INTERDISCIPLINARY HUMANITIES

Co-directors: Kriszta Kotsis, Art and Art History (on leave 2019-2020); Katherine Smith, History

Advisory Committee: Greta Austin, Religious Studies/Gender and Queer Studies (on leave fall 2019); Gwynne Brown, School of Music; Derek Buescher, Communication Studies; Andrew Gomez, History/Latina/o Studies; Alison Tracy Hale, English; Jess K Smith, Theatre Arts (on sabbatical spring 2020); Grace Livingston, African American Studies; Justin Tiehen, Philosophy

Affiliated Faculty: Denise Despres, English/Honors/Humanities (on leave fall 2019); George Erving, English/Honors/Humanities

About the Program

The Interdisciplinary Humanities Emphasis (IHE) offers designated pathways that encourage students to consider topics of enduring importance from a variety of humanistic perspectives. The emphasis can complement a student’s major in any field of study. Each of the pathways described below includes multiple courses through which students can complete a number of their university core and graduation requirements (Artistic Approaches, Humanistic Approaches, Connections, the Knowledge, Identity, and Power Graduation Requirement, and upper division electives). A student who satisfies the requirements within a single pathway is eligible to receive the Interdisciplinary Humanities Emphasis designation on their transcript. This notation signals that the student has, through significant thematic, interdisciplinary study, mastered the skills of critical and creative thinking and of clear and effective writing fostered by the humanities disciplines. These skills form the basis for engaged citizenship and professional success in virtually any career.

The program also offers interdisciplinary courses that are not incorporated into the pathways, but draw on several disciplines to explore a focused topic.

First-year students may join the Humanities Residential Program. These students form a living-learning community by taking their fall first-year seminars together, and by enjoying a variety of co-curricular activities such as film screenings, open-mic nights, guest lectures, dinner events, and trips to Seattle and Tacoma theatres, concert halls, and museums. Acceptance into the program is not limited to those intending to major in the humanistic disciplines; many will go on to major in the sciences and social sciences, but all share a special interest in the arts and humanities.

Requirements for the Interdisciplinary Humanities Emphasis

Completion of five units to include:

1. Five units chosen from a single pathway, two of which must be at the 300-level or above.
2. Students wishing to declare the IHE meet with the program director or a member of the faculty advisory committee to discuss their educational goals and create a plan for completion of one of the pathways. This plan will be finalized in a signed contract to be filed with the Office of the Registrar; further, the goals described in the contract will also be added to the student’s ePortfolio at this time. Once filed, the contract will be reviewed periodically, and may be modified as needed.
3. In the first semester of their senior year, students pursuing the IHE submit to the program director a short essay that reflects on their progress in their chosen pathway and its relevance to their major(s), minor(s), or other programs of study through ePortfolio.

Notes

1. Because these pathways are not intended as substitutes for a minor or major, students may not count more than two units from any department or program towards a single pathway.
2. A student may double-count a maximum of two units from any given pathway with each major, minor, or program that the student plans to complete.
3. With permission of the program director, students may substitute one of the five required units with a relevant second semester, second year (or higher) foreign language course, e.g., German 202, French 202, etc.
4. Courses in the IHE may not be taken as Pass/Fail.
5. A student must have a grade of C- or higher in all courses of the IHE.
6. Four out of the five required units must be taken on campus.

IHE Pathways

The Artist as Humanist

This pathway encourages students to engage with the interplay between creativity, creative processes, and humanistic concerns such as the representation of cultural values, exploration of identity, and inquiry into questions of meaning within the fields of visual and literary arts, theatre, and music. It fosters questions about the complex relationships between artists, aesthetic objects, and audiences. Courses in this pathway explore the following questions:

- How do aesthetic objects or performances alter perceptions and communicate ideas, and how do they participate in larger social and political discourses?
- What is the role of sensations, emotions, and poetics in invoking form, conveying meaning, and fostering critical thinking?
- How does the creative process itself contribute to the production of knowledge?

