The First-Year Writing Seminars
2009/2010
ABOUT THE COVER: First-Year Writing Seminars offer a variety of intellectually enriching learning environments and instructional modes.
First-Year Writing Seminars
2009/2010

A core component of the First-Year Common Experience
in the College of Arts and Science undergraduate curriculum

Achieving Excellence in Liberal Education
AXLE
Attention

The Schedule of First-Year Writing Seminars for Spring 2010 has changed substantially since the time of this publication. Please refer to the online schedule for the latest updates at:

http://www.vanderbilt.edu/scheduleofcourses

For the descriptions of First-Year Writing Seminars in the new Spring 2010 schedule, please see:

http://www.vanderbilt.edu/cas/academics/axle/writing_seminars.php

Thank you
## Contents

### Fall

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Code</th>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN AND DIASPORA STUDIES</td>
<td>115F</td>
<td>SECTION 1</td>
<td>Race, Sports, and American Culture</td>
<td>6</td>
</tr>
<tr>
<td>AMERICAN STUDIES</td>
<td>115F</td>
<td>SECTION 2</td>
<td>Food for Thought: The Social History of America through Food</td>
<td>6</td>
</tr>
<tr>
<td>ANTHROPOLOGY</td>
<td>115F</td>
<td>SECTION 1</td>
<td>The Conquest of Mexico</td>
<td>6</td>
</tr>
<tr>
<td>ANTHROPOLOGY</td>
<td>115F</td>
<td>SECTION 2</td>
<td>Culture and Thought</td>
<td>7</td>
</tr>
<tr>
<td>ASIAN STUDIES</td>
<td>115F</td>
<td>SECTION 2</td>
<td>Performing Emotion in Late Imperial Chinese Drama and Fiction</td>
<td>7</td>
</tr>
<tr>
<td>BIOLOGICAL SCIENCES</td>
<td>115F</td>
<td>SECTION 3</td>
<td>Environmental Toxins, Mechanisms, Politics, and Corporate Interests.</td>
<td>7</td>
</tr>
<tr>
<td>CLASSICAL STUDIES</td>
<td>115F</td>
<td>SECTION 3</td>
<td>Women, War, and Human Rights in Antiquity</td>
<td>8</td>
</tr>
<tr>
<td>EARTH AND ENVIRONMENTAL SCIENCES</td>
<td>115F</td>
<td>SECTION 4</td>
<td>Sustainability: An Environmental Science Perspective</td>
<td>9</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>115F</td>
<td>SECTION 1</td>
<td>Adam Smith's An Inquiry into the Nature and Causes of the Wealth of Nations</td>
<td>9</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>115F</td>
<td>SECTION 4</td>
<td>Economics of Globalization</td>
<td>9</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>115F</td>
<td>SECTION 7</td>
<td>Women Poets in America</td>
<td>10</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>115F</td>
<td>SECTION 18</td>
<td>Worlds of Wordcraft: Digital Narrative and Virtual Reality</td>
<td>10</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>115F</td>
<td>SECTION 20</td>
<td>British War Writing</td>
<td>10</td>
</tr>
<tr>
<td>FRENCH</td>
<td>115F</td>
<td>SECTION 1</td>
<td>The French Experience in the Americas</td>
<td>11</td>
</tr>
<tr>
<td>FRENCH</td>
<td>115F</td>
<td>SECTION 3</td>
<td>Americans in Paris</td>
<td>11</td>
</tr>
<tr>
<td>HISTORY</td>
<td>115F</td>
<td>SECTION 4</td>
<td>Destruction of the Indies</td>
<td>11</td>
</tr>
<tr>
<td>HISTORY</td>
<td>115F</td>
<td>SECTION 7</td>
<td>Social History of American Medicine</td>
<td>11</td>
</tr>
<tr>
<td>HISTORY</td>
<td>115F</td>
<td>SECTION 11</td>
<td>Presidential Politics: College Studies, Social Movements, and Civic Activism</td>
<td>12</td>
</tr>
<tr>
<td>HISTORY</td>
<td>115F</td>
<td>SECTION 16</td>
<td>African American History on Film</td>
<td>12</td>
</tr>
<tr>
<td>HISTORY OF ART</td>
<td>115F</td>
<td>SECTION 9</td>
<td>The Seven Wonders of the Ancient World</td>
<td>13</td>
</tr>
<tr>
<td>JEWISH STUDIES</td>
<td>115F</td>
<td>SECTION 1</td>
<td>In a Pluralistic Age: Jews, Christians, and Muslims in Spain</td>
<td>13</td>
</tr>
<tr>
<td>JEWISH STUDIES</td>
<td>115F</td>
<td>SECTION 4</td>
<td>Civil Rights and Civil Wrongs: Black-Jewish Relations in the 1950s and 1960s</td>
<td>13</td>
</tr>
<tr>
<td>JEWISH STUDIES</td>
<td>115F</td>
<td>SECTION 8</td>
<td>Berlin: Cabaret, Communism, Creativity</td>
<td>13</td>
</tr>
<tr>
<td>JEWISH STUDIES</td>
<td>115F</td>
<td>SECTION 9</td>
<td>Jews and Muslims: A Modern History</td>
<td>14</td>
</tr>
<tr>
<td>MEDICINE, HEALTH, AND SOCIETY</td>
<td>115F</td>
<td>SECTION 1</td>
<td>Medicine, Health, and the Body</td>
<td>14</td>
</tr>
<tr>
<td>MUSIC LITERATURE</td>
<td>115F</td>
<td>SECTION 1</td>
<td>Music and Global Health</td>
<td>14</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>115F</td>
<td>SECTION 5</td>
<td>Green Cities</td>
<td>15</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>115F</td>
<td>SECTION 8</td>
<td>Concepts of God</td>
<td>15</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>115F</td>
<td>SECTION 13</td>
<td>Music, Self, and Society</td>
<td>15</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>115F</td>
<td>SECTION 21</td>
<td>Sports and Social Theory</td>
<td>16</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>115F</td>
<td>SECTION 1</td>
<td>American Foreign Policy: Roots, Goals, and Impacts</td>
<td>17</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>115F</td>
<td>SECTION 3</td>
<td>Terrorism</td>
<td>17</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>115F</td>
<td>SECTION 1</td>
<td>General Psychology</td>
<td>17</td>
</tr>
<tr>
<td>RELIGIOUS STUDIES</td>
<td>115F</td>
<td>SECTION 2</td>
<td>Women of the New Testament</td>
<td>18</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
<td>115F</td>
<td>SECTION 9</td>
<td>Gangs and Gang Behavior</td>
<td>18</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
<td>115F</td>
<td>SECTION 16</td>
<td>Art, Enterprise, and American Life</td>
<td>18</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
<td>115F</td>
<td>SECTION 17</td>
<td>Women and Social Activism</td>
<td>18</td>
</tr>
<tr>
<td>SPANISH</td>
<td>115F</td>
<td>SECTION 4</td>
<td>Language and the Law</td>
<td>19</td>
</tr>
<tr>
<td>THEATRE</td>
<td>115F</td>
<td>SECTION 1</td>
<td>Treasure or Trash: Examining Theatrical Credibility</td>
<td>19</td>
</tr>
<tr>
<td>WOMEN'S AND GENDER STUDIES</td>
<td>115F</td>
<td>SECTION 1</td>
<td>Women in Law and Literature</td>
<td>19</td>
</tr>
</tbody>
</table>
Spring

