

# SPRING 2014 VARIABLE TOPIC AND SPECIAL TOPIC DESCRIPTIONS

## **AMS-295-01 ST: Placing, Projecting, and Protecting American Identities in Movies**

Special Topic: Placing, Projecting, and Protecting American Identities in Movies. This course explores representations of American identities and the binaries generated by these explorations including here/there, foreign/local, abroad/ home, American/Other. Films and readings will highlight the theme of amalgamation as an alchemic process (the melting pot) shaping Americanness and its association with characteristics such as respectability, recognition and respect. Questions to be addressed include: who are the models and what are the multiple meanings of "being AN American," being IN America and imagining these distinctions in different circles and at different moments? Prerequisite: Second-year standing.

## **AMS-395-01 ST: The Cultural Politics of Fashion (see cross-list ANT-395)**

## **ANT-295-01 ST: Sustainability: Managing Organizations and Innovation**

Special Topic: Sustainability: Managing Organizations and Innovation. Also listed as SST-295-04. Sponsored by the Wilson Program in Enterprise and Leadership. An analysis of management issues in non-profit, for-profit organizations and social enterprises, whether the organizational section is local or international, including problems of meshing organizational cultures with local cultures. Approximately a dozen alumni will participate in class to discuss their organizations. We focus on issues of creating effective and sustainable organizations and will survey alumni on their experience in organizations and on skills needed for effective participation in organizations. Especially appropriate for students preparing for or returning from Internships. Prerequisite: one course in social studies division.

## **ANT-395-01 ST: The Cultural Politics of Fashion**

Advanced Special Topic: The Cultural Politics of Fashion. Also listed as AMS-395-01. Everyone gets dressed: the creation of desire and cultivation of a consumer culture transcends geographic boundaries (from Dubai to Delhi, Paris to Tehran and NY to Tokyo). Fashion is personal, public and profitable. This seminar considers fashion and taste as a dialectic shaped by local and global networks: we consider links between companies and consumers, bodies, brands and boutiques, luxury malls and museums, and examine fashioning identities (age, gender, class, ethnicities) in print and moving images. Prerequisite: A 200-level course in HUM or SST division.

## **ANT-395-02 ST: Approaches to Collective Memory**

Advanced Special Topic: Approaches to Collective Memory. This course addresses forms of collective memory from theoretical and ethnographic perspectives. It locates memory in the social world, in the relevance of the past for the present, and in on-going struggles to represent and commemorate meaningful histories. It begins by addressing foundational theories. It builds upon them to consider: the relationship between nationalism and memory, the limits and possibilities of representing genocide, the on-going contestation of public memories, and embodied performances of memory. Prerequisite: ANT-280.

## **ANT-395-03 ST: Anthropology of Warfare and Violence**

Advanced Special Topic: Anthropology of Warfare and Violence. Not all pre-modern societies live in peace. Internal violence and warfare between groups are common and of recent anthropological interest. We will discuss anthropological theories about the evolutionary origins of violence in non-human primates, and current attempts to explain violence in ethnographic societies. The course will have an archaeological emphasis, especially as we consider evidence. Prerequisite: ANT-104 and 280.

## **ARB-295-01 ST: Egyptian Arabic Speaking II**

Special Topic: Egyptian Arabic Speaking II. Conversational unit designed for both free and structured oral exchange in Egyptian colloquial Arabic. Prerequisite: ARB-295- Egyptian Arabic Speaking I.

## **ARB-395-01 ST: Advanced Arabic: Language and Culture II**

Advanced Special Topic: Advanced Arabic: Language and Culture II. Conducted in Arabic. An integrated approach to the development of aural-oral, reading and written skills. Class activities include phonetic exercises, oral exposes, advanced-level grammar, composition, and the analysis of cultural documents and literary texts. Prerequisite: ARB-395 Adv Arabic: Language and Culture I.

## **ART-295-01 ST: Chemistry of Artists' Materials**

Special Topic: Chemistry of Artists' Materials. Also listed as SCI-295-01. This team-taught course will examine the physical properties of various artists' materials and will use these materials to generate new creative work. Examples of materials to be investigated may include, but not be limited to: paper, plaster, paint binders, clay, and rubber. The class will be a combination of in-class discussion, laboratory, and studio practice; it will be a rare opportunity for students to learn from two inquiry-based disciplines in two different locations on campus. Prerequisite: ART-111.

**ART-295-02 ST: Gender, Race, and Fashion in Western Portraiture, 1550-1950**

Special Topic: Gender, Race and Fashion in Western Portraiture. This course examines portrayals of race, gender, and fashionable dress. For elite early modern sitters, portraits were a valued means of constructing a public image, securing a spouse, memorializing the dead, and emphasizing political and dynastic relationships. Taking as our point of departure Renaissance and Baroque notions of likeness, otherness, and verisimilitude, we will investigate the problems of mimesis and self/representation through various artistic subgenres as they alter and re-imagine themselves over the course of five centuries. Prerequisite: ART-103.

**ART-295-03 ST: European Artistic Modernities from Realism to Impressionism**

Special Topic: Artistic Modernities from Realism to Impressionism. During the second half of the nineteenth century in Europe, artists experimented with techniques for the representation of a world perceived as distinctly modern. In this course, we will study the artistic response to radical changes in the organization of social, cultural, and political life, from depictions of the urban environment, to portrayal of the optical and psychological processes of seeing itself, to the creation and depiction of fanatical worlds, divorced from contemporary reality. Prerequisite: ART-103

**ART-295-04 ST: History and Theory of Photography**

Special Topic: History and Theory of Photography. Since its invention in 1839, the medium of photography has spawned an enormous body of theoretical literature intended to describe the appearance, the meaning, and the consequences of the photographic image. This course surveys the chronological history of photography in Europe and America in tandem with readings in the theory of photography. Students will gain an understanding of both the artistic evolution of the medium as well as the critical discourse invented to account for its revolutionary identity. Prerequisite: ART-103

**ART-320-01 Advanced Studio: Site Specific**

An intensive practice based course in which the problem of place and location is examined in relation to the development of a student's individual body of work. In the Spring 2014, this course will include a collaborative project with upper-level writing and music courses. Prerequisites: twelve credits of 200-level studio art. In the Spring 2014, this course will include a collaborative project with upper-level writing and music courses.

**ART-400-01 Seminar in Art History**

Collecting People: Foreignness and British Visuality, 1509-1790. Until the advent of Hogarth, Gainsborough, and Reynolds in the early eighteenth century, Britain arguably failed to cultivate a native artistic tradition, choosing instead to import the best talent from Continental Europe. This transdisciplinary course traces the impact of foreign tastes and foreign people on British visual culture (including plays, prints and decorative arts) from the age of Henry VIII to the emergence of Gothic/proto-Romantic aesthetics in Georgian England. Themes include: colonization/appropriation, xenophobia, religion, masking, display culture, gender and aesthetic theory. Prerequisite: Junior or senior standing in art history concentration.

**BIO-150-01 Intro to Biological Inquiry w/lab**

"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. Prerequisite: none.

**BIO-150-02 & 04 Intro to Biological Inquiry w/lab**

"Sexy Beast" Why do animals have sex? and in such incredible variety? This course will consider the ways biologists study the causes and consequences of sex in animals at all levels -- from the cellular process of meiosis, to the organismal concept of gender, to mating interactions between individuals and their evolutionary consequences. Students will learn to read and evaluate the primary literature, formulate hypotheses, and carry out independent research projects using a model organism, the bean beetle *Callosobruchus maculatus*. Students will communicate their results in scientific papers, posters, and oral presentations. Finally, as sexy beasts ourselves, we will consider how our human biases and social assumptions influence the questions asked and their accepted answers. Prerequisite: none.

