

they were fighting against and what they were fighting for? At what point, if ever, did they chose to disobey the rules of their country or come to disagree with the values of their regime? In considering such questions, we will also explore how the remembered experience of this catastrophe of total war continues to shape European identity and frame many of its conflicts today.

(spring)

The superpower struggle that shaped the world post-1945 involved a competition not only for military might, but also for moral supremacy. During this time, leaders of the U.S. and the USSR each sought to demonstrate, first to their own citizens and then to the world at large, the alleged superiority of their country's social system and the purported failures of their greatest rival. In this seminar, we will explore this clash of values as it played out in the decades after the Second World War, while each country came to define itself in opposition to the other. We will pay particular attention to the development of the nuclear arms race and the way the threat of atomic warfare spilled into the politics and the popular culture of both superpowers.

Common Area Designation(s): Literature

(fall)

In this seminar, we will conduct a close reading of Dante's *Hell*, the first segment of the Italian writer's three-part visionary journey through the underworld. We will pay particular attention to the rich literary, philosophical, theological, and political concerns of the time in which this classical text was created. We will also consider how Dante's *Comedy* relates to our own world: this poem is ultimately about an individual's search for meaning, and his journey is our journey. Additional readings will include Dante's *Vita Nuova*, *On World Government*, and other sources. Selected visual material will complement the texts with an iconography of Dante's world.

(spring)

In this seminar, we will conduct a close reading of Dante's *Purgatory and Paradise* and the context of their historical and cultural background. Together, we will journey upward with the pilgrim and the poet through *Purgatory*, and encounter the souls of the repented who purify themselves, and get ready to ascend through the heavens to *Paradise*. Together, we will follow Dante and his guides geographically as well as textually, canto by canto and region by region, we will continue to tease out the poem's different levels of meaning. We will consider the relationship between the moral topography of Dante's *Hell* and that of his *Purgatory*, observe the ways in which Dante understood the opposition between vice and virtue, and question the implications of his construction.

Common Area Designation(s): Literature

(fall)

Child readers are transported to imaginary worlds like Hogwarts and Narnia. How do literary writers transport readers back to the lost time of childhood? In this seminar, we will study some influential ways that British literature in the past two centuries has famously depicted the child's inner experience. From the "golden age" of iconic fiction written both for and about children – think *Alice in Wonderland* and *Oliver Twist* -- we will encounter everything from romanticized remembrances of childhood innocence to rough and tumble depictions of its troubles. Our study will culminate with the magical childhoods of recent fiction.

(spring)

In this seminar, we will move on from exploring varied depictions of childhood to focus on one endlessly transformable narrative: the novel of education, formation, and development, traditionally called the *Bildungsroman*. We will pair classic novels about making one's way in the world, such as *Jane Eyre*, with film adaptations and modern coming-of-age narratives in order to understand the shared narrative conventions of the form and its remarkable adaptability to different cultures, eras, and media. Students will undertake a culminating research project comparing vastly different tales of growing up that will hone their independent learning skills.

Common Area Designation(s): Cross-Cultural Studies or Literature

(fall)

What does it mean to speak for someone else? When a novelist creates a character who hails from a different identity – nationality, ethnicity, gender, sexual orientation, religion, race, socioeconomic class, time period, etc. – is this an act of empathic imagination or appropriation? Journalists writing about people whose experiences differ from their own can do the story justice only to the degree

readings, lectures, discussions, video, music, and hands-on workshops. As we learn, we will compare China with the West, looking at differences large and small that lead to different values and different ways of viewing the world. In the process, students will learn to be global citizens capable of viewing events from multiple cultural perspectives.

(spring)

Since early times, China has witnessed a strong interest in the accounts of the strange. What does the strange mean? How does this kind of writing reflect various concerns of Chinese culture in different historical periods? In this seminar, we will examine representations of the strange in traditional Chinese literary works and their modern cinematic adaptations. Readings consist of both primary texts in English translation and secondary critical works, and several film viewings. Together, we will explore the historical, philosophical, and religious backgrounds of these literary works and pay special attention to recurrent themes, narrative strategies, and literary conventions related to the representation of the strange in traditional China.

Common Area Designation(s) Arts

C.I.S. Concentration: Gender, Sexuality, and Women's Studies

(fall)

You are what you watch...or do you watch what you are? Is being male the same thing as being masculine? Does being a girl automatically mean you'll one day be a woman? Most importantly, where do we get those ideas and do we have the power to change them? In this seminar, we will look at a variety of gender representations in film, television, and other media to interrogate these questions. Students will explore developmental theory about masculinity and femininity and apply them analytically to films and television shows such as *Mean Girls*, *Psycho*, *Deadpool* and *Friends*. Our goal is to be able to think critically about the way representations both shape and are shaped by our understanding of gender.

(spring)

We live in an environment in which Marriage Equality and the popular catch phrase "No Homo" coexist, albeit not in harmony. What does it mean to be Gay, Lesbian, Bisexual, Queer, Questioning or Asexual in 2018? For that matter, how has being straight evolved in relationship to these identities? Furthermore, how do we understand the orientations of Transgender and Intersex people? For close to a decade now, a national program has been promising at-risk GLBTQIA youth that "It Gets Better," and this seminar is going to follow-up on that question by using film, television and media to analyze what progress has been made. Together, we will use a variety of Queer theories to investigate whether these representations reflect or even enact a social or political agenda. Our goal is to develop a critical eye for analyzing dynamic representations of sexuality and orientation.

