

THE CORE CURRICULUM

The faculty of the University of Puget Sound has designed the core curriculum to give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry. The Puget Sound undergraduate's core experience begins with two first-year seminars that guide the student through an in-depth exploration of a focused area of interest and that sharpen the student's skills in constructing persuasive arguments. In the first three years of their Puget Sound college career, students also study five "Approaches to Knowing"—Artistic, Humanistic, Mathematical, Natural Scientific, and Social Scientific. These core areas develop the student's understanding of different disciplinary perspectives on society, culture, and the physical world, and explore both the strengths of those disciplinary approaches and their limitations. Connections, an upper-level integrative course, challenges the traditional boundaries of disciplines and examines the benefits and limits of interdisciplinary approaches to knowledge.

Further, in accordance with the stated educational goals of the University of Puget Sound, core curriculum requirements have been established: (a) to improve each student's grasp of the intellectual tools necessary for the understanding and communication of ideas; (b) to enable each student to understand themselves as a thinking person capable of making ethical and aesthetic choices; (c) to help each student comprehend the diversity of intellectual approaches to understanding human society and the physical world; and (d) to increase each student's awareness of his or her place in those broader contexts. Students choose from a set of courses in the eight Core areas, developing over four years an understanding of the liberal arts as the foundation for a lifetime of learning.

University Core Requirements

Each candidate for the first baccalaureate degree shall have completed the following Core curriculum.

The First Year: Argument and Inquiry

Seminar in Scholarly Inquiry 1	1 unit
Seminar in Scholarly Inquiry 2	1 unit

First-year seminars may not be used to meet major, minor, or emphasis requirements, nor may students enroll in them after fulfilling the core requirement. Some first-year seminars can simultaneously fulfill the Knowledge, Identity, and Power graduation requirement. Students may not enroll in more than one seminar per term. SS11 is a prerequisite for SS12.

Years 1 through 3: Five Approaches to Knowing

Artistic	1 unit
Humanistic	1 unit
Mathematical (strongly recommended in the first year)	1 unit
Natural Scientific	1 unit
Social Scientific	1 unit

Junior or Senior Year: Interdisciplinary Experience

Connections	1 unit
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The sections which follow detail the courses that, as of June 2018, fulfill each Core category in the 2018-19 academic year. Full course descriptions for the Seminars in Scholarly Inquiry and the Connections Core courses follow this section; descriptions of all other Core courses are in the departmental sections of this *Bulletin*.

Seminars in Scholarly Inquiry (two units)

Two first-year seminars to develop the intellectual habits necessary to write and speak effectively and with integrity. To be taken in the first year. May be taken only to fulfill the core requirement. A course labeled SS11/SS12 in the following list has two versions, one satisfying the Seminar in Scholarly Inquiry 1 requirement and the other satisfying the Seminar in Scholarly Inquiry 2 requirement. Generally, a student will not be granted credit for both versions of the course.

See course descriptions starting after this listing.

- SS11/SS12 101 Dionysus & the Art of Theatre
- SS11/SS12 102 Rhetoric and Religion
- SS11 104 Why Travel: Tales from Far and Wide
- SS12 104 Travel Writing and The Other
- SS11/SS12 105 Imagining the American West
- SS11/SS12 106 Cleopatra: History and Myth
- SS11/SS12 107 Leadership in American History
- SS11/SS12 108 Empowering Technologies: Energy in the 21st Century
- SS11/SS12 109 Rhetoric, Film, and National Identity
- SS11/SS12 110 Examining Dogs Through the Lens of Science
- SS11/SS12 111 Life, Death, and Meaning
- SS11/SS12 112 Salsa, Samba, and Soccer: Popular Culture in Latin America
- SS11 113 Imagining a New World
- SS11/SS12 115 Imaging Blackness
- SS11/SS12 116 Communicating Forgiveness and Revenge
- SS12 117 Coming Out! The Gay Liberation Movement
- SS11/SS12 118 Doing Gender
- SS11 119 Water in the Western United States
- SS12 119 Foodways: Human Appetites
- SS11/SS12 120 Hagia Sophia: From the Emperor's Church to the Sultan's Mosque
- SS11 121 Multiracial Identities
- SS12 121 American Songs
- SS11/SS12 122 Ecotopia? Landscape, History, and Identity in the Pacific Northwest
- SS11 123 Diego Rivera and Frida Kahlo: Lives of Art and Politics
- SS12 123 The Search for Extraterrestrial Intelligence
- SS11/SS12 124 Utopia/Dystopia
- SS11 125 Geomythology of Ancient Catastrophes
- SS12 125 Diego Rivera and Frida Kahlo: Lives of Art and Politics
- SS12 127 Hip Hop Philosophy
- SS11/SS12 128 The Philosophy and Science of Human Nature
- SS11 129 Mao's China: A Country in Revolution
- SS12 129 Religion on the Border: Boundaries of Religion and Politics
- SS11 130 Transgressive Desires in Chinese Fiction
- SS12 130 Personal Finance
- SS11 131 Athens, Freedom, and the Liberal Arts
- SS12 131 Gender and Labor in Early 20th Century New York
- SS11/SS12 132 Wild Things
- SS11/SS12 134 Dreams and Desire: The Liminal World
- SS11/SS12 135 From Earthquakes to Epidemics: Catastrophe in United States Culture
- SS12 136 Suburbia: Dream or Nightmare?
- SS11 137 Una Descarga Latina: A History of Latino Popular Culture in the US
- SS12 137 Stakeholder Management: Beyond the Customers and the Capitalists

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SS11/SS12 138 How Dramatic Comedy Makes Sense of the World:
From Aristophanes to the Absurd

SS11/SS12 139 The Third Wave: Rock After the Beatles

SS11/SS12 141 Architectures of Power

SS11 142 The Concept “Orwellian”

SS11/SS12 143 Controversies of Communication and Technology

SS11/SS12 144 Constitutional Controversies

SS11 145 Anime Bodies: Metamorphoses and Identity

SS12 145 Exploring Gender Issues in Business

SS11/SS12 146 The Good Life

SS11 147 Contemporary Art Theory and Critique

SS12 147 “The Law” in America

SS11 148 Journalism and Democracy

SS12 148 Medical Narratives

SS11 149 Transgressive Bodies

SS12 149 Creationism vs. Evolution in the U.S.

SS11/SS12 150 Exploring Bioethics Today

SS11 151 Just Asking Questions: The Power, Psychology, and
Politics of Fake News and Conspiracy Theories

SS12 151 The Natural History of Dinosaurs

SS11 152 Gender and Performance

SS11/SS12 153 Scientific Controversies

SS11/SS12 154 The Anthropology of Food and Eating

SS11 155 Are Prisons Necessary?

SS11 156 Music of the Vietnamese Diaspora

SS11 157 The Russian Revolution

SS12 157 Chinese Painting in the West

SS12 158 The Digital Age and Its Discontents

SS11/SS12 159 Evolution for All

SS12 160 Modernist Literature

SS11 161 Social Order and Human Freedom

SS11 162 Colonialism and Films

SS12 162 Mary and ‘Aisha: Feminism and Religion

SS11/SS12 163 Becoming Modern: Paris 1870-1900

SS11 164 Born to Build

SS11 165 Never Really Alone: Symbioses and Parasitism Around
and Within Us

SS12 166 This Land Is Whose Land? Contested Territories in
Modern Times

SS11 167 Learning from Indigenous Societies

SS12 167 The Russian Revolution

SS11 168 Climate Change and the Law

SS11 169 Cancer in Context

SS12 169 A Year in the Life of William Shakespeare

SS11/SS12 170 Perspectives: Space, Place, and Values

SS11 171 Medical Discourse and the Body

SS11 173 Alexander Hamilton’s America: The Political Economy
behind the Musical

SS11 174 Lethal Othering: Critiquing Genocidal Prejudice

SS11 175 Utopia and the Imagination

SS11 176 American Autobiography from Franklin to Facebook

SS12 177 The Digital Present and Our Possible Techno Futures

SS11 178 Muslim Fictions

SS12 178 George Gershwin

SS11 179 Women, Art, and Power in Byzantium

SS12 179 A Russian Mystery: Casting Shadows, Casting Light

SS11 180 Global Bioethics

SS12 180 The French Revolution

SS11 181 Science and Theater

SS12 182 Against Equality? The Marriage Equality Movement and
its Queer Critics

SS12 185 Queer Case Files: Gender and Sexual Deviance in
Postwar America

SS11/SS12 187 Controversies of Communication: The American
Dream

SS11 188 The Tudors

SS12 189 Experiences of World War II in Europe

SS12 190 Sources and Adaptations

SS11 191 Unsolved History: Engaging with the Mysterious Past

SS11/SS12 192 Elvis and MJ: The Image of the Kings

SS11 193 An Investigation of Literary Naturalism

SS11 194 Technologies of Power

SS12 194 Castles

SS12 196 Postmodernism and the Challenge of Belief

Artistic Approaches (one unit)

A course to develop a critical, interpretive, and analytical understanding of art through the study of an artistic tradition. This course should be taken during the first three years.

AFAM 215 On the Real: Black Popular Culture is Art

ALC 205 Introduction to Asian Literature

ARTH 275 Studies in Western Art I: Ancient through Medieval Art

ARTH 276 Studies in Western Art II: Renaissance to Modern Art

ARTH 278 Survey of Asian Art

ARTH 302 The Art of Mexico and Mesoamerica

ARTS 101 Visual Concepts

ARTS 102 Principles of 3D Design

ARTS 202 The Printed Image

CLSC 231 Ancient Tragedy

ENGL 212 The Craft of Literature

ENGL 213 Biography/Autobiography/Memoir

GERM 300 German Cinema of the Weimar Republic and under
National Socialism, 1919-1945

GERM 305 Culture in the Third Reich

GERM 310 WWI in Literature and the Other Arts, 1908-1938

GERM 350 From Rubble to New Reality: German Cinema after
World War Two

HON 206 The Arts of the Classical World and the Middle Ages

HUM 200 Homer to Hitchcock: the History of Ideas in the Arts

HUM 290 Introduction to Cinema Studies

HUM 367 Word and Image

LTS/SPAN 376 The Art of Mestizaje

LTS/SPAN 376 The Art of Mestizaje

MUS 100 Survey of Western Music

MUS 105 Music in the United States

MUS 123 Discovering Music

MUS 126 History of Rock Music

MUS 220 The Broadway Musical

MUS 221 Jazz History

MUS 222 Music of the World’s Peoples

MUS 223 Women in Music

MUS 224 The Age of Haydn, Mozart, and Beethoven

MUS 225 Romanticism in Music

MUS 226 Twentieth-Century Music Through Film

MUS 230 Western Music From Antiquity to the End of the Baroque
Era (C. 500 BCE to 1750)

MUS 234 Introduction to Ethnomusicology

THTR 200 The Theatrical Experience

Humanistic Approaches (one unit)

A course to develop an understanding of how humans have addressed

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fundamental questions of existence, identity, and values and to develop an appreciation of these issues of intellectual and cultural experience. This course should be taken during the first three years.

