to look at some of the constraints these conclusions place on imaginable social policies related to energy and the recycling of materials. The course differs from characteristic engineering-school courses on the subject. It is not intended as practical instruction leading (for instance) to a capacity to design or operate machinery. Rather, it is intended as a way to gain a deep insight into a particular scientific discipline: to see how science works and what its limits are. The subject matter is austere, robust, rigorous and coherent. It is best learned in a problem-solving mode and in the context of discussion rather than lecture. Hence, a large number of quantitative and qualitative problems are part of the design. The course covers classical thermodynamics and

introductory statistical mechanics: first law, heat capacities, elementary kinetic theory of gases, second law from both statistical and classical viewpoint, heat engines, chemical equilibria, biological thermodynamics.

Introduction to Quantum Mechanics (Physics)

Spring Semester 2007

4 Credits

Sabrina Feldman

This course provides an introduction to key concepts in quantum mechanics, including the core idea that matter behaves like waves. Topics covered will include standing waves, the wave nature of light, the particle nature of light, the wave nature of matter, the quantum facts of life, the wavefunction, bound systems, spectra, understanding atoms, the Schrodinger equation, energy eigenfunctions, introduction to nuclei, stable and unstable nuclei, radioactivity, and nuclear technology. We will conclude with an overview of the two basic philosophical approaches to the “meaning” of quantum mechanics, as first developed by Bohr and Heisenberg. **The text** we will use is *Six Ideas That shaped Physics, Unit Q*, Moore (2nd Edition).

Introductory Calculus-Based Physics – Mechanics and Special Relativity (Physics)

Spring Semester 2007

4 Credits

Sabrina Feldman

This course will provide a calculus-based introduction to Newtonian mechanics and special relativity. Course topics include measurement, motion along a straight line, vectors, motion in two and three dimensions, force and motion, kinetic energy and work, potential energy and conservation of energy, center of mass and linear momentum, rotation, rolling, torque, and angular momentum. The text we will use is *Fundamentals of Physics*, Halliday, Resnick, and Walker (7th Edition).

Introductory Calculus-Based Physics- Electricity and Magnetism (Physics)

Spring Semester 2007

4 Credits

Sabrina Feldman

This course will provide a calculus-based introduction to the fundamental concepts in electricity and magnetism. Course topics include electric charge, electric fields, Gauss’ Law, electric potential, capacitance, current and resistance, circuits, magnetic fields, magnetic fields due to currents, induction and inductance, electromagnetic oscillations, alternating current, Maxwell’s equations, and electromagnetic waves. The text we will use is *Fundamentals of Physics*, Halliday, Resnick, and Walker (7th Edition).

Language and the Mind (Psychology, Language)

Fall Semester 2007

4 Credits

Ashlynn d’Harcourt

This course is a study of how language works in the mind. We will cover the basics of what makes human language unique, how it is organized in the brain, how it affects what we think (and vice versa), and how language has been used as a tool in politics to persuade groups of people. Linguistic phenomena will be discussed with an emphasis on the conceptual and historical underpinnings of the field, and to this end, course content includes a balance of classic and recent readings on the study of psycholinguistics. The goals of this course are to understand the major theoretical perspectives in psycholinguistics, and develop the ability to confidently evaluate ideas and theories on these topics independently of this course.

Origins of Life (Biology)

Fall Semester 2008

4 credits

Steve Jessup

In this course we seek a scientific understanding of the origins and the early diversification of life. A challenging set of reading assignments is supported with lectures and discussion. The course integrates scientific knowledge across disciplines to address the central enduring mysteries in the origin of life. A core reading assignment is from Stuart Kauffman's book, *The Origins of Order, Part 2, The Crystallization of Life*, which frames a theoretical understanding of life's complexity and origin. The course includes additional background reading in journal literature, and in recent textbooks.

Mathematical Thought: An Integrative Study of Mathematical Cognition with Experiential Learning (Mathematics)

Fall Semester 2008

4 credits

Steve Jessup

Mathematical thought can be viewed from both the inside and from the outside. It is at once, a subjective experience, an experience of mutual understanding, and a social and cultural phenomenon with an historical development bearing myriad texts. This course is designed as a think-tank in mathematics where we investigate mathematical thought through several perspectives. Participants read three texts that address central ideas in mathematics from three different angles. The purpose of the course is to shed light on the emergence of mathematical thought, as both a subjective cognitive experience, and as a social-cultural phenomenon. In the process participants encounter the larger structure of mathematics through a menu of options provided for independent and group study and mathematical exploration. Student effort and activity culminates in a symposium and compiled volume demonstrating student work in mathematics.

Euclidean & Non-Euclidean Geometry (Mathematics)

Fall Semester 2007, Spring Semester 2012

4 Credits

David Neidorf

The *Dictionary of Scientific Biography* claims that the *Elements* "has exercised an influence upon the human mind greater than that of any other work except the Bible." The course will ask students to internalize the habits of mind that Euclid can form by daily memorization and blackboard demonstration of proofs. By studying the Euclidean basis for modern plane geometry and the theory of ratio and proportion, we emphasize experience and subsequent analysis of deductive systems. An excursus into Aristotle's *Metaphysics* grounds a mid-course investigation of the nature of the different logical and intellectual claims made by definitional reference to sensation, deduction, positive and negative proof, and fundamental axioms. Finally, blackboard demonstration and class discussion of Lobachevsky's theorems of non-Euclidean parallelism complete our investigation into the relation between sensation, spatial intuition, and reason.

Translating the Landscape: Research on Ecological Patterns and Processes (Environmental Science)

Interim Summer Term 2008

2 Credits

Bianca Perla

A field ecology course combining the study of fundamental concepts in ecology with original research to investigate factors that create, maintain and change ecosystems. Course participants will develop skills in ecological field research including: observation and interpretation of natural patterns, development of

hypotheses about driving forces behind these patterns, and the ability to test hypotheses, analyze data and interpret and present results. Students will learn basic ecological concepts while acquiring familiarity with ecosystems surrounding Deep Springs College. We will address both natural and human forces influencing ecosystems. Field based study will be complimented with the study of scientific literature relevant to the processes and patterns participants may see in the field (such as biodiversity, issues of scale, resistance and resilience to disturbance, island biogeography, succession, intermediate disturbance hypothesis, trophic and competitive interactions, and plant facilitation).

An Ecosystem Approach to Land Management: The Biology of Conservation (Biology)

Interim Summer Term 2009

2-4 Credits

Martin Quigley

This seminar course will explore the ecological and biological underpinnings of land and resource management, both biotic and abiotic. With a basic understanding of Landscape Ecology as interdisciplinary science, we examine the physical, social political and economic issues that challenge both developing and developed nations. Readings will give structure and content to class discussions. Active participation in class is expected of all students. Topical writing assignments will be given, and a final paper will synthesize an environmentally ground opinion on a type of resource management, based on at least three journal articles, found in the journals available in the Museum (Restoration Ecology, Resource Management, Landscape Journal, Conservation, and others.)

Physics of Electricity and Magnetism (Physics)

Fall Semester 2009

4 Credits

Christopher Haydock

Our existence and human destiny are inextricably immersed in science and technology today as in those days that L. L. Nunn electrified his world with the help of youthful leaders that he educated for a life of service. Now our legacy and the world we make for our children and grandchildren builds upon Nunn's in this same world of science and technology, perhaps in his domain of energy generation, storage, and transmission, but in whatever worldly domain our practice will ultimately reduce in some way to the fundamental physical theory of electricity and magnetism. In this course we will develop the basic theory of electricity and magnetism with special attention to correcting false conceptions that students bring to their study of physics. Course topics include electric charge, electric fields, Gauss' Law, electric potential, capacitance, current and resistance, circuits, magnetic fields, magnetic fields due to currents, induction and inductance, electromagnetic oscillations, alternating current, Maxwell's equations, and electromagnetic waves. **Text:** *Fundamentals of Physics*, Halliday, Resnick, and Walker (9th Edition).

Calculus I (Mathematics)

Fall Semester 2009

4 Credits

Christopher Haydock

Calculus forms the natural vantage point from which most college level students will first begin to discern both mathematics' logical foundations and its vast array of practical technologies. The foundations include the completion of the rational numbers to form the real numbers, the existence of nowhere continuous functions and continuous but nowhere differentiable functions, the definition of Lebesgue measurable sets, and the invention of various generalizations of the Newton-Leibniz fundamental theorem of calculus. The ultimate applications include such diverse areas as solving the atomic structure and explaining the mechanics of biological molecule function, estimating the lethality of radioactive decays within living cells, understanding the physics of the nuclear magnetic and electric interactions behind the ubiquitous medical images now used by physicians. In this course we will take at least a little time to glimpse these foundations and applications.

Our main effort is to cover calculus at an introductory level, including limits and continuity, derivatives of products and compositions of polynomials, trigonometric, exponential, and implicit functions, and the application of derivatives to characterizing extrema and to optimization. We also cover the theory of indefinite and definite integrals and their solution by direct or substitution methods, and finally, integration is used to find areas and volumes.

Introduction to Structural Geology (Geology)

Spring 2010

5 Credits

Kenneth Cardwell

The course is an introduction to structural geology with emphasis on the history of the discipline. It includes 15 hours of laboratory work and 4 field trips focused on the recognition and understanding of faults. At the same time, it introduces the history and philosophy of science of T. S. Kuhn. Students will read and discuss original papers on the local fault, some written before the advent of plate tectonics, some after; we will read as well two original papers illustrating progress towards developing the theory of plate tectonics. The goal is to be well-prepared to ask ourselves whether the new geology of plate tectonics constitutes an example of a Kuhnian scientific revolution. Lab reports and two essays required. **Texts include:** George H. Davis, *Structural Geology of Rocks and Regions*; Thomas S. Kuhn, *The Structure of Scientific Revolutions*; and journal articles from 1928 to 2001 on the Deep Springs fault.

The Human Genome (Biology, Genetics)

Interim Summer Term 2010

2 Credits

Rob Drewell

The human genome will be used as a reference point from which to explore the connected topics of human genetics, evolution and biological complexity. The first part of the class will focus on classical Mendelian genetics, with a special emphasis on the early evolution of life on the planet. In the middle third of the class we will investigate the structure and function of DNA and also examine modern molecular genetics. In the final third we will study population genetics and human evolution, focusing on evolutionary processes such as selection and the experimental tools of comparative genomics. The class will combine lectures and recitations (often working through problem sets) to cover the material. There will be a mid-term and final exam. **The required textbook** for the class will be used extensively for reading assignments: *Life—The Science of Biology*. Sadava et al. 8th edition. Additional reading from other literature will be assigned in class.

People and Plants (Environmental Science , Plant Biology, Ecology)

Fall Semester 2010, Fall Semester 2012

4 Credits

Amity Wilczek

Plants provide the vast majority of our nutritional calories (either directly or indirectly as animal feed), and more than a third of all medications are based on plant products. In this course, we will cover the basics of plant form, structure and function in the context of their use in human society. We will learn about the strategies and "behaviors" that these stationary organisms employ in their struggle for survival, and their import for current, historical and future human populations. For instance, many staple foods are made up of plant seeds (wheat, corn, rice), but others are starchy storage organs (potatoes, cassava, yams). Understanding the roles these organs play in plant life cycles can give new insight into their nutritional content, seasonal availability, storage, and response to artificial selection through breeding. As we endeavor to reveal the factors influencing the plants and plant products we find in our natural and human-constructed environments, we will explore aspects of plant anatomy, physiology, chemistry, ecology and genetics.

Quantitative Reasoning in Science: Basics of Designing and Evaluating Research (Mathematics, Statistics)

Fall Semester 2010, Spring Semester 2013

5 Credits

Amity Wilczek

New scientific evidence appears every day in scholarly journals and the popular press, but how do scientists decide whether reported results are valid? How do journalists? Through this course, students will learn how to use quantitative reasoning to evaluate – and question – scientific results. We will cover the following topics:

1. Constructing testable hypotheses
2. Important aspects of experimental design including replication, randomization and proper experimental controls.
3. Situations in which observational (non-manipulative) studies can or should be used to test hypotheses.
4. Basic principles of probability including calculation and interpretation of odds and risks.
5. Implementation and interpretation of statistical techniques commonly used in the life sciences, including regression and analysis of variance.
6. Complications in analysis and interpretation that arise from missing data, selective data reporting and confounding of variables.

Ecology (Biology, Ecology, Quantitative Reasoning)

Spring Semester 2011

4 Credits

Amity Wilczek

Every landscape is rich with information about the lifestyles and experiences of the organisms it contains. Knowledge of ecology, the scientific discipline that studies interactions between organisms and the environment, can help us interpret our surroundings and provide a novel perspective on what we encounter. This course will introduce basic ecological principles through lectures and readings, with a focus on the challenges posed by desert and alpine environments. Lab time will be spent applying the principles discussed in class to two major investigations in our desert environment, in which we will employ a combination of observational, experimental and analytical approaches to ecological fieldwork. In the first, we will examine how elevation and grazing history affect plant communities. We will take two full day excursions that will introduce us to natural communities not present in the valley. This course will fulfill the following objectives:

- a. To introduce ecological principles that enrich student understanding and appreciation of the local environment
- b. To introduce and develop critical scientific reading skills
- c. To learn and implement techniques for ecological population monitoring in the field
- d. To contribute to the design, data collection and analysis of ecological data that are being prepared for submission to a peer-reviewed journal and a presentation at the national meeting of the Ecological Society of America

Texts include: *The California Deserts* by Pavlik, and *Ecological World View* by Krebs.

