

AFRICAN AMERICAN AND DIASPORA STUDIES

African American and Diaspora Studies 115F, Section 1

Race, Sports, and American Culture

RACE, sports and American culture will engage race in America from the turn of the last century (1900) to the present. Myths and truths will be interrogated and explored. For example, how has sports via race helped to shape American culture? How has sports made contributions to both racial integration and racial stereotyping? Has Title IX made gender equity? Has it helped to level the playing field with regards to access and participation for women from racial minority groups? The course will be interdisciplinary in its approach, using history, critical race theory, women's studies, and film.

FALL. [3] Whiting. (*SBS*)

African American and Diaspora Studies 115F, Section 3

Neither Jezebel, Mammy, nor Sapphire: African-American Women, 1619-1991

BEGINNING WITH the Middle Passage and ending with the Clarence Thomas-Anita Hill Supreme Court confirmation hearings, we will examine the extraordinarily diverse roles of African-American women throughout United States history. We will deal with stereotypes about African-American women that have evolved over the course of American history, and interrogate terms such as "matriarchy," "mammy," and "welfare queen." We will also focus on black women's political activism and public roles. Through close reading of historical documents, films, music, and contemporary scholarship, we will analyze black women's personal, social, economic, cultural, and political lives.

FALL. [3] Curwood. (*US*)

AMERICAN STUDIES

American Studies 115F, Section 1

American Singer, American Song: Nation, Labor, and Migration in American Literature and Culture

THIS COURSE in American civilization looks at selected creative works that map physical, cultural, and social movement of the American working class and establish the relationship of that diverse group to the nation that they helped to build. In doing so, we will consider how abstract ideas such as nationhood and citizenship help to construct concrete individual and collective identities along lines of race, ethnicity, gender, and class, and we will explore how and why such identities are imagined, represented, and re-represented across an array of artistic media, including literature, music, cinema, and the visual arts. The texts that we will examine include poetry by Walt Whitman and Langston Hughes, novels by Zora Neale Hurston, John Steinbeck, and E.L. Doctorow; historiography by Frederick Jackson Turner, David Noble, Howard Zinn, and the American Social History Project; paintings by Thomas Cole, Frederick Church, Alfred Bierstadt, Aaron Douglas, and Jacob Lawrence; photography by Jacob Riis, Alfred Stieglitz, and Dorothea Lange; films by Martin Scorsese, Fritz Lang, and John Ford; and music by Ani DiFranco and Utah Phillips, Woody Guthrie, Bob Dylan, Robert Johnson, Muddy Waters, and the field recordings of Allan Lomax.

FALL. [3] Masullo. (*US*)

ANTHROPOLOGY

Anthropology 115F, Section 1

The Conquest of Mexico

THE CONQUEST of Mexico was a major watershed in the history of the New World, not only because it meant the defeat of the Aztecs and the victory of the Spaniards, but also because it set in motion a series of profound changes that would permanently alter both cultures and the entire world. We approach the material on the Conquest as one of the most fully documented episodes of massive culture change in human history. When Spanish conquistadors invaded Mexico in the early sixteenth century, they encountered a remarkably sophisticated civilization with dense urban populations. Composed of dozens of distinctive Nahuatl-speaking ethnic groups, the native groups of central Mexico have come to be known today as the Aztecs. This course examines the organization and structure of the Aztec empire on the eve of the Conquest; Aztec social, political, and economic organization; warfare and the religion; the origins and expansion of the Spanish empire in the New World; the events and processes of the Conquest; and early Colonial-period economics, society, and politics in central Mexico. Materials for the course will be drawn from a wide variety of archaeological, historical, geographic, art historical, and ethnographic data.

FALL. [3] Fowler. (*INT*)

Anthropology 115F, Section 5

Religion in Cross-Cultural Encounters: Conversion and Transformation in the Americas

PROCESSES of cross-cultural negotiation and translation in religious encounters between Europeans and the indigenous peoples of the Americas. Discussion of colonial strategies of religious eradication and substitution, and indigenous responses to them. Everyday negotiations of religious meaning and practice. Archaeological and historical study of missionary encounters. Focused case studies from throughout the Americas, ranging from colonial to present times.

FALL. [3] Wernke. (*SBS*)

Anthropology 115F, Section 6

Human Nature and Human Culture: An Introduction to Anthropology

IS there a universal human nature, and if so, what accounts for cultural differences: Are there standards of right and wrong that include all peoples and epochs? If so, what accounts for them? What are the limits of human culture and behavior? Anthropology approaches questions such as these through the study of peoples who are different from us. Thanks to this work, our sense of humanity is widened to encompass radically different traditions and historical periods. The readings and films for the seminar will include anthropological accounts and films of peoples in Amazonia, Africa, New Guinea, and Asia. These materials are designed to reflect on issues that are of importance to contemporary American society including gender and sexuality, the management and expression of violence, moral choice, and the relationship of faith and reason. The intention of the seminar is to look at the broadest questions about the nature of the human condition in the light of the best evidence of anthropology.

FALL, SPRING. [3] Gregor. (*INT*)

ART AND ART HISTORY

Art and Art History 115F, Section 3

Mirror, Mirror on the Wall: Reflections of Vision in Art

THIS seminar examines the history of mimesis since the Renaissance as a culturally-determined strategy of representation dependent upon philosophies of both technology and aesthetics. Students will be confronted with such questions as: What is truth in vision? What is ideal beauty? What is a portrait? What is verisimilitude? The class will study the historical development of technologies that directly impacted vision and representation, from Albertian perspective to the camera obscura, from oil painting to prints to photography. By the same token, the relativity of ideals of aesthetic value will also be examined, from classical canons of proportion to the celebration of ostentation and material cost, from social realism to expressionism to abstraction. The class emphasizes visual rather than textual engagement, encouraging students to consider images directly and to challenge the visual claims asserted both by the objects and by the students' own assumptions about representation. The course will consider art and artists from the Renaissance to the present, ranging from Leonardo da Vinci to Johannes Vermeer, from Jan van Eyck to Pablo Picasso.

SPRING. [3] Bloom. (*P*)

Art and Art History 115F, Section 4

The Real Thing in American Art

THIS seminar offers an investigation of the prevalence of Realism in American art from the eighteenth century through the postmodern era. Students will consider how European Realism, which was a reaction to the emotionalism of Romanticism and the academic rigor of Neoclassicism, spread to the United States. The seminar will examine the social development of subjects depicted in a straightforward manner as seen in portraiture, genre painting, trompe l'oeil, Regionalism, and Photorealism. Students will also evaluate the impact of irony and how the introduction of the "readymade" by Marcel Duchamp influenced generations of artists from Pop icons such as Andy Warhol, Claes Oldenberg, and Roy Lichtenstein to postmodern practitioners from Ed Ruscha to Jeff Koons. Seminar discussions will address how borrowing existing forms from everyday life represent a challenge to traditional values, including artistic skills and originality. Class discussions will be supplemented by field trips to a museum, an artist's studio, and a private collection where participants will have a first-hand experience with works of art. FALL. [3] Edwards. (*HCA*)

Art and Art History 115F, Section 5

Impressionism

THIS course will focus on nineteenth-century French Impressionist artists such as Monet, Manet, Renoir, and Degas. Students will examine various issues related to the Impressionist movement through readings, class discussions, and seminar papers. In particular, the course will examine the art within a social, political, and cultural contexts in order to explore various questions: Why did the Impressionists turn to landscape as their subject matter? What were the artists' attitudes toward industrialization? How do we account for such diversity in style and subject matter within the Impressionist group? Students will be expected to write a research paper that will first be presented orally in class and then be revised and presented in written form to the instructor.

SPRING. [3] Fryd. (*HCA*)

ASTRONOMY

Astronomy 115F, Section 1

The Nature of Discovery–From America to Mars

WHAT IS the process of exploration that leads to fantastic new discoveries as humans travel to the ends of the Earth and through space and as scientists and engineers carry out basic research? Case studies such as the voyages of Columbus to the new world, the voyages of Apollo to the moon, the robotic exploration of the planets, and the study of the human genome will be utilized to illustrate how scientific research is carried out, how the surprises of discovery take place, and how the treasures of exploration advance our quality of life through new knowledge and technology.

Important issues for America will also be discussed, including the national decision to explore the creative actions that result from the decision, the management of the exploration process, and the communication of the expected and unexpected results. There is no unique text for the course, but sources include the following: *Where Next Columbus: The Future of Space Exploration*, edited by Valerie Neal, *The Discoverers*, by Daniel J. Boorstin, *Mars and the Mind of Man*, by Ray Bradbury, *Broca's Brain: Reflections on the Romance of Science* by Carl Sagan. SPRING. [3] Chappell. (MNS)

BIOLOGICAL SCIENCES

Biological Sciences 115F, Section 2

The Human Genome

HERALDED as “the code of codes,” “the essence of life” and “more significant than splitting the atom or going to the moon,” the Human Genome Project has captured the interest of both the popular press and scientists alike. What do these three billion As, Cs, Gs and Ts really encode? *Time Magazine* announces on its cover that this alphabet soup encodes “the God Gene” and the scientists state that the code will have the “utmost impact on medicine and science of the twenty-first Century.” In this seminar, we will investigate the human genome and differentiate the science from the science fiction by examining scientific literature and primary research articles. We will learn how (or if) the human genome defines us while debunking the myths that surround race, genetic screening, evolution, and human cloning.