AFAM 205: A Survey of African American Literature (Artistic Approaches Core)
AFAM 375: The Harlem Renaissance (Connections Core; Knowledge, Identity, Power Graduation Requirement)
ALC 205: Great Books of China and Japan (Humanistic Approaches Core)
ALC 320: Self and Society in Modern Japanese Literature (Humanistic Approaches Core)
ALC 330: Writing the Margins in Contemporary Japanese Literature (Humanistic Approaches Core)
ARTH 275: Studies in the Western World I: Ancient Art to Renaissance (Artistic Approaches Core)
ARTH 276: Studies in Western Art II: Renaissance to Modern Art (Artistic Approaches Core)
ARTH 278: Survey of Asian Art (Artistic Approaches Core)
ARTH 302: The Art of Mexico and Mesoamerica (Artistic Approaches Core)
ARTH 325: The Cutting Edge: Art and Architecture Since 1900
ARTH 334: Early Italian Renaissance Art: From Giotto to Michelangelo
ARTH 365: Nineteenth-Century Art and Architecture in Europe and the Americas
ARTH 367: Chinese Art
ARTH 368: Japanese Art
ARTH 371: East Asian Calligraphy
ARTS 147: History of Calligraphy (Artistic Approaches Core)
ARTS 201: Intermediate Drawing
• How do different disciplines explore, conceptualize, and/or evaluate conceptions of sex/gender?
• How do those understandings intersect with political, cultural, and geographical perspectives:

This pathway encourages students to evaluate the ways in which sex and gender have informed and intersected with social institutions. Courses within this pathway explore the following general questions from different cultural, historic, or geographical perspectives:

- How do cultures understand and/or conceptualize gender?
- How do those understandings intersect with political, cultural, and social institutions? How do they shape the lived experiences of individuals and groups? How have dominant ideas and practices around gender been challenged, and what implications might those challenges have today?
- How do different disciplines explore, conceptualize, and/or evaluate concepts of sex/gender?

**Challenging Inequality, Leading Social Change: Issues of Race and Ethnicity**

This pathway allows students to explore how race and ethnicity have influenced the construction of individual and collective identities, and to better understand both the marginalization of individuals and groups, as well as the strategies of resistance to oppression. Courses within this pathway explore the following general questions from different cultural, historic, or geographical perspectives:

- How have race and ethnicity shaped individual and collective identities?
- What forms of resistance have been undertaken by racial and ethnic minorities?
- What is the relationship between race and ethnicity, and how do the two vary across different regional and historical contexts?