**BIO-150-03 Intro to Biological Inquiry w/lab**

Symmetry Breaking: Cells are not disorderly bags of molecules. On the contrary, all cells carefully distribute their contents asymmetrically in order to make certain parts of themselves distinct from other parts. Symmetry breaking is particularly evident during embryonic development when an embryo morphs from a sphere of cells into something with multiple axes (e.g. front-back). How do cells do this? Why do they spend so much energy breaking symmetry? It turns out that symmetry breaking is essential for many biological processes. In this course students will learn to use frog oocytes, eggs, and/or embryos in order to observe and explore symmetry breaking processes in living cells. Moreover, students will perform novel research related to this topic, which will involve developing a specific hypothesis, designing and performing experiments, and analyzing and sharing results. Prerequisite: none.

**CHM-195-01 ST: Chemistry Problem Solving**

Introductory Special Topic: Chemistry Problem Solving. This course will focus on developing problem solving skills to promote success in Chemistry 129. Weekly meetings will focus on how to strategies for problem solving for the topics covered in Chemistry 129. **This course begins on January 31st, the second week of the semester, and has an extended add deadline of February 21st.** Concurrent enrollment in Chemistry 129 and permission of the instructor required. **S/D/F only.**

**CLS-295-01 ST: Introduction to Indo-European**

Special Topic: Introduction to Indo-European. Also listed as LIN-295-01. Many ancient and modern languages, including Greek, English, German, Latin, French, Spanish, and Russian, are "sisters" in a language family called "Indo-European." Although no documents written in their "mother" tongue survive, linguists can reconstruct many aspects of Proto-Indo-European by working backwards from the "daughter" languages. This course explores how the historical development of phonology, morphology, and syntax allows us to reconstruct a completely extinct language, as well as features of its literature and culture. Prerequisite: second year standing. Recommended: at least one from GRE-101, LAT-103, ENG-230, FRN-221, GRM-221, RUS-221, SPN-217, ANT-260, LIN-114.

**CSC-151-01 & 02 Functional Problem Solving w/lab**

In this section of CSC-151, we will ground our study of functional problem solving in media computation. In particular, we will explore mechanisms for representing, making, and manipulating images. We will consider a variety of models of images based on pixels, basic shapes, and objects that draw. The course will be taught using a workshop style: In most class sessions, students will work collaboratively on a series of problems. Includes formal laboratory work. Prerequisite: none.

**CSC-161-01 Imperative Prob Slvng & Data Structures w/lab**

This section of CSC-161 will utilize robotics as an application domain in studying imperative problem solving, data representation, and memory management. Additional topics will include assertions and invariants, data abstraction, linked data structures, an introduction to the GNU/Linux operating system, and programming the low-level, imperative language C. The course will utilize a workshop style, in which students will frequently work collaboratively on a series of problems. Includes formal laboratory work. Prerequisite: CSC-151.

**CSC-195-01 ST: Research Techniques – Media Scripting**

Introductory Special Topic: Research Techniques - Media Scripting. Students who participate in research projects must often master a wide range of concepts, technologies, and research methodologies. Such knowledge and skill can also be useful for a number of other domains. This course provides students with the opportunity to develop such skill and knowledge relating to the Media Scripting project. Topics will include source code control systems, inter-application communication, markup and programming languages, and the internal architecture of applications used in the project. **S/D/F only.** Prerequisite: CSC-151 and completion of or concurrent registration in CSC-161.

**CSC-295-01 ST: Roots of Professional Practice: A Philosophy of Unix**

Special Topic: Roots of Professional Practice: A Philosophy of Unix. Practicing programmers must master languages, algorithms, and software design methodologies. However, the most successful practitioners incorporate a systematic approach to development and draw upon a wide variety of tools to support that practice. In this course, we explore "The Unix Philosophy" - a long-standing, successful approach to building software. Along the way, we explore a variety of tools, including task automation tools, revision control systems, shell scripting, and the basic Unix commands. **S/D/F only.** Prerequisite: CSC-161 and concurrent registration in CSC-207.

**EAS-295-01 ST: Language and Culture of Japan (see cross list JPN-295)****ECN-395-01 ST: Seminar in Macro Finance**

Advanced Special Topic: Seminar in Macro Finance. This course will familiarize students with the theory and application of economics to analyze issues in Macro and Financial Economics. It will focus on regulatory and strategic issues impacting investment decisions and aggregate fluctuations and will explore how information availability, agency conflicts, and regulatory structures impact aggregate economic outcomes through their influence on institutional decision-making. Topics include governances, bailouts, bankruptcy, restructuring, corporate control, shareholders and stakeholders, boards of directors, agency conflicts, and information transmission. Prerequisite: ECN-282.

**ECN-395-02 ST: Advanced Econometrics**

Advanced Special Topic: Advanced Econometrics. This course extends the analysis from ECN 286 to include a matrix reformulation of standard regression analysis plus additional work in time series. We also explore the analysis of limited dependent variables and discrete choices using Maximum Likelihood techniques. We use linear algebra to review Ordinary Least Squares and methods of coping with violations of the Gauss-Markov conditions including heteroskedasticity, serial correlation, multicollinearity, and endogenous independent variables, along with maximum likelihood estimation, Tobit, probit and multi-nominal Logitech. Prerequisite: ECN-280, 286 and MAT-215.

### **ENG-120-01 Literary Analysis**

In this section of Literary Analysis, you will develop the tools required to read and critique poetry and prose written in English. Besides mastering the basics of the "close reading," you will analyze texts through the lens of critical theory to develop a rich and nuanced vocabulary for discussing literature. We will explore the notion of canon formation and consider how African American writers "signify" upon "master narratives." Specifically, we will read works by Wanda Coleman, Gwendolyn Brooks, Edward P. Jones, Susan-Lori Parks, and C.S. Giscombe--to name a few--to understand how race and gender impact black texts, if they impact them at all. Prerequisite: none.

### **ENG-120-02 Literary Analysis**

This course is an introduction to methods of literary analysis for poetry, short fiction, novels, and drama. We will begin with poetry, working on developing a vocabulary for discussion and interpretation of poetry, and focusing on imagery, sound, themes, rhyme and meter, and other elements. The middle units of the course will be devoted to close readings of short fiction and one novel, Mary Shelly's *Frankenstein*, and we will conclude with a consideration of some of the most important elements of drama via Henrik Ibsen's *A Doll's House* and August Wilson's *The Piano Lesson*. Prerequisite: none.

### **ENG-120-03 Literary Analysis**

An introduction to poetry, fiction, and creative non-fiction, this course explores the complex interplay between the world, the text, and the writer. Reading a wide range of literary genres and authors, we will be guided by big questions: What is literature? What makes a story a story, a poem a poem? What is the role of the writer? We will also attend to the pleasures of the text, the formal and stylistic particulars of specific works and their writers. Readings will include: stories by Herman Melville, Denis Johnson, Grace Paley, Junot Diaz, and Jhumpa Lahiri; a novel by Don DeLillo, which will facilitate an introduction to critical theory; a cross-section of American poetry, including Elizabeth Bishop, Robert Lowell, James Schuyler, Gwendolyn Brooks, Yusef Komunyakaa, C. K. Williams, John Yau, Kay Ryan, and Frederick Seidel; essays by James Baldwin, Arundhati Roy, Joan Didion, and David Foster Wallace. Graded assignments will include regular short writing assignments, a midterm, class presentations, and two papers. Prerequisite: none.