FALL. [3] Benson. (P)

Biological Sciences 115F, Section 3

Environmental Toxins, Mechanisms, Politics, and Corporate Interests

THE biological, social, economic, and political impact of methyl mercury, atrazine, dioxin, bisphenol-A, and methyl bromide will be studied in detail. These compounds represent mutagens, carcinogens, teratogens, and endocrine disruptors. The compounds are currently present at overly toxic levels in some regions and they represent a long term threat to the biosphere and to public health. Numerous legal, economic, and political battles have been and will continue to be fought over the creation and/or use of the compounds for commercial gain. Approximately half of the material considered in the course will deal with the latter issues and the remainder with the biological mechanisms of toxicity. Both high school biology and chemistry are recommended.

FALL. [3] LeSturgeon. (P)

Biological Sciences 115F, Section 4

Darwin and the Theory of Evolution

“WHEN on board H.M.S. 'Beagle,' as naturalist, I was struck with certain facts about the distribution of the organic beings . . . which seemed to throw light on the origin of species, that mystery of mysteries . . . “ Charles Darwin's theory of evolution has not only illuminated the sciences but also has become a concept that unifies science. In this course, we will explore the scientific the emergence, development, and impact of Darwin's evolution theory. We will begin by reading the *Origin of Species* and follow the scientific revolution into the next century and through into this century. We will discuss topics such as: the Modern synthesis, modes of speciation, modern concepts in molecular and macro-evolution, sociobiology, creationism, intelligent design and human evolution. Readings will be drawn from Darwin, Ernst Myer, Theodosius Dobzansky, Richard Dawkins, Steven Gould, E.O. Wilson, Steven Pinker, and Richard Lewontin.

FALL. [3] Benson. (MNS)

Biological Sciences 115F, Section 5

Medicine and Biology

THE role of language in learning and understanding. Medicine and biology seem worlds apart from other sciences, but actually they are deeply connected to the physical sciences and to mathematics. Part of the reason for the apparent disconnect between the biological sciences and physical sciences is the languages these disciplines use to explain things. Physics uses math, which is abstract and expressed in numbers and equations, whereas biology uses a spoken/written language, such as English. We will explore how these apparently distinct scientific languages overlap, what their limitations are, and specifically how math and physics connect to biology and medicine. We will consider examples from medicine, which is per force practical and realistic, and physics, which deals in idealizations of the real world. What happens, for example, which biology/medicine and math/physics address the same question, e.g., how the brain works, genetics, or evolution? Is math truly indispensable to science, as scientists and philosophers assert—and, therefore, is biology merely behind physics; or are there fundamental differences among the sciences that in effect determine the language? We will explore these ideas through readings and discussions, and students will be asked to come up with their own examples that illustrate the role of language in the art of explanation.

FALL. [3] DeFelice. (MNS)

CHEMISTRY

Chemistry 115F, Section 1

Chemical Biology-A Tool for Solving Human Problems

WITH chemical biology we have the potential to solve human problems. Chemical biology is an interdisciplinary field that uses chemical approaches to solve biological problems in human medicine. Chemist, biologist and medical researchers from the Vanderbilt Institute of Chemical Biology will discuss their research, how it can be used to solve human problems and where it might lead us in the future. Students will gain an intimate understanding of how science is conducted by interacting with scientists in the trenches. A study of the history, nature, and philosophy of science will help students understand the potential and pitfalls of science. This course is recommended for students who have completed high school chemistry or one semester

of college chemistry.

SPRING. [3] Sulikowski. (*MNS*)

CLASSICAL STUDIES

Classical Studies 115F, Section 1

The Good Life: Ancient Origins of Western Humanism

AN EXAMINATION of such questions as the meaning of heroism, the relationship of individuals to the state, the definition of justice, and fate vs. free will in Greek and Roman thought from Homer to Boethius, including comparison with the Judeo-Christian tradition. Students will write short papers and also will be encouraged to develop other kinds of projects consistent with the materials and aims of the course. This course also counts toward a major in Classics.

FALL. [3] Wiltshire. (*INT*)

Classical Studies 115F, Section 3

Women, War, and Human Rights in Antiquity

HUMANITARIAN principles are an important ideal, but prove difficult to sustain in western culture. Though we advocate human rights and deplore war crimes, abuses of civilians by soldiers recur. This course will offer a more historically grounded perspective on this problem by exploring the practices of Greek and Roman military aggression against unarmed peoples and the responses in Greek and Roman literature that challenge these practices. In antiquity, what are now considered war crimes against civilians were a basic part of war. Armies were known to have rounded up the relatively defenseless inhabitants of a conquered area, eliminated any ‘undesirables,’ and delivered the surviving victims, many of whom were women and children, into slavery. In conjunction with these practices, however, significant voices of dissent appear. Homer, Aeschylus, Thucydides, Euripides, Vergil, Tacitus, Epictetus, the anonymous authors of the Sibylline Oracles, and others challenge this aspect of ancient military “business as usual” by thoughtfully representing the victim’s suffering and/or the conquerors’ rapacity. Their writings do not yet articulate a notion of inviolable human rights, with the possible exception of the Stoics, yet they work in that direction by portraying these military practices as inherently degrading and unjustifiable. Students in the course will study the Greek and Roman military methods of subjugating non-combatants and will elucidate how the dissenting literature constitutes an emergent resistance movement, the conflicting dynamics of which persist in modern society in updated forms. Our chronological scope will be broad, spanning from the Mycenaean period to the early Roman Empire, but our topics will remain focused on how the above struggle manifests itself in Greek and Roman culture.

FALL. [3] Gaca. (*P*)

Classical Studies 115F, Section 4

The Politics of *Gladiator*: Representations of Romans in the Cinema

FILMMAKERS have always felt a powerful attraction to the Romans. From the time of the earliest moving pictures to the modern epic film, characters such as Julius Caesar, Antony and Cleopatra, Spartacus, and Caligula have taken center stage. The portrayal of Roman civilization, moreover, has served as cinematic shorthand for Empire writ large—including the good, bad, and ugly facets of imperialism. We will explore what it means to be “Roman” on the big screen. We

will juxtapose Roman historical sources with the movies that use and abuse the. We will examine the historical contexts of films that promote or despise the Roman empire and its values, and ask what it means for a society to appropriate a Roman identity. The goal of the course will be threefold: first, the students will gain firsthand knowledge of primary historical materials; second, they will examine the many different stories that can be told from the same sources and address of the politics of representation; third, they will become more critical viewers and writers. Films viewed will include: *Cabiria*, *Cleopatra*; *Spartacus*; *Gladiator*; *Ben-Hur*, the new *Hannibal*.

SPRING. [3] Krauss. (HCA)

COMMUNICATION STUDIES

Communication Studies 115F, Section 2

Lessons from *LOST*: A Case Study Introduction to Cultural Studies.

WINNER of the 2006 Golden Globe Award for “Best Television Series–Drama,” the popular ABC series “*LOST*” is an ideal forum for an introduction to cultural studies and cultural politics. In this course, first year students will be introduced to a wide variety of contemporary culture. Through a thorough textual reading of the entire first two seasons of the series (including official and unofficial web sites), and through an application of critical methods to the text, students will learn multiple theories about the function of television in everyday politics.

FALL. [3] Sloop. (US)

EAST ASIAN STUDIES

East Asian Studies 115F, Section 1

Self and Cyborg in Japanese Animation

CAN one be human in a non-human body? At what point do technological enhancements to the body diminish one’s humanity? To what extent can an artificial intelligence develop a sense of self? What is the relationship between body, mind, self, and identity? How do visual and electronic media construct and deconstruct self identity? Who are you? These are but a few questions that this course tackles through the medium of Japanese animation (anime), examples of which are well-known for taking up challenging philosophical and psychological issues such as these. Unlike common American assumptions about animation being limited to children’s cartoons, anime knows no such limits. On levels of theme, content, form, and target audience, anime ranges widely. The subset of this great variety that this course focuses on represents some of the most intriguing and thought-provoking work created for feature-length theatrical release and for TV series broadcasts in Japan. Anime treated include the works of Oshii Mamoru (*Patlabor 2*, *Ghost in the Shell*, *Innocence*); Kon Satoshi (*Perfect Blue*, *Millennium Actress*, *Paranoia Agent*); Anno Hideki (*Neon Genesis Evangelion*); and Nakamura Ryutaro (*Serial Experiments Lain*). Outside screenings on Monday evenings required.