**AFAM 101: Introduction to African American Studies (Humanistic Approaches Core)**

**AFAM 210: Black Fictions and Feminism**

**AFAM 310: African Diaspora Experience**

**AFAM 346: African Americans and American Law (Connections Core)**

**AFAM 360: The Art and Politics of the Civil Rights Era (Connections Core)**

**AFAM 401: Narratives of Race (Connections Core)**

**ALC 330: Writing the Margins in Contemporary Japanese Literature**

**COMM 370: Communication and Diversity (Knowledge, Identity, Power Graduation Requirement)**

**COMM 373: Critical Cultural Theory**

**CONN 318: Crime and Punishment (Connections Core)**

**CONN 334: Truth and Reconciliation in South Africa and Beyond (Connections Core)**

**ENGL 235: American Literature and Culture: Long Nineteenth Century**

**ENGL 236: American Literature and Culture: Modern and Contemporary**

**ENGL 237: American Literature and Culture: Beyond Borders**

**ENGL 242: Introduction to Native American Literature**

**ENGL 356: Bollywood Film**

**ENGL 361: South Asian Fiction**

**ENGL 362: Native American Literature**

**ENGL 363: African American Literature**

**ENGL 364: Asian-American Literature**

**ENGL 366: Critical Whiteness Studies**

**FREN 391: African Women Writers**

**GQS 215: Religion and Queer Politics**

**GQS 340: Feminist and Queer Methodologies**

**HIST 305: Women and Gender in Premodern Europe**

**HIST 349: Women of East Asia**

**HIST 392: Men and Women in Colonial Africa**

**MUS 221: Jazz History (Artistic Approaches Core) [when taught by Prof. G. Brown]**

**MUS 223: Women in Music (Artistic Approaches Core, Knowledge, Identity, Power Graduation Requirement)**

**PHIL 390: Gender and Philosophy (Knowledge, Identity, Power Graduation Requirement)**

**REL 303: Sexuality and Religion**

**REL 307: Prisons, Gender, and Education (Knowledge, Identity, Power Graduation Requirement)**

**SOAN 102: Introduction to Anthropology (Humanistic Approaches Core)**

**SPAN 309/LTS 300: Latina/o Literatures**
FREN 260: Culture of the Francophone World
FREN 330: Literature of the Francophone World
HIST 254: African American Voices – A Survey of African American History (Humanistic Approaches Core)
HIST 281: Modern Latin America (Humanistic Approaches Core)
HIST 260: Frontiers of Native America
HIST 267: History of Immigration in the United States
HIST 368: The Course of American Empire: The United States in the West and Pacific, 1776-1919
HIST 378: History of Latinos in the United States
HIST 383: Borderlands: La Frontera: The U.S.-Mexico Border (Knowledge, Identity, Power Graduation Requirement)
HIST 391: Nelson Mandela and 20th Century South Africa
HIST 394: Slavery and the Slave Trade in Africa
LAS 100: Introduction to Latin American Studies (Humanistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
MUS 221: Jazz History (Artistic Approaches Core)
PG 339: The Politics of Empire
PG 384: Ethnic Politics
PHIL 389: Race and Philosophy (Knowledge, Identity, Power Graduation Requirement)
PHIL 312: Latin American Philosophy
REL 270: Religion, Social Movements and (In)justice in the United States (Knowledge, Identity, Power Graduation Requirement)
REL 302: Ethics and the Other
REL 307: Prisons, Gender and Education
SPAN 210: A Critical Introduction to Latina/o Studies (Humanistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
SPAN 212: Introduction to Latin American Cultures
SPAN 301: Literature of the Americas
SPAN 308: Latin American Film
SPAN 308: Survey of Twentieth Century Latin-American/Latino Theatre
SPAN 309/LTS 300: Latina/o Literatures
SPAN 311: Migration Narratives
SPAN 375: Queer-Latino: Art, Sex, and Belonging in America
SPAN 376/LTS 376: The Art of Mestizaje
STS 324: Science and Race: A History (Knowledge, Identity, Power Graduation Requirement)
THTR 250: World Theatre I: African Diaspora (Knowledge, Identity, Power Graduation Requirement)
THTR 252: World Theatre II: Asian Theatres (Knowledge, Identity, Power Graduation Requirement)
THTR 254: World Theatre III: Voices of the Americas

Empire, Colonialism, and Resistance

This pathway asks students to compare the processes of empire-building, the experiences of rulers and subject peoples, and challenges to imperial rule across global contexts and time periods. Students engage with a variety of disciplinary perspectives on central questions, including:

- What has led peoples or nations to conquer and govern other peoples or nations? What political, institutional, or cultural structures have empires developed in the distant and recent past?
- How is empire justified and explained to the conquerors and the conquered?
- How have conquered peoples and/or colonized subjects responded to – accommodated, resisted, ignored, undermined – imperial or colonial powers and institutions?
- How do the processes of empire-building, consolidation, and decline impact the political, social, and economic lives of ordinary people and elites?
- How have post-colonial thinkers responded to the legacies of colonialism and empire? What are the legacies of empires in developing regional, transregional, and global interconnectedness in the past and present?