AMERICAN STUDIES 115F, SECTION 3
Cultural Conflict in Twentieth-Century America. 6

ASTRONOMY 115F, SECTION 1
The Nature of Discovery: From America to Mars. 7

BIOLOGICAL SCIENCES 115F, SECTION 2
The Human Genome. 7

BIOLOGICAL SCIENCES 115F, SECTION 4
Darwin and the Theory of Evolution. 8

BIOLOGICAL SCIENCES 115F, SECTION 6
Current Issues in Biomedicine. 8

CHEMISTRY 115F, SECTION 2
The Chemistry of Everyday Things. 8

ECONOMICS 115F, SECTION 4
Economics of Globalization. 9

ECONOMICS 115F, SECTION 5
Strategic Thinking and Interactions. 9

FRENCH 115F, SECTION 2
Urban Tales: Adventures in Nineteenth- and Twentieth-Century Paris. 11

HISTORY 115F, SECTION 17
The Shari’a: Islamic Law in Historical Perspective. 12

HISTORY 115F, SECTION 18
The Life, Science, and Times of Albert Einstein. 12

HISTORY OF ART 115F, SECTION 3
Mirror, Mirror on the Wall: Reflections of Vision in Art. 12

MATHEMATICS 115F, SECTION 2
The Mathematics of Games. 14

MEDICINE, HEALTH, AND SOCIETY 115F, SECTION 1
Medicine, Health, and the Body. 14

PHILOSOPHY 115F, SECTION 12
Bioethics: Conflicting Voices in Medicine and the Life Sciences. 15

PHILOSOPHY 115F, SECTION 18
Prison and Exile Writing. 15

PHILOSOPHY 115F, SECTION 20
Ancient Cosmologies across Cultures. 16

PHILOSOPHY 115F, SECTION 22
Environmental Art. 16

PHYSICS 115F, SECTION 1
Bogus Science. 16

POLITICAL SCIENCE 115F, SECTION 5
U.S. Culture in World Politics. 17

PSYCHOLOGY 115F, SECTION 3
General Psychology. 17

PSYCHOLOGY 115F, SECTION 12
The Psychology of Eating Disorders. 17

SOCIOMETRY 115F, SECTION 9
Gangs and Gang Behavior. 18

THEATRE 115F, SECTION 3
Science and the Scientist in Contemporary Theatre. 19
Learning to Learn

The goal of your undergraduate education should be something more and better than just acquiring information; it should be learning how to learn. One of the unique aspects of a Vanderbilt undergraduate education in the College of Arts and Science is the opportunity to take a small-group, freshmen-only seminar during your first year on campus. These seminars are called First-Year Writing Seminars (FYWS). Some of you may have had the opportunity to take seminar-style classes in high school; others of you may have spent your time in regular lecture-style classrooms. Here at Vanderbilt, over time, you will encounter various approaches to instruction: lecture, laboratory, art studio, writing workshop, field work, independent reading, tutorial, service learning, internship, and seminar.

Why Should I Take a FYWS?
In the College of Arts and Science, your FYWS is probably the most important learning experience you will undertake during your first year. Success in your four-year program of study will rest, to a large extent, on the methodologies, research skills, and academic self-discipline you master during your first year. Your FYWS will be the primary model for developing a tool kit of different methodological approaches to acquiring and analyzing information, and for beginning to understand how the faculty scholars, researchers, and artists who lead the FYWS perform the intellectual tasks of approaching the unknown, challenging the accepted, and, ultimately, contributing to the ongoing history of human ideas. The First-Year Writing Seminar program is specifically designed to encourage you to develop these intellectual qualities in order to learn how to learn. In your FYWS, you will be expected to examine all ideas critically, to develop a mind free of preconceptions, to encounter opinions and attitudes different from your own, in an open, nondefensive manner, and to provide intellectual support for your newly evolving ideas and evaluations by engaging in challenging levels of dialogue, research, and writing.