Natural History of Islands, or Why Do Islands Contain Such Extraordinary Creatures? (Biology, Evolution, Ecology)

Spring Semester 2011

4 Credits

Amity Wilczek

Islands can be seen as natural laboratories, which exemplify the ecological and evolutionary processes that drive the assembly of communities and adaptation to novel circumstances. In the first half of the course, we will learn how the extraordinary organisms that are found on islands have led to the development of island

biology and biogeography as fields of evolutionary study. What drives patterns of species presence on islands as well as the evolution of island species themselves? We will discuss the role of contingency in island evolutionary processes, and the ways in which scientists construct and interpret ancient evolutionary events. Additionally, we will discuss how evolutionary theories first developed for islands can and have been applied more widely to other areas such as mountaintops, lakes and conservation areas. In the second term, we will study in depth the natural history of several different islands that between them cover tropic and temperate zones, Atlantic and Pacific and Indian oceans, as well as oceanic and continental island forms. **Texts include:** Alfred Russel Wallace's *Island Biology*, *The Song of the Dodo* by David Quammen, and *Island Life* by Sherwin Calquist.

Differential Calculus (Mathematics)

Fall Semester 2011

2 Credits

Sam Laney

Students will follow a comprehensive syllabus in differential calculus equivalent to the first half of a typical semester-long course in single variable calculus. Students will meet twice a week to work cooperatively and interactively in solving problem sets, reviewing progress and understanding. These sessions will also include short periods of student and instructor interaction to resolve specific conceptual problems and to probe student understanding and aptitude. This course is designed to help students develop solid skills in self-education in collegiate calculus by combining theory and skills with real-world applications. The goals of the course are to a) provide a framework for students to develop skills with methods and operations in calculus, b) encourage students to develop a deeper intellectual appreciation of the mathematics of calculus, beyond their pre-calculus backgrounds developed in secondary school, and c) force students to approach mathematics in a way that requires them to learn from and to instruct each other. **Texts include:** Stewart, J.: *Calculus*, 4e.; MIT OpenCourseWare 18.01 video material; ancillary material developed by the Instructor.

History of Geometrical Optics: Plato to Descartes; Newton to Einstein (Physics, History of Science, Philosophy of Science)

Fall Semester 2011

4 Credits

Kenneth Cardwell

The course will focus on the optical researches and methodological remarks of Descartes and Newton. Class meets regularly two times a week for 1½ hours in the classroom plus Wednesdays, as needed, in the Museum, for approximately two hours. **Texts include:** Descartes' *Discourse on Method* (1603) and his *Optics*, Christiaan Huygens' *Treatise on Light* (1690), Newton's *Opticks* (1704) and Goethe's *Theory of Colours*. The course reader includes selections from Plato, Aristotle, Euclid's *Elements* and his *Optics*, Ptolemy, Kepler, Thomas Young, and Albert Einstein. Demonstrations in the lab and proofs done at the board complement the reading, analysis, and discussion of the texts. Four essays (total 20 pp.) will be required.

The History and Future of Infectious Disease (Biology, Medicine, Public Health)

Fall Semester 2011

4 Credits

Amity Wilczek

Disease has played a major role in shaping the course of human history. Despite major advances in disease prevention and treatment in the last century, the Global Health Council estimates that 15 million deaths each year are caused by infectious disease. In this course, we will explore how the biology of infectious diseases affects disease transmission and treatment. We will also discuss how knowledge of disease biology influences public health decisions. What has driven the success—and failure—of public health efforts to contain or eradicate infectious agents? To what degree are successful strategies influenced by ecological processes of the disease organisms, and how much by human behavior? How do animal reservoirs and vectors influence

disease epidemics? While focusing on eight human diseases caused by viruses, bacteria, prions and protozoa, we will cover basic principles of epidemiology, biology of micro-organisms, immune system function, vaccination strategies, and treatment approaches. Our **readings** will be drawn from contemporary and historical sources, including many selections from the primary scientific literature. We will also read contemporary accounts that document the challenges faced by public health workers. For their final projects, students will invent a newly emerging disease and describe its method of action and mode of transmission, and characterize the risks that it poses.

Mathematical Modeling of Populations: Malthus Meets Matrices (Mathematics, Ecology)

Fall Semester 2011

5 Credits

Amity Wilczek

Mathematical models based on hypothetical relationships can free scientists from the constraints of existing data, which can be valuable in many systems where data are difficult to come by. How does one build a mathematical model that provides new scientific insight, and how does one distill and communicate the results of a mathematical model? In this course, we will explore how to transform logical arguments into a mathematical form and vice versa. We will focus on two standard approaches to modeling populations – differential equation models of continuous population growth, and matrix models of discrete stages of population growth. Weekly problem sets provide an opportunity to implement the techniques discussed in class, including Taylor series, stability and perturbation analyses, as well as the determination of stable age distributions and reproductive value from a Leslie matrix. We will discuss scientific articles that contain mathematical models of population growth, and some of our problem-solving efforts will be put towards recreating and then building on published models. Some models will be constructed and implemented using pen and paper, and for others we will turn to the programming language, R (<http://www.r-project.org/>). Students will develop a dynamic model of a population process as a final independent project. **Texts** will include: *A Biologist's Guide to Mathematical Modeling in Ecology and Evolution* by Otto and Day, and *A Primer of Ecology* by Gotelli.

The Evolution of Conflict and Cooperation (Biology, Evolution, Ecology)

Spring Semester 2012

4 Credits

Amity Wilczek

In this course, we will establish a foundation of basic evolutionary principles as we focus on one broad topic – the evolution of conflict and cooperation. How, in evolutionary terms, do societies form? How can culture itself evolve? Under what circumstances can the selfless eschewing of reproduction evolve? Are we mere slaves to our genes? Do our genes always agree? What happens when genes themselves come into conflict? We will study a broad range of topics in sociobiology and evaluate the recent debate over the extent to which kin selection and group selection can explain the evolution of animal societies. As the course progresses we will draw on our growing understanding of the active research questions in the field to formulate and provide peer critique of novel courses of inquiry. Specifically, each student will prepare a Proposed Plan of Research according to the guidelines for an NSF graduate research fellowship application. Students will gain perspective on the scientific peer review process as they serve in both “reviewing” and “reviewed” roles during several rounds of essay revision. **Texts:** selections from *On the Origin of Species*, *The Tangled Bank*, *Sociobiology*, and *The Selfish Gene* as well as extensive forays into the primary literature.

Foundations in Biochemistry (Biology, Chemistry)

Spring Semester 2012

4 Credits

Max Greenfeld

Overview of the biochemistry and molecular biology principles governing all living systems. General course topics will include an introduction to metabolism, energetics, structure-function relationships, cellular organization and regulation. The chemistry of amino acids, nucleic acids, lipids and carbohydrates will be covered as they relate to the biological processes being studied. This course will help build a strong understanding of topics necessary for further in depth study in the modern biological sciences. The course will include weekly reading assignments and biweekly problems sets. Evaluations will also include a midterm and final exam. Participants will explore a topic of their choosing in a term paper. **Texts include:** *Biochemistry*, 5th Edition by Jeremy Berg, John Tymoczko, and Lubert Stryer.

Life on the Edge: Field Biology of Joshua Trees (Biology, Ecology, Science Research Experience)

Spring Semester 2012

5 Credits

Amity Wilczek

The charismatic, long-lived succulent plant known as the Joshua tree is undergoing a pronounced range contraction; a recent study estimates that within 100 years Joshua trees will no longer be able to reproduce themselves in Joshua Tree National Park. As the climate continues to warm, populations at the northern range may become even more important in the maintenance and movement of this species. Deep Springs Valley is located just at or beyond the northern range limit of the Joshua tree, and we are thus uniquely well situated to study its population dynamics at the edge of its currently suitable habitat. In this field-based course, we will collaborate on a research project to elucidate the population dynamics of native Joshua tree populations at the northern edge of the species' range. To place our own research in context, we will read deeply into the Joshua-tree-relevant primary scientific literature, covering a broad range of ecological topics including growth and survival, herbivory, fire, climate (past, present and future), nurse plants, seed dispersal, pollination and management. As a class, we will construct a research report from our data that evaluates whether the studied populations are replacing themselves, and we will compare population trends we observe at our sites to data from ongoing studies in more central populations. Each student will also complete an independent research project that adds to our ecological understanding of the local high desert environment. **Texts include:** *The California Deserts* by Pavlik and other desert reference texts (i.e. *The Jepson Desert Manual*, *Flora of the White Mountains*).

Introduction to Geology (Geology)

Interim Summer Term 2012

2 Credits

Jack Holt

This class covers the essentials of introductory geology, while using Deep Springs Valley and the Eastern Sierra Nevada region as a laboratory. The class will conduct weekly field trips alternating with classroom sessions. Topics to be addressed will include Earth composition, minerals and rocks, plate tectonics, volcanism, plutonism, metamorphism, sedimentary environments, mountain building, alpine glaciation, neotectonics, geodesy, and the geologic time scale. Students will be responsible for presenting information on specific topics during each field trip. Peer-reviewed papers from the scientific literature will be read and discussed. **Texts:** Grotzinger and Jordan, *Understanding Earth*, 6th Edition, W.H. Freeman, 2010; Harden, *California Geology*, 2nd Edition, Prentice Hall, 2003.

Proofs from the Book (Mathematics)

Fall Semester 2012

4 Credits

Richard Dore

This course used the text, *Proofs from the Book*, as a framework for learning and appreciating a wide range of mathematics. The course covered 11 chapters from this book, as well as relevant background material. Topics spanned many areas of mathematics, including number theory, linear algebra, combinatorics, graph theory, analysis, set theory, and probability. In addition to extensive weekly problem sets, each student studied and presented a chapter, and there was a midterm and a final exam. **Text:** *Proofs from THE BOOK* by Martin Aigner and Günter Zeigler

The Divided Self: Genes in Conflict (Biology, Genetics)

Fall Semester 2012

4 Credits

Amity Wilczek

Genes are the basic unit of inheritance, and the ability of organisms to adapt to the environment depends on the more or less faithful transmission of heritable material between generations. When genetic transmission occurs, is it always fair? Why or why not? In this course, we will cover a set of fundamental topics in genetics including molecular and cellular bases of inheritance, transmission dynamics, gene regulation, natural variation and modern experimental approaches in genetics and genomics. We will then explore how these genetic principles come into play across a wide variety of selfish genetic elements. We will discuss how different genes and genetic elements might have interests that differ from that of a whole organism, how bits of heritable material might attempt to express their own individual interests and how processes at the whole-organism level can suppress the maneuvers of selfish genes. Each student will be responsible for leading and moderating one discussion section centering around 1-2 original papers of his choice. Each student will also prepare a final paper in the style of a commentary or perspective piece that summarizes the importance of one or two focal scientific studies (i.e., giving context, highlighting new discoveries and impact, raising unanswered issues).

Sustainability in Ranching Operations in the High Desert (Environmental Science, Ecology, Science Research Experience)

Spring Semester 2013

4 credits

Amity Wilczek (with Janice Hunter, co-instructor, and Rob Pearce of USDA-NRCS, additional contributor)

How might Deep Springs College construct a plan for the long-term management of its beef ranch that contributes to goals of sustainability, pedagogy and profitability? In this course, we will work towards crafting a conservation plan for the Deep Springs Ranch while learning about the scientific basis of range management planning decisions. We will divide our time between discussing contextual information drawn from applicable readings (in, for example, environmental science, ecology, hydrology, animal welfare, grazing systems) and discussing progress on compiling, analyzing and synthesizing existing long-term monitoring data from our own ranching operation. Practically speaking, we will assess any existing impact trends and identify areas in which additional information or monitoring would be beneficial. We will develop and test standardized monitoring protocols tailored to the areas in which we graze cattle, and we will make suggestions for their deployment within our grazing allotments. Through these activities, we will contribute to a management plan specifically designed to increase both sustainability and production of the Deep Springs Ranch program.

Current Debates in Psychology (Psychology)

Interim Summer Term 2013

2 Credits

Frances Chen

Psychological theories and research are broadly influential in modern society. Advances in the field of psychology have changed—among other things—how illness is defined and how health care is provided, how legal decisions are made, and how children are educated. This course will highlight several controversies in modern society in which psychological theories and research are influential. We will examine the original research that serves as the basis of arguments in these debates and critique how this research has been appropriated (or misappropriated) for larger purposes. Students can expect to leave the course with a deeper understanding about how research in social science is conducted, disseminated, and applied to societal questions. Students will also gain extensive practice expressing and debating their opinions about these issues.

Genetic Perspectives on the History of Humanity (Biology, History, Evolution)

Fall Semester 2013

4 credits

Amity Wilczek

What are the characteristics that differentiate humans from our closest relatives? When did humans populate the different areas of the earth, and have these populations remained isolated? Who moves farther – men or women? These are all questions that can be addressed with genetic data and can be used to supplement archaeological and anthropological forms of evidence. Human genetics is also deeply shaped by ecology, which in the case of our species is intimately linked with cultural practices. We will discuss how cultural and environmental influences have shaped the divergence of human populations and what genetic data can tell us about how humans have adapted to the broad range of environments in which we live today. We will also discuss what genetic anomalies can tell us about human development and how this information can be used in the diagnosis, prevention and treatment of disease. In the second term, each student will be given the opportunity to explore and interpret his own genome through the use of SNP (single nucleotide polymorphism) chips, which provide a snapshot of personal genetic variation. What does it mean to be told that you are 4% Neanderthal, or that you have a 50% elevated risk of developing Parkinson's disease? How does one become an educated consumer/interpreter of such information? We will study and critique methods of genome-wide association and ancestry reconstruction as currently practiced in order to cultivate informed opinions regarding the interpretation and reporting of human genetic information.