AFAM 101 Introduction to African American Studies
AFAM 205 Survey of African American Literature
AFAM 210 Black Fictions and Feminisms
AFAM 310 African Diaspora Experience
AFAM 400 The 1619 Project
AFAM/LTS 320 Race, Power, and Privilege
AFAM/LTS 320 Race, Power, and Privilege
ALC 215 Stories of The Strange: From Fox Spirits to The Monkey King in Chinese Literature
ALC 225 Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature
ALC 310 Death and Desire in Pre-modern Japanese Literature
ALC 320 Self and Society in Modern Japanese Literature
ALC 325 Chinese Cinema: Ideology and the Box Office
ALC 330 Writing the Margins in Contemporary Japanese Literature
ALC 345 Revenge and Retribution
CLSC 101 Introduction to the Ancient Mediterranean
CLSC 130 Classical Mythology
CLSC 210 History of Ancient Egypt
CLSC 211 History of Ancient Greece
CLSC 212 History of Ancient Rome
CLSC 230 Ancient Epic
CLSC 233 The Ancient Novel
CLSC 323 Sex and Gender in Classical Antiquity
COMM 170 Introduction to Media Studies: Governmentality and Torture
COMM 171 Introduction to American Civic Rhetoric
COMM 180 Introduction to Critical Issues in Public Culture: Democracy and Identity in US Public Discourse
COMM 190 Introduction to Film Studies: Transnationalism and Modernity
ENGL 204 The American Dream: Loss and Renewal
ENGL 206 Literature by Women
GERM 202 Intermediate German
GQS 201 Introduction to Gender, Queer, and Feminist Studies
HIST 101 The Rise of European Civilization
HIST 102 Europe from Absolutism to Revolution, 1648 - 1815
HIST 103 History of Modern Europe, 1815 to the Present
HIST 112 Late Antiquity and the Early Middle Ages
HIST 152 American Experiences I: Origins to 1877
HIST 153 American Experiences II: 1877 to Present
HIST 224 Russia Since 1861
HIST 230 England from the Romans to the Tudors
HIST 245 Chinese Civilization
HIST 248 History of Japan: 1600 to Present
HIST 254 African American Voices: A Survey of African American History
HIST 280 Colonial Latin America
HIST 281 Modern Latin America
HIST 291 Modern Africa
HIST 293 Early Africa to 1807
HIST 371 American Intellectual History to 1865
HON 211 Metamorphosis and Identity
HUM 201 The Arts, Ideas, and Society: Western Tradition
HUM 260 It's Only Rock and Roll: Rock from Cradle to Adolescence
HUM 288 The Ideas of the Bible
LAS 100 Introduction to Latin American Studies
PHIL 101 Introduction to Philosophy

PHIL 210 Ancient Greek Philosophy
REL 202 Introduction to the Study of World Religions
REL 203 Jesus and the Jesus Traditions
REL 204 Religions of the Book
REL 205 Introduction to Jewish Studies
REL 208 Yoga, Psychedelics and the Ascetic Imperative
REL 210 Comparative Christianities
REL 211 Islam in America
REL 212 Global Islam
REL 231 Korean Religions and Culture
REL 233 Japanese Religious Traditions
REL 234 Chinese Religious Traditions
REL 323 Gender and Sexuality in Muslim Societies
SOAN 102 Introduction to Anthropology
STS 100 Apes, Angels, and Darwin
STS 201 Science, Technology, and Society I: Antiquity to 1700
STS 202 Science, Technology, and Society II: Since 1800
STS 344 Ecological Knowledge in Historical Perspective

Mathematical Approaches (one unit)

A course to develop a variety of mathematical skills, an understanding of formal reasoning, and a facility with applications. This course should be taken during the first three years.

CSCI 161 Introduction to Computer Science
CSCI 261 Computer Science II
HON 213 Mathematics of Symmetry
MATH 103 Introduction to Contemporary Mathematics
MATH 150 Finite Mathematics
MATH 160 Introduction to Applied Statistics
MATH 170 Calculus for Business, Behavioral and Social Sciences
MATH 180 Calculus and Analytic Geometry I
MATH 181 Calculus and Analytic Geometry II
MATH 260 Intermediate Applied Statistics
MATH 280 Multivariate Calculus
PHIL 240 Formal Logic

Natural Scientific Approaches (one unit)

A course to develop an understanding of scientific methods and to acquire knowledge of the fundamental elements of one or more natural sciences. This course should be taken during the first three years.

BIOL 101 Introduction to Biology
BIOL 102 Evolution and Biology of Sex
BIOL 111 Unity of Life: Cells, Molecules, and Systems
BIOL 112 Evolution and the Diversity of Life
CHEM 105 Chemistry in a Changing Climate
CHEM 110 General Chemistry I
CHEM 115 Integrated Chemical Principles and Analytical Chemistry
CHEM 120 General Chemistry II
CHEM 230 Integrated Chemical Principles and Analytical Chemistry
CHEM 250 Organic Chemistry I
CHEM 251 Organic Chemistry II
ENVR 105 Environmental Science
GEOL 101 Physical Geology
GEOL 104 Physical Geology of North America
GEOL 105 Oceanography
GEOL 110 Regional Field Geology
GEOL 140 Climate Change
HON 212 Origins of the Modern World View
PHYS 109 Astronomy
PHYS 111 General College Physics

PHYS 112 General College Physics
 PHYS 121 General University Physics
 PHYS 122 General University Physics
 PHYS 205 Physics of Music
 PHYS 221 Modern Physics I
 PHYS 222 Modern Physics II
 PHYS 299 The History and Practice of Ancient Astronomy

CONN 334 Truth and Reconciliation in South Africa and Beyond
 CONN 335 Race and Multiculturalism in the American Context
 CONN 340 Gender and Communication
 CONN 344 Magic and Religion
 CONN 345 Economics of Happiness
 CONN 350 Modeling Earth's Climate
 CONN 354 Hormones, Sex, Society, & Self
 CONN 357 Exploring Animal Minds
 CONN 359 The United States in the 1960s
 CONN 365 The Science & Practice of Mindfulness
 CONN 370 Rome: Sketchbooks and Space Studies
 CONN 372 The Gilded Age: Literary Realisms and Historical Realities
 CONN 375 The Art and Science of Color
 CONN 377 Caesar in Vietnam: PTSD in the Ancient World?
 CONN 379 Postcolonial Literature and Theory
 CONN 387 Never-Never Land
 CONN 390 Black Business Leadership: Past and Present
 CONN 393 The Cognitive Foundations of Morality and Religion
 CONN 395 China and Latin America: A New Era of Transpacific Relations
 CONN 397 Migration and the Global City
 CONN 410 Science and Economics of Climate Change
 CONN 415 Education and the Changing Workforce
 CONN 420 The American Progressive Ideal
 CONN 478 Animals, Law, and Society
 CONN 480 Informed Seeing
 CONN 481 Gamblers, Liars, and Cheats
 ENVR 325 Geological and Environmental Catastrophes
 ENVR 335 Thinking About Biodiversity
 HON 401 What is America?
 HUM 301 The Idea of the Self
 HUM 302 Mystics, Knights, and Pilgrims: The Medieval Quest
 HUM 303 The Monstrous Middle Ages
 HUM 315 Drama, Film, and the Musical Stage
 HUM 316 The Lord of the Ring: Wagner's Ring of the Nibelung
 HUM 330 Tao and Landscape Art
 HUM 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism
 IPE 389 Global Struggles Over Intellectual Property
 IPE 405 The Idea of Wine
 IPE 427 Competing Perspectives on the Material World
 LAS 380 Around Macondo in Eighty Days
 LAS 387 Art and Revolution in Latin America
 LAS 399 Latin America Travel Seminar
 REL 301 Consciousness and the Bourgeoisie
 STS 301 Technology and Culture
 STS 302 Cancer and Society
 STS 314 Cosmological Thought
 STS 318 The Science of Gender
 STS 330 Evolution and Society Since Darwin
 STS 333 Evolution and Ethics
 STS 340 Finding Order in Nature
 STS 345 Science and War in the Modern World
 STS 347 Better Living Through Chemistry
 STS 348 Strange Realities: Physics in the 20th Century
 STS 352 Memory in a Social Context
 STS 354 Murder and Mayhem under the Microscope
 STS 361 Mars Exploration
 STS 370 Science and Religion: Historical Perspectives
 STS 375 Science and Politics

Social Scientific Approaches (one unit)

A course to acquire an understanding of theories about individual or collective behavior within a social environment and of the ways that empirical evidence is used to develop and test those theories. This course should be taken during the first three years.

COMM 156 Introduction to Interpersonal Communication
 COMM 160 Introduction to Organizational Communication
 COMM 181 Introduction to Online Communication
 ECON 101 Introduction to Markets and Macroeconomics
 ECON 170 Contemporary Economics
 HON 214 Interrogating Inequality
 IPE 101 Introduction to International Political Economy
 IPE 331 International Political Economy of Food and Agriculture
 PG 101 Introduction to United States Politics
 PG 102 Introduction to Comparative Politics
 PG 103 Introduction to International Relations
 PG 104 Introduction to Political Theory
 PHIL 106 Language, Knowledge, and Power
 PSYC 225 Social Psychology
 SOAN 101 Introduction to Sociology
 SOAN 230 Indigenous Peoples: Alternative Political Economies
 SOAN 301 Power and Inequality
 SOAN 320 Inequality and Crisis in the Neoliberal Era

Connections (one unit)

A course to develop an understanding of the interrelationship of fields of knowledge. To be taken after completion of all other university core requirements, in the junior or senior year, and must be taken at Puget Sound.

See course descriptions starting on page 40.

AFAM 346 African Americans and American Law
 AFAM 355 African American Women in American History
 AFAM 360 The Art and Politics of the Civil Rights Era
 AFAM 375 The Harlem Renaissance
 AFAM 401 Narratives of Race
 ARTH 310 Women, Gender, and Art, 1500-2000
 ASIA 344 Asia in Motion
 CONN 303 Art-Science: Inquiry into the Intersection of Art, Science, and Technology
 CONN 304 The Invention of Britishness: History and Literature
 CONN 307 Hooch: The Natural and Social Science of Liquor
 CONN 308 People and Portfolios
 CONN 309 Applied Environmental Politics and Agenda Setting
 CONN 311 Interactive Fiction
 CONN 313 Biomimicry and Bioart
 CONN 318 Crime and Punishment
 CONN 320 Health and Medicine
 CONN 322 Jihad, Islamism, and Colonial Legacies
 CONN 325 The Experience of Prejudice
 CONN 330 Finding Germany: Memory, History, and Identity in Berlin
 CONN 333 Nations and Nationalism in Modern Europe

The following prefixes are used to denote course subjects.