### **ENG-120-04 & 05 Literary Analysis**

In this course, we will practice and implement several analytical methodologies for explicating texts. These texts will represent a set of unsolved literary problems, about which there is no definitive critical consensus. Together, we will establish and differentiate our critical positions through collaborative annotation, historicist research, formal analysis, and applications of theory. By the end of the semester, you will have a basic set of reliable tools for working on poetry, fiction, and film, a series of four completed implementations of a selection of these tools, and a prospectus toward an extensive research project in literary analysis. Prerequisite: none.

### **ENG-121-01 Introduction to Shakespeare**

Students in this course will develop the skills of close reading, critical writing, and literary analysis. Assigned texts will come mainly from the poetry and dramatic works of William Shakespeare, and the course will use the readings to emphasize specific elements of Shakespeare's art and context. For example, we will begin by reading Shakespeare's sonnets to attend carefully to their language and technique, and later units will emphasize the interplay among tragedy, comedy, and history; the construction of race and gender on the Renaissance stage; critical and theoretical tools for analyzing Shakespeare; and Shakespeare's legacies. Prerequisite: none.

### **ENG-210-01 Studies in Genre**

"The Essay: Classic to Contemporary." This course considers the essay, the literary genre Montaigne made famous and modern in 1580 when he first used the term (essai: "attempt" or "trial") for his self-reflective, digressive, chatty, and informal form of writing; and which Samuel Johnson defined as "a loose sally of the mind; an irregular, undigested piece." Ranging across historical periods, aesthetic styles, and thematic concerns, this course attempts to put forward and interpret a tradition of the essay as a genre, while also raising critical and theoretical questions about literary genre in general. Along the way, we will explore subcategories of the essay, such as the personal essay, the political essay, the travel essay, and the lyric essay; we will stop to consider how the essay both shapes and is shaped by ideas of personhood, the relation between the essayist and society, and the makings of literary style; and we will also essay our own curiosities and questions. Essayists will include Montaigne, Addison & Steele, Johnson, Hazlitt, Emerson, Thoreau, William James, Virginia Woolf, George Orwell, Walter Benjamin, Susan Sontag, James Baldwin, Rachel Carson, Joan Didion, Annie Dillard, David Foster Wallace, Rebecca Solnit, Marilynne Robinson, Geoff Dyer, Eula Bliss, and John Jeremiah Sullivan. Writing assignments will be comprised of weekly reading responses and a final portfolio of revised, original essays. . Prerequisite: ENG-120 or 121 for majors; for non-majors, ENG-120 or 121 or any course in the study of literature in another language department.

### **ENG-223-01 The Tradition of English Lit I**

Centuries of Revolution. This course is an introduction to the major texts and dominant issues defining the English culture of the Middle Ages and Renaissance. We will read texts from this broad historical range, by Chaucer, Shakespeare, Spenser, and Milton, as individual artistic masterpieces, but also as important interventions in the religious, political, and scientific revolutions of the time. Our understanding of the period will be defined by four central cultural issues: the rise of the idea of the English nation, the influence of Humanist rhetoric and education on English literary culture, the Protestant Reformation and the creation of the Anglican Church, and the development of the empirical scientific method. The course will conclude with an analysis of John Milton's *Paradise Lost*, written in the aftermath of the tumultuous English Civil War, as the culmination of the four themes covered in the class. Throughout the course, we will focus on how literary texts decisively intervened in broad cultural debates during a time of unprecedented religious, political, and scientific upheaval. The course will be centered around class discussion and close reading of assigned texts. Our work will focus on clear writing and logical argumentation. Prerequisite: ENG-120 or 121 for majors; for non-majors, ENG-120 or 121 or any course in the study of literature in another language department.

### **ENG-223-02 Traditions of English Lit I**

Is It Good To Be the King? This course will introduce you to many of the major authors and texts of the English literary tradition from the Middle Ages through the English Civil War of the 1660s, including Chaucer, Marlowe, Shakespeare, and Milton. The purpose of the course is twofold. First, you will read representative texts from various periods in English history so that you can gain a sense of how England's literary tradition developed over time. Second, you will have the opportunity to develop your skills of close reading and literary analysis while also considering how literature responds to and influences a country's social and political movements. Throughout the semester, we will focus on issues of the literary representation of kingship and governance in order to consider how English authors model or critique the leadership of the commonwealth. Prerequisite: English 120 or English 121 for majors; for non-majors, English 120 or 121 or any course in the study of literature in another language department.

### **ENG-227-01 American Literary Traditions I**

Contact, Colony and Republic. As the title suggests, we will explore American literature from the perspective of three processes spread out over time: early in the semester we will explore the impact of "contact" on Old and New World inhabitants, primarily through creation and travel narratives; during the longer middle part of the semester we will look at the ways in which the pressures of colonization impact the poetry, sermons, and journals of colonists ranging from Puritans such as Anne Bradstreet and Mary Rowlandson to more secular writers such as Benjamin Franklin; and in the longest final third of the semester, we will explore the ways in which writers such as Hannah Foster, Charles Brockden Brown, Washington Irving, James Fenimore Cooper, Lydia Maria Child, Ralph Waldo Emerson, Frederick Douglass and Nathaniel Hawthorne react to the ideological pressures of the newly formed Republic in writings that reflect their concerns about selfhood, citizenship, and nationality. Prerequisite: ENG-120 or 121 for majors; for non-majors, ENG-120 or 121 or any course in the study of literature in another language department.

### **ENG-232-01 Traditions of Ethnic American Literature**

States of War: Conflict and Citizenship in Ethnic American Literature. In this survey course we will examine how American identity is made and remade in times of war, often by reanimating the discourse of American exceptionalism. Entangled in the nation's long and continuing history of war, the writers and texts organized under Ethnic American literature represent an indispensable archive for exploring questions about American identity and democratic ideals of freedom and equality. We will read key texts in Ethnic American literature-by writers such as Jessica Hagedorn, John Okada, Simon J. Ortiz, Theresa Hak Kyung Cha, Maxine Hong Kingston, Yusef Komunyakaa, Anna Deveare Smith, and Sherman Alexie, amongst others-that directly or indirectly respond to the historical, political, and cultural processes leading up to and following in the aftermath of twentieth-century American wars, from U.S. colonialism and the American-Philippines War to the post-9/11 Global War on Terror. Exploring greater questions of aesthetics and politics, we will attempt to understand and appreciate how artists work with, alongside, and against recognizable national narratives such as American exceptionalism, multiculturalism, and freedom. Prerequisite: ENG-120 or 121 for majors; for non-majors, ENG-120 or 121 or any course in the study of literature in another language department.

### **ENG-295-01 ST: How to Be an Elizabethan**

Special Topic: How to Be an Elizabethan. This course will focus upon early modern England but especially London, the country's principal cultural and intellectual center then as now, where almost all the important writers lived and worked. We'll cover many relevant topics including notions of chronology, the structure of the cosmos, the influence of the planets, the humoral basis of physiology, and the nature of the soul; and we'll consider the bearing of all this on the character of daily life in London and its impact on various writers.

**Variable credit. Dates: March 31 to April 17. Short course deadlines apply.** Prerequisite: ENG-120.

### **ENG-295-02 ST: Advanced Poetry Seminar**

Visiting professor Richard Kenney offers a six-week short course in poetry writing. This course will review elements of composition in verse, with associated exercises. **Class meetings will take place on January 25, January 31, February 7, February 14, February 21, and March 7th. S/D/F only. 1/2 semester deadlines apply.** Prerequisite: ENG-205 or 206.