FALL. [3] Figal. (INT)

ECONOMICS

Economics 115F, Section 1

Adam’s Smith’s "An Inquiry into the Nature and Causes of the Wealth of Nations"

ADAM SMITH’S masterpiece of 1776 established economics as a separate discipline and set a standard that subsequent social scientists have seldom surpassed. It has been described as the

most successful not only of all books on economics but of all scientific books that have appeared to this day. Smith used memorable phrases, such as the “invisible hand,” that have become part of everyday economic discourse.

In this course we study the *Wealth of Nations* to discover the nature of economics as seen by the founder of our discipline, the ways in which nations grow more prosperous, and the relationship between economics and other areas such as philosophy. Topics discussed include the division of labor; the role of money; the determinants of the prices of commodities, and of wages, profits and rent; the sources of capital accumulation; alternative patterns of economic development; free trade and protection; the economic functions of government; the role of ethics in a market economy. The critiques of Adam Smith, both favorable and unfavorable, by economists and nationalist statesmen such as Alexander Hamilton will be noted.

This writing course is designed to introduce students to the economic way of thinking. It does not require any previous knowledge of economics.

FALL. [3] Maneschi. (SBS)

ENGLISH

English 115F, Section 1

Women’s Autobiographical Writing

IN THIS COURSE we will explore the construction of female identity as it is represented in narrative, poetic, and theoretical texts by and about women. These texts show girls and women sometimes unconsciously accepting, but at other times, questioning or even resisting conventional expectations of them as daughters, lovers, wives, or mothers. In realistic narratives and poems we see them absorbing the images of women as depicted in popular culture, including romance, fairy tales, and myth.

Psychoanalytic theory describes how some women develop a culturally determined, gendered personality by internalizing early familial and social relationships. These are dramatized in case studies, novels, and short stories. As they reach adulthood, women in these texts try out productive roles in the world of work and writing. Readings will be chosen from such genres as the novel of development, (*Jane Eyre*, *The Awakening*), autobiography (*Woman Warrior*), the historical novel (*Beloved*), case studies, essays, and poetry.

FALL. [3] Dicker. (HCA)

English 115F, Section 2

African American Literature and Its Image in Film and Video

AFRICAN AMERICAN literature arose from the specific experience of marginalization in the United States. As such, the representations, mythologies, and tensions of the community are communicated through both oral and published texts. Because the writers of this tradition write to dismantle notions of racial, sexual, and color stereotypes, this body of literature has inspired both film and television movie industries, spawning a corpus of films and videos that reveal the tensions between these texts and the construction of stereotypes and identity within our culture. In this course we will examine both the literature and representation of the texts in film and video. We will explore questions about the politics of production and publication. We will of

course, examine the texts themselves, and how the visual reproductions filter, essentialize, exaggerate, and mutate the original texts. The course opens with an examination of identity in early African American novels and cinema. It continues with pieces from the Harlem Renaissance and the Protest Period. As we move to more contemporary works, we will scrutinize the role of the African American filmmakers' interpretations of the literature in terms of difference and assimilation. The texts for this course are novels, films, and movies made for television.

SPRING. [3] Salvant. (HCA)

English 115F, Section 3

Representations of Asian Americans

IN THIS course, we will examine constructions of "Asian Americanness"—by both Asian Americans and non-Asian Americans—in U.S. American culture. We will consider various cultural representations or constructions of "Asian Americanness" (in terms of race, ethnicity and nationality or citizenship) as they denote or determine its boundaries. We will begin by studying popular representations in literature, drama and other creative or performance media that emanate from the 'mainstream,' then turn to works created by and for Asian Americans.

Texts will include: D. W. Griffith, *Broken Blossoms*; Young Hill Kang, *East Goes West*; Michael Crichton, *Rising Sun*; Theresa Kah-kyung Cha, *Dictée*; Jessica Hagedorn, *Dogeaters*; Garret Hong. *The Open Boat: An Anthology of Asian American Poetry*.

FALL. [3] Chen. (P)

English 115F, Section 4

Women and Power in Shakespearean Drama

THIS COURSE will consider the relationship between gender and power in plays by Shakespeare and several of his contemporaries. Reading across a variety of genres, we will examine the ways in which power is related to gender in aesthetic, erotic, and political terms, thinking about the kinds of action that female characters are implicated in or excluded from on stage. This course will consider both representations of women as political agents—Queen Margaret, Lady Macbeth, Webster's Duchess of Malfi—and definitions of women as objects and subjects of desire. We will ask a series of questions having to do with the relationships constructed among gender and agency, character and form; for example are the versions of power ascribed to women in the comedies related to or radically different from those in the histories and tragedies? How do concerns such as genealogy and political succession affect our understanding of women as objects or agents? Can women exercise political power directly, or are their actions always mediated through their relations to men? How do female characters become implicated in physical violence and social or political disruption? How much power do the forms of language conventionally represented in relation to women—i.e. cursing, prophecy, shrewishness, courtship—have in these plays? Readings may include *The Taming of the Shrew*, *Titus Andronicus*, *Richard III*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *The Spanish Tragedy*, *The Revenger's Tragedy*, *The Duchess of Malfi*, and *Tis Pity She's a Whore*.

FALL. [3] Schwarz. (HCA)

English 115F, Section 5

New York, New York: Film and Literature

THIS IS a course about the American Dream in concrete--New York. We will study New York as a model of the American experience, emphasizing the conflict and consensus of ethnically and racially diverse groups. We will consider the relationship between aesthetics and political action, the artistic imagination and ideology. Texts will include: Frederick Binder and David Reimers, *All the Nations Under Heaven: An Ethnic and Racial History of New York City*; Ann Douglas, *Terrible Honesty: Mongrel Manhattan in the 1920's*; Irving Howe, *World of Our Fathers*; Sam B. Girgus, *The New Covenant*; Abraham Cahan, *The Rise of David Levinsky*; Edith Wharton, *The Age of Innocence*; Henry Roth, *Call It Sleep*; Anzia Yezierska, *Bread Givers*; Ralph Ellison, *Invisible Man*; Piri Thomas, *Down These Mean Streets*; Oscar Hijuelos, *The Mambo Kings Play Songs of Love*; Jack Finney, *Time and Again*; and John Cheever, *Short Stories*. Films and directors will include Martin Scorsese, Woody Allen, Francis Ford Coppola, Elia Kazan, Barry Levinson, Spike Lee, Neil Simon, *Tales of Manhattan*, and *West Side Story*.

FALL. [3] Girgus. (HCA)

English 115F, Section 7

Women Poets in America

IN THIS seminar, we will trace the development of American women's poetic voices and study the work of several poets, beginning with Emily Dickinson (1830-1886) and ending with Adrienne Rich (b. 1933). Poets include Gertrude Stein, H. D. Marianne Moore, Louise Bogan, Edna St. Vincent Millay, Elizabeth Bishop, Muriel Rukeyser, Gwendolyn Brooks, Anne Sexton, and Sylvia Plath. Contemporary poets will be studied in portfolio, and we will pay particular attention to the plethora of multicultural expression since 1980. Students will be required to keep journals of reading responses, to meet regularly in small groups outside of class, and to attend the literary readings (two or three) sponsored by the English Department during the semester. There will be one significant writing project, biographical in nature, and two or three shorter pieces (topic and style to be chosen by students after consultation with instructor).

FALL, SPRING. [3] Bachmann. (HCA)

English 115F, Section 9

The Suburbs

MOST, but not all, of us have lived in the suburbs; planned, exclusively residential, private automobile accessible real estate developments that feature single-family homes on ample lots distinctly separate from "the city." Suburbs have been around long enough that we can begin to explore their impact on the way we think of self, citizenship, family; our entire system of sense and sensibility. This seminar will try to sketch some of the ways this built, residential living pattern has in turn shaped gender behaviors, our sense of class, of race, of social contract. Dolores Hayden's *Building Suburbia* will serve as a kind of handbook for critical terms and historical context. In addition we'll read, view, and discuss such "suburban" texts as: Booth Tarkington's *The Magnificent Ambersons*, John O'Hara's *Appointment in Samara*, short stories by John Cheever, Ira Levin's *The Stepford Wives*; films such as *Mr. Blandings Building His Dreamhouse*, *American Beauty*; plays such as David Mamet's *Glengarry Glen Ross*; and of course TV series such as *I Love Lucy*, *The Dick Van Dyke Show*, and the *Sopranos*.