ACAD	Academic Advising
AFAM	African American Studies
ALC	Asian Languages and Cultures
ARTH	Art History
ARTS	Studio Art
ASIA	Asian Studies
BIOE	Bioethics
BIOL	Biology
BUS	Business and Leadership
CHEM	Chemistry
CHIN	Chinese
CLSC	Classics
COMM	Communication Studies
CONN	Connections
CRDV	Career Development
CSCI	Computer Science
CWL	Center for Writing and Learning
ECON	Economics
EDUC	Education
ENGL	English
ENVR	Environmental Policy and Decision Making
EXLN	Experiential Learning
EXSC	Exercise Science
FREN	French Studies
GQS	Gender and Queer Studies
GEOL	Geology
GERM	German Studies
GDS	Global Development Studies
GRK	Greek
HIST	History
HON	Honors
HUM	Humanities
INTN	Internship Program
IPE	International Political Economy
JAPN	Japanese
LAS	Latin American Studies
LTS	Latina/o Studies
LAT	Latin
MATH	Mathematics
MUS	Music
NRSC	Neuroscience
OT	Occupational Therapy
PE	Physical Education
PG	Politics and Government
PHIL	Philosophy
PHYS	Physics
PSYC	Psychology
PT	Physical Therapy REL Religious Studies
SIM	Special Interdisciplinary Major
SOAN	Sociology and Anthropology
SPAN	Hispanic Studies
STAF	Student Affairs
STS	Science, Technology, and Society
THTR	Theatre Arts

Frequency of Course Offerings

Not all elective courses are offered every year. These courses are offered as departments are able to fit them into faculty members' teaching schedules, which may result in some courses being offered on an infrequent basis. However, each department makes certain that all

required courses and an appropriate range of electives are offered regularly so full-time students are able to graduate within four years. This *Bulletin* lists all courses in the curriculum in order to convey the richness of the wide variety of interests and expertise the faculty bring to the academic program at Puget Sound.

Seminars in Scholarly Inquiry

Purpose

In these first-year seminars, students increase their ability to develop effective arguments by learning to frame questions around a focused topic, to assess and support claims, and to present their work to an academic audience both orally and in writing. As part of understanding scholarly conversations, students learn to identify the most appropriate sources of information and to evaluate those sources critically. Over the course of two seminars, students—with increasing independence—contribute to these conversations and produce a substantive scholarly project. To be taken in the first year. May be taken only to fulfill the core requirement. An approved first-year seminar can simultaneously fulfill the Knowledge, Power, and Identity graduation requirement. A course labeled SSI1/SSI2 in the following list has two versions, one satisfying the Seminar in Scholarly Inquiry 1 requirement and the other satisfying the Seminar in Scholarly Inquiry 2 requirement. Generally, a student will not be granted credit for both versions of the course.

Only students meeting the Seminar in Scholarly Inquiry core requirements may enroll for these courses. Students not take an SSI course as an elective or to satisfy major, minor, or emphasis requirements. Seminar offerings vary from term to term.

SSI1/SSI2 101 Dionysus & the Art of Theatre Ancient Greeks had the same name for the god of theatre, wine, and chaos: Dionysus. They used this god to try to understand life's craziness, for the ways in which human joy and suffering are so often intertwined: Why, for example, do human beings so regularly destroy what they most love? In this Seminar in Scholarly Inquiry, students study theatre as literature and art: analyzing plays, reading commentary, attending live theatre, and performing scenes from the dramas they have read—all in service of developing the intellectual habits necessary to write and speak effectively and with integrity. *Affiliate department: Theatre Arts. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 102 Rhetoric and Religion This course considers rhetoric as an analytical tool for studying religion, and religious discourse as a distinctive form of, and problem for, the study of rhetoric. Through analysis of religious texts, students study the dynamics of classical rhetoric, including the three appeals (ethos, pathos, logos), the three branches (forensic, deliberative, epideictic), the five canons (invention, arrangement, style, memory, delivery), and the six parts of a speech (exordium, narration, division, proof, refutation, peroration). Students perform close rhetorical analyses and criticisms on a variety of religious texts and speeches, make regular oral presentations in class (both in groups and individually), and engage in group debate and discussion in order to acquire practical skills in the art of persuasion and public speaking. *Affiliate department: Religious Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 104 Why Travel: Tales from Far and Wide Why do people travel? Our ancestors were nomadic, of course, and as far as we can tell, settled humans have continued to feel the itch to explore and move beyond the boundaries of their known world. We have traveled so much that it would not be entirely unreasonable to call our species *homo peripateticus*. This

course engages theories of travel—drawn from a range of academic disciplines such as anthropology, history, and philosophy—and examine some seminal instances of travel writing (from Herodotus, the “father” of both History and travel writing to Columbus to contemporary writers such as James Baldwin and Orhan Pamuk). In each instance, students test a theory against one or more case. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 104 Travel Writing and The Other The course focus is “Travel Writing & the Other.” Because the field of travel writing is so extensive, students hone in on a smaller slice of the topic: the relations between dominant and dominated peoples that originated during the colonial expansion of Europe. The theoretical frameworks students engage in in the early part of the term draw on this encounter and are the shared foundation for the semester. As the semester progresses, students develop independent topics and projects that lie within the orbit of the larger topic. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

SSI1/SSI2 105 Imagining the American West Throughout the history of the United States, the physical and human resources of the American West have been imagined in numerous, often contradictory ways: as a place to increase the voting power of pro-slavery and abolition forces in the years leading up to the Civil War, and as a place where freed slaves might own their own land; as a place where middle-class families could own their own productive farms, and as the “Great American Desert;” as a place with unlimited natural resources to be exploited, and as the birthplace of the modern environmental movement. The American West spans a huge area of land and has meant many things to many people—at the same time, though, “the West” is a meaningful concept within American culture. In this course, students begin developing the intellectual habits necessary to write and speak effectively and with integrity, through focusing on interdisciplinary perspectives on the American West as an “imagined” place. *Affiliate department: English. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 106 Cleopatra: History and Myth Who was Cleopatra? To the Romans, she was the foreign queen who tried to steal their empire and who represented the most dangerous threat to their civilization in 200 years; to the Egyptians she was a goddess incarnate, the universal mother, and a liberator who came to free them from oppression. But equally fascinating has been the reception of Cleopatra’s image: to Chaucer she was the model of a good wife; to Shakespeare she was a tragic lover; to painters of the Renaissance she was a passive victim; to the Romantics she was a femme fatale; to post-Enlightenment colonialists she was an exotic Easterner; to Hollywood she has been a temptress, a sex-kitten, and a vamp. This course examines both the facts known about Egypt’s most famous queen, and how and why she has been reinterpreted over the centuries to suit the social, racial, and gender needs of different cultures. *Affiliate department: Classics. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement and the Knowledge, Identity, and Power graduation requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 107 Leadership in American History In 1976, leadership theorist and political scientist James McGregor Burns wrote that “Leadership is one of the most observed and least understood phenomenon on earth.” While this still rings true today, social science researchers have since discovered much about how leadership processes function. This course introduces students to contemporary scholarship

in the field of leadership studies and asks them to apply aspects of that research to cases studies in American history. *Affiliate school: School of Business and Leadership. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 108 Empowering Technologies: Energy in the 21st Century Through a variety of readings, in-class discussion, and short writing assignments, students increase their ability to develop effective oral and written arguments and become familiar with concepts and practices of information literacy. The course topic revolves around the technologies currently in use for electrical power generation. Students gain an understanding of the physical principles involved in electrical power generation, the historical development of electrical power in the United States, and the variety of sources used to generate electrical power. *Affiliate department: Physics. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 109 Rhetoric, Film, and National Identity This course approaches the study of argumentation using popular film as a primary source material. Film texts will provide the basis for critical examination of public disputation about the politics of public memory and collective identity. The course is concerned with both argument through film and argument about film in other public venues. The course explores the role of popular and independent film in shaping or contesting public perspective on what it means to be a nation; public disputes over what counts as national interests; and public disputes over who counts as a citizen with fully endowed rights. The course links film and national identity to gender, race, and social class. Some of the films viewed in this course have an R rating. *Affiliate department: Communication Studies. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 110 Examining Dogs Through the Lens of Science Humans share their homes with dogs, spend billions of dollars every year on their needs, and worry about what they are feeling. Although dogs and humans have been sharing their lives for thousands of years, most people do not realize that such an intimate association between two different species of animals is highly unusual. How, when, and why did this association come about? Of all animals to domesticate and bring into our homes, why did early humans choose a predator? What do dogs know about humans and what do humans really know about what dogs think and feel? This course introduces students to essential elements of academic discourse. Through learning about the evolution and social cognition of dogs, students learn to distinguish between different types of sources (scholarly v. popular; primary v. secondary) and practice the art of close reading. Students also gain experience using sources judiciously and effectively to build arguments and support a position. *Affiliate department: Biology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 110 Examining Dogs Through the Lens of Science Humans share their homes with dogs, spend billions of dollars on their needs, and worry about that they are feeling. How, when, and why did this highly unusual association between two very different species evolve? What is the biological basis for the tremendous diversity in the shapes and sizes of dogs originate? What does science tell us about what dogs know about humans? How do scientists figure out what dogs think and feel? In this second semester Seminar in Scholarly Inquiry, students address these questions by examining dogs through the lens of science while practicing and building upon the skills of close reading, evaluating sources, and craft-