### **ENG-310-01 Studies in Shakespeare**

Precolonialism: Shakespeare's Global Renaissance, 1590-1623. This course will analyze a prehistory of colonialism in Shakespeare's England. Our point of departure will be Christopher Hill's famous description of England's rise: "The England of 1603 was a second-class power; the Great Britain of 1714 was the greatest world power. Under James and Charles English colonisation of America was just beginning; under Anne England held a large empire in America, Asia, and Africa, and colonial questions were decisive when policy was formulated." In this course, we will begin to map out how England's place on the world stage began to change in Shakespeare's time. Queen Elizabeth granted a Royal Charter founding the East India Company in 1600, and dispatched her first diplomatic emissaries to Asia from 1596-1602, during the peak of Shakespeare's career. Throughout the 1590's, Shakespeare and a generation of poets and playwrights began to reposition England on a broader global stage, rejecting the earlier Renaissance understanding of England as a cultural backwater because of its geographical isolation. This course will therefore study how Shakespeare participated in an effort to imagine England's relation to the "Orient" from 1590-1623 by reading his drama, the travel writing of his contemporaries, and diplomatic communiqués written during the first decades of English global expansion. The class will develop an understanding of how the first Renaissance literary representations of the "East" defined the terms of England's policies during its subsequent century of colonialist expansion. The course will conclude with an analysis of how a fundamental shift occurred in the seventeenth century, transforming the English imagination of Asia from a discourse of trade imbalances, to one of racial otherness that we inherit today.

A note on method: this course will use close reading in conjunction with computational methods to test experimental hypotheses against a large corpus of Renaissance texts (up to 25,000 texts). We will think about why different, or analogous, arguments emerge from the different methods. Students without the prerequisites may enroll in the class with the permission of the instructor. Prerequisite: ENG-121. ENG-223 and 224 strongly recommended.

### **ENG-329-01 Studies in African American Literature**

Invisibility, Hypervisibility and Misrecognition: Critical and Theoretical Perspectives in Black Women's Literature. This course examines how black women's literature and feminist scholarship illuminates the impasse between how black women see themselves and how they are seen. Bearers of the burden of representation and experts in the politics of respectability, black women writers and black feminist critics often address—either implicitly or explicitly—the stereotypical portrayals of black womanhood that misrecognize black women or render them invisible. To better grasp the applicability of this longstanding history within a contemporary context, we will read Kathryn Stockett's *The Help*, alongside representative reviews of the novel and film, to reveal the troping of black women's bodies, voices, and stories as a mechanism for advancing social fantasies of racial harmony. Specifically, we will: examine how Stockett, a white woman, represents black women, their voices and thoughts; delineate how her portrayals compare to the black female protagonists figured in texts by black women writers (Dorothy West, Zora Neale Hurston, Gwendolyn Brooks, Alice Walker, Beah Richards, Rita Dove, and Suzan-Lori Parks, for example); and distinguish between how Skeeter views "the help," and how black women literary scholars, historians, and cultural critics (such as Nellie McKay, Barbara Smith, Darlene Clark Hine, Nell Irvin Painter, Daphne Brooks, and Duchess Harris) view themselves and the black women they study.

Prerequisite: ENG- 225, 227, 228, 229, 231, 233 or 273.

### **ENG-337-01 The British Novel I**

Enlightenment and the British Novel: Conversations between Fiction and Philosophy from Locke to Sterne. In this seminar, we will examine several masterpieces of popular British prose fiction from the Restoration through the 1760s in the intellectual context of Enlightenment philosophy. During this era, authors of popular fiction (including John Bunyan, Jonathan Swift, Eliza Haywood, Daniel Defoe, Henry Fielding, Sarah Fielding, and Laurence Sterne), not only wrote in response to the dominant aesthetic, moral, political, and epistemological frameworks provided by contemporary philosophers, but also contributed to the development of modern philosophical argument by satirizing long-held assumptions about human nature, perception, subjectivity, morality, political economy, and the purposes of art. Some of these early novels, including Henry Fielding's *The History of Tom Jones*, a Foundling and Laurence Sterne's *The Life and Opinions of Tristram Shandy, Gentleman*, satirize contemporary and recent philosophers by name, inviting the reader to consider ways in which realistic fiction may constitute a new method for challenging philosophy with humor and sentiment. In conversation with these extraordinary works of fiction, we will also read excerpts from works by John Locke, George Berkeley, Lord Shaftesbury, David Hume, and Adam Smith. Students will write two short analytical papers and one substantial research project. Prerequisite: ENG-223, 224, 225, 226 or 273.

### **ENG-346-01 Studies in Modern Prose**

Also listed as GLS-346. James Joyce's *Ulysses*. This seminar will undertake an intensive examination of James Joyce's *Ulysses*. In addition to Joyce's text, students will read some of Joyce's sources as well as a variety of literary and critical responses to *Ulysses*. We will also work on creating and sharing digital resources for readers of the novel. Assignments will include blog posts, a mid-semester paper, bibliographic work, and a final project. Prerequisite: ENG-224, 225 or 226.

### **ENG-360-01 Seminar in Postcolonial Literature**

This course explores the phenomenon of nationalism in literature from South Africa, Nigeria, Sri Lanka, Pakistan and India. How have writers from these countries articulated a national imaginary? Now often understood to be a somewhat pejorative and outdated concept, associated with military chauvinism or aggression, nationalism marked the first wave of anti-imperial literature. We will study current critiques of this concept in postcolonial literature, and also examine the literary and historical genealogy of concepts such as "civilization," "the primitive," and "modernity" which are all associated with the nation. Which groups of people feel oppressed and excluded from the nation? In what ways does the concept of the nation have continuing theoretical and material significance? These are some of the questions we will study in the essays and novels of Salman Rushdie, Arundhati Roy, Mahasweta Devi, Shyam Selvadurai, Chinua Achebe, J. M. Coetzee, and Nuruddin Farah. We will also read critical essays by, among others, Ben Anderson, Partha Chatterjee, and Kumkum Sangari. The objectives of the course are to explore postcolonial fiction in relation to theoretical concepts inherited from disciplines such as anthropology and history about subjects, nations, and narrative forms. We will also study the relationship between the postcolonial novel and postmodern fiction. Prerequisite: ENG-224, 225, 226, or 229.

### **ENG-385-01 Writing Seminar: Fiction**

Advanced workshop for students with a strong background in fiction writing. In Spring 2014, this course will include a collaborative project with upper-level art and music courses. Prerequisite: ENG-205.

### **ENG-390-01 Literary Theory**

Literature in Crisis, Writers on Trial. This seminar deals with various aspects of late 20th and early 21st century literary theory arranged around five crisis points: the first deals with the trials of Oscar Wilde in view of Michel Foucault's "history of sexuality"; the second deals with the crisis of authority, identity, and historical recovery provoked by the publication of William Styron's *The Confessions of Nat Turner*; Toni Morrison's neo-slave narrative, *Beloved*, will serve as a bridge to the third crisis involving Paul de Man, Jacques Derrida and the "scandal" of post-Holocaust memory; the fourth section deals with the crisis of censorship and sensibility engendered by publication of Salman Rushdie's *Satanic Verses*; and the fifth and concluding section will focus on issues of autobiography, authenticity and gender/sex as they relate to J.T. Leroy (nom de plume of Laura Albert) and "his" novel, *Sarah*. Whether the result of juridical processes that pronounce sentence or of publication procedures that provoke outrage, these crises not only remind us of the inextricability of politics, ethics, and aesthetics but also recall to us the humanity of those involved, whether they be victims, defendants, prosecutors or theorists. In addition to the texts and writers noted above, readings are likely to include selections from Butler, Greenblatt, Said, and Spivak, as well as a play, Moisés Kaufman's *Gross Indecency: The Three Trials of Oscar Wilde* (1997). Prerequisite: Third-year or senior standing and at least one 300-level literature seminar in the English department.