FALL. [3] Kreyling. (US)

English 115F, Section 13

The Examined Life

TOWARD the end of his life, Socrates proclaimed “the unexamined life is not worth living.” Taking this as our point of departure, we will examine what it means to live an examined life. Many of our authors endured tyranny or physical torment, and their experiences led them to discern the true from the false, the real from the unreal, the eternal from the impermanent. We will examine the ways that adversity can enlighten individuals to various truths about human nature, and we will investigate the strategies by which these individuals learned to lead noble, ethical lives in spite of their difficult situations. Our texts ask hard questions: How can we lead ethical lives? Are we makers of our destiny or victims of fate? What is the relationship between body and soul? What are our responsibilities to others? What does it mean to be “wise?” Readings include Plato, *Apology* and selections from *Phaedo*; Boethius, selections from *The Consolation of Philosophy*; Montaigne, selections from *Essays*; Frankl, *Man’s Search for Meaning*; Hesse, *Siddhartha*; Bunyan, *Grace Abounding to the Chief of Sinners*; *The Dhammapada*; Voltaire, *Candide*; and Nafisi, *Reading Lolita in Tehran*.
FALL. [3] R. Moore. (HCA)

English 115F, Section 15

Like Nowhere on Earth: Utopian Fictions

THIS course is an introduction to the techniques of literary study through a reading of Utopia across different periods and genres. We will ask how each utopian text attempts to construct territory, personhood and community to create a “just society.” Students should ask whether these “just societies” succeed in rethinking the dynamics of race, gender and sexuality in new ways. Throughout the course, we will consider the particular advantages and disadvantages of using literature as a medium for thinking about political change.

Students will have the option of devoting one of their three required papers to a creative project in which they would construct their own utopian society and present this to the class. Requirements include 5 short position papers (2 pages each) in which students will practice core techniques in literary criticism, and three (5-7) page papers of literary criticism (the third paper will be a revision of one of the earlier two). Texts will include the following: Plato, *The Republic* (selections); Thomas Moore, *Utopia* (selections); William Shakespeare, *The Tempest*; Charlotte Perkins Gilman, *Herland*; Mark Twain, *A Connecticut Yankee in King Arthur’s Court*; Rokheya Sakhawat Hosein, *Sultana’s Dream*; Edward Bellamy, *Looking Backward*; Ursula LeGuin, *The Dispossessed*; Octavia Butler, *Kindred*.
FALL. [3] Kasibhatla. (HCA)

English 115F, Section 17

Fiction Possibilities: Forms of Prose Fiction.

WHAT makes fiction tick? What are the possibilities and boundaries of short stories? Flash fiction? Novels? Where is the common ground between fiction and poetry, fiction and drama, fiction and film? What techniques are shared, borrowed, adapted? This course is designed with the interests of new and potential fiction writers in mind. An exploration of several different prose fiction forms and the approaches the techniques many contemporary writers use in creating them. How do different writers represent time? Consciousness? Perception? What kinds of

architecture do these writers use? Consideration of the tensions within fiction, the ways different writers portray character, the integration of lyricism and story telling, as well as ways contemporary fiction writers claim received forms or re-invent them.

FALL. [3] Reisman. (*HCA*)

English 115F, Section 19

Growing up Latino/a

THIS seminar focuses on Latino literature written by contemporary writers living in the United States—including Sandra Cisneros, Junot Diaz, and Edward Rivera—who depict the development of the mind and character in the often awkward and painful, but empowering passage from innocence to experience, from youth to maturity. Navigating between childhood and adulthood is often complicated for young Latinos by problems of race, culture, and language. Students will examine how Latino authors interpret and adapt the traditional Bildungsroman form and will examine the significance of literature that portrays the process of maturation for a cultural group that is itself “coming of age” in this country.

SPRING. [3] Lopez. (*HCA*)

FRENCH

French 115F, Section 1

The French Experience in the Americas

A STUDY of the history of the French experience in the Americas, beginning with pre-colonial Cod fishing expeditions, the settlement, growth and of New France, the Conquest of Quebec, continued French presence in North Americas: New England, French-Speaking Canada and Louisiana. Unsuccessful attempts at colonization, such as in Florida and Brazil. A wide variety of sources will be used: the cartographic record, missionary letters and related documents, such as the *Jesuit Relations*, encounter narratives found in the writings of explorers such as Cartier in Canada and Jean de Lery in Brazil. We will also look at literary representations of the French experience in the New World by French and Anglo writers such as Long fellow’s epic “Evangeline,” a poetic rendering of the Acadian deportation of 1755, as well as literary works and film from Quebec. We will conclude by taking stock of the current state of French in America and questions of linguistic and cultural survival.

FALL. [3] Kevra. (*INT*)

GEOLOGY

Geology 115F, Section 1

Science, Voodoo Science, and Democracy

WHY do people believe outrageous ideas, such as UFO abductions, quantum healing, and extrasensory perception? How can courts award multibillion dollar settlements in lawsuits that scientists say have no basis in fact? Science is supposed to help us tell sound reasoning from nonsense, but a lot of nonsense claims to be scientific. How can we tell the difference? When scientists themselves disagree, are there good tests to distinguish good science from bad, or are the labels merely political epithets?

In a democracy, should scientific expertise be weighted differently from the common person's common sense? When should the public defer to scientists and when should scientists defer to the public?

We will examine different ideas about what science is and how it determines truth. We will study examples of good science and bad science, emphasizing cases where the public has a direct interest in the quality of the science. Case studies will include toxic and carcinogenic pollutants, cold fusion, homoeopathic medicine, stratospheric ozone depletion, and "toxic tort" litigation. Authors we will read include Karl Popper, Jacob Bronowski, Stephen Jay Gould, Irving Langmuir, and Richard Feynmann.

FALL. [3] Gilligan. (*P*)

Geology 115F, Section 2

The Earth's Oceans in the Global Environment

THIS seminar will introduce students to the planet's oceans and the vital role they play in our lives. In addition to looking at some of the physics, chemistry, geology and biology of the marine environment and how these aspects are interconnected in the ocean system, we will consider societal factors affecting progress in marine science, changing popular attitudes toward the oceans, and key current policy implications of marine science. This is an exciting time for marine science as new technologies are giving us better access to the growing amount of information we have about the vast and largely unexplored ocean environment. From our increased understandings of the world's oceans we know that they form the basis of the Earth's life support system, and that humans have the capacity to alter basic global processes. Readings will come from the scientific literature, popular science books on the oceans, and from a number of recent reports from governmental and non-governmental organizations on the health of the marine environment.

FALL. [3] Johnston. (*MNS*)

Geology 115F, Section 3

Volcanoes: Earth and Human Impacts

VOLCANIC ERUPTIONS are among the most spectacular of all natural phenomena. They are also manifestations of processes that guided the development of the Earth and shaped our environment. They have had major impacts on human history and continue both to threaten and to inspire society. We will explore many of the facets of volcanism from standpoints of esthetics, scientific curiosity, and society. For example: How do volcanoes work, and how do we know? How have they influenced humans in the past, and how might they influence us in the future? How can we predict their behavior, or can we? How does society respond to natural threats and to uncertainty about threats? Case studies, including real-time monitoring of active volcanoes, along with popular and scientific literature and historical interpretations, will form the basis for our investigations.

SPRING. [3] Miller (*MNS*)

GERMAN

German 115F, Section 1

The Artificial Body: Alternative Representations of the Human in German Fiction and Film
 THE FASCINATION and horror generated by the many forms of “almost human” beings, from automatons to robots, androids, cyborgs, and bodiless existence, inspire us to wonder who we are, what we are, and where we are going. Today, as fiction seeps into reality, technology continues to erode the dividing line between human and machine. What is the body? How artificial are we already?

Our focus will be on contradictions as well as erasure. In what way do German texts articulate the yearning for and fear of more technology? How does the theme of the artificial body simultaneously function both as the dream of male birth and feminist territory? What is next, do we want it, and do we have a choice? What other questions does the theme of the artificial human raise, from Goethe’s *Homunculus* to stem cell research? The goal of this course is to encourage students to formulate similar questions, while providing students with a sufficient background to see their questions as part of a historical-cultural tradition.

Early texts include Goethe’s *Faust II*, excerpt on *Homunculus*, (1832), E.T.A. Hoffmann’s *The Sandman* (1817) in conjunction with Freud’s *The Uncanny* (1919), Heinrich von Kleist’s *Käthchen from Heilbronn* (1808) and *On the Marionette Theater* (1810), Mary Shelley’s *Frankenstein* (1831), and Georg Büchner’s *Leonce and Lena* (1836). Twentieth-century works include Robert Wiene’s film *The Cabinet of Dr. Caligari* (1920), Paul Wegener-Carl Boese’s film *The Golem* (1920), Fritz Lang’s film *Metropolis* (1927), Friedrich Dürrenmatt’s *The Visit* (1956), and Ridley Scott’s film *Blade Runner* (1992). We will inform ourselves on the status of cloning and stem cell research today. Readings will be in English (no knowledge of German required).

FALL. [3] Setje-Eilers. (HCA)

History 115F, Section 4

Destruction of the Indies

THE CONQUEST of the new world by the Spanish Conquistadors may be one of the greatest epic adventures in our history. It also announced one of the most tragic and controversial chapters in the history of empire building. This seminar will focus on the demographic disaster which overcame the Aztec and Inca empires and the subsequent controversy (sparked by eyewitnesses in the sixteenth century) which persists in academic circles today.