ing effective arguments. Students also learn how to search for and use appropriate sources as they embark on a major research project on one of the many interesting aspects of dogs. *Affiliate department: Biology. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 111 Life, Death, and Meaning This course is devoted to a number of philosophical issues surrounding death and the meaning of life. The main focus is a number of existential questions and different attempts, past and present, to answer these questions. The central question of the course is: What gives life meaning? Some philosophers have argued that meaning is to be found in one of the following: the pursuit of pleasure of one's own happiness, the pursuit of justice or the common good, religion, the pursuit of knowledge, the pursuit of some other value (like artistic value or human excellence); while other have argued that life has no meaning (life is absurd). In addition, the following questions are examined: Is freedom of some sort necessary for a meaningful life? Would life have meaning if we lived forever? Is it rational to fear death? Does causing someone to exist always benefit that person? Is letting life go extinct bad? Readings for this course include a number of existentialist writers (Kierkegaard, Nietzsche, Sartre, Camus, de Beauvoir), some excerpts from classic writers (Plato, Aristotle, Epicurus), and a number of contemporary writers (Nagel, Williams, Feldman, Nozick, Parfit, Taylor, Wolf). *Affiliate department: Philosophy. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 112 Salsa, Samba, and Soccer: Popular Culture in Latin America This course considers the intersections of gender, race, and class in the production of popular culture as an introduction to, and a way to understand, Latin America, and as a vehicle for students to develop essential skills by examining a variety of sources and developing and supporting arguments in class and on paper. Beginning with introductory historical and theoretical frameworks, students examine a variety of contemporary forms of popular culture: popular religious symbols and rituals, secular festivals, music, dance, food, and sports. Students explore the tensions between elite and popular cultures; popular culture as a resistance or opposition; attempts by the state to manage popular culture as a symbol of national identity or a form of social control; the relation of popular culture to mass and commercial culture; and the migrations of cultural forms between Latin American countries and the rest of the world. The final project is a substantive paper based on independent research. *Affiliate program: Latin American Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 113 Imagining a New World This course explores how early modern writers grappled with new texts, experiences, and existing paradigms of reality to rethink ontology, including ideas about geography, nature, religion, gender, and race. Students read early historical and literary discovery narratives (Raleigh, Shakespeare, Montaigne) as well as revisionist works by contemporary postcolonial writers. *Affiliate department: Humanities. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 113 Digital Methods in the Study of Literature This course is an intensive writing seminar that introduces students to the process of applying software-assisted methods to the study of literature. To begin, students read several introductory essays by practitioners of the digital humanities about what they do and why, and what they have learned about the promise and limitations of these new approaches to the study of literature. For the balance of the semester students read, analyze (in both traditional ways and using some of the new tools

and methods), discuss, and write about a challenging collection of readings—major works of fiction, drama, and poetry. The numerous “labs” give students hands-on experience performing micro- and macro-directed text analytics, building annotated maps and network visualizations, and developing and delivering multi-media presentations will serve as the focus of four substantial individual argumentative essays, including one longer research paper, and two multimedia projects. *Affiliate department: Humanities. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 115 Imaging Blackness The study of film is a key aspect of visual rhetoric, a growing area of academic interest linking film studies and rhetorical theory. This seminar focuses on the study of popular visual images as public argument. Students examine the political economy (ownership, production, dissemination), engage in a textual/visual analysis (what meanings are embedded), and examine audience reception of black film (how do audiences understand and use these media images). Students explore how these films function as public argument advocating particular views of black identity while contesting counter arguments as part of a larger agenda of promoting blacks and shaping US public life. *Affiliate department: African American Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 116 Communicating Forgiveness and Revenge Students critically consume and analyze a variety of challenging texts, formulate and support argumentative claims, produce written assignments, and present their work orally. Students examine forgiveness as a relational and communicative process along with the implications of forgiving between dyads, small groups, and society at large. In addition, alternative post-transgression options such as unforgiveness and revenge that are commonly depicted in opposition to forgiveness are considered. Ultimately, students work to uncover the light and dark sides of both forgiveness and revenge during an examination of these relational processes. *Affiliate department: Communication Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 117 People, Plants, and Animals This course addresses fundamental knowledge acquisition and knowledge construction while teaching important skills of reading, writing, and oral presentation. Students learn about how they think, how others think (in both scholarly and non-scholarly ways), and how to effectively interpret and create forms of written and oral communication. They learn important skills of distinguishing between description, summary, and analysis, and between various sources of information (scholarly vs. popular, primary vs. secondary). The vehicle used in the course for developing these skills is a focused study of epistemologies of the natural world. Students explore the ways that human communities have related to, utilized, and conceptualized the flora and fauna around them by examining different sources of knowledge (scientific, indigenous, based on lived experience, popular) about the relationships between people, plants, and animals. Students study this from various points of view, and discuss how different types of knowledge function in how we construct our understandings about the people-plant-animal triad. Understanding how knowledge is formed in this one domain (the natural world) will be helpful in seeing how knowledge can be similarly constructed in other domains of inquiry. Topic-wise, the course examines how different types of economies have engendered different relationships between people, plants, and animals, by taking an historical-anthropological approach, considering human communities of the past as well as the present. Topics covered

include domestication, traditional foraging, concepts of animal welfare, cultural values of reciprocity with the plant and animal worlds, urban foraging, and contemporary issues of trade in and conservation of flora and fauna. By examining cross-cultural perspectives, including their own, students use both macro- and micro-lens approaches. *Affiliate department: Sociology and Anthropology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 117 Coming Out! The Gay Liberation Movement In 1960, homosexuality was considered a mental illness and sex between men (and sometimes between women) was a crime in every state. A 1967 CBS News poll found that 2/3rds of Americans said they reacted to homosexuality with “disgust, discomfort, or fear.” In these days of marriage equality, it can be difficult to understand the challenges lesbian, gay, bisexual, and transgender (LGBT) people faced in attempting to improve their lives. This course exams the gay liberation movement beginning with the Stonewall riots of June 1969. To understand what the riots meant, students will simulate a meeting just after Stonewall, playing the parts of people from various factions seeking to work together to improve the lives of LGBT people. Students will use the early class information and experiences to discover their own area of research interest related to the gay liberation movement. Students will consider the nature of LGBTQ history in the mid-20th century and what this history suggests for our current society. The class requires the use of primary documents found in the Archive of Sexuality and Gender and other sources to create a research paper addressing an important question related to gay liberation. *Affiliate department: Education. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 118 Doing Gender Students create both oral and written arguments via the examination of how gender is constructed in communication. The course is grounded on the premise that all we create—including cultures, political and economic systems, and of course gender—is accomplished through communication. Students learn that biological difference between the sexes are really very few, and examine how and why masculinity and femininity are socially constructed and maintained. The class challenges students to examine taken-for-granted perspectives and values. *Affiliate department: Communication Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 119 Einstein and Everything In 1999, Time Magazine named Albert Einstein the most influential person of the twentieth century. Who was Albert Einstein? This course examines his personal and scientific life as well as his legacy. Einstein’s research in physics revolutionized our understanding of space and time, produced a new theory of gravity that underpins modern cosmology, and contributed to the development of quantum theory. A German national who renounced his citizenship as a teenager only to take a distinguished job in Berlin, a pacifist who opposed WWI but urged President Roosevelt to start a nuclear-weapons program, a non-religious Jew who championed freedom of conscience but turned down the presidency of Israel, Einstein embodies many of the contradictions of the twentieth century. By examining Einstein’s life in its historical context, students analyze a range of issues: how does society (e.g., through its religious beliefs, economics, and military interests) shape science, and how does science shape society, affecting institutions, cultural values, and national and personal identity? *Affiliate program: Science, Technology, and Society. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 119 Foodways: Human Appetites This class supports students as they learn to develop an independently researched paper with multiple sources. Our topic is Food and Food Writing, and we will address

a number of critical food issues, e.g. food colonization; genetically modified foods; the marketing of products; food excess, scarcity, and waste; gender and food; food blogging and cookbooks; globalization and localism; the travels of products and their socio-political role in human history; hybridity and appropriation of cuisines, etc. Students will each select a topic of interest to further delve into it for their final researched, thesis-based paper. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 120 Hagia Sophia: From the Emperor’s Church to the Sultan’s Mosque The church of Hagia Sophia in Constantinople was not only a daring architectural achievement at the time of its completion in 537 but also a significant religious and political statement. As the primary church of Constantinople, it was the meeting ground of the emperor, the patriarch, and the populace, and a treasure trove of holy relics sought out by pilgrims who flocked to the Byzantine capital. After the Ottoman Turks conquered Constantinople in 1453, Hagia Sophia was refurbished and rededicated as a mosque, and it functioned as such until it became a museum in 1935. This course explores ideas related to this single but fundamental monument of world heritage across multiple cultures and periods and from the perspective of multiple disciplines in order to provide students an opportunity to engage with the process of scholarly inquiry. By completing extensive reading and writing assignments, students amplify their skills in creating effective arguments, synthesizing complex ideas based on multiple sources, and deepen their skills in critiquing primary and secondary sources. *Affiliate department: Art. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 121 Multiracial Identities Maria Root, considered a pioneer in the study of multiracial people, wrote, “The topic of racially mixed persons provides us with a vehicle for examining ideologies surrounding race, race relations and the role of social sciences in the deconstruction of race.” Beverly Daniel Tatum, a developmental psychologist and expert on racial identity formation, observed that the process of multiracial identity formation is potentially fraught with challenges that are personal, societal and environmental. This course examines what people of mixed-race descent write and say about their own identity development in the context of the ideologies of race extant in the United States. *Affiliate department: African American Studies. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 121 American Songs A song is a historical and cultural document that makes a kind of argument (although what the argument may be is often up for interpretation). Many songs bring together music and text in surprising ways. A performance adds yet another interpretive layer. This course includes three kinds of American songs: spirituals, art songs, and popular songs. Students consider the historical contexts for songs, texts, and performances; how words and music work together (or don’t); how a song changes from one version to another; and what songs can mean to different listeners (including themselves). *Affiliate: School of Music. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 122 Ecotopia? Landscape, History, and Identity in the Pacific Northwest In his novel *Ecotopia*, Ernest Callenbach envisioned Northern California, Oregon, and Washington separating from the USA to become a breakaway “green” republic. Using this vision of the Northwest as a sustainable society as a touchstone, this course explores the multifaceted relationship between human identity and landscape (or place) in the region over the last century. Probing historical documents, visual representations, and literature, students investigate how different peo-

ples have encountered, experienced, and represented the environment in the Pacific Northwest and how, in turn, the environment has shaped their sense of who they are. Additional topics may include the wilderness idea, globalization, and the way that social divisions such as gender and race have intersected with the process of making and re-making places in the region. *Affiliate department: History. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 123 Diego Rivera and Frida Kahlo: Lives of Art and Politics