What Is a Seminar?
A seminar is a small class led by one (occasionally, two) faculty members. There will be no more than fifteen students in your FYWS. It will meet two or three times a week, and everyone enrolled will be a freshman. You will meet in seminar rooms: specially designated, small classrooms, located all across campus, that encourage intimate, face-to-face learning, and allow everyone in the group to participate easily in discussion.

Although the common element in the FYWS program is the seminar venue, you will find that professors conduct classes in different manners. Some will deliver prepared comments as a lead-in to group discussion. Others will never lecture from notes, and will appear to be allowing the class to determine the course of the discussion. Some will use PowerPoint presentations or overhead projection. Some will show videos in class or assign films to be viewed out of class. Some seminars will feature small-group work that may take place in or out of the classroom. Some will generate lively, parallel dialogues online. Whatever pedagogical approach your professor favors, he or she will encourage you to be an active learner, rather than a passive receiver of information. In a seminar, students and professors co-create the learning experience not only to optimize the acquisition of new information, but to provide a working model for how to evaluate, analyze, and articulate the new ideas that inevitably arise from the close encounter with the subject matter.

The precise nature of your participation will vary from one seminar to another, but it will generally take the form of discussion of ideas emanating from assigned reading, research on special projects leading to oral and written reports (which themselves become subjects of discussion), field work, library work, experimentation, and other means of becoming involved in your own education. You will gain experience in formulating questions, finding the sources of information to answer those questions, gathering, organizing, and analyzing the data you acquire, and communicating your conclusions to others, both orally and in writing.

What Is a First-Year Writing Seminar?
Successful learning depends on the successful communication of ideas to self and others. While the pedagogical model of the seminar encourages the lively exchange of ideas and information through its dynamic, interactive format, the process of learning extends into the ability to make a convincing and intellectually supportable argument for the consideration of new ideas. A new idea or insight that you are unable to communicate persuasively to others is of questionable value in your college experience. In the College of Arts and Science, you will have to write. And writing begins in the FYWS.

AXLE, the undergraduate curriculum of the College of Arts and Science, places a particular emphasis on training
in academic writing, and on the research and information literacy skills associated with writing. To that end, AXLE requires every Arts and Science student to take at least three writing classes during his or her four years at Vanderbilt. The first of these classes for most students will be the FYWS. In your FYWS, at least one class session will be dedicated to a library research tutorial, conducted on site at the relevant location of one of the nine Vanderbilt University libraries. In this tutorial, a librarian will teach you how to most effectively search the library book and periodicals collection, and will also instruct you in database research for your specific course. Prior to this tutorial, your professor will have worked with the librarian to prepare an assignment that is specifically related to the course content. The writing designation of your FYWS means that your instructor will ask you to write a total of fifteen to twenty pages throughout the semester. These assignments will be reasonably spaced over the course of the academic term, and you will have the opportunity to revise, discuss your writing with your professor one on one, and to address issues related to writing in class.

Coupling the seminar method of instruction with relevant writing assignments provides the best and most effective way of ensuring that students not only gain experience in encountering new knowledge and ways of thinking, but—by being required to articulate in apprehensible, logical, and academically standardized written forms of expression—that they are able to make use of these intellectual gains by sharing them with others through the communal medium of written language.

Writing assignments in FYWS will vary, according to discipline and professor. Some professors will focus on research-style papers; others will ask for writing more tailored to the social or natural sciences, or they may interest themselves in the processes of writing. Every professor, however, will require you to write and will hold you accountable for the words you ultimately commit to paper. In your FYWS, you will learn the skills necessary for generating new ideas; doing the research to support those ideas; and authorizing them by their organized, apprehensible presentation in writing. These skills will help equip you for success at Vanderbilt and for life after Vanderbilt—wherever it may take you: graduate or professional school, the business world, the general job market, individual entrepreneurship, nonprofit work, arts administration, or volunteer programs at home and abroad. Learning to think by reading, talking, and writing is what you will be asked to do in your FYWS.

Support for Writing
Vanderbilt’s Writing Studio offers a variety of programs and services designed to encourage conversation about the writing process and to enhance student writing and writing instruction. At the Writing Studio, students can meet with trained consultants to discuss all aspects of writing. In addition, the Writing Studio sponsors regular workshops for undergraduates on topics like proofreading strategies, plagiarism, writing for specific fields, getting started, and tackling challenging writing projects. Writers’ Nights, and student-organized Writers’ Groups are also part of the support that is offered for undergraduate writing. The Writing Studio is located in 117 Alumni Hall, on the central campus close to most class locations, and there is a satellite location in 217 Commons Center convenient to the first-year residence halls. The Writing Studio is open Sunday through Friday. For a complete listing of programs and services, see the Web site at www.vanderbilt.edu/writing.

Helpful Information
Choose the FYWS you would most like to take, along with six alternates.

Note that more FYWS are offered in the fall than in the spring.

All first-year students are required to take a FYWS. Permission from the dean’s office is required to enroll in a second.