FALL. [3] Landers. (INT)

History 115F, Section 10

American Civilization Since 1945

THIS seminar will introduce students to some of the major themes in American history from the end of the Second World War to the present. Themes will include the development of a distinct American identity, the creation of the Welfare State, and the rise of the United States as a world power. The seminar will emphasize the reading and discussion of primary documents from this era and the writing of analytical and interpretive essays. Readings will include writings of central actors (e.g., diplomats and political figures) and ordinary people, alongside academics

and activists in order to explore the American experience since 1945. Students may not have credit for both 171 and 115F, Section 10.

FALL. [3] Fergus (*US*)

History 115F, Section 11

Presidential Politics: College Studies, Social Movements and Civic Activism

THIS seminar examines the participation of college students in presidential campaigns of the late twentieth and early twenty-first centuries and the national issues which motivated students to participate in the electoral process. Looking specifically at presidential elections since the 1960s, this seminar will examine student participation in movements such as the sit-ins of the 1960s, Freedom Summer 1964, the effort to lower the voting age, the peace movement, and examine how economic, social, and cultural issues have influenced American college life and attitudes toward politics and civic engagement.

FALL, SPRING. Dalhouse. (*US*)

History 115F, Section 12

Jesus in the Quran

CAN Muslims and Christians engage in dialogue about Jesus? Is there any basis for agreement? For sharing? How does scripture become canonical? Which Scriptures made it and which did not? What images of Jesus does scripture portray? What have commentators (classical and modern) said about scripture? What impact has historical context had upon commentators? To answer these questions, students will read selections from the *Quran* and the *Bible*, exegetical literature, and a few secondary sources such as Geisler and Saleeb's *Answering Islam* and M. Kemal Hussein's *City of Wrong*. The instructor will introduce the topics.

SPRING. [3] Messier. (P)

History 115F, Section 13

From Pancho Villa to Frida Kahlo: Being Revolutionary in Mexico

OFTEN romanticized, but rarely understood the Mexican Revolution not only overthrew an entrenched dictatorship, but also catalyzed broad socio-cultural and artistic transformations. This class explores the complexities of Mexico's revolutionary period, roughly 1910-1940. In the first part of the course, students will examine the history of one of the world's most powerful peasant social revolutions, looking closely at the factors involved in agrarian upheaval. In the process they will become familiar with the theoretical works related to popular rebellion. Subsequently the class turns to Mexican society in the wake of war looking closely at art, gender, and post-revolutionary culture. Students will write three papers responding to class texts and also complete a final paper involving additional research on a topic of their choosing related to the course.

SPRING. [3] Wright-Rios. (*INT*)

History 115F, Section 14

Gendered Demands for Racial Equality, 1945-1975

THIS seminar will examine how issues of gender and sexuality intersected with and shaped the Civil Rights Movement. Beginning in the years following World War II and ending with the

Joan Little murder trial (1975), we will examine how movement activists influenced racial and gender identities, the political dimensions of interracial intimacy, sexual violence, and the politicization of traditional male and female roles in framing public demands for racial equality. Paying close attention to the full range of men's and women's participation in the movement, this course will also consider the different ways of understanding protest, activism, leadership, and gender consciousness in working-class communities. This course will introduce first year students to the methodologies, questions, and vocabulary of women/gender history. Students will then apply these skills to learn how to critically evaluate primary and secondary sources and write a significant research paper.

SPRING. [3] Brimmer. (*US*)

HUMANITIES

Humanities 115F Section 2

Americans in Paris

THIS seminar looks at Paris as a historic and cultural phenomenon, examining why Americans have been so fascinated with this city. Readings and projects cover the eighteenth through the twentieth centuries and include the history and evolving concept of the city. Through people such as Franklin, Paine, Stowe, Cassatt, Stein, and Hemingway, the history of American visitors, expatriates, artists, and writers as they have encountered Paris will be explored. Writing projects will be biographical, touristic, architectural or artistic, and historical, giving students the opportunity to try different literary forms in exploring Paris as an urban reality and Paris as a myth. The course will include films and other media, as well as readings from letters, documents, travel literature, and novels.

SPRING. [3] Ward. (*HCA*)

Humanities 115F, Section 3

Food, Sex, and Death

FROM ancient India to contemporary America, cultures have created complex sets of beliefs regarding food, sex, and death. These beliefs, along with their underlying medical, political, and religious norms reveal an anxiety about the "appropriate" uses of the body. This anxiety, in turn, generates a complex web of metaphors that center around contradictory notions of desire and loathing, longing and fear, pleasure and disgust, health and contamination, biology and spiritual bliss. This course will examine some of these beliefs and the metaphors they produce by drawing on a variety of ancient and modern sources, including literature, art, film, medical tracts, the social sciences, and popular culture.

FALL. [3] Boyd. (*HCA*)

JEWISH STUDIES

Jewish Studies 115F, Section 2

Music and Identity in Jewish Traditions

THIS SEMINAR focuses on music and identity in global Jewish cultures. Provides an introduction to the cultures, contexts, and historical development and structure of Jewish communities throughout the world and considers the ways that music is adopted, adapted, and transformed when performed by individual Jewish communities. SPRING. [3] Barz. (*P*)

Jewish Studies 115F, Section 5

Gender, Sexuality, and Desire in Jewish Literature.

DO images of the Jewish mother and the neurotic Jew in American popular culture originate from the Bible? In this course we will study the history of Jewish culture through an examination of changing representations of gender in Jewish literature and film. We will look at texts that both represent and challenge accepted ideas about gender roles, male and female sexuality, marriage, and beauty ideals. We will also consider whether male and female writers portray gender differently. Our readings will span a broad range of literary texts, from biblical stories to contemporary American Yiddish literature. Topics to be discussed include: same sex desire, Jewish mothers, henpecked husbands, drag, and representations of the Jewish body. This course will serve as an introduction to both gender studies and Jewish literature. No prior knowledge of Jewish culture is required.

FALL. [3] Schachter. (*HCA*)

LATIN AMERICAN STUDIES

Latin American Studies 115F, Section 1

Language and the Law.

This course examines the role of language in legal settings. We will look at written and oral legal language and what makes legal language difficult to understand by examining the language of police officers, judges, lawyers, and testifying witnesses or defendants. How language is used presents a growing challenge to the system of justice. Particular attention will be given to what happens to linguistic minorities and to women in their contact with the court system in a linguistically diverse society like our own. This will be especially evident in cases of rape, murder, kidnapping, and child molestation. The course will examine how justice operates in the Americas, and how justice sometimes is denied to Spanish-speakers in the U.S. and to speakers of indigenous languages in Latin America. Caution: strong language will appear in some of the material used in this course.

FALL. [3] Berk-Seligson. (*SBS*)

MATHEMATICS

Mathematics 115F, Section 1

Mathematical Truth

WHAT IS mathematical truth? What is the role of proof in mathematics? How do mathematicians communicate mathematical ideas? Topics to be covered will come from a wide range of elementary mathematics. Logical foundations of mathematics. Presenting mathematical ideas, definitions, theorems, proofs, and examples. Using equations, diagrams, variables and quantifiers. Basic logic, proof by contradiction, induction. Generalization, special cases, analogies. The use of lemmas and corollaries. Refining, simplifying, and rewriting proofs. Organizing problem solving. Writing for an audience. Grading based on weekly writing assignments including expositions about mathematics, presentations of known results, organized notes from lectures, and original problem solving. Recommended for beginning calculus students.

SPRING. [3] Tschantz. (*MNS*)

Mathematics 115F, Section 2

Mathematics and Games

HOLD ‘em or fold ‘em? Deal or no deal? Is the price right? Examination of the mathematics and historical motivation of popular games of chance, solitary games like Sudoku, game shows, board games and dilemmas. What constitutes a fair game? Develop new games. The mathematics covered includes basic probability, expected value and simple combinatorics. Writing assignments will include clear, precise and well-organized instructions for games, covering all possible outcomes, explaining underlying mathematics, historical background, and unique interpretations of dilemmas.

SPRING. [3] Rafter. (MNS)

MUSIC LITERATURE

Music Literature 115F, Section 2

Shakespeare and Music

WHAT kinds of sound effects would Shakespeare have expected to hear in the performances of his dramas? How “authentic” was the music in that production of Shakespeare-in-the-park you saw last year? Can a musical work be “Shakespearean” if there's not a word of Shakespeare in the libretto--or if there are no words at all?

In the last 300 years, Shakespeare's dramas have inspired literally thousands of musical works, ranging from operas to film scores to Broadway renditions, from “authentic” music within the plays to nineteenth-century incidental music to symphonic compositions. We will investigate a small cross-section of these self-identified Shakespearean musical compositions produced in different eras and in different countries. We begin with the sound of Shakespearean dramas in the twentieth century and then examine “reconstructed Shakespeare,” including ways in which Shakespeare's plays were adapted, modified, and sometimes mangled by producers and the musicians they hired during the 17th, 18th, and 19th centuries. We will also address modernized and popularized Shakespeare, particularly the influential film scores by William Walton and the ever-popular Broadway hit *West Side Story*. During the latter part of the semester, we will compare operatic versions of Shakespearean plays to see how a libretto is put together and what the music contributes to the drama--and perhaps what it takes away. We will end with a unit on “Shakespeare without words”--orchestral music that claims a Shakespearean connection, including the Tchaikovsky fantasy-overture on *Romeo and Juliet* and a Prokofiev ballet suite based on the same drama.