History and Future of Infectious Disease (Biology, History, Health Policy)

Fall Semester 2013

4 Credits

Amity Wilczek

Disease has played a major role in shaping the course of human history. Despite major advances in disease prevention and treatment in the last century, the Global Health Council estimates that 15 million deaths each year are caused by infectious disease. In this course, we will explore how the biology of infectious diseases affects disease transmission and treatment. We will also discuss how knowledge of disease biology influences public health decisions. What has driven the success – and failure – of public health efforts to contain or eradicate infectious agents? To what degree are successful disease control strategies influenced by ecological processes of the disease organisms, and how much by human behavior? How do treatment and prevention strategies for individuals differ from those concerned with populations as a whole, and why? How do animal reservoirs and vectors influence disease epidemics? While focusing on a suite of human diseases caused by viruses, bacteria and protozoa, we will cover basic principles of epidemiology, biology of micro-organisms, immune system function, vaccination strategies, and treatment approaches. Our readings will be drawn from contemporary and historical sources, including many selections from the primary scientific literature. We will also read contemporary accounts that document the challenges faced by public health workers.

Euclid from a Modern Perspective

Spring Semester 2014

4 Credits

Kenneth Cardwell

Demonstration of propositions in the first six books of Euclid's *Elements*. In Book V, those propositions of most use in Book VI. Selected propositions in Books XI, XII, and XIII. Topics: the place of diagrams in the proofs; the status of geometrical objects; the completeness of Euclid's axioms; betweenness and continuity; Descartes' transformation of geometry; modern axiomatizations; and John Mumma's *Eu*.

Students will be called on at random to demonstrate at the board select propositions from Euclid's *Elements*. We will write two short papers in Term 4 and one longer paper in Term 5. Grades will reflect soundness of preparation, clarity of demonstration, astuteness and aptness of interventions, and for papers, depth of insight.

Introduction to Geology and Geologic Problems (Geology)

Spring Semester 2014

4 Credits (with 2 Credit option)

Erin Shea

This course introduces students to the scientific discipline of geology through a combination of lectures, readings, and field experiences. Lectures and reading prepare students for weekly field trips to interact with local geology, allowing them to better visualize and contextualize geologic concepts, one of the most difficult aspects of the field. Readings will be drawn both from an introductory textbook as well as from the primary literature of scientific papers spanning the last 50 years. Student participation during lecture is encouraged and expected, and students are expected to provide weekly written responses to assigned scientific papers as well as a final term report on a topic of their choosing. Students will also be expected to present on topics during our two longer field trips (Owens Valley and Death Valley) as well as on a topic of their choosing for their final term report.

Experimental Field Ecology (Biology, Ecology, Quantitative Reasoning)

Interim Summer Term 2014

2 credits (with 3 and 4 Credit options)

Amity Wilczek

Every landscape is rich with information about the lifestyles and experiences of the organisms it contains. Why are some landscapes dominated by grasses while others are populated by trees? What can we deduce about the soil and grazing history of an area from the structure of the local plant community? Knowledge of ecology, the scientific discipline that studies interactions between organisms and the environment, can help us interpret our surroundings and provide a novel perspective on what we encounter.

This course will introduce basic ecological principles and experimental techniques through background readings and investigations in the field. We will focus on understanding the processes that dominate the many and varied natural systems in our area. For instance, we will examine the challenges posed by desert and alpine environments, and we will learn to recognize plant and animal adaptations that facilitate survival in these harsh habitats.

Carrying out scientific investigation is perhaps the best way to grasp the scientific process and the dynamic nature of scientific understanding. As such, the main body of this course will take the form of weekly, targeted investigations (some involving visiting scientists) in the valley and surrounding areas. All class members will participate in all projects, but each pair of students will assume responsibility for a deeper investigation of one of the project study systems or of a study system of their own choice. Each student project will culminate in some community-accessible product (e.g., a field guide, a demonstration, a field installation, an illustrated report).

3 and 4 credit options: These provide an opportunity to spend more independent time on ecological exploration, observation and experimentation. The three credit option will require a time investment of an additional 3-4 hours per week of research, implementation and/or analysis. The four credit option corresponds to a weekly investment of 7-8 hours. In each case, a substantial part of the effort should go towards the final project.

Visual Communication of Complex Information (Statistics, Data Analysis, Graphic Design)

Fall Semester 2014

4 Credits

Michele Lanan

No matter what field you work in, you are likely to face the challenge of effectively describing and presenting complicated information to others. This course will explore the question of how to distill complex information into a visual format. We will consider how to plan out data collection in a way that can yield results that are easy to present simply, and we will consider how the intended audience may affect our choices in presentation style. The course will cover biological illustration, experimental design, data collection, basic statistical analysis, graphical representation techniques for different types of data, and graphic design/production including the basics of raster vs. vector files, image and color encoding (basics of Corel, Illustrator, Excel, and Photoshop). We will examine and critique a large assortment of pictures, figures, and info-graphics from a variety of scientific fields, as well as from a variety of different types of publications. Students will create a large number of projects, including small projects, group projects, and individual final projects. For the final and group project students will collect their own data set and create beautiful info-graphics describing some aspect of life at Deep Springs. We will present our work to the Deep Springs community in a final show.

Texts include: *The Best American Infographics 2013* (Cook and Byrne), *Field Notes on Science & Nature* (edited by Canfield), *The Visual Display of Quantitative Information* (Tufte), *Envisioning Information* (Tufte), *The Best American Infographics 2014* (Cook and Silver), *Vision and Art: The Biology of Seeing* (Livingstone), various examples from scientific literature, books, films, and print media.

Eusociality and the Superorganism (Biology, Ecology, Complex Systems)

Fall Semester 2014

4 Credits

Michele Lanan

This course will explore the evolution, ecology, and collective behavior of eusocial animal societies (superorganisms). Eusociality is the most complex form of animal societies, with division of reproductive labor (and often other labor), overlapping generations, and collective offspring care. Just as the collective activity of numerous comparatively simple brain cells working together leads to complex action at the level of the brain, collective behavior of individual animals interacting in a eusocial colony leads to an amazing array of complex behaviors despite the lack of a centralized, top-down organizing force. We will read scientific literature and look for commonalities among eusocial organisms including bees, wasps, ants, termites, naked mole rats, and gall aphids. Throughout the course we will search for parallels between the behavior of these societies, other collective systems such as neural networks, and human society. We will discuss primary and secondary literature, learn about differential equation, Monte Carlo, and cellular automata modeling of collective behavior, and explore the role of relatedness in the evolution of altruism. In addition, students will participate in experimental inquiry throughout the course in the form of lab activities with ants and bees, a group experimental project to determine the extent of a polydomous ant supercolony on campus, and zinc casting of underground ant nest architecture. As a final project, students will conduct their own experimental exploration of collective behavior using an ant colony that they capture and rear in the lab. **Texts include:** numerous scientific papers, *Honeybee Democracy* (Thomas Seeley), *Ants at Work: How an Insect Society is Organized* (Deborah Gordon), *Self-Organization in Biological Systems* (Scott Camazine et al.), *The Superorganism: The Beauty, Elegance, and Strangeness of Insect Societies* (Bert Holldobler and E. O. Wilson), *The Selfish Gene* (Richard Dawkins).

Visual Thinking/Visual Modeling (Computer Science, Quantitative Reasoning)

Spring Semester 2015

4 Credits

James Clayson

This course introduces computing skills and computer modeling in a non-traditional way. We will build computational environments using a subset of the Python computer language to document and extend how we look at things and how we think and feel about looking. We will learn Python and procedure writing style not from textbooks but as we model a variety of areas: placement of simple geometrical objects to illicit emotions; color theory; tile design languages; emergence of non-predictable multiple patterns; simulation of themes found in famous works of art; morphing one object into another; design of artificial life forms; exploration of alternative spatial systems; visual data analysis; concrete poetry and real and imaginary personal spaces.

Any kind of computer modeling requires a variety of different skills and visual modeling is no exception. Because we will be looking at physical things as well as looking at ourselves in the act of looking we will need drawing, design, writing and speaking skills along with computational ones. We will also need to construct and animate learning spaces that will facilitate designing, testing and talking about computational tools.

I believe that the best text for this kind of class is the one that the learner writes for himself. I've written a text for this class based on my own explorations in visual modeling. My *text/journal* includes enough Python bits and pieces to get you programming immediately. I include a series of computational tasks that will encourage you to learn more Python in context. I've done some of these tasks to illustrate my approach and style, former students have done some in their ways and other tasks are for you to try. Some tasks are easy and some hard; some are very structured and others open-ended. I always include code and examples of the use of code and heuristics for structuring and exploring problems.

Logic (Logic, Philosophy, Mathematics)

Spring Semester 2015

4 Credits

Jennifer Smith

This course is a general introduction to logic, with a focus on three main goals. First, students will become familiar with a standard formal language for propositional and predicate logic, writing and interpreting logical formulae and eventually graduating to the construction of deductive proofs. Second, we will investigate the philosophy of logic, reading and discussing texts that grapple with problems in the encounter between formal logic and broader philosophical questions. Finally, we will consider a range of alternatives or extensions to classical formal logic, including multi-valued and modal logics, inductive logic, and the informal logic contained in ordinary language, not rule-governed symbols. This course will adopt what is referred to as a “flipped” classroom: I will not prepare lectures to present new material; instead, we will all read and solve problems outside of class and use the class time collaboratively to demonstrate, reinforce, and reflect on the skills embodied in the problems. Students should expect to play an active role in determining the pacing and content of the course as we proceed, as well as in leading individual class sessions.

Texts include: Henle, Garfield, & Tymoczko, *Sweet Reason: A Field Guide to Modern Logic* (second edition); Douglas Hofstadter, *Gödel, Escher, Bach*; and articles by philosophers and logicians including Lewis Carroll, H.P. Grice, Susan Haack, Gilbert Harman, Penelope Maddy, Gilbert Ryle, W.V.O. Quine, R.M. Sainsbury, Richard Taylor, and J.F. Thomson.

Chemistry of Food (Chemistry, Molecular Biology, Nutrition)

Spring Semester 2015

4 Credits

Michele Lanan

Like all life on earth, your body is composed of molecules. Your metabolism, growth, and behavior are made possible through countless chemical reactions. Many people are most aware of the chemical nature of their body in relation to the preparation and consumption of food, as they consider the health effects of different food choices. In this course we will explore the chemistry of food, and by extension, the chemistry of ourselves. Over the semester we will learn much of the biochemical knowledge that would be covered in an introductory molecular and cellular biology course, and a subset of the knowledge covered in introductory and organic chemistry courses (excluding molecules and processes that do not commonly occur in food or organisms), using tangible culinary examples and weekly lab activities. Topics discussed include properties of water, charged and uncharged molecules, hydrogen bonds, solvents, solutes, pH, the electromagnetic spectrum and color, buffers, electronegativity, ions, osmosis and diffusion, membranes, plant and animal cells, function and anatomy of musculoskeletal tissues, heat and temperature, redox, molecular functional groups, basic reaction mechanisms, lipids, sugars, starches, proteins and protein folding, caramelization, the Maillard reaction, metabolic pathways, glycolysis, the citric acid cycle, fermentation, enzymes, nutrition, and mechanisms of chemosensory perception. Students should leave this course with an understanding of how key concepts in chemistry, biochemistry, and molecular biology apply to the preparation of food and to human health. No previous biology or chemistry courses are required for students to succeed in this class, but students with substantial previous chemistry experience are encouraged to go above and beyond the minimum expectations for labs and projects.

Texts include: Various scientific papers, *Campbell Biology* 9th Edition Unit 1 The Chemistry of Life and Unit 2 The Cell (Reece et al.), *The Science of Good Cooking* (Cook's Illustrated), *What Einstein Told his Cook 2* (Wolke), *Wild Fermentation* (Katz and Fallon) and *Cookwise* (Corriher), *The Dynamics of Heat* (Fuchs), *Organic Chemistry 6th Ed.* (Wade).

Vertebrates of the Valley (Biology, Ecology)

Spring Semester 2015

5 Credits

Michele Lanan and Amity Wilczek

In the Deep Springs community, we are surrounded by both wild and domestic animals, but we rarely pause to consider what their behavior and morphology can tell us about their evolutionary and ecological history. In this course we will build a picture of how animals (particularly vertebrates) are put together and function in the environment, and we will explore what can be learned about an animal's lifestyle from its physical characteristics. Through a combination of readings, field observations and hands on exercises, we will explore how morphology, physiology and locomotion interact with and react to different animal lifestyles through the action of natural selection. In this comparative context, we will discuss physiological adaptations for feeding, moving, seeing, digesting, excreting, and breathing. What can you tell about the general locomotory strategy of an animal (sprinter, leaper, sit-and-wait predator, long distance runner) from the joints in its legs? We will learn how vertebrate body plans reflect our shared evolutionary history, and also does this lead to constraints in how vertebrates adapt to the many habitats in which they dwell? We will examine how evolution has variously altered the basic vertebrate body plan to function in the many different environments that vertebrate species inhabit, and also how different groups of vertebrates have simultaneously solved similar ecological problems with diverse tools and strategies.

Growing Food (Biology, Environmental Science)

Interim Summer Term 2015

2 Credits

Amity Wilczek

What are the challenges in growing food sustainably and for a growing population? How do considerations of sustainability change as we move from local food production in an arid environment to industrial-scale food production in “breadbasket” areas? We will gain a broad historical overview of agricultural and food systems before discussing topics of current global concern such as agricultural technology, designer crops, soil health, greenhouse gas emissions, animal vs. vegetable calories, and the conservation of agricultural heritage systems. We will pay special attention to current and historical land use in our local area, including cultivation and collection practices of the Paiute as well as the sustainability of modern alfalfa and pasture operations. Throughout the course, students will be involved in “trialing” different vegetable varieties in the garden. Texts for this course will include *Feeding the Ten Billion* by Evans, *One Billion Hungry* by Conway, and *Growing Food in a Hotter, Drier Land* by Nabhan.