During the first half of the 20th century, Diego Rivera was known as Mexico's most famous and influential living artist, and Frida Kahlo was known mostly as his wife. Soon after their deaths in the mid-20th century, Kahlo became known as Mexico's most famous and influential artist, and Rivera was known mostly as her husband. This first-year seminar examines Mexico's most famous modern couple and their changing critical fortunes at three levels: biographical; artistic; and political. The questions the course asks and the answers pursued are informed by the disciplines of history, art history and the interdisciplinary endeavor of the humanities. Questions include: Who were these two individuals, and how were their lives as a couple shaped by socially constructed gender roles? What was the nature of their distinct artistic production, and how was the work of each shaped by gender and by the work of the other? How did they participate in the politics and the cultural movements following the 1910 Mexican Revolution, and how did "the revolution" shape their lives, art, and political roles? And finally, why did the life and art of Kahlo overshadow that of her husband after their deaths? *Affiliate department: History. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 123 The Search for Extraterrestrial Intelligence Are humans the only sentient beings in the universe? What is the likelihood that others exist in the cosmos? Can they visit or communicate with earth? Where are they? This seminar examines the last fifty years of the scientific search for intelligent life off the earth. The occurrence of intelligence on a planet depends on astrophysical, biological, and environmental factors. Students investigate these factors and attempt to estimate the number of civilizations within the galaxy. The seminar also examines the view that humans are truly the only intelligent life in the galaxy based on the lack of extraterrestrial artifacts within the solar system. *Affiliate department: Physics. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 124 Utopia/Dystopia What is human happiness? Can human beings live together in harmony? What is the perfect society? Is it possible to achieve such a society? This course examines how selected writers and communitarians have answered these questions in theory, fiction, and practice. The SSI1 course studies the themes of utopianism and anti-utopianism in Western thought from ancient times to the twenty-first century. Readings for the SSI1 version vary but may include Plato's Republic, More's Utopia, Voltaire's Candide, Gilman's Herland, Zamyatin's We, Atwood's Handmaid's Tale, and documents from actual utopian communities. The SSI2 version will emphasize researching communitarian societies in American history. *Affiliate department for SSI1 version: Humanities. Affiliate department for SSI2 version: History. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 125 Geomythology of Ancient Catastrophes The Biblical story of the Great Flood and Plato's account of the Sinking of Atlantis are two examples of mythical tales that describe events bearing a striking resemblance to natural disasters, such as floods, earthquakes, tsunamis,

and volcanic eruptions. In this course students explore the possibility that some of these mythological accounts may be based on actual events that occurred in the distant past. The course focuses mainly on Mesopotamian, Greek, and Biblical myths but also includes material from the Pacific Northwest and other cultures. The course includes a required weekend field trip to examine evidence of catastrophic flooding. *Affiliate department: Geology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 125 Diego Rivera and Frida Kahlo: Lives of Art and Politics

During the first half of the 20th century, Diego Rivera was known as Mexico's most famous and influential living artist, and Frida Kahlo was known mostly as his wife. Soon after their deaths in the mid-20th century, Kahlo became known as Mexico's most famous and influential artist, and Rivera was known mostly as her husband. This first-year seminar examines Mexico's most famous modern couple and their changing critical fortunes at three levels: biographical, artistic, and political. The questions we ask and the answers we pursue will be informed by the disciplines of history, art history and the interdisciplinary endeavor of the humanities. Questions include: Who were these two individuals, and how were their lives as a couple shaped by socially constructed gender roles? What was the nature of their distinct artistic production, and how was the work of each shaped by gender and by the work of the other? How did they participate in the politics and the cultural movements following the 1910 Mexican Revolution, and how did "the revolution" shape their lives, art, and political roles? And finally, why did the life and art of Kahlo overshadow that of her husband after their deaths? The final project is a substantive scholarly paper based on independent research. *Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 127 "Why Beethoven?" "Why Beethoven?" was a question the composer and conductor Leonard Bernstein asked himself in an imaginary conversation published in his book, *The Joy of Music*. More than half a century later we are still asking the same question. Why has Beethoven played such a pivotal role in the history of classical music, the world of ideas as a whole, and in popular culture? Why is he "a ubiquitous icon in all corners of American society," as described by the scholar Michael Broyles? This seminar attempts to offer some answers about this towering figure in Western culture. Through critical examination of representative works and through important biographical studies, film, and a Broadway play, this course will explore issues that include the nature of genius, the compositional process of Beethoven's music, the connections between creativity and suffering, and the presence of Beethoven in American culture. *Affiliate school: School of Music. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 127 Hip Hop Philosophy A central element of Hip Hop is the cypher. In the cypher, Hip Hop practitioners form a circle. Taking turns, each participant steps into the middle and shares their diverse knowledge, skills, and styles. This course works to put Hip Hop Studies, Hip Hop music and culture, Hip Hop Theatre, as well as the knowledge we create in the classroom into an intellectual cypher. Central to the course is the comparative analysis of the ways Hip Hop's rhymes and reasons produce philosophical thought concerning ways of being in the World. As a class, we will interrogate a narrow archive of Hip Hop lyrics, scholarship from Hip Hop Studies, and Hip Hop Theater texts in order to uncover how they work with and against each other as we work to achieve the Seminar in Scholarly Inquiry 2 learning objectives. *Affiliate: Theatre Arts. Prerequisite: Seminar in Scholarly Inquiry. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 128 The Philosophy and Science of Human Nature Is there a universal human nature, and if so what defines it? For millennia

now philosophers have debated this question, proposing a number of starkly different accounts of human nature in the process. More recently scientists have gotten in on the action as well, bringing empirical results to bear on various hypotheses regarding what human beings are like. This course examines the interaction between philosophical and scientific approaches to the study of human nature. Topics include the following: Which features of human minds are innate? What is the relation between the language a person speaks and the way in which that person conceptualizes the world? What does evolution entail about human nature? Is the existence of free will compatible with various scientific findings regarding human beings? What are the moral and political implications of different views of human nature? Do men and women have fundamentally different natures? What is the relation between human nature and religion? The course examines works by Aristotle, Hobbes, Rousseau, Marx, Darwin, and Mead, as well as many contemporary philosophers and scientists. *Affiliate department: Philosophy. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 129 Mao's China: A Country in Revolution In 1949 the People's Republic of China was established, with Mao Zedong at its helm. For the past forty years China has been in almost constant political and cultural turmoil, experiencing the dawn of a republican era, warlord rule, invasion by Japan, and a bloody civil war. The Communists brought an end to the warfare but inaugurated an era of great change to both state and society. This course examines Chinese history under Mao Zedong, focusing on the process and experience of the Chinese Communist Revolution. Topics explored include Mao's life history, the philosophical underpinnings of the revolution, the ways in which the revolution was experienced by people of different backgrounds, and the social and cultural legacy of Mao's vision. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS12 129 Religion on the Border: Boundaries of Religion and Politics In this course students will examine the entanglement of religious and political borders in three border regions: Kashmir, Northwest China, and The United States. Our aim with each of these cases is to consider the multiple ways that religious difference intersects with political boundaries and borders in the modern era. We will ask questions like: Do political borders fall along religious lines? How do political borders foster or exacerbate tensions between people of different religions? Can religion provide an avenue through which political borders are crossed or challenged? These are the questions we will consider as we investigate the presents and pasts of religious difference and political boundary drawing in these diverse parts of the globe. *Affiliate department: Religious Studies. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 130 Transgressive Desires In a world where feelings of meaninglessness have become a widespread problem, what is the meaning of concepts such as fate, love, trust, risk, and security? Literature, which has played an important role in the search for self-realization in many cultures, is one place where one might begin to find an answer. This course focuses on the concept of self in relation to society as it was explored in vernacular short stories in seventeenth-century China, a period of great change in many realms—economic, social, philosophical, technological, among others. Through analysis of the vernacular short stories—a central fictional genre of the time—students will explore such questions as what constitutes a “self” in this transitional period? How might self-actualization go against social conventions and expectations? How does literature attempt to solve this tension and bring self

and society into reconciliation? How does fiction invite readers to share other people's (i.e. fictional characters) experiences of making decisions and living through the consequences—for oneself and one's family—of those decisions? As the course progresses, students may find that the Chinese tradition has both similarities and fundamental differences from the West. *Affiliate department: Asian Studies.*

SS12 130 Personal Finance This course is designed to introduce students to the elements of critical reading, argumentation, and speaking and writing that are essential to successful college-level work. Students study topics in personal finance and must be able to develop independent opinions about the often-subtle controversies that exist in academic disciplines. Graduating from college, young adults often find themselves not understanding basic concepts surrounding personal financial management from filing taxes, taking on too much or too little debt, to saving and investing, to name just a few. This course introduces students to contemporary scholarship in finance and asks them to apply aspects of that research to select topics in personal finance. The ever-changing financial markets landscape can make it seem like an enigma for anyone without business background. Should I take a student loan or open a credit card? Should I rent or buy an apartment? Should I invest or deposit my savings? What is an IRA? What is a Roth IRA? Which one is a better fit for me? Does it really matter if I buy that \$5 coffee every day? In this course, students will develop understanding of financial concepts applied to everyday life as well as explore the complexities of composing arguments. *Affiliate: School of Business. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 131 Athens, Freedom, and the Liberal Arts In this course students explore the first development of the idea of ‘freedom’ in classical Greece, with a particular focus on Athens and its radical democracy in the late fifth-century BCE. Freedom requires practice, discipline, and an understanding of ‘the rules,’ so that one may use, manipulate, and break the rules; thus students study the arts of grammar, rhetoric, and logic—the foundational skills of the liberal arts—so that they may speak, reason, and practice freedom more effectively. Students test their newly acquired skills through close reading and analysis of texts from the Greek tragedy, comedy, history, rhetoric, and philosophy. Students put new skills into action through daily discussions, weekly debates, and performances of Greek drama. Students also participate in a four-week role-playing simulation of the Athenian assembly in which students have to decide on the best form of government, putting their notions of freedom into practice. This course thus offers students an authentic foundation in the liberal arts and in doing so prepares them for their life as a free person. *Affiliate department: Classics. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS12 131 Gender and Labor in Early 20th Century New York This course takes students to the beginning of the modern era when urbanization, industrialization, and massive waves of immigration were transforming the U.S. way of life. In 1913, suffragists were taking to the streets demanding a constitutional amendment for the vote: What, they ask, is women's place in society? At the same time, the Labor movement turned to the strike to demand living wages and better conditions. Is corporate capitalism compatible with an economically just society or must it be overturned? Members of these groups converged in Greenwich Village with the artists and bohemians who were discussing how to remake America for the modern age, as well as with African-Americans who were continuing to suffer from disenfranchisement. Their debates about suffrage and labor thus intermingled with other concerns about gender roles, sex and birth control, racial segregation, and art as America entered the twentieth century. As part of exploring