All FYWS satisfy two AXLE requirements: the FYWS requirement, itself, and one distribution area requirement. Distribution area requirements are noted at the end of each course description:

HCA = Humanities and the Creative Arts
INT = International Cultures
US = History and Culture of the United States
MNS = Mathematics and Natural Sciences
SBS = Social and Behavioral Sciences
P = Perspectives

For more information on AXLE requirements, consult the program’s guidelines in On the Road with AXLE, or online at www.vanderbilt.edu/cas/academics/axle.
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Thank you
American Studies 115F, Section 3
Cultural Conflict in Twentieth-Century America
This course will examine a series of culturally divisive events that occurred in the U.S. during the twentieth century. By studying these events and their portrayal in film, music, and literature, this course will consider how cultural conflict has had an impact on modern American society, and how it might affect political debate in upcoming elections.


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 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.


Antropology 115F, Section 2
Culture and Thought
Culture and thought will provide an overview of research in ethnography (the study of our own and other cultures) as well as experimental work from the cognitive sciences, e.g., research that explores the differences and similarities in how people in different cultures conceive of their surrounding world and how they interact with it. Topics will include basic processes, such as how do humans think about plants and animals? And how do children acquire language? Other foci will include the Maya beliefs in forest spirits who are thought to sustain the Guatemalan rainforest. Class discussions will explore readings on specific cultures and the methodologies used by the authors. The course gives students an introduction to scientific methods in the social and behavioral sciences. In addition to exams, students will write reaction papers and research reports, based on their own projects that they will conduct during the course of the semester.


Asian Studies
Asian Studies 115F, Section 2
Performing Emotion in Late Imperial Chinese Drama and Fiction
From the sixteenth to the eighteenth centuries, the cult of emotion: theatricality, performativity; sympathy and sociality; expression and representation; print culture and new public reading; construction of interiority in fiction.

FALL. [3] Lam. (INT)

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 used 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, and 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 A’s, C’s, G’s, and T’s 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.


Biological Sciences 115F, Section 3
Environmental Toxins, Mechanisms, Politics, and Corporate Interests
The biological, social, economic, and political impact of methyl mercury, atazine, 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] LeStourgeon. (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 emergence, development, and impact of Darwin’s evolution theory. We will begin by reading Origin of Species and follow the scientific revolution into the next century and into this century. We will discuss topics such as the modern synthesis, modes of speciation, modern concepts in molecular and macroevolution, sociobiology, creationism, intelligent design, and human evolution. Readings will be drawn from Darwin, Ernst Mayr, Theodosius Dobzhansky, Richard Dawkins, Stephen Jay Gould, E. O. Wilson, Steven Pinker, and Richard Lewontin.


Biological Sciences 115F, Section 6
Current Issues in Biomedicine

The course will focus on important biomedical issues that are currently the topic of public discourse and debate. Within the broad category of biomedicine, the course will focus on three general subject areas: pharmaceuticals, genes, and infectious diseases. Topics for discussion may include: treatment for addiction, performance-enhancing drugs, weight loss supplements, gene therapy, and sexually transmitted diseases. A brief overview of ethical principles will be discussed at the outset of the course. Selected readings of current biomedical issues will be studied and discussed.


Chemistry

Chemistry 115F, Section 2
The Chemistry of Everyday Things

In this course we will learn about the chemistry of everyday things like beauty products, contraception, food additives and pesticides, DNA fingerprinting, climate change, and drugs used to cure disease. These topics will be embedded within social, historical, legal, and religious contexts while answering fundamental questions about the role of science in society. Topics include: the distortion of climate change research by politicians; the role of chemistry in raising the bar for what passes as beautiful; moral and social influences in halting research on new contraceptives while development of Viagra-type drugs increases; and the double-edged sword of pesticides and herbicides in our food supply. Students will explore these topics through readings and discussion. They will demonstrate topic mastery by writing Time magazine-style articles about scientific products within a social context.


Classical Studies

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, Tactius, 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 noncombatants and will elucidate how the dissenting literature constitutes an emerging 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.  


### Earth and Environmental Sciences

**Earth and Environmental Sciences 115F, Section 4**  
**Sustainability: An Environmental Science Perspective**

Can economic and population growth be sustained indefinitely? What are the limits of growth imposed by our environment? How can we as a society and as individuals maintain productive and fulfilling lives without damaging our ecological support systems and decreasing the quality of life for future generations? Can we achieve sustainability through smarter lifestyles and design practices to avoid the type of ecological and societal collapses that have occurred in the past? These issues will be explored through readings and discussions. Basic concepts of environmental science will be used to explain past and present environmental problems, to predict future problems, and to identify potential solutions. Topics include: water and energy use; development and land use; species and ecosystem preservation; agriculture and food supply; and technology and globalization.  


### Economics

**Economics 115F, Section 1**  
**Adam 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 *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; and 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.  


**Economics 115F, Section 4**  
**Economics of Globalization**


**Economics 115F, Section 5**  
**Strategic Thinking and Interactions**

Should a gas station attempt to undercut the price charged by its neighbor? Should an insurance company charge less per dollar of coverage to people who buy a policy with a larger deductible? The correct choice of action in each of these cases depends largely on how others act. Will a price cut precipitate a retaliatory price cut by the neighbor, and perhaps a devastating price war? Will people whose property is covered more fully by insurance take less care to avoid damage to that property? Making one’s best choice in such cases requires anticipating how others will respond to that choice. This is the subject of “game theory.” In this seminar we will study the “strategic method” of making choices, whereby agents choose actions only after carefully “looking through the eyes” of those with whom they interact, and we will analyze likely outcomes of interactions among agents who employ the strategic method of making choices. Topics covered will include the “prisoner’s dilemma,” commitments, unpredictability, coordination, threats, bargaining,
auctions, screening, and “moral hazard,” with applications from economics, politics, and sports. Students will analyze cases and problems in each class and in written assignments.

SPRING. [3] Sweeney. (SBS)

ENGLISH

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 Department of English 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).