Animal Behavior (Biology, Behavior)

Fall Semester 2015

4 Credits

Michele Lanan

What do we know about what happens in the animal mind? Why do animals behave the way they do? Our goal will be to examine animal behavior from multiple perspectives, using Tinbergen’s four questions (proximate, ultimate, phylogenetic/developmental, and mechanistic explanations of behavior) to frame our inquiry. We will consider how scientists test hypotheses about animal behavior and also discuss limitations of the scientific method for answering certain types of questions, for instance regarding consciousness. The course will delve a bit into neuroscience and cognitive science and explore the interface between science and philosophy on questions of sentience and the animal mind. We will also consider the evolution of behavioral traits particular to humans, and ask what we can learn by studying our close primate relatives the chimpanzees and bonobos.

The course will be organized around key concepts in animal behavior and behavioral ecology, with discussion of readings both from textbooks and articles from the primary scientific literature. Throughout the course we will be conducting our own studies of animal behavior, using animals around the valley. For example, we can examine social hierarchies in the horses and chickens, territoriality and sexual displays in lizards, tradeoffs in foraging behavior in ravens, group defense in cows, and hunting behavior of coyotes. We will ask: What can the scientific method tell us about the animal mind? What are the limitations of science for the kinds of questions we want to ask, and can interdisciplinary synthesis (e.g. drawing from philosophy, linguistics, anthropology, neuroscience, artificial intelligence, or psychology) broaden our understanding? What can the study of animal behavior tell us about ourselves? **Required texts:** *Animal Behavior 9th ed.* By John Alcock, *Our Inner Ape* by Frans De Waal.

Complex Systems (Biology, Physics, Computer Science)

Fall Semester 2015

4 Credits

Michele Lanan

This course will explore the mechanisms behind pattern formation in nature, particularly the collective behavior of complex systems. Complex systems are not centrally directed, with numerous interacting parts influencing the behavior of the system as a whole. Emergent properties that arise from these interactions can be difficult or impossible to predict using a reductionist approach, yet knowing why these systems behave the way they do is critical for understanding everything from the weather and climate to massive power outages and cascading failures in economies.

Our goals will be to identify, learn about, and find parallels and contrasts among a diverse selection of complex systems, to explore how emergent properties arise in different types of complex systems, and to identify common mechanisms at work, to ask how we could apply our discoveries about the behavior of natural complex systems to current technological and societal challenges, and to identify interesting unanswered questions about complex systems.

The course will begin with an overview of topics in complex systems science including mathematical and simulation modeling, fractals, self-assembly, linear and non-linear systems, chaos theory, information and computation, evolution and genetic algorithms, cellular automata, networks, synchronization in oscillators, cascading failures, communication, transmission, and search in networks, game theory, and neural networks. Later in the course each student will have the opportunity to explore a particular topic in more depth through an independent project and presentation. Throughout the course we will discuss the readings and key concepts and engage in hands-on experimentation using agent-based computer simulations. A field trip to the fossilized swamp north of Dyer, Nevada (“the Sump”) will provide an opportunity to investigate various self-organized and fractal patterns in nature.

Texts include: The book trio *Shapes, Trees, and Waves* by Philip Ball, *Complexity, A Guided Tour* by Melanie Mitchell, *Sync, How Order Emerges from Chaos in The Universe, Nature, and Daily Life* by Steven Strogatz, *Six Degrees, the Science of a Connected Age* by Duncan J. Watts, *An Introduction to Agent-Based Modeling* by Wilensky and Rand, selections from *Critical Transitions in Nature and Society* by Marten Scheffer, *Game Theory: a Nontechnical Introduction* by Davis, *Complex Adaptive Systems, Computational Models of Social Life* by Miller and Page, *Godel Escher Bach*, by Hofstadter, and numerous articles and scientific papers.

History and Future of Infectious Disease (Biology, Epidemiology, Public Health)

Fall Semester 2015

4 Credits

Amity Wilczek

Disease has played a major role in shaping the course of human history. Despite major advances in disease prevention and treatment in the last century, the Global Health Council estimates that 15 million deaths each year are caused by infectious disease. To date, public health approaches have been successful in eliminating only two major diseases, both caused by viruses and only one found in humans; small pox was eradicated in the wild in 1979, and the cattle disease rinderpest was declared extinct in 2011. Enormous efforts in the middle part of the 20th century to eradicate malaria proved unsuccessful and were abandoned by 1970; malaria continues to be a major source of mortality and morbidity in developing countries.

In this course, we will explore how the biology of diseases affects transmission and treatment. We will also discuss how knowledge of disease biology influences public health decisions. What has driven the success – and failure – of these public health efforts? How is success driven by ecological processes of the disease organisms, and how much by human behavior? How do scientists collect and employ data to model disease dynamics, and how have these studies affected public health efforts?

To sum up in a single sentence, this course has the following objective: To acquire a basic knowledge of the ways in which disease biology affects disease transmission and treatment, and to explore how this interplay in turn influences public health decisions.

Cognitive Science (Biology, Cognitive Science, Neuroscience)

Spring Semester 2016

4 Credits

Michele Lanan

Cognitive Science is the interdisciplinary study of how the mind works, drawing from a number of fields including Psychology, Neuroscience, Anthropology, Philosophy, Linguistics, and Complex Systems. How do we store information and memories? How is sensory input processed, and how does the mind prioritize and respond to important information while disregarding overwhelming amounts of noise? What do we know about the mechanics of problem-solving, decision-making, and reasoning skills? What are emotions and how are they processed in the brain? How does the brain differ between humans based on age, gender, or experience, and how does the human brain compare to various animal brains? How is language processed? What effect do hormones and pharmaceuticals have on the brain? What do we know about the neurological basis of diseases like depression and schizophrenia, and what questions about the brain are being tackled in the hopes of developing better treatments? What are the big unsolved scientific questions about the mind, and how are scientists today tackling them? In this course we will investigate what scientific inquiry can tell us about the brain, tracing the history of Cognitive Science and the groundbreaking experiments and techniques that have led to our current understanding. We will take a mechanistic approach to understanding how the brain works, with the goal of gaining insight into difficult questions such as the nature of consciousness.

Natural History of the Deep Springs Valley (Biology, Geology, Archaeology)

Spring Semester 2016

4 Credits

Michele Lanan

Science is a system for asking and answering questions about the world. Curiosity and observation are essential for this endeavor, providing the information necessary to formulate good questions. Even the most intricately planned experiments can prove meaningless if the experimenter lacks a deep understanding of the study subject, overlooks crucial natural history details, or fails to notice their own preexisting biases and assumptions. How do scientists develop the observational skills necessary for a deep and nuanced understanding of the system they wish to study?

Natural History is the study of organisms and their environment- often an observational endeavor, the study of natural history is about developing a deep sense of place. In this course, we will seek to develop our understanding and appreciation of our unique and beautiful home, the Deep Springs valley and surrounding areas. Each week we will visit a different location, exploring, hiking, observing, and asking questions. We will seek to develop our sense of connection to place and our appreciation of the geological, environmental, biological, and anthropological processes that have shaped the features we observe.

This class is about the convergence between being a writer, being a scientist, and being a human animal experiencing the environment. First and foremost, we will develop and hone our observation skills, as these skills are key for being both an effective scientist and an effective writer. This is a writing intensive course, and our observations and experiences will serve as a rich source of material to hone our writing skills. We will explore a wide variety of modes of writing, with the goal of communicating our knowledge of and appreciation for the valley to a broad audience. Readings will include a variety of examples of different types of natural history writing, as well as various sources relevant to the locations we visit and the questions we ask. We will frequently pair examples of literary natural history writing with peer reviewed scientific work, and will endeavor to examine work from different time periods and with different intended audiences.

Quantitative Reasoning in Science: Designing and Evaluating Research (Statistics, Computer Programming, Experimental Design)

Spring Semester 2016

4 Credits

Amity Wilczek

New scientific evidence appears every day in scholarly journals and the popular press, but how do scientists decide whether reported results are valid? How do journalists? Through this course, students will learn how

to use quantitative reasoning to evaluate – and question – scientific results. Most interesting questions are asked in complex or interacting systems...how do we distinguish signal from noise, and how do we know which we are looking at? Motivating our discussion of assumptions and implementations of several statistical techniques, always, will be the general question: What does it mean to declare a result with certainty?

The primary objective of this course is to provide students with the tools needed to carry out their own analyses and to assess published analyses of quantitative data. We will work extensively with the open source, cross-platform statistical language R. The major texts for this course are *The Analysis of Biological Data*. We will draw on several online R resources (see <https://sites.google.com/a/deepsprings.edu/qrtoolbox/links>). Additional readings and examples are drawn from the current primary and popular scientific literature. This is an intensive course with problem sets and a major final project, subject to both instructor and peer (classmate) review.

ARTS

Painting and Drawing - A Seminar in Vision (Studio Art, Art History)

Fall Semester 2006

4 Credits

David Brewster

Emphasis is placed on coherent expression based largely on the quality of seeing. Individual vision is cultivated and refined by rigorous contact with nature and a deepening personal connection with the sense of place, people, animals, objects, landscape, manual labor, and learning, which are unique to campus life. Though an intimate knowledge of nature is critical to the development of artistic clarity it should not be misunderstood as merely a model for static and exacting renderings. More importantly, it is a fundamental reminder that we, too, are nature. When we are challenged to wrestle with her reactive beauty it is also within ourselves that we must delve to obtain a sense of order, or in the case of unifying works of art, a visual authority. Students begin to create their vision through rigorous drawing direct from life, both figurative and landscape. Materials used to include vine charcoal, graphite, pastel and sepia ink. Painting will emerge naturally as it is experienced as drawing with a brush (materials: oil-based paint in three primary colors). A command of tone and value is established over a gradual experience of mixing color and through the use of the rich and varied color tonalities of distinctive, limited palettes. As the semester progresses, students unleash a complete vision with understanding and respect for the potential of a full palette of color.

Observational Drawing (Studio Art)

Interim Summer Term 2009

2 Credits

Anna Hepler

This is a basic drawing course that investigates the primary process of translating retinal impressions to a 2D surface. We explore different qualities of mark-making using blind contour, negative space, gesture, value and texture, and explore a range of materials such as charcoal, ink, and acrylic. Also integrated into this course is the construction of models, both from wire and cardboard, from which we begin to understand the physical structure of things, and also draw. By drawing movement, changing the scale of our drawings, and inviting random interventions into the drawing process, we short-circuit the rote ways in which we are programmed to make things. The world is truly abstract once we remove our learned responses to things. Observational Drawing is based on this premise.

Iconography of Renaissance and Baroque Art (Art History)

Spring Semester 2009

4 Credits

Justin Kim

This course explores the evolution of painting, sculpture and architecture from roughly 1200 – 1650 AD – through the periods generally known as High Gothic, Proto-Renaissance, High Renaissance, Mannerism and Baroque. Using art historical texts, art criticism and reproductions of works of art, students will examine the dominant subjects, modes and manner of expression for each period. Reproductions will be examined for evidence of the evolving relationship between God and man as well as man's concept of free will. As students gain familiarity with these terms, they will be asked to relate periods to one-another – comparing different representations of the same subject or story. Students will be responsible for writing and submitting prompts before each class. There will be two 5 page papers and a final project involving the creation of an image in two distinct styles. There will also be a field trip to Los Angeles to visit the Getty collection and the Norton Simon Museum.

Painting (Studio Art)

Fall Semester 2007, 2008, 2009, 2013, 2015

4 Credits

Justin Kim

An introductory painting course – students are given a thorough background in fundamental technical skills and formal issues, then build on these skills while exploring a range of subjects including the figure, still life, landscape, portrait, narrative, memory and abstraction. Class assignments emphasize an awareness of “process” – how you go about solving problems / making a picture – and what it says about you: your strengths and weaknesses, what you like and dislike, what interests you, etc. Individual and group critiques of students’ work will be held regularly. Students will use this information to inform other assignments, culminating in individual bodies of work to be designed and executed at the end of the semester. Subjects to be explored: the figure, portrait, self-portrait, interior, landscape, still-life, narrative, memory, imagination, non-representational abstraction. There may be a brief field trip to Los Angeles to view collections at the Norton Simon and LA County Museums. Weekly homework assignments will average 6-8 hours per week.

Music Theory and Composition (Music, Studio Art)

Spring Semester 2011

4 Credits

Advisor: Dick Dawson

This class provides a multifaceted introduction to the related musical disciplines of theory, ear-training, and composition, suitable for experienced musicians with minimal to intermediate theoretical training. In addition to exercises and composition assignments, basic piano instruction throughout the course will ground theory in practice and improvisation. **Texts:** Theory and composition texts will include Jamini's *Harmony and Composition*, Piston's *Harmony*, and Gorow's *Hearing and Writing Music*. Ear-training exercises will include Bona's "Complete Method for Rhythmical Articulation," Danhauser's "Solfège des Solféges," and Starer's "Rhythmic Training." Piano repertoire will include Bartók's "Mikrokosmos," J. S. Bach's "Clavier-Büchlein für Wilhelm Friedemann Bach," and the Bach chorales.

Acting Workshop (Theater Arts & Performance, Drama)

Interim Summer Term 2011

2 Credits

Charles Grimes

An introduction to acting, quickly defined for this occasion as “behaving truthfully in imagined circumstances,” this course will emphasize developing the actor’s instrument and instilling fundamental skills and techniques of acting as rooted in the Method. The course will make the student a more informed and perhaps empathetic observer of the acting experience. The course will also introduce the student to the rehearsal process culminating in a final performed scene. The class will ask the student to do physical, vocal, and theatre exercises and to work helpfully as a member of an ensemble. There will be at least a brief excursus into questions of acting theory and the ongoing debate over the Method and its successors and their roles in American acting and actor training. Topics and activities will include: character analysis; scene and play analysis; basic vocabulary of Method acting; principles of relaxation, bodily alignment, breathing and speaking for actors; theatre games and ensemble exercises; stage movements; and rehearsal techniques. **Texts include:** *Acting One* by Robert Cohen and *Audition* by Michael Shurtleff (in any edition). *An Actor Rehearses* is available for the Reserve Shelf.

