

American Studies 295.01 “**Special Topic: The American Indians in Film and Fiction.**” This intensive reading course will be based on one novel a week, by a mix of American Indian and non-Indian authors. Analysis of each novel will focus on portrayals of American Indians projected to the public sphere that circulate globally. Selection of texts will be drawn from novels that have been converted to films including *Smoke Signals*, *Powwow Highway*, *Dances with Wolves*, *Last of the Mohicans*, *Dark Wind*, *Indian Killer*, and *House Made of Dawn*. Comparisons between novel and cinematic representations, including the political and economic dynamics will be the focus of study. Prerequisites: Two 100 level courses from either Humanities or Social Studies. 4 credits.

Anthropology 210.01 “**Illness, Healing & Culture.**” This course examines beliefs about illness, healing and the body across cultures. We will examine how the body, illness, health, and medicine are shaped not only by cultural values but also by social, political and historical factors. The class will draw attention to how biomedicine is only one among many culturally constructed systems of medicine. Prerequisites: Anthropology 104 or permission of instructor. 4 credits.

Anthropology 295.01 “**Special Topic: Organizational Cultures: Working in Businesses and NGOs.**” Everyone except hermits spends most of their working lives in organizational cultures, whether they are in businesses, non-profit organizations, or governmental agencies. This course examines the concept of organizational culture from a critical pluralist perspective in anthropology and sociology, first focusing on the role of voluntary organizations and NGOs (non-governmental organizations) in creating social capital, sustainable economic development, and local/world culture. Integrated into this pluralist perspective is the empirical work of business management theorist Jim Collins, who asks what makes “great” effective organizations, both for-profit businesses and non-profits. Recommended particularly for students preparing for or returning from internships. Prerequisites: a course in social studies. 4 + 2 credits.

Anthropology 295.02 (Also Theatre) “**Special Topic: Making Documentary Films.**” A 4-week course on the process of making ethnographic and documentary films, from conception to completion and marketing, taught by Kirsten Tretbar, MFA '89. Not a course in film theory, this course examines the practical aspects of finding and researching a subject, making a budget, getting funding, shooting, editing and marketing the film. **Meets: September 6 to September 29. Short course deadlines apply.** Prerequisites: one course in Anthropology or the Social Studies. 2 credits.

Anthropology 395.01 “**Advanced Special Topic: Language and Identity: Selves and Others.**” In this course, we will examine how social identities (gender, class, sexual, ethnic and national) are constructed through language. We will focus on various formations of sameness and difference that contribute to the making of discrete social identities. In other words, we will look at social identity as a construct that articulates various categories of “self” and “other” into notions of boundedness within a larger political, economic, and social order. Special emphasis will be placed on the productive role of language and discourse in identity formation, drawing upon recent theoretical work in the political economy of language and language ideologies. Prerequisites: Anthropology 280 or permission of instructor. 4 credits.

Anthropology 395.02 “**Advanced Special Topic: Understanding Past Human Landscapes.**” An examination of the ways that humans transform geographical space into human landscapes. Variables discussed will include politics, religion, and the environment. Examples will be primarily archaeological. Instruction in Geographic Systems Analysis will be included and students will complete a research project suitable for presentation at professional meetings. Prerequisites: Anthropology 104, 200-level archaeology course or permission of instructor. 4 credits.

Art 148.01 “**Introduction to Studio: Digital Art.**” This introductory course provides a foundation for art-making methods, design composition skills and digital image creation. The course will focus on two-dimensional images, making use of both raster and vector graphics software programs. This course will introduce students to the new vitality of digital imaging and encourage reflection on the computer as a visual-thinking tool. Prerequisites: None. 4 credits.

Art 260.01 “**Museum Studies: The Art Museum.**” An examination of the history of museums, museum operations, funding, ethics, and the philosophical and intellectual issues raised by the contemporary museum. The course will focus on art museums but many of the topics will pertain to history, ethnographic, science, and other types of museums. Prerequisites: Art 103 or permission of the instructor. 4 + 2 credits.

Art 295.01 “**Special Topic: Mixed Media.**” A visual response to the experience of constructed social and personal constraints. Thembeqa Qangule, an emerging South African, Xhosa, woman artist, will lead a three-week, mixed-media short course with a focus on identity construction and its liberating deconstruction through art. This course is sponsored by the Center for International Studies. **Meets: September 19 to October 5. Short course deadlines apply.** Prerequisites: none. 1 or 2 credits.