By the end of the semester, the student will be familiar with the musical conventions for different eras and the kinds of pieces that were inspired by the “Bard of Avon.”

FALL. [3] Cyrus. (HCA)

PHILOSOPHY

Philosophy 115F, Section 1

Ethics and the Professions

THIS SEMINAR has as one of its aims helping students think cogently about the obligations of professionals in contemporary society. Four clusters of ethical issues generated by professional

life will be examined: professional-client relationships; personal, professional, and institutional obligations; access to professional services, and regulation of professions. Case studies will be used to focus discussions.

FALL. [3] Finder. (*HCA*)

Philosophy 115F, Section 5

Green Cities

IN THIS course, we will apply ethical theories to urban environmental issues. It has long been a prevalent view that cities are environmentally unsustainable or “unfriendly,” and historically, the modern urban planning movement originated from this perspective, committed as it was to ameliorate the overcrowded conditions and rampant disease characteristic of urban life in the nineteenth century. We will see, however, that some contemporary cities are environmentally sustainable in significant respects, and many other cities can and should be made to become that way. Making cities environmentally sustainable, further, is more than just planting trees, preserving green space, or establishing recycling programs. It is also about land use integration, participatory democracy, and social equity. To address these and related concerns, key topics for the course include interpretations of “nature” and “sustainability,” human settlement patterns, democracy, economic sustainability, sprawl, environmental justice, and the implementation of urban environmental principles. Some authors whose works we will read are Garrett Hardin, Ian McHarg, Kevin Lynch, Richard Sennett, Mike Davis, and Carole Pateman. This course integrates ethical theory and environmental urban planning, and students in the seminar will actively contribute to this exciting field by engaging in class discussion, organizing a group presentation, and writing three original essays.

FALL. [3] Bremer. (*P*)

Philosophy 115F, Section 12

Bioethics: Conflicting Voices in Medicine and the Life Sciences

THIS COURSE is designed to introduce students to moral issues in medicine and the life sciences. Emphasis will be placed on examination of the moral habits and traditions students bring to these issues, and on the tools for moral reasoning available for resolving them. The focus will be on those issues and problems most likely to be routinely encountered as individual questions or as policy issues, such as genetic testing and diagnosis, the ethics of managed care, social justice in the distribution of scarce health resources, and care at the end of life.

SPRING. [3] Churchill. (*HCA*)

Philosophy 115F, Section 13

Music, Self, and Society

IN THIS seminar, we will investigate a number of philosophical questions about music and musical meaning with an ear toward contemporary music to which students actually listen. Philosophy and music share an uneasy and sometimes turbulent relationship. Plato fears music’s effect on the balance of soul and society. Friedrich Nietzsche celebrates music as a check on an overreaching reason and enervating morality. Theodor Adorno saw in some modern music, but no popular music, a glimmer of hope for freedom within an ever more tightly administered world. A number of contemporary philosophers, following nineteenth century music critic

Eduard Hanslick, argue that music itself does not really mean anything at all. What, if anything, can music tell us about ourselves and about our society? Are all of these questions simply mistakes resting on an over-intellectualized notion of what music is? No special knowledge of music is required, but we do some listening that will be partially determined by the class's interests.

FALL. [3] Neufeld. (HCA)

Philosophy 115F, Section 14

Classical Conceptions of Living Well, Europe and Asia.

IN THIS course we will explore the question of what it means to live well as human beings. We will orient ourselves to this question by reading classical Greek and Asian texts—texts that have provided major historical bases for contemporary thought. In these texts we will find original formulations of basic life questions with which many of us still wrestle today, such as, what do “goodness,” “excellence,” and “justice” mean? What do I have to do in order to live well? How are my efforts to live well connected to others' efforts? Understanding both the questions and classical thinkers' responses to them enables us to think about our own lives more deeply, to adopt or depart from whatever “wisdom” they may represent, and more deliberately and intelligently to assume responsibility for determining the quality of our lives. Texts include: Plato's *Republic*, Aristotle's *Eudemian Ethics*, *The Bhagavad Gita*, *Confucian Analects* and *Doctrine of the Mean*, Lao Tzu's *Tao Te Ching*, Suzuki's *Zen Mind, Beginner's Mind*.

FALL. [3] Schoenbohm. (HCA)

Philosophy 115F, Section 15

Limits of the Human in Philosophy and Film

WE WILL examine the limits of what counts as human in relation to both animals and machines in philosophy and film. Within the history of philosophy, we will take up the following questions: How did animals acquire language to become human? What is the relation of human beings to other animals? What are our ethical obligations to them? What does the study of animals tell us about ourselves? Can we imagine a machine, computer, or robot that could be considered a person? What criteria would such a machine have to meet? Could we have ethical obligations to robots or androids? The use of film will make vivid these philosophical questions. In films such as “The Island of Doctor Moreau” and “Planet of the Apes” we see speculations on the origins of human society. In films such as “Cat People” and “The Wolfman” we see images of the human turned back into animal. And, films such as “Bladerunner” and “I Robot” address issues about our relation to thinking, feeling machines. These films raise questions about what it means to be human and the limits of the human.

FALL. [3] Oliver. (HCA)

Philosophy 115F, Section 16

The Nature of the Political: Ancient and Modern

IN THIS course we will examine the historical transformations in our understanding of the public realm in relation to its distinction from both the private and social realms. Through the works of Plato, Aristotle, Alfarabi, Hobbes, Rousseau, and Marx we will investigate the

consequences of distinct theories of the political realm for human action and freedom.
FALL. [3] Dobbs-Weinstein. (*HCA*)

PHYSICS

Physics 115F, Section 1

Bogus Science

IN THIS class we will study some recent and notorious examples of bad science—cases involving deliberate fraud by scientists as well as examples of claims and reports by well-meaning individuals that have turned out to be bogus. The pursuit of science is supposed to include various safeguards to test the validity of new knowledge and discoveries, such as peer review of publications, testing whether results can be reproduced, and application of “the scientific method.” But there have been many notorious examples of deliberate fraud by scientists including the successful publication of claims that have subsequently been shown to be false, and sometimes ridiculous. This course will examine some of the more illustrative cases of deliberate fraud and bad science that have been uncovered and the motives behind their perpetrators. Many such cases reveal defects in the manner in which science and academic matters are reviewed, while others demonstrate how the media and the public can be manipulated by unscrupulous charlatans. In reviewing these cases we will try to examine how science is supposed to operate to avoid these lapses and why bogus science succeeds.

FALL. [3] Gore. (*P*)

Physics 115F, Section 2

What is Matter?

THIS course will survey the development of our current model of matter from our traditional understanding of atoms and molecules to our present understanding of leptons and quarks. We will examine the critical experiments and theories that led to these discoveries and how our view of what is fundamental has changed. We will also discuss how forces arise and the mediating particles for forces, such as bosons.

For the last third of the course, we will discuss current developments such as dark matter and neutrino oscillations. We will also delve into the strange world of quantum mechanics and its applications without using any advanced mathematics. Familiarity with basic algebra is assumed.

The course will be based on materials from the American Physical Society web site "What is fundamental?" These materials will be supplemented with other materials provided to students from various articles in scientific journals.

FALL. [3] Ramayya. (*MNS*)

POLITICAL SCIENCE

Political Science 115F, Section 1

American Foreign Policy: Roots, Goals, and Impacts

THE United States came into being as a rather weakly united set of former British colonies strung out along the Atlantic seaboard of North American in 1776. Now, 229 years later, it is

arguably the most powerful state in the history of the world. Yet critics typically denounce U.S. foreign policy, currently as well as in the past, as unrealistic, uninformed, chaotic, inconsistent, and even blundering. What have been, and what are the major goals of American foreign policy? Have past policies been well-designed to achieve those goals, and are current policies likely to help the United States to achieve its foreign policy objectives? Could past policies have been, and should current policies be modified in ways designed to increase the probability that American foreign policy goals are achievable? Are there foreign policy goals that have been or are overlooked, avoided or under-emphasized by American foreign policy makers? This course will examine each of these questions, with a view toward developing the problem solving and analytical skills of its students, and to strengthen their proficiency in reading, speaking, and writing about foreign policy choices in politically and ethically difficult situations. The writing assignments will focus on debates about contemporary issues such as globalization, (e.g., outsourcing), the war on terrorism and in Iraq, the International Criminal Court, human rights, ballistic missile defense, and global warming.