AFAM 205: Survey of African American Literature (Humanistic Approaches Core)
ARTH 302: Art of Mexico and Mesoamerica (Artistic Approaches Core)
ARTH 361: Art and Architecture of Ancient Rome
ARTH 367: Chinese Art
ASIA 344: Asia in Motion (Connections Core; Knowledge, Identity, Power Graduation Requirement)
CLSC 209: History of the Ancient Near East (Humanistic Approaches Core)
CLSC 212: Roman History (Humanistic Approaches Core)
CLSC 310: Theories of Myth (Knowledge, Identity, Power Graduation Requirement)
CLSC 390: Late Antiquity and the "Fall" of the Roman Empire
CONN 333: Nations and Nationalism in Modern Europe (Connections Core)
ENGL 242: Introduction to Native American Literature (Knowledge, Identity, Power Graduation Requirement)
ENGL 247: Introduction to Popular Genres [when topic is Afrofuturism; Knowledge, Identity, Power Graduation Requirement]
ENGL 361: South Asian Fiction
ENGL 362: Native American Literature
ENGL 382: Movements [when topic is Irish Literary Revival]
ENGL 431: Senior Seminar: American Literature [when topic is Frontier Mythologies, or Critical Whiteness Studies]
FREN 260: Culture of the Francophone World
FREN 330: Literature of the Francophone World (in French)
FREN 340: Francophone Women Writers (in French)
FREN 391: African Women Writers (Knowledge, Identity, Power Graduation Requirement)
GERM 305: Culture in the Third Reich (Artistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
GERM 360: German Cultural History and Politics, 1871-Present (in German)
GERM 450: Contemporary Voices in German Literature and Film
HIST 103: History of Modern Europe, 1815 to the Present (Humanistic Approaches Core)
HIST 224: Russia Since 1861 (Humanistic Approaches Core)
HIST 280: Colonial Latin America (Humanistic Approaches Core)
HIST 281: Modern Latin America (Humanistic Approaches Core)
HIST 291: Modern Africa (Humanistic Approaches Core)
HIST 293: Early Africa to 1807 (Humanistic Approaches Core)
HIST 316: The British Empire
HIST 325: Totalitarian Dictatorships in Twentieth-Century Europe
HIST 344: Resistance, Rebellion, and Revolution in China
HIST 360: Frontiers of Native America
HIST 361: The U.S. and the War in Vietnam
HIST 368: The Course of American Empire: The United States in the West and Pacific, 1776-1919
HIST 382: Comparative Revolutions in Twentieth-Century Latin America
HIST 393: Missions and Christianity in Africa
HUM 368: A Precious Barbarism: Enlightenment, Ideology, and Colonialism (Connections Core; Knowledge, Identity, Power Graduation Requirement)
Interdisciplinary Humanities

IPE/GDS 211 Intro to Global Development
PHIL 312: Latin American Philosophy
PG 104: Introduction to Political Theory: The Perennial Issues
   (Social Scientific Approaches Core; Knowledge, Identity, Power Grade-
   duation Requirement)
PG 340: Democracy and the Ancient Greeks
PG 346: Race in the American Political Imagination (Knowledge,
   Identity, Power Graduation Requirement)
PG 347: Comparative Political Ideologies
REL 212: The Religion of Islam (Humanistic Approaches Core)
SOAN 316: Cultural Politics of Global Development
SPAN 210 / LTS 200: Latina/o America: A Critical Introduction to
   Latina/o Studies (Humanistic Approaches Core; Knowledge, Identity,
   Power Graduation Requirement)
SPAN 212: Introduction to Latin American Cultures (in Spanish)
STS 344: Ecological Knowledge in Historical Perspective
   (Knowledge, Identity, Power Graduation Requirement)

The Global Middle Ages

This pathway encourages students to take a comparative approach to studying different regions and cultures in the period from roughly 500 to 1500 C.E., an era in which virtually every part of the globe experienced significant political, intellectual, religious, social, and technological developments which continue to shape our world. Though encompassing a variety of regions and disciplinary approaches, courses in this pathway share a concern with larger questions about human experience and self-expression in these centuries, such as:

• How can we give voice to a range of medieval perspectives?
• To what extent were medieval societies inclusive and/or exclu-
   sionary?
• How did various medieval cosmologies impact political institutions,
   social hierarchies, and aesthetic sensibilities?