Common Area Designation(s): Arts

(fall)

In the past, a self-portrait might have been an oil painting created to mark the acceptance into an artist's guild, today, such an image might be one's best pose made on a Smartphone to share with family and friends around the globe. How have these images changed over time and what might they reveal—or even conceal—about individuals and their world? Who is the person and what are the cultural forces behind these visual productions? In this seminar, we will explore these questions together as we examine a wide range of self-

encountered to portray their subjects. In the end, we will have a deep appreciation for how this enduring form of representation continues to evolve.

Common Area Designation(s): Cross Cultural Studies or Historical Studies

(fall)

Since 9/11, many North Americans have viewed the Middle East and North Africa (MENA) as a black box or an unexplainable conundrum where violence and anti-

to delve into the themes of love, conflict, and alienation, communion, and loneliness. A sampling of texts includes works by Lorca and the Generation of '27 in Spain, Neruda, Paz, Lope de Vega, Petrarch, and others. Performance and improvisation will have a central role in the course. *No previous acting experience is required.*

(spring)

In this seminar, Spanish novels from different periods will provide the scaffolding for the consideration of the meaning of Self, self-expression, and the nature of identity. Our intellectual inquiry will center on universal questions such as the nature of truth versus fiction, madness versus sanity, and self versus society. Texts include works such as the picaresque novel *Lazarillo de Tormes* and *Don Quixote* by Miguel de Cervantes, as well as post-Civil War novels by Laforet and Rodoreda. Performance and improvisation will have a central role in the course. *No previous acting experience is required.*

Common Area Designation(s): Philosophical Studies

(fall)

(spring)

The U.S. has one of the most extensive environmental regimes in the world, with more laws and more extensive regulation than almost any other nation. With that, we've certainly made progress toward protecting our environment -- or at least some parts of it - the last 50 years or so. And yet we still have so many environmental problems. What can we *do*? In this seminar, we will look at two further political theories (green theory and capabilities) and three examples of what "we" can do, talking about the costs and benefits of each: government regulation, business innovation, and grassroots protest movements. In the end, each of these options leads us back to a slightly different question: what can *we* do? Us, you, and me – what can *we* do? It is a question worth asking and answering.

Common Area Designation(s): Mathematical Science

(fall)

opportunities to experiment with their writing and help them build towards drafting a longer essay that we will workshop at the end of the semester.

(spring)

Since America's beginnings, the frontier has shaped our national identity and values. Frederick Jackson Turner claimed that westward expansion defined the American character because the wilderness forced pioneers to leave behind their old ways: "It takes him from the railroad car and puts in the birch canoe...Little by little he transforms the wilderness, but the outcome is not the old Europe...here is a new product that is American." In this seminar, we will read writers who critique the myth of the American frontier and examine the impact of our conquest on Native American. We will also explore how the story of westward expansion changes depending upon the gender or ethnicity of the person recounting it.

Common Area Designation(s): Historical Studies

(fall)

In this seminar, we will explore together

Common Area Designation(s): Mathematical Science

(fall)

Common Area Designation(s): Social Science or Cross-Cultural Studies
C.I.S. Concentration: Africana Studies and Gender, Sexuality & Women's Studies

(fall)

How do *selves* navigate various "pathologies" in their social, cultural and economic worlds? In this seminar, we will focus on two key pathologies, namely, gender inequalities and extreme poverty, and examine how these shape the lived realities of gendered, racialized and classed *selves* in the Global South. Together, we will explore how these pathologies affect the health and wellbeing of individual and collective *selves*, by focusing on the HIV/AIDS epidemic, maternal and child mortality and mental health, among others. By the end of the fall semester, students will be familiar with key anthropological and feminist concepts as they pertain to gender and socio-economic inequalities at local, national, and global levels.

(spring)

In this seminar, we will turn our focus to the concept of "power" and the efforts that individual and collective *selves* have employed in an attempt to address the two key pathologies that we discussed in the fall, namely, gender inequalities and extreme poverty. We will critically examine various "development", "human rights" and "public health" interventions that have been implemented in the global south as a way of giving "power" back to gendered, racialized and classed *selves*. Course material will focus on the efforts of individual and collective *selves* working to redress pathologies at local, national and global levels. By the end of the spring semester, students will have deepened their familiarity with key anthropological and feminist perspectives as they pertain to "power" and agency.

Common Area Designation(s): Social Science

(fall)

Influenced by Aristotle, John Locke coined the term "pursuit of happiness". Thomas Jefferson never explained his use of this phrase as stated in the *Declaration of Independence*. The Social Sciences, however, have plenty to say about it, and "Positive Psychology" in particular makes a large contribution to this area of inquiry. Positive psychology concerns itself with the use of psychological theory, research and clinical techniques toward understanding resilient and adaptive, creative, positive, and emotionally fulfilling aspects of human behavior. As you pursue your own independence at the beginning of your college career, you will explore in this seminar what the science of happiness has to say about your own pursuit of happiness as you declare your independence.

(spring)

So, what is the good life anyway? Who is capable of achieving it? What are the factors that sustain it? How can you achieve it for yourself? How do you know if you're living it? We all have opinions about these matters, but psychologists approach these questions scientifically, based on objectively verifiable evidence. Through the lens of Positive Psychology, students will tackle these compelling and life-enriching questions as you reflect on your own adjustment to college life, a Community Based Learning project requiring 2 hours/week on site, and exposure to those with serious life issues. *This course entails a commitment to a Community-Based Learning component.*