FALL. [3] Ray. (SBS)

Political Science 115F, Section 2

Courts in the Modern Age

IN 1790, Supreme Court Justice James Wilson told the men and women at the college of Philadelphia that “the science of law should, in some measure, and in some degree, be the study of every free citizen, and of every free man. . . . The knowledge of those rational principles on which the law is founded ought, especially in a free government, to be diffused over the whole community.” This course is intended to implement Wilson’s ideas by providing an introduction to basic principles of American law, as well as to the structure and function of the judicial system. Students will study judicial opinions in the areas of constitutional, criminal, tort and contract law, learn about basic civil and criminal procedure in trial courts, and study the elements of the appeals process. Writing assignments will be centered on analyzing new factual scenarios in light of the legal principles studied in class, as well as the formulation of a legal brief for purposes of an oral appellate argument. Students will also participate in a mock trial.

FALL. [3] Lindquist. (SBS)

Political Science 115F, Section 3

Terrorism

AN overview of terrorism as a political science puzzle. Throughout the semester, the main questions to which most of our discussions and readings will relate are 1) Why do non-state groups turn to terrorism; 2) How should states respond to terrorism? By the end of the semester students should be able to speak and write critically about the various answers that scholars, policymakers, the law enforcement community, and terrorists themselves have given to these questions. Three other objectives for the course are 1) To familiarize students with the history, goals, structures, and tactics of groups that have used terrorism, past and present; 2) To help students improve their public speaking and presentation skills; 3) To help students improve their writing skills.

SPRING. [3] Carroll. (SBS)

PSYCHOLOGY

Psychology 115F, Sections 1, 3

General Psychology

A SURVEY of modern scientific psychology. Discussion is focused on such topics as maturation, perception, motivation, learning, thinking, remembering, emotion, intelligence, special aptitudes, and personality development. Evaluation of research through experience as a subject in current research or by means of evaluation of published research. Satisfies the prerequisite of 101 for all other psychology courses; students may not receive credit for both 101 and 115. This course will count toward a major in psychology.

FALL. [3] Section 1. Fox. (SBS)

SPRING. [3] Section 3. Fox. (SBS)

Psychology 115F, Section 8

Human Memory and the Brain

THE NATURE and origins of human knowledge constitute a principal issue in psychology and in the liberal arts and sciences more broadly. This seminar offers an introduction to and overview of interdisciplinary ideas about how knowledge is acquired and represented by the human mind and brain. Human perception, comprehension, and memory will be examined to understand how these are influenced by prior knowledge, emotional processes, brain mechanisms, and by interactions between individuals and their environments.

Readings will include Bronowski, *The Origins of Knowledge and Imagination*; Damasio, *Descartes' Error*; Bransford & Stein, *The Ideal Problem Solver*; Simon, *The Sciences of the Artificial*; and sections of other works including Perrow, *Empire of Light*; Gibson, *The Senses Considered as Perceptual Systems*; and the National Research Council report, *How People Learn*.

FALL, SPRING. [3] Zbrodoff. (MNS)

Psychology 115F, Section 10

Addictions and Society

ADDICTIVE behaviors are a major source of sickness, economic burden, loss of productivity, and death around the world. They can be found in almost every age group, gender, race, socioeconomic status and culture. This course provides a general overview of the biological, psychological, and social factors related to addiction with a focus on behavior. We will study addiction in the context of commonly abused substances, sexual behaviors, and other compulsive activities. We will focus specifically on addictive behaviors and current events related to college students. Because addictions are ubiquitous in our society, this course will draw from the fields of biology, psychology, public health, public policy, pharmacology, addiction medicine, and law. Students will learn to think critically about addictions and to challenge their own attitudes and beliefs about the origins, consequences, and impact of addictions. Class format will include mini-lectures, discussions, video clips, guest speakers, observations, case studies, and in-class debates.

FALL. [3] Samenow. (SBS)

RELIGIOUS STUDIES

Religious Studies 115F, Section 1

God, Sex, and the Earth

THIS course examines the relations among ideas of the sacred, gendered humans, and the Earth. Religions have foundational myths or cosmologies that help make sense of who we are, our place in the world, ourselves (as bodies, minds, and spirits) and how we ought to behave. Ideas and images of Creation, Heaven, and Earth, and right or wrong actions between and among beings dictate our thinking and our doing. Our image of the Divine, “Super Nature,” our assumptions about the proper relations between sexual bodies, and the proper relations of humans to “nature” are all connected. Students will examine their own beliefs about these issues, and will begin creating an ecological picture or map that depicts our place in the universe.

Each student will work on mapping his or her own landscape, and in addition to three reflection papers, the class will plan and carry out a literal “hands-on” experience with a local environmental program. (Digging in the dirt!)

FALL. [3] Welch. (HCA)

Religious Studies 115F, Section 2

Women of the New Testament

IN THIS course, we will explore New Testament perspectives on women and the variety of ways these texts have been understood. We will ask such questions as: In the culture that produced the text, what were the assumptions about men and women, their roles and characteristics or capabilities? How does a text reflect its culture’s assumptions about gender? Are there ways in which it does not? What role does gender have in the rhetoric of the text? (i.e., how does the text rely on gender assumptions in making its argument?) We will also attend to ways that interpretations of the New Testament in modern contexts may affect contemporary issues of gender.

FALL. [3] Hylan. (HCA)

RUSSIAN

Russian 115F, Section 1

Classic Russian Short Novels

WHEN people think of Russian novels, they probably have in mind what Henry James dubbed “loose and baggy monsters” by Dostoevsky and Tolstoy. There are many classic short Russian novels, however, and in this seminar we will read, discuss and write about several of them. We will focus on the interpretation of specific works, the relationships between and among various novels, and the ways in which the novels reflect Russian culture and history. The works on our agenda include Pushkin’s *Eugene Onegin*, Lemontov’s *A Hero of Our Time*, Turgenev’s *Fathers and Sons*, Tolstoy’s *The Death of Ivan Illich*, Zamiatin’s *We*, Bulgakov’s *The Heart of a Dog* and Nabokov’s *Despair*. No knowledge of Russian or previous acquaintance with Russian culture or history required. All readings in English.

FALL. [3] Lowe. (HCA)

SOCIOLOGY

Sociology 115F, Section 1

America in the Sixties

THIS SEMINAR re-examines the Sixties—one of the most tumultuous decades of the twentieth century—from the vantage point of historical sociology, a perspective that takes seriously the interplay of social structure, culture, biography, and history. The central themes of the course include the African-American Freedom Movement (from Southern Civil rights struggles to Black Liberation struggles), cold war, hot war (Vietnam), and antiwar student movements, New Left and New Right, women’s liberation, counterculture, and more. Sociological emphasis is placed on social change and social movements.

SPRING. [3] Isaac. (SBS)

Sociology 115F, Section 3

Immigration, Community and Public Policy

GLOBALIZATION and immigration are at the heart of community, identity, economy, and politics in the United States, and they evoke a range of political and policy responses for incorporating immigrants into contemporary U.S. society. Why do immigrants settle in the U.S.? How do immigrants and their children adjust their identities as they resettle in the U.S.? Is the U.S. a “melting pot” in which immigrant identities conform to a common cultural identity? In which neighborhoods, and with which neighbors, do immigrants and U.S.-born individuals reside? What is the American Dream, and how attainable is it for different immigrant and U.S.-born groups? What kinds of jobs and careers do immigrants have, and do the career opportunities for immigrants and U.S.-born workers differ? Why do different immigrant and U.S.-born groups conflict with one another? How have governments attempted to achieve a mutually beneficial incorporation of immigrants into local communities?

In addressing these questions, students will create their own public policy recommendations for helping Nashville to achieve a mutually beneficial incorporation of immigrants and refugees into local society. *Using the 2002-03 Final Report of the Immigrant Community Assessment of Nashville*, that was conducted and written by a team of researchers from Vanderbilt University, Meharry Medical College, and Tennessee State University, students will generate their own policy recommendations by critically applying scholarly ideas about immigration to the original research findings of the Final Report.

SPRING. [3] Cornfield. (SBS)

Sociology 115F, Section 4

Women and Work in the United States

THE HISTORY of women’s involvement in home and paid work in the U.S., with particular attention to differences between the experiences of white women and those of women of color. In the first half of the course, we will examine the nature of women’s work and the division of labor in the household in pre-industrial U.S.; then we will discuss the rise of factories and its effect on women’s activities.

The second half of the course will focus on women and work (since World War II)-- in particular, on recent changes in women's participation in paid employment. Also, we will study conflicts between women's employment and family roles, as well as current or proposed policies affecting women's home and paid work, or aimed at alleviating employment-family conflicts. Examples include the Pregnancy Discrimination Act of 1978 and the Family and Medical Leave Act.

FALL. [3] Campbell. (*SBS*)

Sociology 115F, Section 5

Technology, Media, Culture, and Society

THIS SEMINAR takes as its starting point the widely espoused belief that the Internet and digital media are changing life as we know it. We will examine questions about the impact of network technology and digital media on social, political, economic, and cultural institutions that comprise modern society. How are digital networks and new media transforming civilized society? What elements of society are affected? How will these changes evolve as technology continues to advance? To address these questions we will read social critics and social scientists who analyze and comment on the sociology, anthropology, and psychology of the wired life, with an eye toward current controversies about technology's impact. We will also explore the impact of digital media on a variety of applied domains, including business, politics, regulation, education, journalism, publishing, architecture and urban planning, interpersonal relationship, community development, religion, entertainment, recreation, and others.