Art 295.02 “Special Topic: Prairie ArtCulture.” The American prairies were once vast and ecologically complex. Today, corporate farms dominate the grasslands and the region is seen most from 30,000 feet. Much of the countryside, especially the high plains, is emptying, but the territory is often revered as the Heartland. This course will examine the varied, even paradoxical ways artists have responded to the land, exploring the region’s history, traditions in painting, photography, and Prairie Style architecture (the region’s unique contribution to world architecture). It will also include extensive inquiry into the diverse connections between contemporary art and the midwestern landscape. Field trips are planned. Prerequisites: Art 103 or permission of instructor. 4 credits.

Art 295.03 “Special Topic: New Technologies in Popular Discourse.” This course introduces students to digital cultures. We will look at cinematic and televisual narratives organized by the figure of the hacker and the trope of contamination, paying close attention to the cultural anxieties surrounding established boundaries of body, community, and nation. We will also look at the web of cultural relations and discourses that hackers and viruses bring about to explore alternative models of knowledge, self, and community. Finally, we will discuss the role of popular culture in the production of narrative strategies and social actors that expand or altogether reorganize our collective imaginary. Prerequisites: sophomore standing; Art 103 is recommended. 4 credits.

Biology 150.01 “Introduction to Biological Inquiry: Animal Locomotion.” As a way to explore how biologists ask questions and develop answers to them, this class will focus on animal locomotion. Students will begin learning how to use the scientific literature to study the physical, physiological, and biomechanical principles that underlie the ways animals move. Students might make videos of moving creatures, design paper airplanes, or shoot rubber bands to better understand locomotor mechanics. The emphasis of the course will be on asking questions, designing experiments to answer those questions, and communicating results of the experiments in a variety of formats. Each class period will combine lab, lecture, and discussion. Prerequisites: none. 4 credits.

Biology 150.02 “Introduction to Biological Inquiry: Biological Responses to Stress.” In this course, we will investigate ways that biologists seek to understand how organisms can interact with their environment and change in response to varying environmental conditions. Since microbes are excellent model systems for biological inquiry, their response to stressful environments will be emphasized. Students will formulate hypotheses regarding stress responses, design and conduct experiments to test their hypotheses, and communicate the results of their experiments. The class will have three, one hour and fifty-minute meetings per week that combine lab, lecture, and discussion. Prerequisites: none. 4 credits.

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Biology 150.03 “Introduction to Biological Inquiry: Building an Animal” In this course students will begin a study of how a fertilized egg turns into an animal with many highly differentiated cell types. Students will begin learning how to use the scientific literature to study the cellular and molecular events underlying development. Students will learn to work with sea urchins to study fertilization and early invertebrate development and then will work with chicken embryos to study the appearance of different cells, tissues and organs in later vertebrate development. The emphasis of the course will be on asking questions, designing experiments to answer those questions, and communicating results of the experiments in a variety of formats. The class will have two, three-hour meetings per week that combine lab, lecture, and discussion. Prerequisites: none. 4 credits.

Biology 150.04 “Introduction to Biological Inquiry: Sex Life of Plants.” This course will explore the evolution and ecology of reproduction in flowering plants to develop your understanding of how and why plants reproduce as they do. You'll experience biology as it is practiced, as you learn principles of adaptation, practice the scientific method, and communicate your research findings in the style of professional biologists. Activities will include reading and discussing classic and contemporary scientific literature, completing exercises on the structure and function of plant reproductive features, and conducting and reporting on research projects done in the lab, the greenhouse, and the field. Prerequisites: none. 4 credits.

Biology 345.01 “Advanced Genetics.” Genetics is an experimental approach that has been applied to questions in all areas of biology, answering fundamental questions about inheritance, cell mechanics, human disease and evolutionary change. This course will introduce students to advanced genetic principles and techniques. We will then explore how these techniques have been applied to answer fundamental questions in biology by reading both classic and recent papers from the primary literature that utilize genetic approaches. We will also discuss some of the limitations of genetics as a specific approach. The laboratory will emphasize multi-week projects using genetics techniques to study biological problems. Prerequisites: Biology 252, Biological Chemistry 262, or permission of instructor. 4 credits.