Beginning Drawing (Studio Art)

Interim Summer Term 2012

2 Credits

Anna Hepler

This is a basic drawing course that investigates the primary process of translating retinal impressions to a 2D

surface. We explore different qualities of mark-making using blind contour, contour, negative space, gesture, value and texture, and explore a range of materials such as charcoal, ink, and acrylic. Also integrated into this course is the construction of models, both from wire and cardboard, from which we begin to understand the physical structure of things in order to draw more clearly. By drawing movement (such as human models), changing the scale of our drawings, and inviting random interventions into the drawing process, we short-circuit the rote ways in which we are programmed to make things. The world is truly abstract once we remove our learned responses to things – Beginning Drawing is based on this premise. **Texts include:** Lawrence Wechsler, *Seeing is Forgetting the Name of the Thing One Sees*; Lawrence Wechsler, *True to Life*; David Hockney, *Secret Knowledge*.

Photography: An Introduction Through Analog (“non-digital”) Practice (Studio Art, Photography & Film)

Spring Semester 2013

4 credits

Robert Tyson

In this course the student will give his attention to the visual through the process of making photographs using the 35mm and other camera formats and the concrete materials of film, darkroom chemistry, and photographic printing papers. The central purposes of the course may be characterized as:

- Mastery of the physical craft of analog camerawork and darkroom processes.
- Becoming acquainted with at least some historic or “canonical” photographs, and with artistically influential works in other media.
- Appreciation for one’s artistic influences and sources.
- Achievement of greater personal expressive power.

Throughout all phases of this course the instructor will return students’ attention to the visual, and to the concrete, tangible presence of the photograph. Despite or in addition to a deep respect for critical and philosophical discourse around artistic practice, the strong emphasis and prejudice in the arena of this course will remain as focus on what is seen, both as one moves in the world *with the camera*, and, more importantly still, as one arrives, prints in hand, to the moment of critical discussion and exhibition of one’s realized expressive work.

Music People Places (Music)

Interim Summer Semester 2013, 2015

2 Credits

James Falzone

An investigation into the essence, practice, and cultural repercussions of music. We will start by asking essential questions, building up from pure sound (and silence) to theoretical concepts of rhythm, pitch, and form. We will employ a non-sequential, genre-bending, multi-disciplinary, and global perspective in our study and use specific case studies from Western and non-Western traditions to help us understand how people and place affect music and our perceptions of it. Students will be asked to question assumptions they have about music and deconstruct what they believe they already know and enjoy. Equal emphasis will be put on the musicological and the performative and students will be asked to participate in both research and applied music making culminating in original compositions and research. **Core Text:** *On Music* by Theodore Gracyk. **Additional Readings Drawn From:** *Thinking Musically*, *The Rest Is Noise*, *Music, The Brain*, and *Ecstasy*, *Boethius’ Fundamentals of Music*.

Weimar Cinema (Photography & Film, History)

Fall Semester 2014

4 Credits

Brían Hanrahan

This course offers a comprehensive introduction to the cinema of the Weimar Republic in Germany. We will study a total of approximately 25 films, including works by key directors including Fritz Lang, Ernst Lubitsch, F.W. Murnau, G.W. Papst and Walter Ruttmann. We will closely analyze individual films, while also discussing the broader historical context and addressing methodological questions which arise when we attempt to think about and write film history. Writing about film will play a key role – students will submit a number of “short thoughts” (early reactions and inchoate thinking), as well as formal exercises in scene analysis, in general essay-writing (in response to set essay prompts) and, in conclusion, will develop and complete a final project of their own choosing. Films studied include: “The Cabinet of Dr. Caligari,” “Nosferatu,” “M,” “Pandora’s Box” and “Triumph of the Will.” As well as readings directly addressing the material viewed, we will also read short, more general pieces on film theory and history.

TECHNICAL SKILLS

Culinary Arts (Culinary Arts)

Fall Semester 2006

2 Credits

Tom Hudgens

The course aims to develop the skill of close attention in all kitchen endeavors, especially in the following areas: knife work, temperatures, stovetop cookery, salting/seasoning, roasting, and baking. Through demonstrations, recipes, talks, and hands-on meal preparation, the coursework will emphasize balance and variety in menu planning and knowledge of ingredients and their properties. Tom will emphasize balance of speed and thoroughness in performing kitchen tasks, overall kitchen safety and hygiene, and maintenance of cleanliness and organization during meal preparation. In addition to 2 meetings during the week for discussion, menu planning, cooking demonstrations and presentations, students will be responsible for cooking the weekend meals, and individual cooking assignments to be completed after-hours in the boarding house.

Introduction to Automotive Technology (Auto Mechanics)

Fall Semester 2010, Spring Semester 2011, Fall Semester 2011, Fall Semester 2012, Fall Semester 2013, Spring Semester 2014, Spring Semester 2015, Spring Semester 2016

1-4 Credits

Padraic MacLeish

This course will introduce students to the basic concepts needed to perform basic repairs and maintenance on a wide range of automobiles. The course will begin with proper safety precautions, use of hand and powered tools, and use of fasteners and materials. Systems that will be discussed include suspension and brakes, transmission, drivetrain, four wheel and all-wheel drive, engine and fuel delivery, and electrical systems. With each system, we will study both old and new technology and use diagnostic and repair methods that are practical for a home mechanic. Basic concepts in physics will be explained as they apply to each system including mechanics, fluid flow, and electricity. The class will meet once each week for a 1.5 hour lecture/discussion. Each week a reading will be assigned covering material for the next class. After each classroom session, students will be assigned a graded lab to be completed independently during the week. Labs will be set up and available at the shop all week, should take approximately 1 to 1.5 hours, and assistance completing the work will be available as my time permits. Students will have an opportunity to perform lab work on ranch equipment or on their own vehicles as they prefer. In addition to labs, students will be graded on a practical midterm and written and practical final exams. Standards for performance on labs and exams will be clearly articulated beforehand. Students will be responsible for a relatively short reading and for taking the time to thoroughly understand the ideas presented in the labs. It is my hope that students completing this class will feel comfortable performing all basic maintenance on an automobile and will understand the concepts behind and basic forms of the systems that make a vehicle start, go, and stop.

Ranch Horsemanship (Horsemanship)

Interim Summer Term 2012, Fall Semester 2014, Fall Semester 2015

2 Credits

Janice Hunter

This class is designed as an intensive practical introduction to skills associated with ranch work. This course is intended to give students a grounding for work environments outside of Deep Springs as well as to offer an opportunity for serious study of a physical subject. The learning structure of this class is flexible but is based on application--one to four hours of practice each day as well as inclusion on whatever projects come up at the lower ranch. Instruction is a combination of subject-specific manuals and oversight by the Ranch Manager. The course overview names general areas of study with the expectation that some will receive more attention and others less, depending on the work that goes on at the Lower Ranch and on the availability of

the Ranch Manager. These areas include packing, shoeing, roping, reining. Work has also included sorting and general cow driving and management. Assessment is ongoing, by the Ranch Manager.

PUBLIC SPEAKING

Public Speaking

Fall & Spring Semesters 2006-2016

2 Credits

Justin Kim, David Neidorf, Leslie Smith, Katie Peterson, Padraic MacLeish, Kenneth Cardwell, Jennifer Rapp, Amity Wilczek, Joel Alden Schlosser, Thomas Miller, Ross Peterson

Public Speaking is one of two courses required for students at Deep Springs College and a vital part of an education dedicated to service. Across each semester, each student will give three speeches of a length not to exceed eight minutes at a weekly gathering of students and community members. Speeches will be graded on form, content, and delivery. Speech assignments vary by semester. As an example, from Fall 2008: "While speeches can take different forms, each student is asked to give at least one speech on some issue related to life at Deep Springs, and one speech that falls into the category of a "defense" speech, requiring the speaker to defend something under attack." Content can range from political discourse to personal contemplation but should be original and specific. Delivery and speaking style should at all times recognize that public speaking is directed towards an audience, and therefore an inherently generous activity that necessitates clarity, lucidity, and appropriate dynamism.

INDEPENDENT/DIRECTED STUDY

The American West: Exploration and the Environment (History, Environmental Studies)

Fall Semester 2006

2 Credits

Advisor: F. Ross Peterson

Kafka (Literature & Poetry)

Interim Summer Term 2006

2 credits

Advisor: Katie Peterson

Electricity and Magnetism (Physics)

Spring Semester 2007

4 Credits

Advisor: Sabrina Feldman

Intermediate Greek: The Odyssey (Language, Classics)

Spring Semester 2007

2 Credits

Advisor: Matthew Fox

ADHD: An Examination (Psychology)

Fall Semester 2009

3 Credits

Advisor: Frances Chen

Adam Smith: Ethics of Liberalism (Political Science)

Fall Semester 2009

4 Credits

Advisor: David Neidorf

Ferdinand de Saussure's *Course in General Linguistics* (Language)

Fall Semester 2009

2 Credits

Advisor: Stefan Sperling

Forms of Narrative (Writing)

Fall Semester 2009

4 Credits

Advisor: Zack Sitter

Readings in the Philosophy of Language (Language, Philosophy)

Fall Semester 2009

2 Credits

Advisor: Stefan Sperling

German Critique of Modernity (Philosophy)

Fall Semester 2009

4 Credits

Advisor: Stefan Sperling

Kant's Critique of Pure Reason (Philosophy)

Spring Semester 2010

2 Credits

Advisor: David Neidorf

Music Theory (Music, Studio Art)

Spring Semester 2010

4 Credits

Advisors: Dick Dawson & Bill Schuck

Dick Dawson offered 1 and 2 credit independent studies in introductory, intermediate, and advanced piano, as well as jazz vocals, cello, violin, harp, harmonica, composition, and jazz drums.

Byron Fry offered 1, 2, and 4 credit independent studies in introductory, intermediate, and advanced guitar, as well as intermediate electric bass and music theory and composition.

Contemporary American Poetry: Roethke, Winters, and the West Coast (Literature & Poetry)

Spring Semester 2010

2 Credits

Advisor: Jennifer Rapp

Classical Chinese Poetry: Poem, Translation, and Criticism (Literature & Poetry)

Spring Semester 2010

2 Credits

Advisor: Jennifer Rapp

James Joyce and the Intimate (Literature & Poetry)

Spring Semester 2010

4 Credits

Advisor: Jennifer Rapp

Metal Sculpture (Studio Art)

Fall Semester 2010

4 Credits

Advisor: Mark Dunn

Creative Writing and Wallace Stevens' Poetic Lineage (Literature & Poetry, Creative Writing)

Spring Semester 2011

4 Credits

Advisor: Jonathan Thirkield

Advanced Island Biogeography (Biology)

Spring Semester 2011

4 Credits

Advisor: Amity Wilczek

Plato (Philosophy)

Spring Semester 2011

4 Credits

Advisor(s): Jennifer Rapp, Joel Alden Schlosser

Homeric Vocabulary (Language, Classical Languages)

Spring Semester, 2011

1 Credit

Advisor: Kenneth Cardwell

Introductory Arabic (Language, Arabic)

Spring Semester 2011 & Interim Summer Term 2011

5 Credits

Advisor: Adnan Husain

Introductory French (Language, French)

Fall Semester 2011, Interim Summer Term 2011

2-4 Credits

Advisor: Kenneth Cardwell

Modeling of Plant Development (Biology, Computer Science)
Interim Summer Term 2011
2 Credits
Advisor: Amity Wilczek

Multivariable Calculus (Mathematics)
Fall Semester 2011
2 Credits
Advisor: Sam Laney

Arc Welding (Welding, Activity)
Fall Semester 2011
2 Credits
Advisor: Mark Dunn

Marx (Philosophy, Economics)
Term 3, 2011
2 Credits
Advisor: Joel Alden Schlosser

Ancient Greek Cosmology, Cosmogony, and Metaphysics (Philosophy, Creative Writing)
Fall Semester, 2011
2 Credits
Advisor: David Neidorf

Heidegger: Politics and Philosophy (Political Science, Philosophy)
Fall Semester, 2011
2 Credits
Advisors: Joel Schlosser

Directed Study in Attic Greek (Language)
Spring Semester 2012
5 Credits
Advisor: Brother Kenneth Cardwell

Independent Study in Geography (Social Science)
Spring Semester 2012
2 Credits
Advisor: Paul Starrs

Reading *The Second Sex* (Gender & Cultural Studies, Feminism)
Spring Semester 2012
4 Credits
Advisor: David Neidorf

Independent Study in Revolutionary Agrarian Thought (Environmental Studies, Economics)

Spring Semester 2012

4 Credits

Advisor: Brother Kenneth Cardwell

Martin Buber (Philosophy)

Spring Semester 2012

2 Credits

Advisor: David Neidorf

Independent Study in Spanish (Language, Spanish)

Summer Interim Term 2012

2 Credits

Advisor: Jonathan DeWeese

Attic Greek (Language)

Fall Semester 2012

2 Credits

Advisor: Kenneth Cardwell

Craftsmanship (Technical Skills, Social Science)

Spring Semester 2013

2 Credits

Advisor: Adam Nyborg

Calculus (Mathematics)

Spring Semester 2013

2 Credits

Advisor: Amity Walczek

Microscripts (Creative Writing)

Spring Semester 2013

2 Credits

Advisor: Brighde Mullins

Kant, Critique of Pure Reason (Philosophy)

Spring Semester 2013

2 Credits

Advisor: David Neidorf

Psychoanalysis (Psychology)

Interim Summer Term, 2013

2 Credits

Advisor: Frances Chen

Heuristics and Biases (Psychology)

Interim Summer Term, 2013

2 Credits

Advisor: Frances Chen

Dostoyevsky (Literature & Poetry)

Interim Summer Term, 2013

2 Credits

Advisor: David Neidorf

Music Composition (Music)

Interim Summer Term, 2013

2 Credits

Advisor: James Falzone

Writing Our World (English, Writing)