### **ENV-495-01 Senior Seminar: Africa**

All humans are Africans. More than any other continent, our natal continent faces a troubling and uncertain future in the 21st Century. For example, it is the only continent where per capita food production has dropped in recent decades; it is ravaged by parasitic disease (500,000 children die every year from malaria alone in sub-Saharan Africa); by viral disease (the populations of some districts in southern Africa are declining because of HIV); by the lingering ravages of colonialism and slavery; by debilitating wars over scarce resources; by international debt; and by droughts, famines and floods that are more extreme than in any other place on Earth. On the other hand, Africa is place of resplendent cultural diversity, a proud (and underappreciated) pre-colonial history, and transcendent natural beauty. The seminar will discuss the geography, natural history and historical ecology of Africa and Madagascar. Topics include the biogeography of Guineo-Congolese tropical forest and East African montane forest islands; fish speciation in the Rift Valley Lakes; desertification and famine; the challenges of survival and development in forest, savanna and desert; savanna ecology, including the inverse relationship between fire and tsetse flies: cattle vs. game ranching; demographics, including the effects of slavery and disease on current population sizes; women's rights and reproductive self-determination; patterns and evolution of epidemic and chronic disease (including zoonoses such as nagana, sleeping sickness, and rinderpest), among many others. Prerequisite: senior status, regardless of major, and permission of the instructor.

### **FRN-395-01 ST: Phonetics & Advanced Oral Expression**

Advanced Special Topic: Phonetics and Advanced Oral Expression. Conducted in French. This intensive course is designed to enhance students' aural and oral skills in order to prepare them for discussion and presentations at the 300 level. Class activities include phonetic exercises, oral exposes, debates, and dictations. **Dates: January 20 to March 14. Half semester deadlines apply.** Prerequisite: FRN-222.

### **FRN-395-02 ST: Advanced Reading & Written Expression**

Advanced Special Topic: Advanced Reading and Written Expression. Conducted in French. This course is designed to prepare students for written work at the advanced level in French. It includes an intensive review of grammar and emphasizes the writing process through composition exercises and multiple revisions. **Dates: March 31 to May 9. Half semester deadlines apply.** Prerequisite: FRN-222.

### **FRN-395-03 ST: Representing the Body in Contemporary Literature and Film**

Advanced Special Topic: Representing the Body in Contemporary Literature and Film. Conducted in French. Meets for seven weeks. This seminar will examine representations of the body in novels and films from diverse areas of the French-speaking world. Topics will include gender roles, inter-generational relations, migration, illness, aging, love, and war. **Dates: February 18 to April 24. Half semester deadlines apply.** Prerequisite: FRN 312 or 313.

**GDS-395-01 & 02 ST: Sustainable Development in Costa Rica**

The goal of this course is to gain a better understanding of the theory and application of sustainable development, with a particular emphasis on grassroots rural development and the case of Costa Rica. Each student will develop an independent research project on a relevant theme (e.g. tourism, agriculture, health, education, etc.). **Students registering for section 01 will travel to Costa Rica over spring break to conduct research in and around a rural agricultural cooperative on the west coast. Students traveling to Costa Rica will be required to pay a \$400 deposit to register for the course. Most other required expenses will be covered.** Prerequisite: GDS-111 and a 200-level Social Studies course that would count toward the concentration.

**GLS-227-01 Topics in German Literature in Translation: The Writers of Modern Life (see cross-list GRM-227)****GLS-251-01 Theatrical Approaches to Children's and Young Adult Literature (see cross-list HUM-251)****GLS-295-01 ST: Age of Revolution: 19<sup>th</sup> Century England (see cross-list HUM-295)****GLS-304-01 Studies in Drama II: Postcolonial Performance (see cross-list THE-304)****GLS-346-01 Studies in Modern Prose (See cross-list ENG-346)****GRM-227-01 Topics in German Literature in Translation: The Writers of Modern Life**

The Writers of Modern Life. Also listed as GLS-227-01. This writing intensive course deals with how European writers make sense of the emergence of city life. A series of comparative readings about London, Paris, Vienna, and Berlin by Balzac, Baudelaire, Benjamin, Dickens, D'blin, E.T.A. Hoffmann, Freud, Marx, Poe, Schnitzler, Stifter, and Zola will help us investigate how these writers construct discourses on the city that make transformations in everyday life-consumer culture, perception, social and gender norms, politics, and technology-knowable. Our reading selections will be complemented by cultural criticism that calls into question assumptions about "modernity" and its cultural centers. Prerequisites: none.

**GWS-395-01 ST: Feminist & Queer Disability Studies**

Advanced Special Topic: Feminist & Queer Disability Studies. This course examines the social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, we will explore how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures. The course is interdisciplinary and will use popular cultural texts including reality television, history, ethics, and autobiography to aid our exploration. Prerequisite: GWS-249.

**GWS-495-01 Senior Seminar: Chicana Feminist Thought**

This course explores Chicana Feminist writers and activists who emerged during the Feminist and Chicano Movements of the late 1960s and 70s in the United States. Using an intersectional approach, course participants will critically engage this foundational work and its connection to more recent works by Chicana Feminists. Prerequisite: GWS-249, senior status and GWSS major.

**HIS-100-01 Making History**

Europe under the Great Dictators. This course provides an introduction to issues of historical causation, argumentation, and evidence, through the lens of two of the most repressive dictators in all of world history--Adolf Hitler and Joseph Stalin. After an introductory unit on historical methods, we will use a variety of primary and secondary texts to investigate the workings of the Nazi and Stalinist dictatorships, examining subjects like everyday life in a dictatorship, the personal role of Hitler and Stalin in determining state policy, the use of state terror and the secret police, the rise of the leader cult, the origins of the Holocaust, and the nature of Stalin's Great Purges. Prerequisite: none.

**HIS-100-02 Making History**

Cold War America. This course provides an introduction to issues of historical causation, argumentation, and evidence through the lens of the American Cold War era. We will explore the cultural, social, intellectual, and political history of the United States from the 1940s through the 1980s, paying close attention to the moments in which foreign and domestic politics shaped the daily lives of Americans. We also will consider the historical methods used by scholars to conduct research and write about the past. We will work with primary and secondary sources as well as films and music in order to develop the skills necessary to analyze historical scholarship. Prerequisite: none.

**HIS-295-01 ST: Advanced Tutorial on Historical Writing**

Special Topic: Advanced Tutorial: Modern Classics of Historical Writing. A survey of some of the great recent works of historical scholarship. This class will be useful to students who plan to go on to graduate school in history, but it is intended for all students who would like to improve their ability to write analytically about history. The course will be taught tutorial style, mostly in small group meetings with the instructor. It serves as useful preparation to all advanced seminars in history. Prerequisite: Two 200-level History courses.



### **HIS-295-02 ST: Science & Society: Newton to Darwin**

Special Topic: Science and Society: From the Age of Newton to the Age of Darwin. This course examines the rise of modern science in Europe and the Americas over roughly two centuries (c. 1660-1880), a key period when science not only emerged as the most authoritative form of knowledge, but also began to transform the very fabric of western society. Accordingly, we will explore how revolutionary developments in the physical, biological and human sciences were connected to profound changes in the social and political world, such as the Enlightenment, the industrial revolution, new forms of imperialism and statecraft, religious debates, democratization, and the growing emphasis on racial and sexual difference. Prerequisite: HIS-100 or second-year standing.

### **HIS-295-03 ST: Early-Modern Japan, 1600-1868**

Special Topic: Special Topic: Early-Modern Japan, 1600-1868. Wikipedia tells us that "sakoku" was the policy "under which no foreigner could enter nor could any Japanese leave the country on penalty of death." There is more "truthiness" to this statement than truth, and a careful reader will recognize numerous passages in the Wikipedia article that contradict the initial claim about the state's capacity to seal its borders. Why is it so difficult to explain Japan's foreign policies? In this class we will examine cultural encounters by residents of the Japanese archipelago with Portuguese, Spanish, British, Dutch, Chinese, Koreans, Americans, and others from 1600 to 1868. We will explore attitudes and behaviors exhibited in these interactions, the effect (or lack thereof) that these encounters had on society, and how Japan's exclusionary policies affected the process of modernization at the end of the period. Prerequisite: HIS-100 or second-year standing.