SPRING. [3] Barry. (*SBS*)

Sociology 115F, Section 6

Womb to Tomb: The Life Course

BIRTH, school, work, coupling, child-rearing, retirement, death. People all over the world experience many of the same life events and life stages. But beliefs about the forms these stages should take, and the order in which they should occur, vary from one society to another and over historical time. Should puberty signal the end of schooling? Does it make a difference if you have kids before you find a life partner? What about people who work after they retire? This course explores the many stages that comprise individual lives, as well as the rites of passage that mark transitions between those stages-quinceañeras, proms, virginity loss, divorces, to name a few-placing individual biographies in the context of broader social changes. How gender, race/ethnicity, sexual identity, socioeconomic status, and other aspects of social identity influence people's ideals for and experiences of life stages will be a major theme as well.

SPRING. [3] Carpenter. (*SBS*)

Sociology 115F, Section 8

What is a Family? Law and Religion in Conversation

AS AN institution, the American family has undergone considerable transformations in recent decades. Rates of divorce (and subsequent "blended families") have increased, fertility rates have decreased and more people are postponing marriage-or foregoing it altogether. Others want to get married or adopt children but are forbidden. Although these changes may appear to be the result of individual family planning, in fact, social dynamics and cultural forces play a significant role in

determining both family structure and public policy. Courtrooms and legislative halls are often the arenas in which society wrestles with these issues. Accordingly, an understanding of the law is essential if one wishes to understand and engage in the civic discourse. Additionally, religiously-charged rhetoric and the language of faith can often be heard in the background of both public and private conversations about the family, and these voices must also be understood. Therefore, through the lens of the law and with special consideration given to the magnifying role of religion, this seminar will challenge you to think critically and express yourself both orally and in writing as we confront a number of controversial legal, religious and public policy issues sparked by the question: What is a Family? Conversations in class and writing assignments will focus specifically on issues related to marriage & divorce, domestic partnerships & same-sex unions, abortion and adoption, and the family dynamics intrinsic to bioethical crises. Assigned texts will be broadly interdisciplinary, incorporating both fact and fiction from perspectives in the fields of sociology, history, philosophy, gender and religious studies, in addition to condensed excerpts from case law, video documentary and film.

SPRING. [3] Perry. (SBS)

Sociology 115F, Section 9.

Gangs and Gang Behavior.

WHAT is a gang? What is a “gang member”? How are gangs structured and what do gang members do? What are the consequences of gang membership? How does society attempt to control gang behavior? These are some of the primary questions that form the core of this seminar focusing on gangs and gang behavior in the United States. This seminar has four thematic sections. We will begin the seminar by discussing the social problem of defining gangs and gang members, the history of gangs in the United States, and the extent and nature of the contemporary gang situation. In the second section, we will discuss the process of joining a gang and the casual factors associated with it, the typical behaviors of gang members, and the consequences of gang membership (including its effect on criminal activity and criminal victimization). Next, we will discuss structural differences in contemporary gangs, with a focus on ethnic and gender differences in gangs. The final section of the course concerns the approaches used to control gang behavior, including the use of legal injunctions, police interventions, and prevention policies. During the entirety of this course, we will use the empirical literature and the sociological perspective to critically evaluate common perceptions of gangs and gang behavior (especially those perpetrated by the media).

FALL. [3] Ezell (SBS)

Sociology 115F, Section 10

Crops that Changed the World.

THIS interdisciplinary seminar examines the social, biological, and economic links between crops, cultures, and production technologies. Topics include: zones of origin for world crops; plant domestication and the “agricultural revolution,” the spice trade and European explanation; sugar, tobacco, and slavery in the Americas; New World crops; lost crops of the Incas, and coffee in Brazil. The production, financing, processing, and distribution of crops that changed the world. The Malthusian dilemma—demography versus food production. The Green

Revolution in rice and wheat. Energy crops. Sustainable agriculture. Future prospects.

Research tools.

FALL. [3] Lang (*SBS*)

SPANISH

Spanish 115F, Section 2

The Border Identities

IN THIS seminar, we will consider that the fluid nature of identity might help us to better understand the Latin American experience. Is a person who doesn't speak English, identifies him or herself with the culture, traditions, and values of a Spanish, French, or Dutch-speaking Caribbean island, but is a naturalized citizen of the United States, an American? Is a person who doesn't speak Spanish, identifies him or herself with the culture, traditions, and values of a Quechua-speaking border region of the Andes, Peruvian? Could the comparison of these two examples lead us to a better understanding of what troubles and constitutes national identity both in the United States and in Latin America? This course will attempt to answer some of these questions by first studying examples of the complex identity of the United States in the literature emerging from its borders, and then comparing these to similar examples in literature produced at the borders of Latin American countries.

Much of the United States borders Latin America, and many Latin Americans have made this country their home. Bilingual, bicultural writers from the East to the West Coast, such as Junot Díaz, Richard Rodríguez, and Sandra Cisneros have thought about this condition, and have written about their troubled identities in their essays, short stories, and novels. Their work is both strikingly different and similar to the essays, short stories, and novels of Latin American writers who describe a similar experience but from a different geographic location. Writers at the borders of their culture such as Rosario Castellanos, Julia Alvarez, and Clorinda Matto de Turner have described the promise and difficulty of straddling the borders of countries as diverse as Mexico, Perú, and the Dominican Republic. We will read the works of these writers within a circular geographic pattern designed to make the problem of national identity in Latin America more familiar to a student population eager to learn, but unfamiliar with, its cultures and traditions. The course begins with the more familiar work of US Latino writers, moves away from the United States to the Caribbean, Mexico, and the Andean region, only to return to the U.S. border at the end of the course. We will also screen films in this course (both from Hollywood, and by independent filmmakers) that will help us approximate this problem and its implications for our own sense of identity.

FALL. [3] Trigo. (*HCA*)

Spanish 115F, Section 3

Travel Matters

THIS course, fittingly for students just embarked on a wondrous journey of sorts, encourages a multifaceted reflection upon traveling and travel accounts. Why do we travel? What are the metaphorical, philosophical, psychological, and cultural underpinnings of traveling? Why are trips such a frequent and important component in coming of age and search for origin plots?

What are the reasons that impel us to record voyages, real or imaginary, and to tell others about

them? Why do we listen to, read, or watch travel accounts? What role does travel play in the definition of both ourselves and others, in the construction of our own identity and the identity of those whom we encountered in our wanderings? How are travels and travel accounts connected with the politics of gender, race, social class, religious prejudice, political domination, and economic exploitation? How do travels and travel narratives create, maintain or subvert polarities such as the West and the Orient, the civilized and the savage, Christianity and Paganism, metropolises and colonies, First World and Third World? These are some of the issues that the course will explore through a series of books and movies, from Homer's *Odyssey* to *The Adventures of Priscilla, Queen of the Desert*, putting a special emphasis on Hispanic works in English translation; travel narratives from the age of discovery, excerpts of *Don Quijote*, short stories by Jorge Luis Borges and Julio Cortázar, and the movie *Y Tu Mamá También* by the Mexican Alfonso Cuarón.

FALL. [3] Zamora. (HCA)

THEATRE

Theatre 115F, Section 1

Treasure or Trash: Examining Theatrical Credibility

WHAT CONSTITUTES a worthwhile theatrical experience? Why do certain texts endure the passage of time better than others? What makes one theatrical experience seem better than others? This seminar offers a behind-the-scenes look at the onstage and backstage collaboration essential to a complete theatrical production. There will be readings on and discussions of the nature of theatre, its individual elements, and its necessary place in the realm of human experience. Students will have the opportunity to gain first-hand experience as designer, playwright, director, or actor. In this class, we will read some of theatre's most enduring plays, such as *A Midsummer Night's Dream* or *Waiting for Godot*, as well as attend several live productions. In past years, classes have evaluated local productions of plays ranging from *Phantom of the Opera* to *Glass Menagerie*. By writing critical analyses of the productions observed, and through class discussions, students will develop a better understanding of the specific contribution of each individual to the theatrical experience. From text to stage, from spectator to critic, this class explores the universality of theatre. Students may not receive credit for both Theatre 115F and Theatre 100.

FALL. [3] J. Hallquist. (HCA)

SPRING. [3] Franck. (HCA)

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies 115F, Section 1

Women in Law and Literature

FEMINIST jurisprudence provides an analysis and critique of women's position in patriarchal society and examines the nature and extent of women's subordination. It explores the role of law in maintaining and perpetuating patriarchy. This course will trace literary representations of women from classical antiquity to the present, focusing both on how women have been excluded from full participation in the social, political, and economic life of the societies in which they lived, and in their efforts to achieve autonomy. Texts include: Atwood's *The Handmaid's Tale*,

Cleagels, *Flying West*, Eurpides, *Medea*, and Flaubert's, *Madame Bovary*.
FALL. [3] Fesmire. (P)