Education 212.01 “Critical Pedagogy and School Reform.” This course is a study of critical pedagogy from its roots in Marxism and the Frankfurt School through current day theoretical connections (postmodernism, critical theory, critical feminism and critical race theory) and their relevance to American public education. We will examine the dual character of schools that helps to explain some difficulties of school reform; that is, the democratic promise of schooling on the one hand, and its institutional service to a society based on race, class, and gender privilege on the other. Prerequisites: Education 101 or permission of instructor. 4 + 2 credits.

English 120.01 “Literary Analysis.” An introduction to the use of language in literature, the use of language about literature, and the problems of interpretation. We focus on lyric poetry and in the last weeks practice a variety of critical approaches. 4 credits.

English 120.02 “Literary Analysis.” Our exploration of the varied pleasures and problems associated with responding to literature will focus on why it is that different forms, structures, and rhetoric have appealed to readers and writers at different points of history and why, for instance, medieval readers expected fiction to be written in poetry, while twentieth-century readers more often expect fiction to be written in prose. We will consider, too, why literature from earlier periods is more likely to be tightly structured than more recent literature. In the process, this class will introduce students to strategies for responding to a variety of genres (drama, narrative poetry, and epic), as well as diverse meters and rhetorical figures (like puns, metaphors, and personification). The texts we read will most likely include *Sir Gawain and the Green Knight* (anonymous), *Divina Trace* (Antoni), *A Midsummer Night’s Dream* (Shakespeare), *After Ovid* (various authors), *Don Juan* (Byron), *The Italian* (Radcliffe), and *Dream on Monkey Mountain* (Walcott). Prerequisites: none. 4 credits.

English 120.03 “Literary Analysis.” No description available.

English 120.04 “Literary Analysis.” An introduction to the lyric poem: to the pleasure of words and sounds and the problems of determining meaning. Prerequisite: none. 4 credits.

English 314.01 “Milton.” An intensive study of the poetry and selected prose of John Milton, with a special emphasis on *Paradise Lost*. Prerequisite: English 223. 4 + 2 credits.

English 328.01 “Studies in American Poetry II: Beat, Black, and (Sometimes) Blue: Poetry of the ‘50s and ‘60s from San Francisco, Black Mountain, and the Black Arts Movement.” In this course we will explore poetry that breaks out of what Robert Bly called “the new critical jail,” as well as poetry that resists what Haki Madhubuti called the “protective custody” of cultural institutions dominated by white, patriarchal, and (often) emotionally and sexually repressed wardens and masters. Some members of this generation went from “liking Ike” to hiking out, as far out as words and rucksacks could take them, while others, such as Amiri Baraka, hoped to “clean out the world for virtue and love” by writing “poems that kill.” Our discussions of such ruptures and raptures will be framed by an analysis of the Civil Rights and Wilderness Acts of 1964. Understanding the historical processes leading up to these landmark legislative actions will enable us to shed light on the ways in which certain poets act out the affirmations of language and civil rights within an often bewildering juxtaposition of “American” spaces stretching from Piute Creek to the moon and back, and from Newark to Viet Nam. Assigned readings may include selections from Baraka, Bly, Brautigan, Bukowski, Creeley, Di Prima, Duncan, Ferlinghetti, Ginsberg, Giovanni, Kerouac, Levertov, Madhubuti, O’Hara, Olson, Sanchez, and Snyder, as well as legislative and legal documents, critical essays, and one novel, *The Dharma Bums*. Prerequisites: English 227, 228, 229, or permission of instructor. 4 credits.

English 329.01 “Studies in African American Literature: Islam in the African American Experience.” The seminar will focus on the history of the idea of Islam in African American writing, primarily slave narratives, autobiographies and essays written by black Muslims. To many historians, the idea of Islam was brought to the New World with the Africans who were captured by Europeans and sold as slaves in the New World. Our approach will focus on exploration of Muslimness or what specifically constitutes the idea of being a Muslim? What are the particular significations in food, clothes, manners, attitudes, body language, and beliefs that define and indicate Muslimness? In order to engage students’ full participation in class and in research, each student will do two 12-15 minute formal oral presentations, two double-spaced 10-page papers as well as a double-spaced 15-page final research paper. Among authors to be studied in addition to the early Muslim slave narrators are Elijah Muhammad, Malcolm X, Farrakhan, Muhammad Ali, Kareem Abdul Jabbar, Ishmael Reed, James Baldwin, Imamu Amiri Baraka, as well as African American critics of Islam in the African American experience. Prerequisite: English 229, its equivalent, or instructor’s permission. 4 + 2 credits.