### **HIS-295-04 ST: Historical Trauma, Memory, Identity in East Asia**

Special Topic: Historical Trauma, Memory, and Identity in East Asia. It is inconceivable to talk about contemporary America without mentioning 9/11. In the same way that this event has defied understanding, and continues to produce an emotionally lived sense of loss today, East Asian nations have also experienced traumas that have helped to define them. Could we talk about modern Korea without the Korean War, Japan without Hiroshima, or China without the Cultural Revolution? In lectures and discussions we will examine how historical traumas from the nineteenth and twentieth centuries have been remembered, and the ways in which they have shaped individual and collective identities over time. Prerequisite: HIS-100 or second-year standing.

### **HIS-312-01 Race in Early America**

This course examines the social construction and significance of race in North America from the colonial period to the Civil War. In what ways did the concept of race in early America differ from our twenty-first century assumptions about race? How did Europeans, Africans, and Native Americans understand race? How did their experiences with one another shape their ideas about race? The readings are meant to introduce students to the various ways in which historians have examined race. Each student will be challenged to develop a historical question related to race. Students will then write a research paper to answer that question. Prerequisites: Any 100-level history course and any 200-level American History course.

### **HIS-322-01 Sex & Sexuality in American History**

This seminar moves thematically across American history, from the colonial era to the present day, to explore the American sexual experience. We will identify changes, contradictions, and continuities in sexual ideals as well as the even more complicated realities of Americans' sexual experiences. We will discuss the invention of heterosexualities, same-sex sexualities, and transgendered and transsexual bodies in American history. We also will consider the history of marriage laws, the concept of sexual citizenship, and visions of alternate sexual systems. We will look at the histories of prostitution and sex work, pornography and censorship, and sexual violence. Finally, we will explore how and why certain desires and acts were labeled "deviant" while others were touted as "normal." The underlying premise to this course is that sex, like individuals and nations, has a history. Students will write in-depth research papers on some aspect of American sexual history. Prerequisites: Any 100-level history course and any 200-level U.S. History course.

### **HIS-331-01 Making Knowledge in Early Modern Europe**

A knowledge explosion took place in Europe between 1450 and 1700. Its powder keg was stocked with newly recovered ancient texts, with stories from Europeans' encounters with the New World, and with the results of the observation and experimental interrogations of nature. Independent research projects will examine the effects of the media revolution—the development of print culture—which ignited and sustained the blast of this "information age" in Europe and beyond. Prerequisites: Any 100-level history course and any 200-level European History course.

### **HIS-334-01 Decolonization**

In the decades following the Second World War, the political status of more than a quarter of the world's land mass and population was transformed from colonies into nation states with surprising speed and far-reaching ramifications. In this seminar we will explore some of the debates surrounding the timing, causality, character, and consequences of this phenomenon and consider how historical actors impacted and were impacted by the changing relationship of metropolitan centers and colonial peripheries. Themes will include anti-colonial nationalism; labor militancy; agrarian change; settler colonialism; migration and displacement; post-colonial identities; and the roots of global development. Common texts and student research projects will focus on the political, social, intellectual, and cultural dimensions of the end of empire in British Africa and South Asia, as well as in Britain itself; students with relevant background may also pursue a topic related to another national/geographic context. Prerequisites: Any 100-level history course and 235, 236, 261, 262, or 295: Cultures of Empire in the Imperial Metropolis or Religion & Socio-Political Change in Colonial India.

**HIS-377-01 From Samurai to Soldiers: Japan at War**

This seminar follows Japan's military conflicts from the "opening" of the country by US gunboats in 1853 through to the country's demobilization and disarmament at the end of WWII in 1945. During this century, Japan rapidly modernized its military, became the first Asian nation to defeat a Western power, and expanded its empire to encompass much of East and Southeast Asia. The lectures, discussions, and readings in this class will focus on the social, cultural, economic, and political impact that the phenomenon of modern military mobilization had on Japan during this pivotal period. Prerequisites: Any 100-level history course and any 200-level East Asian History course.

**HUM-251-01 Theatrical Approaches to Children's and Young Adult Literature**

Also listed as GLS-251. This course takes a theoretical approach to canonical and contemporary children's literature. Content is variable, but may include *The Young Adult Problem Novel*, *Dystopian Fiction for the Young Adult Reader*, and *Constructions of Race, Slavery, Class and Gender in Children's and Young Adult Literature*. This section will focus primarily on the history of constructions of race and gender in American children's literature. Prerequisite: A course in English or another course in literature.

**HUM-295-01 ST: Age of Revolution: 19<sup>th</sup> Century England**

Special Topics: Age of Revolution: 19<sup>th</sup> Century England. Also listed as GLS-295-01. A multidisciplinary intellectual history course in the thought of the 19th century, principally England during the period of revolutionary changes in literature and the arts (Romantic poetry and music, Jane Austen's *Pride and Prejudice* or Bronte's *Wuthering Heights*, Mary Shelley's *Frankenstein*, Conrad's *Heart of Darkness*, Shaw's *Man and Superman*), in natural science (Darwin's origin of *Species*), in the sciences of man (Freud's *Civilization and its Discontents*), in political theory (Marx), in philosophy (Nietzsche's *Thus Spake Zarathustra*). Prerequisite: none.

**HUM-295-02 ST: Fashion and Cinema: One Hundred Years of Rivalry**

Special Topic: Fashion and the Cinema: One Hundred Years of Rivalry. This course will examine a range of films from world cinema, exploring how the two art forms, born approximately at the same time at the end of the nineteenth century, from the outset competed with one another for a leadership role in what we wear. In addition to theoretical readings, weekly film screenings and a final paper will be required for this short course. Prerequisite: Second-year standing.

**HUM-295-03 ST: Non-fiction Video: Informing the World through Form**

Special Topic: Non-fiction Video: Informing the World through Form. In this short course students will learn the basics of short documentary production, from development to production to completion. Working with digital video and non-linear editing software, students will produce a short video piece; in addition, exercises, screenings, readings, and workshops will broaden students' awareness of cinematic possibilities, with special attention to formal properties and documentary's unique relation to social and political reality. **Dates: Feb 14 to March 7.** Prerequisite: HUM-185 or ART-246.

**JPN-295-01 ST: Language and Culture of Japan**

Special Topic: Language and Culture of Japan. Also listed as EAS-295-01. This course is designed to explore the contemporary Japanese culture and language from historical, social, and linguistic aspects. The course will especially emphasize the linguistic aspect of contemporary Japanese society and culture by drawing examples from the anthropological, linguistic, and socio-linguistic studies. Major topics are traditional and modern writing systems, diversity among speakers, and language in pop culture. Additional topics include gender differences, geographical differences, style shifting, and register. Prerequisite: Second-year standing.

**LAT-395-01 ST: Roman Elegy**

Special topic: Roman Elegy. Readings in the elegiac poems of Catullus, Tibullus, Propertius, Sulpicia and Ovid; introduction to Latin meter and the elegiac couplet, with discussion of the style, language and recurrent themes of the poems and of modern critical approaches. Review of grammar as needed. Prerequisites: LAT-222 or 225 and HUM-101.