ENGLISH 115F, SECTION 18
Worlds of Wordcraft: Digital Narrative and Virtual Reality

Computer games are transforming the entertainment industry, generating $12.5 billion in revenue in 2006 and attracting countless adults as well as children to virtual play. Are online games generating new interactive modes of narrative? How do multimedia environments transform the age-old patterns of quest romances that structure much game play? Is the line between virtual and real experiences erased by the fusion of online communities, role-playing, and escapist fictions? Can computer games be pedagogical tools, as some academics maintain, or are they only addictive, sedentary, and antisocial activities? These questions will animate our consideration of digital narrative forms. Co-taught by the head of Information Technology Services (ITS) and a professor of English, the course will meet in a multimedia seminar room, allowing us to explore the fundamentals of game design. Students will be required to subscribe to an online game. Readings will range from Spenser’s Faerie Queene to Neal Stephenson’s Snow Crash and include hypertext fiction and critical writings such as Bolter and Grusin’s Remediation: Understanding New Media, Edward Castronova’s Synthetic Worlds: The Business and Culture of Online Games, Steven Johnson’s Everything Bad Is Good for You, and Pierre Lévy’s Collective Intelligence: Mankind’s Emerging World in Cyberspace. Students will write three papers, contribute weekly to a blog, and work on a collaborative game space of their own.

FALL. [3] Clayton and Hall. (HCA)

ENGLISH 115F, SECTION 20
British War Writing

This seminar will survey a wide range of primarily British responses to modern warfare. Modern war began with what was arguably the single most catastrophic event of the twentieth century: a global war whose consequences included the inevitable eruption of a second world war. War writing by men and women not only offers diverse perspectives on the experience of war but also provides an entry into broader cultural issues. Under the pressure of war, longstanding problems of national identity, gender definition, class identity, and sexual norms are forced to the forefront of national awareness and find expression in poetry, fiction, and film. We will explore links between war writing and avant garde cultural productions early in the twentieth century and between World War II and the decline of British literary modernism. Likely authors will include British World War I poets, Wilfred Owen and Siegfried Sassoon; post–World War I novelists and poets, Virginia Woolf and T. S. Eliot; and American novelist Joseph Heller’s classic black comedy, Catch-22. We will also examine new forms of digital writing coming out of the war in Iraq, including blogs and e-mails.

French

French 115F, Section 1
The French Experience in the Americas

Today, the French-speaking population of North America is concentrated in the province of Quebec, with smaller pockets in other Canadian provinces, Cajun Louisiana, and New England. At its peak, however, the French presence in the Americas extended across a vast territory from the Hudson Bay to the Gulf of Mexico and from Newfoundland to Lake Superior. French settlers even attempted a Protestant settlement in Brazil in the sixteenth century, although it was short lived. Explorers and missionaries wrote extensively about their experiences in the New World. Such works include Jean de Lery’s gripping accounts of life among the cannibalistic Tupinamba Indians, and Marie de L’Incarnation’s correspondence, which detailed her efforts as the first female missionary in North America to establish a convent in Quebec. We will attempt to understand these perspectives as well as the point of view of native populations to the arrival of Europeans. We will study the different strata of French colonizers, including traders, Jesuit missionaries, the French elite, and les filles du roi, translated as the “king’s daughters,” women imported from France to help populate the colonies. We will also examine literary representations of the French experience in the New World, such as Longfellow’s epic “Evangeline,” a poetic rendering of the Acadian deportation of 1755. Other sources include literary works and films from Quebec as well as the folk record consisting of songs, tales, and oral histories. We will conclude by taking stock of the current state of French language and culture in the Americas.


French 115F, Section 2
Urban Tales: Adventures in Nineteenth- and Twentieth-Century Paris

A study of images of Paris and Parisian life in nineteenth- and twentieth-century literature, painting, and photography. Using a range of literary and visual texts, including short stories, poetry, architectural plans, paintings, and photographs, we will explore the emergence and representation of the distinctive urban spaces of the boulevard, the apartment building, the restaurant, and the department store at a time of revolutionary changes in political, social, and artistic life. Close readings of descriptive narratives by Balzac, Baudelaire, Zola, and Apollinaire will be complemented by analyses of visual representations by Daumier, Caillebotte, Manet, Degas, and Man Ray. Readings and discussions will emphasize the following themes: the city as a locus of social and political tension, as a setting that inspires revolution in art and politics, and as a place of shifting images of masculinity and femininity.


History

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 that 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 7
Social History of American Medicine

Examines social impact of health issues in nineteenth- and twentieth-century American society; emphasis will be placed upon the development of several health professions; the evolution of medical students, hospitals, and other institutions; the interactions between medicine and race, gender, and class; and the impact of disease in American society.

FALL. [3] Dickerson. (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 that 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, and the peace movement, and will examine how economic, social, and cultural issues have influenced American college life and attitudes toward politics and civic engagement.


History 115F, Section 16  
African American History on Film

From 1619 to the present, African Americans have struggled for racial equality and economic freedom. Along the way, they established social institutions and patterns of resistance to maintain a communal sense of well-being and human respect. This course examines these developments through the use of documentary films counterbalanced with narrative texts. The organizing question in this course is existential. Is there a core experience of struggle and resistance for the African-descended in America? If so, was their response to oppression performed in a way that is discernible in the visual record? Are there iconic visual texts documenting such efforts? This course introduces students to key issues and developments in African American history, such as Africanisms in American culture, slave resistance, Northern migration, the rise of the civil rights movement, and hip-hop culture.