ALC 310: Death and Desire in Pre-Modern Japanese Literature
   (8-18th c.) (Humanistic Approaches Core)
ARTH 275: Studies in Western Art I: Ancient Art to Renaissance
   (Artistic Approaches Core)
ARTH 278: Survey of Asian Art (Artistic Approaches Core)
ARTH 334: Early Italian Renaissance Art: From Giotto to
   Michelangelo
ARTH 359: Islamic Art
ARTH 362: Art, Religion, and Power in Late Antiquity and Byzantium
ARTH 363: Faith and Power in the Art of the Medieval West:
   Seventh-Fourteenth Century
ENGL 231: Medieval and Renaissance Literature
ENGL 371: History of the English Language
ENGL 381: Major Authors [Chaucer emphasis only]
ENGL 383: Eras [Dante, Chaucer, and the City emphasis only]
HIST 101: The Rise of European Civilization (Humanistic
   Approaches Core)
HIST 230: England from the: Romans to the Tudors (Humanistic
   Approaches Core)
HIST 245: Chinese Civilization (Humanistic Approaches Core)
HIST 293: Early Africa to 1807 (Humanistic Approaches Core)
HIST 304: Renaissance Europe
HIST 305: Women and Gender in Premodern Europe
HIST 307: The Crusades (Knowledge, Identity, Power Graduation
   Requirement)
HIST 314: War and Society in Premodern Europe
HON 206: The Arts of the Classical World and Middle Ages
   (Artistic Approaches Core) [Only for students enrolled in the
   Honors Program.]
HUM 302 Mystics, Knights, and Pilgrims: The Medieval Quest
   (Connections Core)
HUM 303 The Monstrous Middle Ages (Connections Core)
HUM 330: Tao and Landscape Art (Connections Core)
HUM 367: Word and Image (Artistic Approaches Core)
MUS 230: Western Music from Antiquity to the End of the Baroque
   Era (Artistic Approaches Core)
REL 204: Religions of the Book (Humanistic Approaches Core)
REL 233: Japanese Religious Traditions (Humanistic Approaches
   Core)
REL 310: Christianity and Law in the West
REL 350: Mysticism: The Spiritual Search in the Christian Tradition
REL 363: Saints, Symbols, and Sacraments: History of Christian
   Traditions
STS 201: Science, Technology, and Society I: Antiquity to 1800
   (Humanistic Approaches Core)
THTR 371: Theatre History I: From the Origins of Theatre to the
   17th Century

Science and Values

This pathway encourages students to evaluate and understand the sci-
ences through a humanistic lens, and to consider questions such as:

• How can the sciences be understood in their broader historical,
   social, and ethical contexts?
• What is the relationship between science and values (in the past
   and the present)?
• How were scientific methods and approaches developed and why?
• How have claims about what is ‘natural’ been used to defend or
   undermine value statements?

AFAM 401: Narratives of Race (Connections Core)
CONN 393: The Cognitive Foundations of Morality and Religion
   (Connections Core)
ENGL 348: Illness and Narrative Discourses of Disease
ENVR 326: People, Politics, and Parks
ENVR 335: Thinking about Biodiversity (Connections Core)
ENVR 355: Sacred Ecology (.25 unit)
HIST 364: American Environmental History
HON 212: Origins of the Modern World View (Natural Scientific
   Approaches Core) [Only for students enrolled in the Honors
   Program.]
PHIL 105: Neuroethics and Human Enhancement: 17th and 18th
   century Philosophy
PHIL 230: Philosophy of Mind
PHIL 285 Environmental Ethics
PHIL 320: British Empiricism
PHIL 330: Epistemology
PHIL 332: Philosophy of Science
PHIL 336: Philosophy of Language
PHIL 389: Race and Philosophy (Knowledge, Identity, Power
   Graduation Requirement)
PHIL 390/PG 390: Gender and Philosophy (Knowledge, Identity, Power
   Graduation Requirement)
REL 292/PHIL 292: Basics of Bioethics
REL 301: Consciousness and the Bourgeoisie (Connections Core)
REL 320: Reproductive Ethics
STS 100: Apes, Angels and the Bourgeoisie (Humanistic Approaches
   Core; Knowledge, Identity, Power Graduation Requirement)
STS 201: Science, Technology, and Darwin (Humanistic Approaches
   Core)*
STS 202: Science, Technology, and Society II: Since 1800
   (Humanistic Approaches Core)*
Visual Culture
This pathway allows students to engage critically with numerous manifestations of visual culture, including artifacts, images (from paintings to film), and built environments from various historical periods and diverse cultures. The pathway urges students to examine the role of visual practices in history, culture, and the forming of human subjectivity. Courses in this pathway explore questions such as:

- How do objects, images, and built environments reflect or shape social, religious, and political values?
- How may objects, images, and built environments foster the development of personal or group identities?