**LIN-295-01 ST: Introduction to Indo-European (see cross-list CLS-295)****LIN-395-01 ST: Linguistics Seminar: Documenting Endangered Languages**

Advanced Special Topic: Linguistics Seminar: Documenting Endangered Languages. Students in this course will explore the complex dynamics that contribute to language endangerment and will also develop skills in language documentation using a corpus of data provided by the instructor. Together we will discuss various approaches to developing successful documentation projects and assess current efforts as well as future plans. Prerequisite: LIN-295 - Syntax or Phonology.

#### **MAT-444-01 Senior Seminar**

Bayesian Statistical Analysis. The debate between classical (or “frequentist”) statisticians and “Bayesian” statisticians has produced controversy, and sometimes surprising levels of animosity, for decades. Recent advances in computing have revolutionized statistical practice by making it easy to obtain Bayesian solutions to complicated problems, which has helped bring the two camps much closer together. This course will introduce the differences between classical and Bayesian methods, and some of the history behind the great statistical schism. Students will learn the basics of Bayesian analysis with an emphasis on showing how Bayesian methods have revolutionized the use of statistics in fields such as medicine, environmental studies, political science, and genetics. We will also explore advanced topics, such as hierarchical models and meta-analysis, which are particularly well suited to a Bayesian approach. Prerequisite: MAT-335, or MAT-209 with permission of instructor.

#### **MUS-322-01 Adv Stds Mus Hist/Lit: Mozart Opera**

Advanced Studies in Music History and Literature: Mozart's Operas. In this course, we will examine the five comic operas of Mozart's maturity -- The Abduction from the Seraglio, The Marriage of Figaro, Don Giovanni, *Così fan tutte*, and The Magic Flute -- along with his two outstanding opere serie Idomeneo and La Clemenza di Tito, and come to appreciate their significance: as musical, literary, and dramatic works and in social, political, and historical contexts. Prerequisite: MUS-112 and either MUS-261 or 262.

#### **MUS-325-01 Composition Seminar**

Advanced Musical Studies: Collaborative Vocal Composition. Under the supervision of professors John Rommereim, Lee Running, and Dean Bakopoulos, aspiring writers, artists, and composers will be brought together to create collaborative works. The course will be scheduled at the same time as ENG-385 Fiction Seminar and ART-320 Site Specific. The three classes will meet in the same room for many of the sessions; at other times, the composers, writers, and artists will meet separately. The course will culminate in a public performance and an exhibition toward the end of the semester. Prerequisite: MUS-215

#### **PHI-336 Contemporary French Philosophy**

Contemporary French Philosophy: Gifts as/and Ethical-Economic Exchange. This course will be an advanced interdisciplinary seminar examining recent approaches to libidinal and political economies of gift exchange. Beginning with Mauss's *Essay on the Gift*, we will examine a number of theoretical reflections prompted directly or indirectly by Mauss's work, including essays by anthropologists (Lévi-Strauss, Bourdieu, Sahlins, Strathern), philosophers (Derrida, Bataille, Irigaray, Cixous), linguists and literary critics (Gasché, Benveniste, Stoeckl). While questions of gift and exchange will remain central to our inquiries, we will often have occasion to follow a thinker's train of thought well beyond this initial focus, and part of the goal of this course will be to explore and reflect upon the diverse ways that the "logic of the gift" has emerged in recent French theorizing in the human sciences. Prerequisites: Philosophy 234 or 235 or 268.

#### **PHY-180-01 Bridges, Towers and Skyscrapers**

This course will begin on January 13, one week before the spring semester, with an intensive introduction to the physical principles used to analyze structures and the materials they are made from. Then, during the first eight weeks of the semester, the class will meet three times a week, working through case studies to learn how to analyze common structural features. During that time, each student will prepare a paper analyzing one major structure in the UK, chosen from a list. The class will travel to the UK during spring break to visit those structures. Each student will present a talk at his or her structure, introducing the class to its history, design, and function; then, the group will tour the structure with the goal to record interesting and unexpected design features. During the last six weeks of the semester, the class will meet less frequently, once or twice per week. During that time, students will revise their papers and prepare posters on their structures to share with the campus community in a poster session. **Because of the course-embedded travel, students will be required to pay a \$400 deposit to register for the course (other required travel expenses will be covered). Participation in the spring break travel to the UK is required of all students in the course.** Pre-requisite: MAT-124 or 131.

#### **PSY-295-01 ST: Language Development**

Special Topic: Language Development. The purpose of this course is to explore the psychological processes involved in children's language acquisition. We will read and discuss major findings in the development of sounds, words, grammar, and social use of language. The course will cover major research methods in the study of children's language development; students may have the opportunity to visit the college preschool and collect language samples from children as examples of the topics we discuss in class. Prerequisite: PSY-113.

#### **PSY-395-01 ST: Advanced Health Psychology**

Advanced Special Topic: Advanced Health Psychology. This course will provide an advanced study of the psychology of obesity. Possible topics may include stigma and weight status, disparities in obesity rates, and obesity and chronic illness, among others. Emphasis is placed on theory, primary research, and future directions/challenges. Laboratory work may be required. Prerequisite: PSY-250.

#### **PSY-395-02 ST: Psychopharmacology**

Advanced Special Topic: Psychopharmacology. An investigation of the biological mechanisms and behavioral effects of psychoactive substances. Topics covered will include principles of pharmacology, research methods in psychopharmacology, mechanisms of drug action, drug abuse and addiction, and clinical applications. Required laboratory work using animal models will focus on the use of behavioral tools to characterize drug effects and the use of pharmacological tools for understanding brain-behavior relationships. Prerequisite: NRS- 250 or PSY-246.

**PSY-395-03 ST: Ecological Psychology**

Special topic: Ecological Psychology. This course will present a survey of ecological psychology from its roots in such early, disparate psychological traditions as functionalism, behaviorism, and Gestalt psychology to its formulation by James and Eleanor Gibson, and it will review recent directions such as embodied cognition, dynamical systems theory, and probabilistic epigenesis. A key theme that will emerge across this work is the perception-action cycle," a conceptual suggestion of how perception might arise from the coordination of motor behavior with action-specific information called "affordances." Prerequisite: Two 200-level psychology courses.

**PSY-395-04 ST: Neural Plasticity**

Special topic: Neural Plasticity. This course will consider changes in the brain resulting from the interaction between an organism and the environment throughout the lifespan. The focus will be on critical analysis of empirical evidence, methodologies, and theoretical approaches through examination of the primary literature. Prerequisite: PSY-246 or NRS-250.

**REL-195-01 ST: Intro to Judaism & Christianity**

Introductory Special Topic: Bodies and Souls: An Introduction to Judaism and Christianity. This course introduces students to the various ways that Jews and Christians have sought to shape themselves, in body and soul, as individuals and communities, in accordance with what they have understood to be God's Word. With attention to the historical development of these traditions and using original and contemporary sources, the course explores the spiritual practices, theologies, and forms of worship that have defined these traditions. Prerequisite: none.

**REL-195-02 ST: Religion in East Asia**

Introductory Special Topic: Religion in East Asia. This course will investigate various East Asian religions, including Buddhism, Confucianism, Daoism, Shinto and "folk religions." We will consider who these traditions have been shaped by and have helped to shape the worldviews of individuals and communities. We will also interrogate the categories of "religion" and "philosophy" as they apply to these traditions. Themes for the course will include: cosmological worldviews; veneration of ancestors; self-cultivation and sagehood; ritual and performance; and society, social order, and the state. Prerequisite: none.

**REL-295-01 ST: Gender and Religion in Asia**

Special Topic: Gender and Religion in Asia. How do religious teachings, texts, and practices contribute to our understandings of who we are as women and men? How do our understandings of ourselves as men and women contribute to our interpretations of religion? In this course we will consider these questions in dialogue with theoretical texts, religious teachings and practices, and cultural studies. Our investigation will include the topics of divinity and gender, performances and gender, religion and the gendered body, and religion and sexuality. Prerequisite: Second-year standing.