Fall Semester 2013

2 Credits

Advisor: Nathan Deuel

The Absurd, the Insane, and the All-Too-Real (English, Writing)

Fall Semester 2013

2 Credits

Advisor: Nathan Deuel

Homebrew: The Art and Science of Beer Brewing (Biochemistry, Culinary Arts)

Fall Semester 2013

2 Credits

Advisor: Amity Wilczek

The Writing Life (Writing)

Spring Semester 2014

2 Credits

Advisor: Joel Alden Schlosser

Introduction to Attic Greek (Language)

Spring Semester 2014

2 Credits

Advisor: Kenneth Cardwell

The Iliad (Literature & Poetry)

Spring Semester 2014

2 Credits

Advisor: David Neidorf

Food, Making, and Hunger for the Absolute (Culinary Arts)

Interim Summer Term 2014

2 Credits

Advisor: Donna Blagdan

Permaculture Design (Environmental Science, Biology)
Interim Summer Term 2014
2 Credits
Advisors: Amity Wilczek, Adam Nyborg

The Odyssey (Literature & Poetry)
Interim Summer Term 2014
2 Credits
Advisor: David Neidorf

History of the Israel-Palestine Conflict (History, Social Science)
Interim Summer Term 2014
2 Credits
Advisor: Graeme Wood

Intermediate Ancient Greek I (Language)
Fall Semester 2014
2 Credits
Advisor: Thomas Miller

Practice of Ecological Research (Environmental Science)
Fall Semester 2014
2 Credits
Advisor: Amity Wilczek

Investigating the Personal and Political: an Exploration of Feminism and Intersectionality (Gender & Cultural Studies)
Fall Semester 2014
2 Credits
Advisor: Katie Peterson

Heidegger's Being and Time (Philosophy)
Fall Semester 2014
2 Credits
Advisor: Thomas Miller

Engineering Sounds (Music, Electronics)
Fall Semester 2014
2 Credits
Advisor: Amity Wilczek

Bovine Paternity and DNA Analysis (Biology)
Spring Semester 2015
2 Credits
Advisors: Michele Lanan, Amity Wilczek, Janice Hunter

Intermediate Greek II (Language)
Spring Semester 2015
2 Credits
Advisor: Thomas Miller

Studio Art: Oil Painting (Studio Art)
Spring Semester 2015
2 Credits
Advisor: Michele Lanan

Leading a Creative Workshop (Social Science)
Spring Semester 2015
2 Credits
Advisor: Michele Lanan

Music Composition (Music)
Interim Summer Term 2015
2 Credits
Advisor: James Falzone

Confucian Philosophy (Philosophy)
Interim Summer Term 2015
1 Credit
Advisor: Michael Brownstein

Activist Lawyering: An Introduction by Immersion (Social Science)
Interim Summer Term 2015
2 Credits
Advisor: Jennifer Smith

Technical Writing (Writing)
Interim Summer Term 2015
2 Credits
Advisor: Amity Wilczek

Jazz Piano (Music)
Spring Semester 2016
2 Credits
Advisor: Dick Dawson

Irish Insurgency and the Spectre of Terrorism (History)
Spring Semester 2016
2 Credits
Advisor: Ross Peterson

Magical Realism in Latin American Literature (Literature & Poetry)
Spring Semester 2016
2 Credits

Advisor: David McNeill

Introduction to Sustainable Development (Environmental Science)

Spring Semester 2016

2 Credits

Advisor: Amity Wilczek

COURSES IN CHRONOLOGICAL ORDER, 2010 - 2016

Courses Offered, 2010-2011 Academic Year

(Independent Studies/Directed Studies are listed after Term 6 courses)

Term 1

Nature & Politics Seminar (Interdisciplinary: Philosophy/Political Theory/English) - Keally McBride, David Gutterman, James Martel, David Neidorf, John Zarobell

Terms 2 & 3

Note: This year Composition instruction was carried out in association with courses in the disciplines.

Voice of the Desert (Rhetoric/Composition) – Kenneth Cardwell

Tolstoy & Kafka (Literature/Composition) – Jennifer Rapp

Tragedy & Politics (Political Science/Philosophy/Classics/Social Science; and Composition) – Joel Alden Schlosser

Ethics Seminar: The Task of Seeing (Philosophy, 201) – Jennifer Rapp

Freedom & the State (Political Science/Philosophy, 201) – Joel Alden Schlosser

People & Plants (Natural/Life Science/Plant Biology/Ecology/Environmental Science) – Amity Wilczek

Introduction to Automotive Technology (Activity Course) –Padraic Macleish

War & Peace in the Congo (Political Science) – Dan Fahey

Quantitative Reasoning (Natural Science/Mathematics/Statistics) – Amity Wilczek

Painting (Fine Arts, 101) – Justin Kim

Piano (Music) – Dick Dawson

Public Speaking (Rhetoric) – David Neidorf, Padraic MacLeish

Terms 4 & 5

Introduction to New Testament Greek (Classical Languages) – Kenneth Cardwell

The Sonnet (Literature/Creative Writing) – Jonathan Thirkield

The Natural History of Islands (Natural Science/Biology/Evolution/Ecology) – Amity Wilczek

Ecology (Natural Science/Biology/Evolution/Ecology) – Amity Wilczek

Political Theory After Marx (Political Science/Philosophy) – Joel Alden Schlosser

Justice Among Nations in Thucydides and Herodotus (Political Science/ Philosophy/ Classics) – Joel Alden Schlosser

Feminism (Sociology) – David Neidorf

Sacred Sources & Religious Movement (Religious Studies) – Jennifer Rapp

The Senses, The Passions, & Being in the World (Philosophy) – Jennifer Rapp

Public Speaking (Rhetoric) – Padraic MacLeish, Kenneth Cardwell

Term 6

Acting Workshop (Theater Arts) – Charles Grimes

Anthropology (Anthropology) – Erik Mueggler

Islam & Social Science: The World & Thought of Ibn Khaldun (Middle Eastern History/Religion Studies/Islamic Studies/Historical Sociology) – Adnan Husain

Directed and Independent Study classes:

Directed Study in Creative Writing and Wallace Stevens' Poetic Lineage (Literature/Creative Writing)

Independent Study in Advanced Island Biogeography (Biology)

Independent Study in Auto Mechanics (Activity Course)

Independent Study in Homeric Vocabulary (Classical Languages)

Independent Study in Introductory Arabic (Arabic)
Independent Study in Introductory French (French)
Independent Study in Metal Sculpture (Studio Arts)
Independent Study in Music Theory & Composition (Music)
Independent Study in Plato's Republic (Philosophy)
Independent Study in Modeling of Plant Development (Biology/Computer Science)

Courses Offered, 2011-2012 Academic Year

(Independent Studies/Directed Studies are listed after Term 6 courses)

Term 1

Questions of Ethics: Genealogy of the Divine (Humanities) – David Arndt, Julie Park

Terms 2 & 3

Art and Politics in Twentieth-Century China (Art History, Asian Studies) – De-nin Lee
Differential Calculus (Mathematics) – Sam Laney
Hegel and the Politics of Recognition (Political Science, Philosophy) – Joel Alden Schlosser
History and Future of Infectious Disease (Biology, Evolution, Medicine, Public Health, Ecology) – Amity Wilczek
History of Geometrical Optics (History of Science, Philosophy of Science, Rhetoric of Science) – Brother Kenneth Cardwell
Introduction to Automotive Technology (Activity Course) – Padraic MacLeish
Liberalism and its Discontents (Political Science, Philosophy) – Joel Alden Schlosser
Literature Seminar: Imagined Women (Literature) – Jennifer Rapp
Mathematical Modeling of Populations (Mathematics, Applied Mathematics, Ecology) – Amity Wilczek
Plato Seminar (Philosophy) – Jennifer Rapp
Public Speaking (Rhetoric) – David Neidorf, Jennifer Rapp

Terms 4 & 5

Comparative Literature: Odyssey and Ulysses (Literature, Comparative Literature) – Kenneth Cardwell
Euclidean and Non-Euclidean Geometry (Mathematics, Deductive Reasoning) – David Neidorf
Evolution of Conflict and Cooperation (Biology, Evolution, Ecology, Genetics, Behavior) – Amity Wilczek
Foundations in Biochemistry (Chemistry, Biology) – Max Greenfield
Future of Democracy (Political Science, Sociology) – Joel Alden Schlosser
Life on the Edge: Field Biology of Joshua Trees (Biology, Ecology, Science Research Experience, Conservation, Geography) – Amity Wilczek
Modes of Black Thought (Religion, Politics, Literature) – Jennifer Rapp
On Making (Philosophy, Literature, Art, Architecture, Ethics) – Jennifer Rapp
On The Human Condition: Arendt and Her Interlocutors (Philosophy, Political Science) – Joel Alden Schlosser
Shakespeare's Problem Plays (Literature) – Patrick Gray
Public Speaking (Rhetoric) – David Neidorf, Jennifer Rapp

Term 6

Beginning Drawing (Art) – Anna Hepler
Introduction to Geology (Natural Sciences) – Jack Holt
Social Structure and Personality (Sociology) – Melvin Kohn

Directed and Independent Study classes:

Directed Study in Attic Greek (Language, Philosophy) – Kenneth Cardwell
Directed Study in Multivariable Calculus (Mathematics) – Sam Laney

Independent Study in Agrarian Thought (Political Ecology, Environmental Studies) – Kenneth Cardwell
 Independent Study in Arc Welding (Welding, Activity) – Mark Dunn
 Independent Study in Basic French (French) – Kenneth Cardwell
 Independent Study in Creative Exploration of Ancient Greek Cosmology, Cosmogony, and Metaphysics (Philosophy, Creative Writing) – David Neidorf
 Independent Study in Geography (Geography, Political Theory) – Paul Starrs
 Independent Study in Heidegger (Political Science, Philosophy) – Joel Alden Schlosser
 Independent Study in Martin Buber (Philosophy, Theology) – David Neidorf
 Independent Study in Marx (Philosophy, Economics) – Joel Alden Schlosser
 Independent Study in Ranch Horsemanship (Activity Course) – Janice Hunter
 Independent Study in Reading *The Second Sex* (Feminist Studies, Gender Studies) – David Neidorf
 Independent Study in Revolutionary Agrarian Thought (Political Ecology, Environmental Studies) – Kenneth Cardwell
 Independent Study in Spanish (Spanish) – Jonathan DeWeese

Courses Offered, 2012-2013 Academic Year

(Independent Studies/Directed Studies are listed after Term 6 courses)

Term 1

Foundings and Refoundings: Tradition, Memory, and Political Identity (Political Science, Philosophy, History) – Richard Mahon, Joel Alden Schlosser

Terms 2 & 3

Proofs from the Book (Mathematics) – Richard Dore
 Introduction to Auto Mechanics (Activity) - Padraic MacLeish
 Public Policy in an Uncertain World (Political Science) - Ron Mortensen
 Cruelty —A Consideration (English, Comparative Literature) - Brighde Mullins
 Aristotle's Ethics (Philosophy) - Jennifer Rapp & David Neidorf
 Remembrance, Forgetting & the Places Between (English, Comparative Literature) – Jennifer Rapp
 People and Plants (Biology, Environmental Science) - Amity Wilczek
 The Divided Self: Genes in Conflict (Biology, Genetics) – Amity Wilczek
 Rhetoric Then and Now (Rhetoric, English) - Brother Kenneth Cardwell

Terms 4 & 5

Healthy Skepticism (Political Science, Quantitative Reasoning) – Gil Welch
 Introduction to Analog Photography (Art (Studio)) – Bob Tyson
 Homer's *Odyssey* and Joyce's *Ulysses* (English) – Brother Kenneth Cardwell
 Freedom and the State in Modern Political Theory (Political Science) – Joel Alden Schlosser
 Antigone: Feminism, Tragedy, Politics (Political Science) – Joel Alden Schlosser
 Being a Body (Philosophy) – Jennifer Rapp
 The Varieties of Religious Experience (Religious Studies) – Jennifer Rapp
 Quantitative Reasoning in Science (Mathematics, Biology)– Amity Wilczek
 Sustainability in Ranching Operations in the High Desert (Ecology)– Amity Wilczek, Janice Hunter, Rob Pearce

Term 6

Music, People, and Places (Music Performance) – James Falzone
 Political Theory After Marx: Critical Theory Past and Present (Political Science, Philosophy)- Joel Alden Schlosser
 Current Debates in Psychology (Psychology) – Frances S. Chen

Directed and Independent Study classes:

Calculus and its Application (DS) (Mathematics) – Amity Wilczek
 Craftsmanship (IS) (Activity) – Adam Nyborg
 Attic Greek (DS) (Classical Languages) – Brother Kenneth Cardwell
 Kant (IS) (Philosophy) – David Neidorf
 Music (DS) (Music Performance) – Dick Dawson

Courses Offered, 2013-2014 Academic Year

(Independent Studies/Directed Studies are listed after Term 6 courses)

Term 1

Aesthetics, Ethics, and Community – Katie Peterson and David Neidorf (course instructors); Thomas Miller and Julian Petri (writing instructors)

Terms 2 & 3

Introduction to Auto Mechanics (Activity) - Padraic MacLeish
 This Essay Could Change Your Life: Advanced Creative Writing (English Composition)– Nathan Deuel
 Domination, Oppression, and the Arts of Resistance (Political Science)- Joel Alden Schlosser
 Herodotus, Storytelling, and the Politics of History (Political Science)- Joel Alden Schlosser
 Hermeneutics of Esoteric Texts (Rhetoric, English, Religious Studies)- Kenneth Cardwell, FSC
 Painting (Art (Studio) – Justin Kim
 Love and Destruction (English, Comparative Literature) –Jennifer Rapp
 The Poetics of Presence & the Fugitive Sacred (English, Religious Studies)– Jennifer Rapp
 Genetic Perspectives on the History of Humanity – Amity Wilczek
 History and Future of Infectious Disease – Amity Wilczek