STS 314: Cosmological Thought (Connections Core)
STS 324: Science and Race: A History (Knowledge, Identity, Power Graduation Requirement)
STS 330: Evolution and Society since Darwin (Connections Core)
STS 333: Evolution and Ethics (Connections Core)
STS 340: Finding Order in Nature (Connections Core)
STS 344: Ecological Knowledges in Historical Perspective (Humanistic Approaches Core)
STS 366: History of Medicine
STS 370: Science and Religion: Historical Perspectives (Connections Core)
STS 375: Science and Politics (Connections Core)

*Students may count either STS 201 or STS 202, but not both, towards this pathway.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 18. Not all HUM courses listed below are incorporated into the pathways above. For descriptions of other courses listed in the pathways, see the appropriate department’s listing in the Bulletin.

Seminars in Scholarly Inquiry. See Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions.

HUM 300 Homer to Hitchcock: The History of Ideas in the Arts
200 Homer to Hitchcock: The History of Ideas in the Arts
This course serves as the gateway to the Humanities minor; as such it introduces students to the history of Western cultures and ideas as expressed through literary, historical, philosophical, religious, musical, architec-tural, and artistic works. Professor teams may vary the organizational logic and thematic emphases from semester to semester, but in all cases readings and assignments will foreground the minor’s historical scope and two-track formula (Antiquity through the Renaissance, and Renaissance to the present). By learning to engage the history...
of Western ideas from the various perspectives afforded by the humanistic disciplines, and by learning to read, analyze, and write about the various kinds of texts (verbal, visual, and aural) that have been the conduits for these ideas, students develop the interpretive frameworks and critical vocabularies for more specialized study. Satisfies the Artistic Approaches core requirement.

201 The Arts, Ideas and Society Survey of intellectual developments in western civilization from the Renaissance through the eighteenth century. Emphasis is placed on the relationship between the individual and the state examined through literature and the arts. Satisfies the Humanistic Approaches core requirement. Offered every other year.

260 It’s Only Rock and Roll: Rock from Cradle to Adolescence This course is a survey of rock history, from its roots in the mid-1950s, to the end of the “Summer of Love - Flower Power” era, to The Rolling Stones’ disastrous Altamont concerts in late 1969, to the break-up of The Beatles in 1970. Students examine cultural influences, historical events, and stylistic developments of rock music, primarily in the United States and Great Britain, to gain a wider knowledge and understanding of rock music’s place as a crucial part of the arts and culture of this time period in many parts of the world. Satisfies the Humanistic Approaches core requirement. Offered every other year.

288 The Ideas of the Bible Even though the Biblical materials stand at the foundation of the Western tradition, common knowledge of the Bible is at a low point. The popular debate often gets polarized into two extreme positions: the Bible holds all truth, or the Bible is irrelevant. Yet many modern discoveries on archeological sites or in the archives now provide a much clearer idea of the way the Biblical materials are put together over the centuries, and the way the Biblical authors respond to each other, developing, critiquing, and reinterpreting ideas in the political and cultural crises of their times. Students study a selection of materials from both the Hebrew Bible and the New Testament, not only to appreciate the depth and complexity of what the Bible “says” in its own original contexts, but also to reassess what it “says” to the modern world—with its very different cosmology, anthropology, and political and social structures—about human responsibility to the planet and to fellow human beings about the recognition of human destructiveness and the hope for survival. Satisfies the Humanistic Approaches core requirement.