English 332.01 “The Victorians.” No description available.

English 337.01 “British Novel I: Truth and Sexual Criminality: (De)Constructing the Self in the Eighteenth-Century Scandalous Memoir and the Novel.” In the mid-eighteenth century, scandalous memoirs made their way onto the literary scene. These autobiographical works were authored by women, and were usually written as a defense against an accusation of sexual criminality. The memoirists often pointed to dysfunctional family relationships as one explanation for their failure to resist sexually transgressive behavior, as well as their need to later “go public” with the details defending such behavior. By identifying “failed” family relationships as the source of sexual wrongdoing, the memoirists countered the wholesome and loving image of the family that was often represented in the novel. But more than this, the memoir also challenged the novel’s claim to “Truth.” Yet while the novel busied itself with articulating a certain kind of truth, one associated with the moral and psychological growth of the individual, the scandalous memoir articulated truths that described the individual’s decline, thus resisting ideologies that constructed a unified and coherent vision of the self. Along with contemplating the novel’s “rise” in the eighteenth century, this course will explore how the scandalous memoir contested “reigning notions of identity” and character in the period. We will also examine various definitions of the genre of autobiography. Readings will include novels and memoirs, along with critical and theoretical essays. Prerequisites: English 223 or 224. 4 + 2 credits.

General Literary Studies 195.01 (Also Humanities) “Introductory Special Topic: Introduction to Film Studies.”
See Humanities 195.01.

German 302.01 “Core Seminar I.” Note change in title. Conducted in German. Study of German literature, history, and culture from 1750 to 1871 through literary and historical texts, documentaries, and films. Prerequisites: German 222 or equivalent. 4 credits.

German 331.01 “The German Cultural Heritage.” Note change in course description. An introduction to German culture from the Germanic tribes to the Enlightenment. Topics to be examined include political organization, gender issues, religion, with readings from the pre-middle ages, the medieval period, the Reformation, the Enlightenment, and the Storm and Stress movement. All readings in modern German. Prerequisites: German 302 and 303 or permission of instructor.

History 311.01 "Politics in the Early American Republic." Students in this seminar will discover and debate recent developments in the study of political history by focusing intensely on one of its most exciting periods, the early American republic. During the years 1789-1820, the American political system first took shape as federal and state governments established themselves, as the country experienced its first era of party conflict, and as philosophical ideas about the structures of American power and concepts such as "republicanism" and "democracy" were put to the test. The seminar will analyze traditional topics of political interest in this period such as political party formation and interaction among the "founding fathers," and it will also explore the many ways that recent historians have broadened their view of politics to include such factors as political culture, female involvement in politics, and the politicization of everyday life. Students will write in-depth research papers on some aspect of politics in the period. Prerequisites: History 111 and any 200-level American History course or permission of instructor. 4 credits.

History 327.01 "Labor in Twentieth-Century Latin America." During the twentieth century, Labor Movements helped transform many Latin American countries socially, politically, and economically. Organized workers have played key roles in the Mexican Revolution, the rise of Peronism, and the recent political triumphs of Brazil's Worker's Party. The common readings for the seminar will include some of the classic works and then move to more recent studies. These readings raise questions about the effect of employer paternalism on workers; the impact of special privileges on workers; and the role of women in the home, in the shop and in the union. In the second half of the course students will then write a major research paper on labor in twentieth-century Latin America. A reading knowledge of Spanish or Portuguese is helpful but not required. Prerequisite: History 201, 202, or 204. 4 credits.

History 330.01 "Religious Toleration and Violence in Europe, 1450-1800." This seminar will focus on relations between religious groups from the late Middle Ages to the Enlightenment. Europe has always been religiously divided between Christians, Jews and Muslims. After the Reformation, Christianity also became divided into disputing, often openly warring groups. A few people supported toleration and religious freedom, although religious violence continues today. The common readings will discuss the patterns of religious violence and toleration, the meaning of toleration for early modern Europeans, the obstacles for peaceful coexistence and the various strategies that people adopted to solve these problems. The first part of the course will examine the Spanish Inquisition, the Wars of Religion in France, the situation for Jews in central Europe, as well as Enlightenment solutions to the problems of religious conflict. Two short essays will be assigned in the first part of the course. Students will also select a research topic of their own that explains religious violence or the legal, political, philosophical and social preconditions for tolerance. They will also give an oral presentation of their research. Prerequisite: History 233, 234, Humanities 140, or permission of the instructor. 4 credits.