these issues, students will participate in a role-playing simulation in which they must decide: Which social changes are most important, and how does one achieve one's goals? After the exercise, students will embark on a research project exploring an issue of their own choosing arising from their study of this crucial period in American history. *Affiliate department: Classics. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 132 Wild Things The concept of wilderness—and the related category of the wild—has proved a central imaginative paradigm for much of the environmental literature produced in and about the United States and Canada since the time of European settlement. By examining a varied selection of ecologically minded texts, this seminar explores how and why writers have argued for particular understandings of the concepts of wilderness and wild. Drawing on nature writing in several genres, the course further explores the social, political, and cultural issues at stake in these contested definitions. Among the questions the course considers: Is wilderness a useful conceptual category for current ecocritical analysis, or is it fraught with excess ideological baggage? Is wild a more productive concept for a critical practice that might inform effective resistance to current environmental degradation? How do wild and wilderness intersect with the familiar critical issues of race, gender, and colonial legacy? *Affiliate department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 134 Dreams and Desire: The Liminal World The theme of this course is the exploration of the liminal world: the terrain for which there is evidence but no proof. For example, what do religion, anthropology, philosophy, medicine, psychology, and literature have to say about the seen and the unseen, the threshold between life and death—issues that shoot to the core of human existence and exert the strongest hold on the human spirit? Students explore the validity of claims about belief and unbelief, the world beyond the senses, made by prophets, priests, poets, shamans, scientists, philosophers. As both writers and speakers, students construct persuasive arguments based on an evaluation of sources that either contradict or defend given assumptions about the role of liminality in culture, history, identity, and the natural world. Students begin with texts that insist upon controversial readings, such as Toni Morrison's *Beloved*, Louis Owen's *Wolfsong*, and Isabel Allende's *The House of the Spirits*. *Affiliate department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 135 From Earthquakes to Epidemics: Catastrophe in United States Culture This course is designed to help students develop skills and practices that they will use throughout their careers. They will learn about the different kinds of sources scholars work with, how to read those sources carefully and critically, and how to employ questions as a frame of inquiry. They have opportunities to discover, understand, and engage the arguments and ideas of others critically, fairly, and ethically, and to develop their own original ideas. Put simply, students will be joining the scholarly conversation as full fledged participants, presenting their own ideas in written and spoken formats, all while attending to the responsibilities this entails—understanding and meeting the requirements of academic integrity and practicing their skills in working cooperatively and collaboratively with classmates. To do all of this, the course takes as its focus America experiences of, reactions to, and interpretations about catastrophic events, with the understanding that moments of catastrophe offer a unique window into a culture and

its practices. This course does not attempt any kind of coverage of the history of America disasters, but gives students an opportunity to ask several important questions about Americans and their relationship to calamity. What, for instance, counts as catastrophe? Is there a difference between a “natural” and a “human-made” catastrophe? What role has social identity played in shaping the disparate experiences of Americans? What role has the state played in shaping those experiences? How do those moments of catastrophe that were intentionally caused—by other Americans, by their government, by international terrorists—fit into an understanding of the nature of catastrophe? How have Americans dealt with the private trauma of disaster? And finally, what role has public memory played in shaping those private experiences? Exploring these questions and more will allow students to understand more fully the relationship between the day-to-day and the catastrophic in American life. This course, then, is filled with opportunities to expand students' capacities as learners, scholars, and as members of a learning community. *Affiliate department: History. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 135 From Earthquakes to Epidemics: Catastrophe in United States Culture

This course uses catastrophic events and moments as a lens for the exploration of American culture. Our explorations will range from the San Francisco earthquake and fire of 1906 to the terrorist attacks of 9/11, the Iraq War, and recent state violence against people of color. Because our focus is on the development of independent research projects, we will not attempt to “cover” the full range of events, but rather explore a number of arguments scholars make about American experiences and reactions to catastrophe, and test those theories against primary sources drawn from a range of catastrophes. Some of the questions we will engage include, for instance, what counts as a catastrophe? How might we define the difference between a “natural” and a “human-made” catastrophe? What role has social identity played in shaping the disparate experiences of catastrophe that were intentionally caused—by other Americans, even by government officials—fit into our understanding of the nature of catastrophe? How have Americans dealt with the private trauma of disaster? And finally, what role has public memory played in shaping those private experiences? Exploring these questions and more will allow us to understand more fully the relationship between the day-to-day and the catastrophic occurrences that have shaped American life. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 136 Urban America: Problems and Possibilities This course introduces students to the essential skills for participation in the academic community. In this course, students develop their ability to read and assess scholarly texts, to identify appropriate methods of academic argumentation, to gather and evaluate evidence, and to present their ideas in focused and academically appropriate oral and written forms. Students are introduced to essential elements of information literacy and approach academic writing and discussion as recursive and mutually reinforcing practices. The course topic, “Urban America,” invites students to enter a contemporary dialogue regarding the nature of urban spaces, to examine the complex forces that contribute to their problems, and to consider the ways that 21st century life brings new possibilities and opportunities to city dwellers. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 136 Suburbia: Dream or Nightmare? This course builds explicitly on skills students develop in SSI 1 by requiring them to produce an extended piece (12-15 pages) of independent writing. The course first offers an introduction to the history of U.S. suburbanization, especially

the post-WWII rise of the suburban ideal, during which students familiarize themselves with the existing critical conversations regarding the causes and implications of our love affair with suburban living. The majority of the course is then spent on the sequential, guided development of individual research projects, with an emphasis on the essential processes of scholarly research: posing a research question, performing research, drafting, refining, and revising. The course divides the research process into a series of shorter assignments, and emphasizes the recursive and collaborative elements of successful writing. Students will also be asked to present their work orally at several stages, and to reflect on both the product and process of their work in the course. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 137 Una Descarga Latina: A History of Latino Popular Culture in the US This course is centered on the history of Latino popular culture in the United States. In particular, the course looks at how Latino film, theater, television, music, food, and sport can serve as a lens to understanding the broader experiences of Latinos in the United States over the past century. The course begins by exploring the theoretical underpinnings of Latino/Latinx identity as a historical concept and the use of popular culture as a means of understanding culture, history, and society. The rest of the course is organized thematically around mediums where issues such as gender, ritual, race, queer identity, citizenship, and a variety of other themes are considered in relation to the experiences of Latinos in the United States. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 137 Stakeholder Management: Beyond the Customers and the Capitalists Is the era of capitalism as we know it coming to an end? Is our current economic growth model a recipe for growing environmental and social disaster? Are we (like lemmings) educating ourselves to be better at reshuffling the deck chairs on the Titanic or improving the proverbial hand basket? Is human nature incapable of slowing down and salvaging earth before it is too late? Or are there ways short of societal upheavals, world wars, revolutions and disruptions where humans can transform our values and priorities to develop the necessary governing and business philosophies and systems for the current and coming times? Must we scrap capitalism and its free markets to be able to refocus and take the interests of other stakeholders than customers and owners into account? How can we protect the interests of workers and the environment? This course asks many tough and challenging questions and takes a systems approach by looking at these burning issues from a variety of perspectives. The course offers the students the freedom to immerse themselves in and do research on issues of individual interest in pursuit of the Seminar in Scholarly Inquiry 2 learning objectives. *Affiliate: School of Business Prerequisite: Seminar in Scholarly Inquiry 1. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 138 How Dramatic Comedy Makes Sense of the World: From Aristophanes to the Absurd This course studies dramatic comedy, from ancient Greece to twenty-first century America, with a focus on how the recurring structures, plots, and characters of this genre reflect and shape wider cultural beliefs about religion, reason, and the meaning of the universe. Specifically, and somewhat distinct from an investigation of jokes and laughter, readings and assignments in this course address the formal aspects of comedy, especially as defined by their origins in Greek fertility rites through to their absurdist postmodern manifestations, and beyond. Students read, discuss, and write about plays from four or five epochs, in light of theories of comedy put forth by thinkers like Plato Aristotle, Sigmund Freud, Bertrand Russell, Susan K. Langer, Mikhail Bakhtin, Northrop Frye, Martin Esslin,

Linda Hutcheon, and Simon Critchley. *Affiliate department: English. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 139 The Third Wave: Rock After the Beatles This course surveys rock music in the immediate post-Beatles period from 1970 to 1990, two decades witnessing an unprecedented diversity of rock music styles. Close reading of representative works by numerous artists (such as David Bowie, The Rolling Stones, Patti Smith, Sex Pistols, Talking Heads, Michael Jackson, Bruce Springsteen, Madonna) will develop critical listening and basic music-analytic skills. Scholarly works from numerous perspectives (musicological, sociological, historical) are engaged closely and intended to introduce students to the academic response to rock music. *Affiliate department: Music. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 141 Architectures of Power Using words as its building blocks instead of bricks or stones, writing has power to evoke or create socially coded (and sometimes socially subversive) meanings for its readers. The title of this seminar, "Architectures of Power," suggests that there is some kind of mechanism, be it actual or theoretical, that structures power and one's ability to act effectively. Focusing on the power dynamics that structure writing, cultural interactions, and individual mindsets, this course is composed of a series of units that, building on one another, move students from the basic questions one asks of writing to more complex written assignments that require integration of a number of provided source materials. In analyzing a variety of texts (linguistic, visual, and even aural), students explore, develop, and analyze the kinds of social and communicative powers that writing can construct. *Affiliate department: English. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 142 The Concept "Orwellian" This course investigates meanings and usage of the adjective "Orwellian" in American English. Seminararians analyze essays that deploy "Orwellian" and three of Orwell's novels and one of his essays to see what sorts of ideas one might associate with "Orwellian." By the end of the semester seminararians produce their original responses to a linguist's column in *The New York Times* in fewer words than the linguist used. *Affiliate department: Politics and Government. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1/SSI2 143 Controversies of Communication and Technology This course explores controversies as they relate to technology and communication. Technology is now a pervasive aspect of daily life. Some technology related discussion topics include online privacy, cyberbullying, anonymity, surveillance, trolling, and online dating. In addition to reading about developing and structuring arguments, students view relevant media and read popular press and academic articles about the various issues relating to technology and communication. In the process of examining these controversies, students encounter the two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students engage in a variety of activities and exercises and prepare a final paper designed to develop their fluency in written composition and oral expression. *Affiliate department: Communication Studies. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 144 Constitutional Controversies This course focuses on the U.S. Constitution in order to introduce students to frameworks for analyzing both policy and interpretive arguments on issues such as bicameralism, presidential veto, equal protection, and racial preferences. In the SSI1 version, students develop their analytical skills using texts provided by the instructor. In the SSI2 version, students research an ongoing legal controversy and prepare arguments on it. Students also gather materials concerning an amendment debate and analyze them. Students examine and assess arguments from authority, with particular attention to what makes for credible authority in a particular area. Through a series of short writing assignments, students prepare to undertake the major writing assignment emphasizing the various analytical perspectives. *Affiliate department: Communication Studies. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 145 Anime Bodies: Metamorphoses and Identity Japanese animation (anime) has exploded in popularity over the last thirty years as more people around the world have grown to appreciate not only the technical skill of the filmmakers but also the complex narratives that often tackle difficult questions of identity in nuanced ways. Many anime films feature adolescent characters whose bodies have magical powers or go through some form of metamorphosis. The changes these characters experience may or may not be welcome, but they clearly reflect the difficulties of the passage from adolescence to adulthood, and also raise questions about identity, technology and authority in a rapidly changing world. In this course, students will study six anime films that feature magic and metamorphosis and examine the ways that those changes both reflect and construct adolescent, gendered and national identities. *Affiliate department: Asian Languages and Cultures. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 145 Exploring Gender Issues in Business This course is designed to introduce students to critical reading, argumentation, speaking, and writing, all essential elements for effective college-level work. To succeed in college, students must be able to find, summarize, analyze, and synthesize information from various types of texts. They must be able to develop independent opinions about the many controversies that exist in academic disciplines, and be able to refine and organize original ideas to argue persuasively about these controversies. And, students must be able to understand and use the range of rhetorical, grammatical, and stylistic options available, so that they can communicate orally and in writing in ways that are appropriate to different audiences. This course seeks to develop the skills above by focusing on understanding the range and complexity of gender issues faced by individuals and organizations in the context of a global marketplace. The course examines best practices that individuals and organizations can implement to facilitate the achievement of personal and professional goals while achieving organizational goals. The course explores how gender issues are manifested in organizational areas, such as management, leadership, marketing, and entrepreneurship. Finally, the course examines the impact of intersections of gender with other characteristics such as age, race/ethnicity, and income. *Affiliate: School of Business. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 146 The Good Life What is happiness and how can human beings achieve it? Can a bad person be truly happy or is moral virtue required for happiness? Is suffering valuable, and if so, should we pursue suffering? Is it better to be detached and invulnerable from loss, or are love and attachments always worth the risk? Do emotions give us any knowledge? What does it mean when cognitive scientists talk