History 115F, Section 17  
The Shari’a: Islamic Law in Historical Perspective

A major stream of Muslim thought presents God’s law as clear and immutable. In this view, God revealed to the prophet Muhammad the eternal law, which Muslims throughout the ages must strive to follow. By contrast, secular historians endeavor to understand Islam’s sacred law from a very different perspective: to see how human beings made the law and subsequently interpreted it in various ways across time and geographical space. From this viewpoint, Islam appears to be a changing religion. As such, we will explore the essential sources of Islamic law, the Qur’an and the Hadith (Oral Tradition), and early interpretations of them, as jurists determined ways to systematically translate God’s revelations into law. We will focus on the debates concerning the meaning and applicability of Qur’anic verses before turning to several categories of law (such as marriage law, ritual law, commercial law, and criminal law), to get a sense of the scope and variety of the legal corpus. The formation and spread of the Sunni schools of law, and the distinction between Sunni and Shi’i law, will concern us next. The course ends with the impact of European imperialism and colonialism on Islamic law and how globalization and the modern media have revolutionized Islamic law, particularly in the ability of jurists to communicate with the masses.


History 115F, Section 18  
The Life, Science, and Times of Albert Einstein

The name Einstein has become synonymous with “genius.” His image remains among those commonly found on college dormitory walls. On the last day of 1999, Time magazine named Albert Einstein the “Person of the Century.” The runners-up were Franklin Delano Roosevelt, Gandhi, and Hitler. Why Einstein? While Time cited his role in relativity theory, quantum mechanics, the atomic bomb, and the big bang, his interventions in philosophy, politics, international pacifism, and Zionism clearly added nearly as much to his “gala-vanizing effect on the popular imagination.” This course will look at Einstein’s personal biography, popular writings, and scientific works, as well as contemporaneous public discussions of his work and life to understand the broad imprint he left on the science, culture, and politics of the twentieth century.


History of Art

History of Art 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.


History of Art 115F, Section 9
The Seven Wonders of the Ancient World
How many can name the Seven Wonders of the World, or place them in their original contexts? This seminar will address these ancient marvels in a series of case studies. Topics will include archaeological and historical evidence for original designs, functions, and cultural circumstances; reflections in Classical art and literature (in translation); and later reception. Since the concept of “Seven Wonders” originated in the ancient Greek world, we shall begin there, studying archaeological and art historical methodology at the Sanctuary of Zeus at Olympia and the Temple of Artemis at Ephesus. Next, we shall skip to the three last original wonders to consider commemorative art and dynastic propaganda (at Halicarnassos, Alexandria, and Rhodes). Turning back to Giza, Egypt, we shall consider the pyramids in their prime and in later revivals, and at Babylon, Iraq, we shall seek traces of the Hanging Gardens and debate current issues in archaeological heritage management. Epheveral and lesser-known wonders will be explored in additional lectures, discussions, and student research projects.

FALL. [3] Lieberman. (HCA)

Jewish Studies
Jewish Studies 115F, Section 1
In a Pluralistic Age: Jews, Christians, and Muslims in Spain
Between 711 and 1492, Jews, Christians, and Muslims created one of the richest and most fertile of medieval civilizations. In this seminar, we shall evaluate the settings and conditions for this culture’s extraordinary pooling of talent and attachment to tolerance, but also evaluate the reasons for its eventual end.


Jewish Studies 115F, Section 4
Civil Rights and Civil Wrongs: Black-Jewish Relations in the 1950s and 1960s
Blacks and Jews have shared a long and varied history together, particularly in the American context, as there have been strong forces pulling the two groups simultaneously together and apart. Through an examination of historical and literary texts, as well as of visual images, this course will explore that shared history, focusing on the period of its greatest intensity, the 1950s and 1960s. In exploring this history, the course will show examples of Black-Jewish relations ranging from the heights of utopian cooperation to the depths of dystopian conflict, with many halfway points in between. Issues of ethnicity and diversity in America will be explored, to show them more complex than simply matters of color, race, or creed.


Jewish Studies 115F, Section 8
Berlin: Cabaret, Communism, Creativity
In the early twentieth century, Berlin was widely considered the most vibrant city in Europe and the birthplace of modernism. Some claim the Jewish population stood at the forefront of the innovation, creativity, and urbanism in that city and pioneered many of the characteristics of the urban avant-garde. The well-known Jewish writer Joseph Roth observed that his colleagues were preoccupied with “the theme of the city,” in stark contrast to non-Jewish German writers who often turned their gaze on the allegedly idyllic rural life. This course explains the basis for Jews’ alleged fascination with the city, and how that fascination shaped the mythos of Berlin in art, literature, film, science, architecture, and technology. Through the exploration of film, fiction, exhibition catalogues, and other primary sources, we will seek an understanding of what modernism is and why Jews became some of its most dedicated agents. We will examine how Jewish writers, filmmakers, dramatists, and intellectuals experienced and represented the city from the turn of the century until the Nazi rise to power in 1933.

Jewish Studies 115F, Section 9
Jews and Muslims:
A Modern History

What is the history of Muslim-Jewish relations beyond the images of violence in the Middle East flashing across our television screens? Can we think of that relationship without conjuring visions of raised guns and bombs exploding? This class seeks to answer such questions by focusing on Jewish communities indigenous to North Africa and the Middle East. In those areas, Jews and Muslims have lived as neighbors, in cooperation as well as in conflict. We will look at the coexistence of these two groups through periods of major upheaval to understand the effects of processes such as colonialism, imperialism, nationalism and decolonization on intercommunal relations across space and time. Our sources will include various narrative works, photographs, postcards, music, and films.