History 333.01 "The Civilizing Mission and Its Discontents." One of the hallmarks of nineteenth-century Britain was the unprecedented number of programs for moral and social improvement that grew out of middle-class values of progress and civilization. Victorians believed they could elevate the human condition through individual and collective reform; yet ironically, these lofty ideals often replicated the very social divisions and hierarchies they sought to transform and alienated the beneficiaries they sought to save. This seminar will examine the development of the "civilizing mission" through various arenas at home and abroad, including imperialism, missionary work, charity organizations, and public health programs. We will treat philanthropy as a cultural encounter that encompassed conflicting ideas of race, gender, sexuality, class, religion, and empire. Since benevolence movements carried the potential for both empowerment and subjugation, we will also consider how marginalized groups responded to this growing imperative to civilize Britain and the world. The shared readings will facilitate students' development of a research project later in the course and will focus on primary sources such as novels, travel narratives, newspapers, missionary and charity propaganda, and self-improvement manuals, in addition to current scholarship. Prerequisite: History 101, 236, 295 (British Empire, Spring 2005) or permission of instructor. 4 credits.

Humanities 195.01 (Also General Literary Studies) "Introductory Special Topic: Introduction to Film Studies." This course studies the basic aesthetic elements of cinema (visual style, cinematography, editing, sound, narration, and formal structure), the terminology of film production, genres, and a brief overview of international cinema. Classic and contemporary films will be discussed from aesthetic, historical, and social perspectives. Course requirements include a weekly film screening outside of regularly scheduled class meetings, one oral presentation, and a written paper. Prerequisites: none. 4 credits.

Humanities 395.01 "Advanced Special Topic: Only Skin Deep: Changing Visions of the American Self." This course is a survey of the many ways in which photography in America has shaped notions of racial and national identity. We will explore how assumptions about what Americans look like and what they should look like are communicated through photography and reinforced by notions of photographic truth. Some of our discussions will focus on the strategies that photographers use to support or debunk scientific racism. We will also concentrate on how market demands and popular cultural trends as well as government agendas affect the kind of racial imagery that prevails at different historical junctures. We will look at documentary photography, photojournalism and art photography in many photographic formats, from daguerreotypes and stereoviews to recently produced digital images. **Meets: October 25 to November 10. Short course deadlines apply.** Prerequisites: Third or Fourth year standing. 2 credits.

Music 201.01 "Topics in Music and Culture: Music and Ritual." Previously numbered Music 250. Music making is often an integral if not an essential part of ritual practices. This course examines selected case studies of music in ritual, past and present, sacred and secular, from around the world, with an eye toward articulating the complementary relationships between these two forms of human performance. Prerequisite: Music 116 or permission of instructor. 4 credits.

Music 202.01 "Topics in American Music: Music and the African American Experience." Slavery and de facto segregation were barriers that precluded African Americans from addressing the impact of racism on their lives. Music, however, became a viably important subversive alternative where voices of dissent could express themselves with impunity. From slavery to the present, spirituals, blues, jazz, rhythm and blues and hip-hop have addressed issues of race, gender and identity when blacks were not always permitted to promulgate these subjects publicly. Furthermore, in various social settings for example churches, juke joints and political meetings, music enabled African Americans to form communal bonds across gender, generational and racial strata. The purpose of this course is to critically examine the socio-historical significance of music within the African American experience. We will discuss the characteristics of the major genres for example call and response patterns, vocal timbres and improvisation; and critically examine numerous topics for instance domestic violence and poverty in blues and identity and politics in gospel jazz, soul and hip hop. Prerequisites: none. 4 credits.

Music 203.01 "Regional Studies in World Music: East Asia." Previously numbered Music 268. Traditions of Chinese, Japanese and Korean music, classical as well as contemporary, will be surveyed. Emphasis will be placed on the integration of music making into religious, social, theatrical and political institutions, and on the importance of music making to the construction of local and national identities. Prerequisite: Music 116 or permission of instructor. 4 + 2 credits.