about “the divided mind”? What is implicit bias and how can we fight it? What does it mean that race or gender or disability are a “social construct”? These are questions concerning human flourishing that both philosophers and scientists have contributed to answer, or to attempt to answer. In this course, students are invited to engage in a variety of debates concerning happiness, morality and identity. Readings range from ancient primary philosophical texts to contemporary cognitive science articles. *Affiliate department: Philosophy. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 146 The Good Life What is happiness and how can human beings achieve it? Can a bad person be truly happy or is moral virtue required for happiness? Is suffering valuable, and if so, should we pursue suffering? Is it better to be detached and invulnerable from loss, or are love and attachments always worth the risk? Do emotions give us any knowledge? What does it mean when cognitive scientists talk about “the divided mind”? What is implicit bias and how can we fight it? What does it mean that race or gender or disability are a “social construct”? These are questions concerning human flourishing that both philosophers and scientists have contributed to answer, or to attempt to answer. In this course, students are invited to engage in a variety of debates concerning happiness, morality and identity. Readings range from ancient primary philosophical texts to contemporary cognitive science articles. *Affiliate department: Philosophy. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 147 Contemporary Art Theory and Critique This course explores the intellectual, expressive, and aesthetic issues involved in the creation of contemporary art from the historical context of modernism and the current arena of visual culture. The focus of the course is to engage in written analysis and critical conversations about contemporary art by examining the art of pivotal 20th and 21st century artists and art movements that have redefined our ideas about art and the creative process. Through lectures, discussions, readings, written assignments, group critiques, studio art projects, and attendance at professional art exhibitions the class will address the following questions: What is Art? What developments influenced shifts in artistic practices? In what way(s) do I understand a particular artist’s creative pursuit? What ideas are manifested by curating a collection of art works into an exhibition? *Affiliate department: Art and Art History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI 1 148 Journalism and Democracy Journalism is sometimes called the “Fourth Estate,” a vision in which the press serves an essential function akin to the checks and balances of the executive, legislative, and judicial branches within the American government. In such a vision, the press provides the unbiased information necessary for a citizenry to make informed decisions. But, of course, this idealized vision is complicated. Our country is a diverse country, encompassing a wide range of geographic, cultural, and ideological positions, and the work of journalism is no simple matter. Where (literally and figuratively) is journalism coming from? Who is developing the content? Through what medium is journalistic content being disseminated? Who is funding it? Where is the line between reporting news and creating news? What stories are being told and what stories are not being told? How do the answers to these questions affect the state of democracy? In this course, students explore these and other questions through engaging in writing and speaking assignments that build on a variety of readings from different academic disciplines as well as from modern and historical journalism. Students discuss what the current state of journalism means for them as citizens, consumers, scholars, and—potentially—journalists. *Affiliate department: English. The SSI 1*

version satisfies the Seminar in Scholarly Inquiry 1 core requirement.

SSI2 148 Medical Narratives This class focuses on narratives we create about illnesses and what those narratives reveal about our discourse of the body: who has authority to speak about an illness, disease, or condition? Why and for what reasons? What kinds of narratives to people construct when they write or speak about an illness or disease? Why do they construct these texts and what are the effects of such narratives on how we understand medicine, patients, and medical professionals? Students examine these sources in order to discuss the implications of these narratives both at an individual and personal level, and more broadly in terms of the global, political, cultural, and social implications. Assigned readings come from a variety of authors, including academics, journalists, medical professionals, and patients, and may include a range of media types (original medical reports, popular news articles, autobiographical memoirs or plays, radio programs, TV shows, and film excerpts). *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 149 Transgressive Bodies Many art forms reflect and comment on the political and cultural climates of their time. Art may serve as a lens or mirror for sensitive social issues, and act as a catalyst for change. But nowhere, perhaps, can one find artistic expressions of a culture as powerful and uncomfortable as in twentieth-century dance. From the modernist reinvention of ballet by Diaghilev's Ballets Russes and Balanchine's neoclassicism to the explosive experiments of modern dance by Isadore Duncan, Mary Wigman, Merce Cunningham, Martha Graham, and Alvin Ailey, dance becomes a vehicle for social movements: a means of critiquing norms and values, and representing tacit anxieties about gender, race, sexuality, nation, and collectivity. Twentieth-century dance is made more transgressive by its medium: the body. The dancing body has been a site for controversy in academic discourse, as the vestiges of our Kantian mind-body dichotomy linger. By exploring embodiment and social activism in watershed music-dance collaborations of the twentieth Century, this course invites students to face the social issues of today and ask: what can the study of dance mean for us? *Affiliate department: Music. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 149 Creationism vs. Evolution in the U.S. This course examines the historical context of 'teaching evolution' trials in the U.S. as a window into debates over the place of science and religion in American life. Starting with the famous Scopes "Monkey" trial of 1925 as an illustrative case study, students learn how to analyze the complex factors in such debates. Students complete an extensive research project on one of various subsequent trials or debates on teaching evolution. *Affiliate department: Science, Technology, and Society. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 150 Exploring Bioethics Today This seminar examines Western philosophical and religious approaches to a range of topics and cases in contemporary bioethics, especially those posing challenges for public policy. Topic examples include: issues at the beginning of life (abortion, assisted reproduction, embryo controversies such as stem cell research); issues at the end of life (death and dying, assisted suicide/euthanasia controversies, brain death); and issues in between life and death, such as new genetic technologies, enhancement therapies, public health, health care reform and questions of justice for the underserved at the intersection of race, gender, and medicine. *Affiliate department: Religious Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 151 Just Asking Questions: The Power, Psychology, and Politics of Fake News and Conspiracy Theories This course allows students to understand, and assess the rise of misinformation, including the prevalence of conspiracy theories and fake news. Misinformation has always been in political discourse but the internet era has seen a rise in public consumption of con-spiracy theories and fake news, as well as numerous sites dedicated to fact-checking, such as Politifact. Donald Trump is a president of the United States who seemingly has difficulty distinguishing between truth and lies and who apparently disseminates his own misinformation. News and social media have been pushing back, attempting to live fact-check speeches and flag sources as "fake news", but the term has been co-opted by those who identify all news with which they disagree as fake. Extensive research across multiple academic disciplines has demonstrated that the human brain is not just susceptible to misinformation but is also resistant to being set straight. In the current political, and cultural climate, it is essential that citizens of a democratic community be able to identify the psychological, social, and political factors that lead to misinformation, critically evaluate news sources to identify bias and reliability, explain why political elites intentionally disseminate misinformation, and understand ways of convincingly advancing their own arguments. *Affiliate department: Politics and Government. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 151 The Natural History of Dinosaurs Through a variety of readings, in-class discussion, and writing assignments that culminate in a major research project, students increase their ability to develop effective oral and written arguments and become familiar with concepts and practices of information literacy. The course topic focuses on dinosaurs, and students gain an understanding of the history, perception, and practice of paleontology. Students learn about evolutionary relationships over geologic timescales, and the intersection between geological and biological sciences. *Affiliate department: Geology. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 152 Gender and Performance How do people "do" gender in everyday life and on stage? What histories of gender presentation do plays present, trouble, and remake? Through the reading of play texts as well as contemporary interdisciplinary scholarship, this class widely explores the topics of gender and performance in all their dimensions, including: gender as performance, gendered performance, and the performance of gender within and outside of theatrical contexts. Assignments focus on the key goal of the first Seminar in Scholarly Inquiry: to develop the intellectual habits necessary to write and speak effectively and with integrity. *Affiliate department: Theatre Arts. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 153 Scientific Controversies This course focuses on scientific theories, practices, and/or discoveries that have been controversial. How do scientific controversies arise? What intellectual, religious, social, and political factors shape the debate? How do scientific controversies end? By studying historic debates, students learn general methods for analyzing scientific and non-scientific factors that influence the trajectory and outcome of a scientific controversy. Examples to be treated may include Piltown man, Galileo's trial, mass extinction, global warming, Lysenkoism, and meteorites. *Affiliate department: Science, Technology and Society. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 154 The Anthropology of Food and Eating The quarry of the anthropologist—the deep social patterns and cultural meanings that shape human existence—are often disguised, out of sight, or behind the curtain of the world as it appears before us. In seeking a vantage point