Mathematics
Mathematics 115F, Section 2
The Mathematics of Games

Hole’d em or Fold’em? Is the Price Right? To buy or not to buy Boardwalk? Why do people like to play games? The amusement of games lies in their unfolding, the unknown outcome, and the hope of winning, even with the slimmest of odds. The three characteristics of games providing these uncertainties are the element of chance (games of chance), the large number of combinations of possible moves (combinatorial games), and the varying degrees of information among the players (strategic games). In this seminar we will develop strategies to overcome these uncertainties through a variety of mathematical methods. We will explore probability theory, which can be used to analyze games of chance like roulette. Although there is no one mathematical theory to explain combinatorial games like checkers, they, too, are based upon mathematical principles. The mathematics of game theory, originally developed to investigate decision making in economics, can be used to analyze strategic games like Rock-Paper-Scissors, dilemmas like the Prisoner’s Dilemma, and even everyday decisions. We will cover the historical development of games and the associated mathematics. Finally, we will look at popular games that involve combinations of all three types of uncertainties.

SPRING. [3] Rafter. (MNS)

Music Literature
Music Literature 115F, Section 1
Music and Global Health

What role does music play in medicine, healing, and health care practices around the world? Why are dance and drama considered primary forms of medical interventions in many global communities? What can we learn from studying the ways in which community health care practices in developing countries are “performed” and made meaningful on an everyday basis? In this seminar we will investigate musical styles in local healing and health care practices in order to identify how different cultural areas respond to similar facets of globalization regarding health. We will also explore and define primary musical materials and musical genres as they contribute to identity formation among such medical and health care practices. A primary goal of the seminar will be to reflect on the basic theoretical materials that support an understanding of the roles of music within global health initiatives and international healing practices. Students will be exposed to a variety of case studies from Africa (with a focus on AIDS in Africa), Asia (with a focus on Asian health care practices and medicine), and Native Americans (with a focus on Native American music and spirituality), but additional materials will be drawn on that highlight the globalization of health and society in other areas of the world. During the latter part of the semester we will engage a community in Nashville in order to locate issues of music in immigrant communities as they relate to cross-cultural health concerns.

FALL. [3] Barz. (IWT)
**Philosophy**

**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 will satisfy 3 hours of the Humanities requirement and will count toward a major in philosophy.


**Philosophy 115F, Section 8**

**Concepts of God**

This course will involve a careful examination of various conceptions of God and the religious life. Is the Judeo-Christian tradition essentially tied to the view of God as a transcendent supernatural being? If so, what grounds can be offered for and against such a view? As well as supernaturalism, we will examine naturalistic and existentialist alternatives. We will deal with such problems as the nature, content, and grounds of religious belief; the limitations of religious knowledge as opposed to science; and the relation between religion and values. This course will satisfy 3 hours of the Humanities requirement and will count toward a major in philosophy.


**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.


**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 interests of the class.


**Philosophy 115F, Section 18**

**Prison and Exile Writing**

It is no exaggeration to assert that many of the most important literary documents of civilization were written either in prison or under conditions of forced exile. In fact, the two founding traditions of the West, the biblical and philosophical, are products of imprisonment and exile. In this light, it is indeed surprising that the centrality of the prison to literature is generally overlooked. This course will investigate the intricate dialectical rela-
tions between political persecution and writing. The twofold question explored in the course will be (1) How does the fear of persecution determine the form of writing, and (2) How does prison and exile literature represent various modes of resistance to the violence at the heart of culture. Insofar as the prison will serve as the icon for the civilized sanction of violence, prison and exile writings will provide an insight into the inseparable relations between the individual, intellectual writer, and the destiny of a group or people. Although the course will focus on the concrete experience of prison and exile, we shall also explore the question of prison as metaphor, especially evident in the representation of the body as the soul’s prison.


**Philosophy 115F, Section 20**

**Ancient Cosmologies across Cultures**

Most ancient cultures offer their own theory about how the world was created. How do these cosmologies differ within a particular culture, and how do they differ across cultures? What can we learn by comparing them? Some ancient cultures attribute the creation of the world to a deity, while others attribute it to mere chance. What, if anything, can this teach us about the cultures themselves, and what can this teach us about cosmology? In this course, we shall investigate these questions as we examine the cosmologies of ancient Greece, ancient China, and ancient Africa. This cross-cultural comparison creates a unique context in which we shall investigate philosophical issues of cosmology, such as the concept of time and the notion of creation.


**Philosophy 115F, Section 21**

**Sports and Social Theory**

From children’s T-Ball to the Super Bowl, sports play an important role in our everyday lives. They provide us with opportunities for entertainment, pleasure, education, and health enhancement. However, they also present many social issues and ethical questions: Are professional athletes morally obligated to act as role models? What constitutes fairness and cheating? Should college athletes be paid? Is gender discrimination in sports justified? What is wrong with using performance-enhancing drugs? We will answer these questions, and many more, while exploring and analyzing social issues and ethical problems arising from human participation in sports. This course will provide students with the conceptual tools to analyze such difficult issues. By the end of this course, students will have gained an understanding of American culture, important social issues and theories, and philosophical reasoning as they relate to the wide world of sports.


**Philosophy 115F, Section 22**

**Environmental Art**

In the late 1960s, many American artists fled the art gallery for the deserts of the American Southwest, where they created major works of earth art. Since then, eco art, land art, environmental art, and “art in nature” have proliferated around the world, reflecting on man’s place in nature and attempts to transform it. We will make comparisons with ancient earth works and consider different fundamental views of nature in the light of such contemporary philosophers as Heidegger and Deleuze. This course discusses a range of artists including Robert Smithson, Andy Goldsworthy, Richard Long, Nancy Holt, and Chris Drury. Their work will be evaluated both as responses to the growing environmental crisis, and within the broader history of the avant garde and its contemporary legacy.