Music 261.01 "Western Music to 1750." Note title and description change. General survey of Western European music from ancient times through the Baroque era. Stylistic developments considered in their social and cultural contexts and as influenced by artistic and intellectual movements. Prerequisites: Music 112 or permission of instructor. Not open to anyone who has taken Music 260. 4 + 2 credits.

Music 321.01 “Advanced Musical Studies: 18th-Century Counterpoint.” A study of species counterpoint in the 18th-century through analysis and composition, with particular emphasis on the melodic, tonal, and formal structures found in the contrapuntal works of J. S. Bach. Topics include two and three part inventions, canon, and fugue. Prerequisites: Music 112. 4 credits.

Music 321.02 “Advanced Musical Studies: Jazz Arranging for Small Ensemble.” The purpose of this course is to teach the fundamentals of arranging and composing for small jazz ensemble. Students will first arrange blues and jazz and pop standards, for example “Blue Train,” “Bouncing with Bud,” and “Django” and subsequently compose their own pieces. Arranging and compositional techniques will be acquired through careful study of form, melody, harmony and general jazz performance practices, and the analysis of the works of such composers and arrangers as Gil Evans, Dizzy Gillespie, Oliver Nelson and Wayne Shorter. Prerequisite: Music 112. 4 credits.

Philosophy 295.01 “Special Topic: The Problem of Consciousness.” Consciousness is one of philosophy’s most baffling problems. There seems to be nothing that we know more intimately than conscious experience, but there is nothing that is harder to explain. Many theories of consciousness deny the phenomenon, explain something else, or proclaim it a mysterious paradox. In this course we will explore the problem of consciousness along its historical, phenomenological, metaphysical, and neurobiological dimensions. Our diverse readings will include: Husserl, Heidegger, James, Sartre, Nagel, McGinn, Block, Chalmers, Tye, Rosenthal, Shoemaker, Bermudez, Damasio, Crick, and Bickle. Prerequisite: Philosophy 111 or permission of instructor. 4 + 2 credits

Philosophy 392.01 “Advanced Studies in Anglo-American Philosophy: Davidson.” In this seminar we will investigate the views of the contemporary American philosopher, Donald Davidson, on meaning, interpretation, knowledge, action and mind. The course will divide into three sections: the first will fill in Davidson’s philosophical background in Quine and Tarski and examine his theory of meaning paying particular attention to the following questions: whether a Tarski-style theory of truth can do service as a theory of meaning, how such a theory can be empirically tested, and whether it can provide an adequate semantic representation of natural language. The second considers the supposed anti-sceptical epistemological consequences of his theory of meaning. The third will be concerned with his conception of the relation between reasons and causes for action and his theory of ‘anomalous monism’ in the philosophy of mind. Prerequisites: Philosophy 102, 253, 256, 257, 258, or permission of the instructor. 4 credits.

Religious Studies 395.01 “Advanced Special Topic: South Asian Saints.” From ancient forest dwelling ascetics to modern globetrotting gurus, South Asian history is marked by a myriad of holy men and women. This course examines the songs, stories and socio-political contexts of South Asian saints (e.g., Mirabai, Guru Nanak and Gandhi) and of the communities that revere them. Special attention will be given to the pluralistic character of South Asian religious life and to closely related questions of identity and mutual interaction. In what ways do central elements of South Asian sainthood such as asceticism, mysticism and conversion both distinguish and untie the saints of Hindu, Buddhist, Jain, Sikh and Islamic traditions? Prerequisites: Religious Studies 311 and one 200-level course on South Asian religion permission of the instructor. 4 credits.

Sociology 270.01 “Gender and Society.” Note new course description. A sociological analysis of how gender is constructed and transformed in American society. This course will explore how both men and women come to know themselves as gendered beings, how gender is produced through interactions, in the media, in the workplace and in families. Prerequisites: Sociology 111 or permission of instructor. 4 + 2 credits.

Sociology 390.01 “Advanced Studies in Sociology: Global Feminism.” This course explores a range of contemporary women's issues from the perspective of transnational feminism. Through the lens of sociology, we will examine women's human rights, gendered law, cultural differences, religious fundamentalism, economic globalization, women's role in the military, and the legacies of colonialism. Topics to be addressed include the ways that feminisms have emerged, the issues that have galvanized women across national and regional borders, the politics of generalizing across-culturally about women's interest and demands, the ways that feminism has related historically to nationalism and imperialism, and the role that feminist agendas might play in addressing current global concerns. Course materials to be drawn from five regions of feminist experience: American, European, African, South American and Asian. Students will be challenged to analyze current events in terms of emergent theories of gender development within women's transnational space around the world and to formulate new approaches to feminist interpretation and activism. Prerequisites: any 200-level Sociology course and third year standing or permission of instructor. 4 + 2 credits.