Terms 4 & 5

On Solitude, the Un-Public, and the Stillness of Vital Thought – Jennifer Rapp
 On World, Body, and Blackness: The Theological Dimensions of Race – Jennifer Rapp
 Introduction to Auto Mechanics – Padraic MacLeish
 Think Like a Poet – Stefania Heim
 Euclid's *Elements* – Brother Kenneth Cardwell
 Politics, Markets, and Theories of Capitalism – Joel Alden Schlosser
 Hegel and the Politics of Recognition – Joel Alden Schlosser
 Introduction to Geology and Geologic Problems – Erin Shea
 Punishment in American History – Peter Pihos

Term 6

Computational Finance – James N. Ward
 War Studies – Louisa Lombard & Graeme Wood
 Experimental Field Ecology – Amity Wilczek

Independent and Directed Studies:

Writing Our World: A directed study in the creative nonfiction essay (English, Writing) (DS) – Nathan Deuel
 The Absurd, The Insane, and the All-Too-Real: A directed study in writing short fiction (English, Writing) (DS) – Nathan Deuel
 Homebrew: the Art and Science of Beer Brewing (IS) – Amity Wilczek
 Writing Life (IS) – Joel Alden Schlosser
 Introduction to Attic Greek (DS) – Brother Kenneth Cardwell
 The Iliad (IS) – David Neidorf
 The Odyssey (IS) – David Neidorf

Food, Making, and Hunger for the Absolute (IS) – Donna Blagdan
History of the Israel-Palestine Conflict (IS) – Graeme Wood
Permaculture (IS) – Amity Wilczek & Adam Nyborg

Courses Offered, 2014-2015 Academic Year

(Independent Studies/Directed Studies are listed after Term 6 courses)

Term 1

Human Rights and World History – Peter Rosenblum & Warren Rosenblum (course instructors); Kenny Gradert (writing instructor)

Terms 2 & 3

Weimar Cinema – Brían Hanrahan
Visual Communication of Complex Information – Michele Lanan
Eusociality and the Superorganism – Michele Lanan
Plato's Republic – Tom Miller
Jane Austen – Katie Peterson
Homer – Katie Peterson & David Neidorf
Introduction to Political Science – Jenny Smith
What Went Wrong? Explaining Disaster in the Social Sciences – Jenny Smith
Public Speaking – Tom Miller
Horsemanship – Janice Hunter

Terms 4 & 5

Vertebrates of the Valley – Amity Wilczek & Michele Lanan
The Chemistry of Food – Michele Lanan
French Thinkers – Tom Miller
Visual Thinking, Visual Modeling – Jim Clayson
The Age of Goethe – Caroline Schaumann
Mountains of the Mind – Caroline Schaumann
Logic – Jenny Smith
Democracy in Comparative Perspective – Jenny Smith
Public Speaking – Amity Wilczek & David Neidorf
Auto Mechanics – Padraic Macleish

Term 6

Growing Food: From the Desert to the World – Amity Wilczek
Race and Education – Bryden Sweeny-Taylor and Michael Brownstein
Music, People, Places – James Falzone

Independent and Directed Studies:

Intermediate Ancient Greek (IS) – Tom Miller
Practice of Ecological Research (DS) – Amity Wilczek
Investigating the Personal and Political: an Exploration of Feminism and Intersectionality (IS) – Katie Peterson
Heidegger's *Being and Time* (DS) – Tom Miller
Engineering Sound and Music (IS) – Amity Wilczek
Bovine Paternity and DNA Analysis (IS) – Michele Lanan, Amity Wilczek, Janice Hunter
Intermediate Greek II (DS) – Tom Miller
Studio Art: Oil Painting (IS) – Michele Lanan
Leading a Creative Workshop (IS) – Michele Lanan

Music Composition (IS) – James Falzone
Technical Writing (DS) – Amity Wilczek
Confucian Philosophy (IS) – Michael Brownstein
Activist Lawyering (IS) – Jennifer Smith

Courses Offered, 2015-2016 Academic Year

(Independent Studies/Directed Studies are listed after Term 6 courses)

Term 1

Questions of Ethics: Genealogies of the Divine – David Arndt and Julie Park (course instructors); Jacob Eigen (writing instructor)

Terms 2 & 3

Complex Systems – Michele Lanan
Animal Behavior – Michele Lanan
Aristotle's *Nicomachean Ethics* – David McNeill
Shakespeare's Poets – David McNeill
Dante's *Comedy* and Political Philosophy – Steven Berg
History and Future of Infectious Disease – Amity Wilczek
Marx, Weber, Durkheim – Jenny Smith
Theories of War and Peace – Jenny Smith
Painting – Justin Kim
Horsemanship – Janice Hunter
Public Speaking – Justin Kim

Terms 4 & 5

Cognitive Science – Michele Lanan
Natural History of Deep Springs Valley – Michele Lanan
Hegel's *Phenomenology of Spirit* – David McNeill
Sophocles and Human Action – David McNeill
Early Modern Political Philosophy – Steven Berg
Quantitative Reasoning in Science – Amity Wilczek
Ethnography – Jenny Smith
History of the Civil Rights Movement – Ross Peterson
Public Speaking – Ross Peterson
Auto Mechanics – Padraic Macleish

Term 6

Psychology, Persuasion, and Public Policy – Frances Chen
Short Forms: Theory and Practice – Brighde Mullins
Consumption – Andrew Urban

Independent and Directed Studies:

Jazz Piano – Dick Dawson
Irish Insurgency and the Spectre of Terrorism – Ross Peterson
Magical Realism in Latin American Literature – David McNeill
Introduction to Sustainable Development – Amity Wilczek

TRUSTEES AND ACADEMIC STAFF

Trustees of Deep Springs

Dave Hitz DS80, Chairman

Founder and Executive Vice President, Network Appliance (Sunnyvale, CA)

Sally Carlson

Managing Partner, Carlson Beck (San Francisco, CA)

Tom Hudnut

Director, Harvard-Westlake School (Los Angeles, CA)

Michael Kearney DS69

Software Consultant (Littleton, MA)

Ross Peterson

Former Deep Springs President, Professor, Utah State University (Logan, UT)

Frank H. Wu

Chancellor, UC Hastings College of the Law (San Francisco, CA)

Marina Hsieh

Senior Fellow, Santa Clara University School of Law (San Ramon, CA)

Jacob Geissman DS94

Assistant Principal, Lyman Moore Middle School (Portland, ME)

Katie Peterson

Assistant Professor of English, University of California, Davis (El Cerrito, CA)

Eric Swanson DS65

Co-founder & Director, Open Data Watch, Inc. (Gig Harbor, WA)

David Welle DS80

Creative Producer (Pepin, WI)

ADMINISTRATION

David Neidorf, Philosophy

B.A. The New School for Social Research, M.A. Saint John's College, M.A. Committee on Social Thought, the University of Chicago

Junior Faculty Member, Shimer College, 1989-1990

Tutor, The Integral Program, St. Mary's College of California, 1991-2001

Senior Research Fellow, Center of Liberal Arts, 2002

Director, Integrated Studies Program, Middlebury College, 2003-2005

Dean, Deep Springs College, 2005-2008

President, Deep Springs College, 2008-present (2016)

Amity Wilczek, Ecology and Evolutionary Biology

B.A. University of Chicago, Ph.D. Harvard University

Teaching Assistant, University of Chicago, 1994-1995

Teaching Fellow, Harvard University, 1997-2004

Instructor, Harvard University, 1997-2004

Instructor, Brown University, 2009

Herb Reich Natural Science Chair, Deep Springs College, 2010 – 2014

Dean, Deep Springs College, 2014 – present (2016)

Kenneth William Cardwell, Philosophy, Theology, Geology

B.A. St. Mary's College of California, B.A. University of Oxford, Ph.D. University of California, Berkeley
Teacher, Cathedral High School, 1971-1975

Lecturer, Saint Mary's College of California, 1977-1983

Assistant Professor, Saint Mary's College of California, 1983-1990

Associate Professor, Saint Mary's College of California, 1990-1999

Professor, Saint Mary's College of California, 1999-Present (2016)

Visiting Professor, Bethlehem University, 1999-2002

Director, St. Mary's College of California, 2002-2007

Short Term Geology Professor, Deep Springs College, 2010

Professor, Deep Springs College, 2010 - 2014

Dean, Deep Springs College, 2011- 2014

Justin Kim, Fine Arts, Art History

B.A. Yale University, M.F.A. The American University

Lecturer, Dartmouth College, 2003

Visiting Lecturer, Yale University, 1998, 2004

Founder, Oxbow Gallery, 2004

Short Term Fine Arts Professor, Deep Spring College, 1997, 1999, 2001, 2006, 2013

Visiting Fine Arts Professor, Deep Springs College 2007-2008

Dean, Deep Springs College, 2008-2010

FACULTY (2007 – Present)

David de Kanter Arndt, Comparative Literature

B.A. Yale University, M.A., Ph.D. University of California, Irvine
Assistant Professor, Deep Springs College, 1999-2005
Visiting Assistant Professor, Bilkent University, 2005-2010
Assistant Professor, Kutztown University, 2010-Present
Visiting Professor, Deep Springs College, Summer 2011

Steven Berg, Philosophy

B.A., The New School, M.A., St. John's College, M.A., Ph.D., Catholic University of America
Lecturer, Catholic University of America, 1990-3
Short-term Professor, Deep Springs College, 1997, 2000, 2005, 2015
Lecturer, Tulane University, 1997
Assistant Professor, Loyola University, 1994-2000
Associate Professor, Bellarmine University, 2000-2012
Professor, Bellarmine University, 2012-Present

Michael Brownstein, Philosophy

A.A., Deep Springs College, B.A., Columbia University, Ph.D., Penn State University
Adjunct Assistant Lecturer, St. John's University, 2008
Assistant Professor, New Jersey Institute of Technology, 2009-Present

Frances S. Chen, Psychology

B.A. Harvard University, M.A. Stanford University, Ph.D. Stanford University
Teaching Assistant, Stanford University, 2005-2007
Co-Instructor, Stanford University, 2008
Guest Lecturer, Stanford University, 2008
Instructor and Guest Lecturer, University of Freiburg, Germany, 2010-2013
Short Term Professor, Deep Springs College, 2009, 2013, Summer 2016

James Clayson, Computer Science

B.S., MIT, M.B.A., University of Chicago, Ph.D., School of Oriental and African Studies
Instructor, Schiller International University, 1973-6
Lecturer, École Nationale Des Ponts et Chaussées, 1990-1
Lecturer, Parsons School of Design in Paris, 1982-1993
Associate Professor, American University of Paris, 1981-1990
Professor, American University of Paris, 1990-2010
Professor Emeritus, American University of Paris, 2010-Present
Visiting Professor, Deep Springs College, 2015

Dick Dawson, Piano, Violin, Cello, Bass, Harp, Jazz Vocals, Music Theory/Composition

Music Teacher, Deep Springs College, Present

Nathan Deuel, Creative Writing

A.A., Deep Springs College, B.A., Brown University, M.F.A., University of Tampa
Instructor, American University of Beirut, 2012-2013
Visiting Professor, Deep Springs College, 2013

Instructor, UCLA Extension School, 2015
Lecturer, UCLA Writing Programs, 2014-Present

Richard Dore, Mathematics

B.S., M.S. Carnegie Mellon University, Ph.D. University of California, Berkeley
Visiting Instructor, Deep Springs College, Fall 2012

James Falzone, Music

B.A. Northern Illinois University, M.A. New England Conservatory of Music
Instructor, North Central College, 2002-2008
Lecturer, Columbia College Chicago, 2008-Present
Short Term Instructor, Deep Springs College: Summer 2013, Summer 2015

Patrick Gray, English Literature

B.A., University of North Carolina at Chapel Hill
M.St., M. Litt, University of Oxford
M.A., M. Phil., Ph. D. Yale University
Lecturer, Providence College, 2009-2011
Short Term Professor, Deep Springs College, 2012

Max Greenfeld, Chemical Engineering

B.S. University of Washington, Ph.D. Stanford University
Short Term Professor, Deep Springs College, 2012

Charles Grimes, Theater, Literature

B.A. Massachusetts Institute of Technology, M.A. Villanova University, Ph.D. New York University
Teaching Assistant, New York University, 1989, 1992
Instructor, National Theater Institute, 1989
Instructor, Brooklyn College, 1992-1996
Instructor, Tisch School of the Arts, 1996
Instructor, Pace University, 1995-1998
Lecturer, University of Missouri-Rolla, 1991-2001
Assistant Professor, Saint Leo University, 2001-2007
Lecturer, University of North Carolina Wilmington, 2007-Present
Short Term Professor, Deep Springs College, 2010, 2011

Brían Hanrahan, Cinema & Media Studies

B.A., Trinity College Dublin, M.A., University of Sussex, M.A., Ph.D., Columbia University
Lecturer, Princeton University, 2010-11
ACLS New Faculty Fellow, Cornell University, 2011-2013
Visiting Assistant Professor, Cornell University, 2013-2014
Visiting Professor, Deep Springs College, 2014

Stephania Heim, Poetry

A.B., Harvard University, M.F.A., Columbia University, M.A., Ph.D., City University of New York
Instructor, Columbia University, 2002
Graduate Teaching Fellow, Hunter College, 2008-2011
Adjunct Assistant Professor, Columbia University, 2008, 2010-2011, 2012
Fellow, Brooklyn College, 2011-2012
Visiting Professor, Deep Springs College, 2014
Instructor, Duke University, 2014-2015
Adjunct Assistant Professor, Meredith College, 2015