**REL-394-01 Advanced Topics: Applying Religious Studies**

This seminar is intended to create the context of a scholarly community in which participants explore how the study of religion may be applied to a variety of different phenomena. As a construct of the scholar, the category of religion may be applied as a lens to a variety of phenomena, including that which is commonly not considered to be religious. Prerequisite: REL-311.

**RUS-389-01 Advanced Russian Seminar**

This seminar examines contemporary Russian detective novels. In particular, it covers their development as a genre and their place in the new Russia's literary landscape. Among the writers examined are Boris Akunin and Oksana Robski. Conducted in Russian. Prerequisite: RUS-313 or 331.

**SCI-295-01 ST: Chemistry of Artists' Materials (see cross-list ART-295)****SOC-295-01 ST: Global Perspectives on Racisms, Science, and the State**

Special Topic: Global Perspectives on Racisms, Science, and the State. This course compares how the idea of race and the practice of sorting people by perceived race have varied over time in the Americas and globally. It also examines the ways in which people have used science to legitimate and advanced official racial classifications and policies. In particular, the course considers (1) the part played by state institutions like the census in reflecting and making racial categories, (2) the role of science in creating and giving its seal of approval to racial taxonomies, (3) the global spread of ethno-racial ways of classifying people as well as of "color-blind" ideologies of equality, and (4) new scientific claims about the reality of race. The international eugenics movement serves as a window into how a community of experts contributed to the diffusion of racialized public policies. Prerequisite: SOC-111.

**SOC-395-01 ST: Sociology of Culture**

Advanced Special Topic: Sociology of Culture. Culture, in the field of sociology, "considers material products, ideas, and symbolic means and their relation to social behavior" (American Sociological Association). This course will cover a few narrow areas in depth, to give students basic theoretical competency and a sense of what cultural sociologists/sociologists of culture do. Topics to include: microsociology and macrosociology of culture; cultural consumption and reception; mass culture, subcultures and resistance; political culture; language as culture; and classification, boundaries and cognition. Prerequisite: SOC-111 and one 200-level sociology course.

**SOC-395-02 ST: The Politics of Development**

Advanced Special Topic: The Politics of Development. This course will investigate conditions of development in world historical perspective. We will begin, first, with a discussion of political and economic practices pursued initially by Great Britain, and how these practices eventually came to influence the shape and pace of development in France, Germany, and eventually, the U.S. up to the turn of the twentieth century. We will then assess what various paths late developers have taken. What dominate political and economic models frame expectations for development in the modern era, and with impact on actual practices, positive and negative? Which states "get" development, which do not, and why, in either case? Prerequisite: SOC-111 and one 200-level course from social studies division.

**SPN-295-01 ST: Refashioning the Self: Hispanic Women's Literature in the 20th Century**

Special Topic: Refashioning the Self: Hispanic Women's Literature in the 20th Century. This course focuses on the ways in which women represented motherhood and marriage within 20th century Hispanic literature. We will analyze women's literature from Spain and Latin America, identifying elements that perpetuated or challenged traditional paradigms of womanhood in a transatlantic context. Students will read narrative fiction, critical essays, and secondary (historical and critical) texts in Spanish, in order to understand changing attitudes towards women as individuals and towards marriage and motherhood as institutions. Prerequisite: SPN-285.

**SPN-320-01 Cultures of Spanish Speaking World**

The Transatlantic Other: Culture in the Margins. This course will focus on the cultures that resulted from-or in spite of-the encounter between Spain and Latin America. Beginning with Pre-Columbian civilizations we will trace the ways in which these societies and their cultural production (be it material, visual, rhetorical, etc.) were affected by the encounter and subsequent conquest, and the ways in which they were altered throughout the decolonization process. We will focus in particular on societies and groups considered the "Other", both in terms of their own cultural production, as well as in the ways in which they are portrayed by the dominating groups. May use academic articles, film, literary texts, music. Taught in Spanish. Written sources may be in Spanish or English. Prerequisite: SPN-285.

**SST-295-01 ST: Protecting Free Speech: The Rule of the Law and the Role of Lawyers**

Special Topic: Protecting Free Speech: The Rule of Law and The Role of Lawyers. Creating a right to privacy. Protecting national security while maintaining free and robust media. These are problems students in this short course will analyze, debate, and try to resolve (hypothetically). They are some of the hardest issues currently confronting our country. The goal of this course is to give students an understanding of the Rule of Law, and the roles of lawyers, in protecting privacy and security, without stifling freedom of the press. We examine the process by which each substantive issue is matched with an applicable rule, and consider how application of the rule leads to a satisfactory conclusion. The course concludes with a dramatization in which students read roles of various participants in the Free Speech debate, and attempt to come up with some resolutions of their own. **Dates: April 7 to April 23. Short course deadlines apply.** Prerequisites: none.

**SST-295-02 ST: Restorative Justice: Theory and Practice**

Special Topic: Restorative Justice: Theory and Practice. The modern Restorative Justice (RJ) movement began out of a sense that Western criminal justice systems fail to satisfy the needs of those impacted by wrongdoing. RJ addresses justice at interpersonal, community, and societal levels. This course will serve as an introduction to the growing field of RJ, including its guiding principles and values, its range of skills and practices, and the various arenas in which it has advanced over the past forty years. **Dates: February 2 to February 19. Short course deadlines apply.** Prerequisite: Second-year standing.

**SST-295-03 ST: Creative Careers: Learning from Alumni**

Special Topic: Creative Careers: Learning from Alumni. This course, sponsored by the Wilson Program in Enterprise and Leadership, focuses on the anthropological idea of career as the trajectory of personal identity within communities or social networks. We will examine cases studies of 10 Grinnell alumni who have developed significant careers and made a difference in the government, non-profit, and business sectors. These alumni, with diverse majors in all three divisions, will visit class to tell their own stories so that we can learn about their opportunities, decisions, and learning as they constructed their careers. This course is also an opportunity for you to reflect on your next steps in your own career, by considering some of the possible directions that fit well with your personality, interests, and skills. **Dates: January 31 to April 25. Half semester course deadlines apply.** Prerequisite: One social studies division course (Anthropology, Education, History, Economics, Sociology or Political Science).

**SST-295-04 ST: Sustainability: Managing Organizations and Innovation (see cross-list ANT-295)****THE-304-01 Studies in Drama II: Postcolonial Performance**

Also listed as GLS-304. An exciting theatre genre developed during the last half of the twentieth century as former British colonies struggled for independence. Anglophone postcolonial drama addresses nationhood and individual identity. This course includes foundational theory, African works (some addressing apartheid), Caribbean economic neo-colonization, and Maori, Australian and Canadian Aboriginal performance. It explores Scottish and Irish nationalisms and what it means to be an immigrant to the colonizing center, London. Using films and play texts, we will focus on the ways issues are addressed in both forms and contents of this new performance. Prerequisite: 200-level course in literature or theatre and dance.

**WRT-195-01 ST: Professional Writing**

Special Topic: Professional Writing. This course will prepare students for writing after college - whatever their future career goals. Students will practice a variety of professional writing genres and interact with both alumni and campus professionals. Prerequisite: none.

**WRT-195-02 ST: Achieving Academic Success**

Special Topic: Achieving Academic Success: This course is designed to help first-year students meet the College's rigorous academic challenges. Students will learn about and practice skills to be academically successful. Sessions include goal setting, organization and time management, introduction to campus resources, reflection, and other strategies for improving academic performance. Students will engage with readings, discussions, projects and writing assignments. **This course will meet the second through twelfth week of the semester.** Prerequisite: none.