Sociology 390.02 “**Advanced Topics in Sociology: Contemporary Women’s Health Issues.**” This seminar will explore the social and political contexts of women’s health. Building on sources from the medical sociology literature and the feminist health literature, this course will primarily examine three themes: (1) how the social position of women in the United States (and in the world) affects women’s ability to protect their own health and affects the care they receive when they are ill; (2) how women’s health and health care are affected by larger social institutions in society on a macro-level and by interpersonal relationships on a micro-level; and (3) how social and medical attitudes toward the female body affect all women and health policies. Considerable attention will be given to how the biomedical model, for-profit interests, and ideologies shape health care for women. Topics will include: reproduction, birth control, and childbirth, menstruation and menopause, eating disorders, cosmetic surgery, breasts and breast cancer, HIV/AIDS, violence against women, and women, disability, and aging. Prerequisites: Any 200-level or above sociology course or permission of instructor. 4 + 2 credits.

Spanish 395.01 “**Special Topic: The Story of Tango.**” The course will explore a fundamental aspect of Argentine culture: tango as an artistic system that emerged from the lower classes of Río de la Plata. As such, it will address the topic of the tango as a musicological element that was affected by the historical and cultural processes surrounding its creation and development. The course will be divided into three parts: from the creation of the tango as a hybrid dance and music of the lower classes to its golden age, and onto its crisis and decline in Argentina during the 60 and 70’s, and finally to its rebirth in Broadway as a celebrated national and international music with jazz and rock fusions. As pedagogical tools, the professor will use audiovisual material such as TV programs, and feature documentaries and films accompanied by literary texts. The course will be conducted in Spanish. This course is sponsored by the Center for International Studies. **Meets: September 20 to October 6. Short course deadlines apply.** Prerequisites: Spanish 285 or permission of chair. 1 or 2 credits.

Theatre 106.01 “**Acting and Moving: Improvisation Technique.**” An action-based approach to improvisation to broaden the individual’s expressive range through movement, vocalizations and speech. Improvisations will build skill in moment-by-moment decision-making, shaping material while in the act of doing and creating collectively as a group or ensemble. These skills will be applied to a culminating performance project. Readings and written assignments on various improvisation projects and practices will provide context and the means to examine the historical, social and political significance of improvised performance. Prerequisites: none. 4 credits.

Theatre 195.01 “**Introductory Special Topic: Playwriting I.**” This course will be taught by published guest playwright, Kate Aspengren, from the University of Iowa’s playwrights program. The course will cover the fundamental principles of writing for the stage. Examples of work by other playwrights will be read in class, but the emphasis will be on your own writing and on your development as a playwright. There will be both in and out of class writing assignments and much of your work will be read aloud in class. Prerequisites: none. 4 credits.

Theatre 295.01 (Also Anthropology) “**Special Topic: Making Documentary Films.**” See Anthropology 295.02.

Theatre 304.01 “**Studies in Drama II: Prose and Plays of Samuel Beckett.**” Study of the work of one of the most influential contemporary storytellers and dramatists, who won the Nobel Prize for Literature in 1969. The course will focus on the development of Beckett’s thought and style, the artistic, philosophical, literary and Irish influences at work in his major plays (Waiting for Godot, Endgame, Happy Days); selected short plays for stage, radio and television; and selected prose (The Unnamable, short Fizzles, The Lost Ones, Company, Ill Seen Ill Said, Worstword Ho), problems of interpretation and the staging of the plays, especially as Beckett himself conceived and rehearsed them. Through critical discussion and close attention to Beckett’s narrative and dramatic ingenuity and stagecraft, in both seminar and optional scenework, we will explore the variety of ways in which the “comedian of the impasse” goes about fulfilling the need to give shape to chaos and the obligation to express, though there is “nothing to express, nothing with which to express.” Seminar participants may want to participate in the November Mainstage production of Beckett’s short plays. Prerequisites: a 200-level course in literature, philosophy, art or other appropriate discipline, or permission of instructor. 4 + 2 credits.