290 Introduction to Cinema Studies In this course, students develop the expertise necessary to communicate intelligently about the artistic medium of film. Drawing on the expertise of two professors, students consider key terminology related to mise-en-scene, editing, and sound; apply those concepts to a wide variety of examples from the advent of film to the present; and begin considering critical approaches to the medium. In addition to regular class sessions, film screenings are required. Satisfies the Artistic Approaches core requirement; counts toward the “Visual Culture” pathways. Offered frequently.

317 Liberation and Alienation: Intellectuals in Modern Europe This course examines the works and times of prominent intellectual critics of modern European society. It centers on the texts of nineteenth-century writers, theorists, scientists and revolutionaries who formulated far-reaching analyses of and challenges to modern cultures, practices, values and economies. Special emphasis is placed on the generation of ideas and ideologies of the period, such as materialism, psychoanalysis and Marxism, and their application in culture and the arts. Cross-listed with HIST 317. Offered frequently.

340 Film Genres This course explores some of the major theoretical and cinematic approaches to film genre, and provides the opportunity for students to produce a short film project based upon this exploration. The specific genre (e.g., documentary, horror, melodrama, film noir, etc.) under study for any given semester is at the discretion of the professor. Through the analysis and subsequent production of the selected film genre, students interrogate the ways that industrial, social, technological, and aesthetic factors shape the development, circulation, and reception of a film genre over time. In addition to regular class time, evening film screenings are required. Counts toward the “Visual Culture” pathway; crosslisted as ENGL/HUM 340.

360 Theory and Revolution in Advanced Capitalist Culture This colloquium explores the development of theory in the Marxist critique of Capital and capitalist cultures, especially in its relation to revolutionary praxis in Late Capitalism. The course examines foundational themes of Critical Theory as elaborated by Frankfurt School authors (Adorno, Horkheimer, Benjamin, and Marcuse) and study revolutionary movements and practices (Situationists, 1968, Autonomists, Tarnac 9, and Occupy) in relation to Marxist theory. Discussion and study also include more contemporary contributions to the question of the relation between theory and revolutionary praxis in a world dominated and saturated by capitalist culture by important Marxist writers, including Debord, Baudrillard, Badiou, Zizek, Holloway, and The Invisible Committee. Some familiarity with Marx and Marxian theory is recommended, but not required. Offered frequently.

367 Word and Image “Print Culture” habits of reading work against the dramatic and visual nature of medieval composition, in which words were to be heard aloud and images visualized. Medieval manuscript illumination of literary texts reflects this active, visual process of reading. Humanities 367 immerses readers in medieval manuscript culture to experience a performative mode of reading essential to the appreciation of medieval literary genres like dream vision, chivalric romance, and allegory. Satisfies the Artistic Approaches requirement; counts toward the “Global Middle Ages” and “Visual Culture” pathways; offered frequently.

399 Library as Collaboratory 0.25 unit activity credit. Expressly designed as an experiential learning opportunity, this course invites students to dive into the workings of a 21st century library by undertaking, completing, and documenting a small library project. Specific project roles include: Metadata Creator, Exhibit Curator, Instructional Designer, Digital Publisher, and Transcriptionist/Historical Investigator. Along the way, students are asked to actively reflect on their educational experiences at the University of Puget Sound and to begin to articulate a growing repertoire of skills in critical thinking, communication, research, creative problem solving, and ethical decision making. Pass/fail grading only.

400 Digital Methods in Humanities Scholarship This course surveys a wide range of software tools and technologies that are becoming associated with the domain of scholarly activity known as the digital humanities: micro- and macro-directed text analytics, annotated timelines, multimedia presentation platforms, data and network visualizations, N-grams, thick maps/GIS, topic modeling, immersive simulations, etc. During the first third of the course, students read conceptual material about digital methods and look at representative completed projects that have made use of such tools and methods. Each student then proposes a project that aligns with her or his research interests and selects a suite of tools appropriate for the project type. During the last two thirds of the course, students meet individually with the instructor at least once a week to review project status and plan ensuing phases of the work. In the final weeks, students reconvene as a group to discuss their completed projects. The course is appropriate for students who want hands-on experience using tools and methods that are changing the way scholarship in the humanistic disciplines is being conducted. Offered frequently.