**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.

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 America in 1776. Now, 233 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 underemphasized 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.


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 nonstate groups turn to terrorism, and (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, policy makers, 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; and (3) To help students improve their writing skills.

FALL. [3] Carroll. (SBS)

Political Science 115F, Section 5
U.S. Culture in World Politics

From McDonald’s restaurants to the popularity of Barack Obama, many U.S. cultural and societal phenomena acquire worldwide recognition and following. At the same time, other quintessential American phenomena, such as the World Series and the Super Bowl, attract limited interest outside of the United States. Why is this the case? In this seminar, we will investigate the diffusion of U.S. culture and its influence on international political behavior, a phenomenon that is often called “Americanization.” How did this phenomenon come about? Who are the agents—individuals, leaders, firms, groups—that favor cultural diffusion? What aspects of U.S. culture are embraced? Which are contested? To address these questions, we will focus on several areas, including food, movies, sports, political institutions, and policy practices.

SPRING. [3] Chiozza. (SBS)

Psychology
Psychology 115F, Sections 1 and 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 12
The Psychology of Eating Disorders

Examination of how biology, psychology, culture, and environment combine to cause anorexia nervosa, bulimia, and binge eating disorders. Major theories and approaches to assessment, treatment, and prevention. Related phenomena such as compulsive exercise, bodybuilding, and steroid abuse. Readings include popular accounts of what it is like to have and overcome an eating disorder as well as scholarly writings from a wide range of scientists. Writing assignments emphasize critical thinking through assessing relevant literature, evaluating evidence, and applying these skills to topics relevant to eating disorders.

SPRING. [3] Schlundt. (SBS)
Religious Studies

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.


Sociology

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 causal 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).


Sociology 115F, Section 16
Art, Enterprise, and American Life

This seminar will examine the complex set of forces, laws, institutions, and actors that shape art, culture, and expressive life in America. From mash-ups to Matchbox 20, the Grammys to Symphony Hall, and the honky-tonk bars to the Smithsonian, students will explore the various facets of America’s system of culture and creative enterprise. The class will focus on a range of topics, including the relationship between art making and happiness; America, art, and the world; the creative life and career; the importance of strong, responsible cultural institutions and leaders, and the failure of government to forge a coherent, comprehensive approach to art and culture that serves the public. The seminar will be led by Bill Ivey, previous chairman of the National Endowment for the Arts, director of the Country Music Foundation, and board chairman of the Los Angeles-based National Academy of Recording Arts and Sciences (NARAS).

FALL. [3] Ivey. (SBS)

Sociology 115F, Section 17
Women and Social Activism

Women have long participated in protest and social activism. This course will explore the myriad ways in which women have struggled collectively to bring about social change in a variety of areas, including women’s legal rights, family protection, environmentalism, workplace discrimination, and land rights, to name just a few. A diverse set of social movements and actors will be considered, including first-, second-, and third-wave feminism in the United States, women’s movements in developing nations, transnational feminist networks, African American women in the civil rights movement, working-class women’s mobilizations, women environmentalists, activist mothers, and women in right-wing hate movements. Exploring these diverse groups will allow us to ask various sociological questions about women’s participation in social movements, for instance: Why do women participate in social activism? What identity transformations do women experience through their participation? Why do women’s movements emerge when they do and how do they organize themselves? What strategies and tactics have women used in their mobilizations and how do they learn the skills necessary for activism? How have they interacted with opponents, the government, the media, and their male activist counterparts? What impact have women’s collective efforts had? Why have some movements in which women participated declined? Not only will students become familiar with a variety of cases of women’s activism, they will also learn how to understand social activism from a sociological as well as activist perspective.

**Spanish**

**Spanish 115F, Section 4 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. Taught in English.


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**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 contributions 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.


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**Theatre 115F, Section 3 Science and the Scientist in Contemporary Theatre**

While the appeal of musical theatre and the allure of visual spectacle often seem to command the attention of the American theatre-going public, it is curious that in recent years an incisive, and oftentimes very challenging, subject of much contemporary Anglo American drama has been the scientist and the complexity of scientific inquiry. From evolution to quantum mechanics, cloning to cognitive neuroscience, treating cancer to eradicating HIV/AIDS, science (broadly defined) has reemerged as a subject of theatrical fascination that is artistically fertile, wildly complex, and extraordinarily popular. But science and the scientist have held the stage for centuries and the recent reemergence of science as a theme for theatrical inquiry is a continuation of a long history that reaches back to the dramas of Marlowe, Ibsen, Shaw, Capek, Brecht, and Lawrence and Lee. This course will explore the historical antecedents to the recent wave of popular dramas that grapple with the complexity of contemporary scientific ideas, the conflicting world views of some religious beliefs and science, and the ethical position of the scientist in contemporary culture. We will examine and write about several patterns of theatrical representation from realism and documentary theatre to epic theatre and performance art. All of these genres effectively allow scientific themes and subjects to emerge onstage in various ways. In addition to studying plays by the authors listed above, contemporary plays will include works by Tom Stoppard, Michael Frayn, Caryl Churchill, Carl Djerassi, and John Adams.


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**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 on their efforts to achieve autonomy. Texts include Atwood’s *The Handmaid’s Tale*, Cleage’s *Flying West*, Euripides’ *Medea*, and Flaubert’s *Madame Bovary*.