Anna Hepler, Fine Arts

B.A. Oberlin College, M.F.A. University of Wisconsin-Madison
Adjunct Faculty, Oregon College of Art and Craft, 1997
Visiting Assistant Professor, Whitman College, 1997-1999
Adjunct Assistant Professor, Maine College of Art, 2002-2003
Graduate Advisor, Maine College of Art, 2003-2006
Graduate Advisor, Vermont College, 2004-2008
Visiting Assistant Professor, Bowdoin College, 2003-2009
Visiting Professor, Deep Springs College, Summer 2009, 2012

John W. “Jack” Holt, Geology

B.S. Rice University, M.S., Ph.D. California Institute of Technology
Member of Technical Staff, Jet Propulsion Laboratory, 1988-1990
Caltech Postdoctoral Scholar at JPL, 1997-1998
Research Scientist/Associate V, Institute for Geophysics, University of Texas, 1998-2000
Research Associate, Institute for Geophysics, University of Texas at Austin, 2000-2006
Herbert J. Reich Professor of Natural Sciences, Deep Springs College, 2003
Visiting Scholar, University of Paris, Orsay, 2004
Visiting Professor, Deep Springs College, 2007
Lecturer, Department of Geological Sciences, University of Texas at Austin, 2008, 2011-2012
Research Scientist, Institute for Geophysics, University of Texas at Austin, 2006- present
Research Associate Professor, Jackson School of Geosciences, University of Texas at Austin, 2012-present
Visiting Professor, Deep Springs College, Summer 2012

Adnan Husain, History

A.A. Deep Springs College, B.A., M.A., Ph.D. University of California Berkeley
Visiting History Professor, Deep Springs College, 1996-1997
Associate Professor, New York University, 1998-2006
Professor, Queens College, 2006-Present
Short Term Professor, Deep Springs College, 2007, 2011

Melvin L. Kohn, Sociology, Psychology

B.A., Ph.D., Cornell University
Research Fellow, Social Science Research Council, 1951-1952
Research Sociologist, National Institute of Mental Health, 1952-1960
Chief, Laboratory of Socio-environmental Studies, National Institute of Mental Health, 1960-1985
Professor of Sociology, Johns Hopkins University, 1985-2012
Chair, Department of Sociology, Johns Hopkins University, 1996-1999
William D. and Robin Mayer Distinguished Professor, School of Arts and Sciences, Johns Hopkins University, 2009-2012
Visiting Professor, Deep Springs College, Summer 2012
Professor Emeritus, and Professor of the Academy at Johns Hopkins University, 2012-Present

Michele Lanan, Biology

B.A., Pomona College, Ph.D., University of Arizona
Teaching Assistant, Pomona College, 2002
Graduate Teaching Assistant, University of Arizona, 2006-9
Adjunct Professor, Pima Community College, 2012
Herbert Reich Chair of the Natural Sciences, Deep Springs College, 2014-Present

Sam Laney, Mathematics, Computer Science

Deep Springs College, B.A. Cornell University, M.S. Oregon State University

Graduate Research Assistant, University of Maine 2000-2002
Graduate Research Assistant, Oregon State University, 1997-2000, 2003-2004
Ocean Life Institute Postdoctoral Scholar, Woods Hole Oceanographic Institution, 2006-2008
Postdoctoral Investigator, Woods Hole Oceanographic Institution, 2006-Present
Short Term Professor, Deep Springs College, 2007, 2011

De-nin Deanna Lee, Art History

B.A. University of California, Berkeley, M.A. Williams College Graduate Program in the History of Art, Ph.D. Stanford University
Assistant Professor, Bowdoin College, 2003-present
Short Term Professor, Deep Springs College, 2011

Louisa Lombard, Anthropology

A.B., Brown University, Ph.D., Duke University
Teaching Assistant, Duke University, 2008-2012
Instructor, Duke University, 2011
Postdoctoral Fellow, University of California at Berkeley, 2013
Visiting Professor, Deep Springs College, 2014
Assistant Professor, Yale University, 2014-Present

Richard (Gibb) Mahon, Political Science & History

A.A. West Valley College, B.A., Ph.D. University of California, Santa Cruz
Professor, Deep Springs College, Spring 1990
Lecturer, U.C. Santa Cruz, 1991-1997
Adjunct Faculty, West Valley College, 1991-1997
Adjunct Faculty, Cabrillo College, 1994-Present
Professor of Humanities, Riverside Community College, 1998-Present
Visiting Professor, Deep Springs College, Summer 2009, 2012

David McNeill, Philosophy

B.A., St. John's College, Ph.D., University of Chicago
Lecturer, St. Mary's College, 1993-5
Lecturer, University of Chicago, 1995-1997
Mellon Postdoctoral Fellow and Lecturer, Grinnell College, 2001-2003
Assistant Professor, Hofstra University, 2003-4
Lecturer (Tenured), University of Essex, 2004-2015
Robert B. Aird Chair of Humanities, Deep Springs College, 2015-Present

Thomas Miller, Classics

A.A., Deep Springs College, A.B., Harvard College, M.A., Ph.D., Princeton University
Instructor, Princeton University, 2012-2013
Visiting Professor, Deep Springs College, 2014, 2015
Postdoctoral Fellow, Yale University, 2015-2017
Instructor, Yale University, 2015-2017

Ron Mortenson, International Relations

B.S. Political Science, B.S. Economics, University of Utah,
M.A. University of Oklahoma, Ph.D. University of Utah
Assistant Professor, St. Mary's College, Winona, Minnesota, 1976-1977
Faculty, United States Foreign Service Institute, 1996-1997
Visiting Professor, Deep Springs College, Summer 2010, Fall 2012

Erik Mueggler, Anthropology

B.A. Cornell University, M.A. The Johns Hopkins University
Ph.D. The Johns Hopkins University
Assistant Professor, University of Michigan, 1996-2002
Associate Professor, University of Michigan, 2002-2011
Professor, University of Michigan, 2011 – Present

Brighde Mullins, Humanities

B.A. University of Nevada, Las Vegas, M.F.A. Yale University, M.F.A. University of Iowa Writer's Workshop
Associate Professor, San Francisco University, 1994-2002
Associate Professor, Brown University, 2004-2006
Lecturer, Director of Creative Writing, Harvard University, 2002-2006
Faculty, Queens University Low Residency Program, 2006-Present
Director, California Institute of the Arts, 2006-2008
Professor, University of California, Santa Barbara, 2009-Present
Professor, University of Southern California, 2010-Present (2016)
Visiting Professor, Deep Springs College: Fall 2012, Summer 2016

Julie C. Park, Humanities

B.A., M.A., and Ph.D. in Comparative Literature, University of California, Irvine
Assistant Professor, Deep Springs College 2000-2005
Visiting Assistant Professor, Bilkent University 2005-2010
Visiting Professor, Deep Springs College, Summer 2011
Visiting Assistant Professor, Centre College, 2011-present

Katie Peterson, English Literature, Creative Writing, Poetry

B.A. Stanford University, Ph.D. Harvard University
Short Term Literature Professor and Poet-in-Residence, Deep Springs College 2003, 2006, 2007, 2013, 2016
Robert B. Aird Chair in the Humanities and Poet-in-Residence, Deep Springs College, 2007-2009
Evelyn Green Davis Fellow, Radcliffe Institute for Advanced Study, 2009-2010
Professor, Bennington College, 2010-2012
Professor, Tufts University, 2012-Present

Peter Pihos, History

A.B., Harvard University, M.A., J.D., New York University, Ph.D., University of Pennsylvania
Teaching Assistant, New York University, 2006
Teaching Assistant, University of Pennsylvania, 2008-2010
Visiting Professor, Deep Springs College, 2014
Lecturing Fellow, Duke University, 2014-2015

Jennifer Rapp, Philosophy, Religious Studies

B.A. Stanford University, M.A. University of Chicago, Ph.D. Stanford University
Lecturer, Universitas Mahaputra Muhammad Yamin, 1994-1996
Teaching Assistant, Stanford University, University of Chicago, 1999-2001
Lecturer, Stanford University, 2005
Instructor, Stanford University, 2006-2009
Guest Lecturer, Stanford University, 2007
Lecturer, Instructor, Stanford University, 2009
Professor, Deep Springs College, 2009 - 2014

Peter Rosenblum, Law and Human Rights

A.A., Deep Springs, A.B., Columbia University, J.D., Northwestern University, L.L.M., Columbia University

Associate, Baker & McKenzie, 1985-1988
Staff Attorney, Human Rights First, 1989-1991
Consultant, Human Rights Watch, 1992-1993
Human Rights Officer, U.N. Office of the High Commissioner for Human Rights, 1995-1996
Associate Director and Lecturer, Harvard Law School Human Rights Program, 1996-2003
Professor, Columbia Law School, 2003-2013
Co-Director, Columbia Law School Human Rights Institute, 2003-2013

Warren Rosenblum, History

A.A., Deep Springs College, B.A., Cornell University, M.A., Ph.D., University of Michigan
Visiting Assistant Professor, SUNY Binghamton, 1998-2000
Assistant Professor, Webster University, 2000-2005
Visiting Scholar, Harvard University, 2010-2011
Visiting Professor, Deep Springs College, Summer 2014
Full Professor, Webster University, 2005-Present

Caroline Schaumann, German Studies

B.A., Freie Universitat Berlin, M.A., Ph.D., University of California, Davis
Teaching Assistant, San Francisco State University, 1992-03
Teaching Assistant, University of California, Davis, 1993-1999
Visiting Assistant Professor, Middlebury College, 1999-2002
Assistant Professor, Emory University, 2002-2009
Associate Professor, Emory University, 2009-Present
Visiting Professor, Deep Springs College, 2015, 2017

Bill Schuck, Piano, Violin, Cello, Bass, Harp, Jazz Vocals, Music Theory/Composition

Conservatory of Music- Pacific University, Bachelor of Music California State University, Bakersfield
Instructor, Big Pine Unified School District, 1986-1997
Instructor, Pine Street School, 1998-2000, 2007-2009
Instructor, Jill Kinmonte Boothe School, 2001-2006
Instructor, Deep Springs College, 1997-2001, 2010, 2011

Joel Alden Schlosser, Political Science

B.A. Carleton College, M.A., Ph.D. Duke University
Instructor, Duke University, 2007-2009
Visiting Instructor, Carleton College, 2008
Julian Steward Social Science Chair, Deep Springs College, 2010 - 2014

Erin Shea, Geology

B.S., MIT, M.S., San Jose State University, Ph.D., MIT
Teaching Assistant, San Jose State University, 2006-2008
Teaching Assistant, Massachusetts Institute of Technology, 2008-2014
Visiting Professor, Deep Springs College, 2014

Jennifer Smith, Political Science

B.A., New College of Florida, Ph.D., Yale University
Assistant Professor, UW-Milwaukee, 2005-2013
Assistant Professor, Wesleyan University, 2013-2014
Julian Steward Chair of Social Sciences, Deep Springs College, 2014-Present

Bryden Sweeney-Taylor, Education

A.A., Deep Springs College, A.B., Harvard University
Field Organizer, Grassroots Campaigns, INC., 2004-2005
Deputy Director, Peer Health Exchange, 2005-2007
Vice President, Peer Health Exchange, 2007-2008
Chief Operating Officer, Peer Health Exchange, 2008-2011
Executive Director, African Leadership Foundation, 2011-Present

Jonathan Thirkield, Poetry

B. A. Wesleyan University, MFA University of Iowa
Teaching Associate, University of Iowa, 2002-2003
Visiting Professor, Deep Springs College, Terms 4-5, 2011
Visiting Professor, University of Iowa Writer's Workshop, Spring 2012

Bob Tyson, Fine Arts

B.S., M.F.A. Stanford University
Instructor, IES Abroad Milan, 2005-2009
Resident Artist, Djerassi Resident Artist Program, 1988-2010
Instructor, Università Cattolica del Sacro Cuore – Brescia, 2002-Present
Visiting Instructor, Deep Springs College, 2013

Andrew Urban, American Studies and History

B.A., Middlebury College, M.A., Ph.D., University of Minnesota
Postdoctoral Fellow, Emory University, 2009-2010
Assistant Professor, Rutgers University, 2012-Present
Visiting Fellow, University of California Santa Barbara, 2016
Visiting Professor, Deep Springs College, 2016

James Ward, Finance

M.A., George Washington University, Ph.D., Ecole de Hautes Études Commerciales
Professor (Tenured), The American University of Paris, 2005-Present
Visiting Professor, Deep Springs College, 2014

H. Gilbert Welch, Medicine, Public Health

B.A. Harvard College, M.D. University of Cincinnati Medical Center, M.P.H. University of Washington, Seattle
Visiting Professor, Montana State University, Bozeman, 2008-2009
Professor of Public Policy (adjunct), Dartmouth College
Professor, Dartmouth Medical School, 2000-Present
Visiting Professor, Deep Springs College, Winter 2013

Graeme Wood, Political Science

A.A., Deep Springs College, B.A., Harvard University
Reporter, The Cambodia Daily, 1999
Researcher, Harvard-Smithsonian Center for Astrophysics, 2001-2002
Courier, DHL Iraq, 2004-2006
Assistant Editor, *Insight Turkey*, 2005-2006
Contributing Editor, *The Atlantic Monthly*, 2003-Present
Contributing Writer, *The New Yorker*, *Foreign Policy*, *The New Republic*, *Slate*, 2003-Present
Visiting Professor, Deep Springs College, 2014

ACADEMIC CALENDAR

2016-2017 Academic Year

Term 1 / Summer Seminar: July 4 – August 18
Incoming Students Arrive for Orientation: July 1 by 6 pm
Classes Begin: July 4
Break: August 19 – August 29
Term 2 / Fall Semester: August 30 – October 13
Break: October 14 – October 24
Term 3 / Fall Semester: October 25 – December 15
Break: December 16 – January 9
Term 4 / Winter Semester: January 10 – February 23
Break: February 24 – March 13
Term 5 / Winter Semester: March 14 – April 27
Break: April 28 – May 8
Term 6 / Interim Term: May 9 – June 22
Break: June 23 – July 10

DS'15 Graduation: June 24