from which one might glimpse these phenomena, this course follows a well-beaten anthropological path: beginning with a commonplace, everyday practice, students work outward in scope and backward in time, constructing an informed, analytic, and critical perspective on human society and culture through the seemingly pedestrian substance of food. The course is organized in two segments. In the first portion of the semester, students engage a set of readings intended to provide an introduction to the multiple research agendas that characterize the burgeoning scholarship on food and eating. In the second segment of the course, students delineate a conversation in that scholarship that they wish to join, and deploy an independent research project of their own design that triangulates between existing scholarship and ethnographic data they collect. *Affiliate department: Sociology and Anthropology. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 155 Are Prisons Necessary? What is the purpose of a prison? Why do we punish, and how do we determine what is just punishment? How does punishment feed off and into the major bases of social division and inequality — race, class, sexuality, ethnicity, gender, age, and nationality? This course explores the history, theory and social and cultural consequences of imprisonment and punishment in the U.S. while addressing the Seminar in Scholarly Inquiry 1 learning objectives. *Affiliate department: Religious Studies. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 155 Issues in Disability This course considers the challenges of acquired physical disability and the perceptions of US society about disability. The US is a highly resourced country and home of the Americans with Disabilities Act which should mean life with a physical disability is relatively easy. Students gain an understanding of disability access and accommodation laws, and how they are applied, as well as some insight into the challenges of living with an acquired disability and how individuals living with disability perceive their life. *Affiliate department: School of Physical Therapy. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 156 Worlds of the Bible The collection of materials known as the Bible (the Hebrew Bible and the Christian New Testament) is a rare survival from the ancient world—indeed from several ancient worlds and cultural contexts, given that the materials were compiled over more than a millennium, a period when empires (Babylon, Assyria, Persia, Greece, and eventually Rome) rose and fell, and when Israel itself endured a series of catastrophes and revivals. In one way, this is the old and well-known “Bible story.” In another way, it is quite new and controversial given that, in recent years, remarkable discoveries in archaeological sites and archives have given new insights into these ancient worlds, into the relationships between Israel and its neighbors, and into the relationships and differences among the Biblical writers themselves. The questions arise all over again: What is distinctive about the ideas of the Bible? How is the ancient to be defined as against the modern, and what can be learned from the ancient concepts of cosmology, of human society, and human destiny? Throughout, the course concentrates on the framing of arguments on the meaning and significance of Biblical ideas from a comparison of Biblical documents, one with another, and with documents from other cultures. One of the objectives of the course is to discover what the Bible is “saying” in those original contexts. The other objective is to work out, as modern readers, what the Bible might be “saying” in the very different cultural world of the twenty-first century. *Affiliate department: Humanities. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 157 The Russian Revolution The Russian Revolution was a defining event of the twentieth century. It was in Russia that the Marxist ideology was first implemented, creating a new kind of political and social order that would create a new dividing line in world history. In this course, students examine the Tsarist old regime, the different revolutionary movements that challenged it, the dramatic events of the 1917 revolutions, and the Civil War and new revolutionary order that followed. Throughout, the course asks how we should understand historical upheavals that were marked by idealism and social change but also chaos, and violence. *Affiliate Department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 157 Chinese Painting in the West This seminar deals with how Chinese painting, one of the unique art traditions in the world, was dramatically exposed to the West at the turn of the twentieth century. This course also explores how market demand, public interest, and academic inquiry contributed to making Chinese painting an inseparable cultural element in the shaping of modern Western society. The course format includes slide lectures, a museum visit, reading assignments, group discussions, and an individual research project. *Affiliate department: Art and Art History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 158 The Digital Age and Its Discontents The topic of this course can be boiled down to an observation and a question: advances in digital technology are transforming the way we read, write, communicate, and even, according to some scholars and scientists, think; what are the consequences of these transformations? As part of a generation of “digital natives,” university students and their peers are at times the objects of study, the evidence for various arguments, and the authority on digital technology. The goal for this course is for students to finish the semester with greater insight into the complexities of how technology shapes their lives. Students leave the course as savvy readers, thinkers, and writers, with the ability to transfer the skills they have developed for understanding this area of academic argument to any number of important social and academic debates. *Affiliate department: English. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 159 Evolution for All Evolution is the process that allows one to make sense of the wondrous diversity of species, physiologies, behaviors, and everything else biological around us. The course explores both historical and current work that uses an evolutionary lens to look at all kinds of biological questions and focuses on issues near and dear to humans, such as food, sex, violence, and religion. Following the examination of a series of instructor-led case studies, students pursue their own independent research into the historical and/or current evolutionary analysis of a particular trait or characteristic. *Affiliate program: Science, Technology, and Society. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 160 The Dilemmas of Statecraft: Foreign Policy and the Ethics of Force The use of force to achieve political ends is the most consequential decision a leader can make. Those uses of force may defend a country from conquest, defeat rapacious dictators, secure vital economic assets, or protect innocents from slaughter. Force may also be used to conquer, dominate, and annihilate. Since force is a tool that can be used for both good and ill, it is not surprising that there is significant debate about the conditions for its appropriate use. After examining two schools of thought addressing the ethical obligations of leaders, students embark upon an exploration of difficult cases designed to shed

light on the consequential decisions that leaders of countries face. Was Truman justified in dropping the atomic bombs on Japan in 1945? Is it permissible to order a military intervention that violates a state's sovereignty in order to protect people from ethnic cleansing? Is the use of drones to conduct targeted assassination an acceptable part of a counter-terrorism strategy? These are just some of the questions this course poses. In examining these issues students complete extensive reading and writing assignments, learn to assess sources of information, develop their ability to read and think critically, and practice writing and speaking persuasively. *Affiliate department: Politics and Government. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 160 Modernist Literature In this course, students examine key authors in the Modernist movement. Focusing on the most important figures, such as Woolf, Eliot, Stein, H.D. and Hemingway, students trace the development of a style that pushed the boundaries of all of the arts as it attempted to understand a radically changing world. To frame this investigation, students become fluent in their ability to distinguish between the multiple movements within Modernism as a whole—Imagism, Cubism, Surrealism, the Harlem Renaissance, Bauhaus—and will even try their hand at some of these creative techniques. Students ponder their dreams with Freud, sing off-key with Stravinsky, turn the world into geometry with Picasso, and figure out why Frank Lloyd Wright could stick a house on top of a waterfall. While introducing students to this broad view of the period, however, the course asks, above all, that students deeply investigate the writers of this period. The course aims to ignite the imagination while demanding critical thinking and expert writing. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 162 Colonialism and Films This course begins with the assumption that cinema plays a constitutive role in discursive formations about race, class, gender, sexuality, nation, empire, and so forth. Working from this assumption the course explores representations of colonialism, and empire across a history of Western feature film. Although, the course focuses on a particular genre of films, the course aims to teach students the basic language of film more broadly through interpretation and close analysis of film as argument and public arguments about film. The course workshops student's written work that culminates with the production of a video essay presenting a completed argument about a specific film. *Affiliate department: Communication Studies. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 162 Mary and 'Aisha: Feminism and Religion Does religion oppress women? Might it empower women? Might it do both? This course asks all these questions. It focuses on two central women in Islam and Christianity: Mary and 'Aisha, one of the Prophet Muhammad's wives. Students will look at the existing sources about them and ask "how do we know and evaluate sources as historical sources?" Students then look at later interpretations of Mary and Aisha, both in Islam and Christianity. By looking at how these women have been represented, and reimagined, students better understand these two religious traditions in their historical contexts. Then students look at how feminist thinkers in these traditions look to these two figures in order to re-imagine women into a patriarchal past and to re-think roles of women in the future. *Affiliate department: Religious Studies. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 163 Becoming Modern: Paris 1870-1900 This course focuses on the years 1870 to 1900 in Paris, a period marked by profound transformations in politics, society and the arts. Students follow a cast of characters, from politicians and architects to writers and artists, as they come to terms with modernity through these turbulent years and seek to

answer the question: What does it mean to become modern? Students who sign up for this course must be willing to actively participate in a role-playing academic game which will make up a significant portion of the class sessions. This class is taught in English. No knowledge of French is required. *Affiliate department: French. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 164 The Rhetoric of Warfare: 1908-1938 This course explores the words, actions, thoughts, and feelings of the individual amidst the catastrophe of war. This course treats a wide variety of materials from the ancient world to the present, including lyric poetry, novels, memoirs, visual art, and film—but the primary focus is on WWI and the lead-up to WWII. Students explore the ways in which various rhetorical and narrative treatments of soldiers and of war offer us understandings of the subjective experiences and ethical choice of ordinary and extraordinary people under extreme stress and facing horrendous challenges. The course also intends to consider notions of the individual, the community, and civilization (with all that word implies) against the backdrop of the chaotic action of war and combat. *Affiliate department: Humanities. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 165 Never Really Alone: Symbioses and Parasitism Around and Within Us This course explores the prevalence, impact, and history of the associations between organisms (including human beings), from the very large to the microscopic, throughout the biosphere. A growing paradigm shift in science places diverse associations between organisms as central to evolutionary theory and life on Earth: not so much competition among organisms, but complex "networking" between them. The course examines relationships between organisms through this lens, including examples such as crustaceans that replace the tongues of fish, the tiny "wildlife" that lives on and within human beings, and the fact that life as known on Earth has resulted from ancient symbioses. Students develop skills in evaluating, discussing, and presenting concepts relating to symbiosis and parasitism, from historical, philosophical, and scientific viewpoints. *Affiliate department: Biology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1 166 Applied Ethics "Morality" is what an individual believes right or wrong. "Law" means the enforceable rules governing society. "Ethics" is the written and unwritten rules governing institutions and professions. This course addresses common misunderstandings about ethics and frequent difficulties in the application, use, and explanation of ethical standards. Students learn to understand and define what ethics is and is not; develop an Applied Ethics analytical structure generating defensible outcomes; and critically evaluate the sources, information, and assumptions used to examine, challenge, and support ethical conclusions. This seminar is not discipline specific. Subject matter varies and encompasses issues of reproductive freedom, bodily integrity, employment and business practices, and law interpretation and enforcement, among others. *Affiliate school: School of Business and Leadership. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1 167 Learning from Indigenous Societies For more than a century, anthropologists have immersed themselves in the social worlds that comprise human cultural diversity. Ethnographies are the product of this academic endeavor—the holistic texts anthropologists produce about these different ways of being in the world. This course explores ethnographies of societies outside the western ambit, and from a period just prior to the welter of global interconnection. These ethnographies yield some perspective on the diverse ways of being in this world. Anchoring the discussion of these indigenous societies is an assessment of gen-

der relations, ethnic interrelations, hierarchy, power, and social organization. How are those social features configured in the variety of diverse, indigenous social worlds we consider? After perusing ethnographies from around the world, the semester concludes with a substantial term paper that requires students to reflect on American society in light of their newfound understandings of the diversity of indigenous societies. *Affiliate department: Sociology and Anthropology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 167 The Russian Revolution This course builds on skills developed in SSI 1 by leading students through the process of researching and writing an extended piece of scholarly writing. The first part of the course is devoted to close examination of the Russian Revolution, a defining event of the twentieth century. In this section of the course, students examine the Tsarist old regime, the revolutionary movements that challenged it, the dramatic events of the 1917 revolutions, and the Civil War and new revolutionary order that followed. This historical work provides opportunities for selecting and evaluating sources, formulating questions, and presenting work in written and spoken form. The course then focuses on the different stages of undertaking an independent research project, including posing a research question, selecting sources, compiling research materials, drafting, revising, and executing a research presentation. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 168 Climate Change and the Law This course explores how the law has been used or could possibly be used to address the issue of climate change and its environmental and societal consequences. Focus is primarily on state and federal domestic law, but international agreements and aspirations, and foreign domestic laws are also considered. Students examine questions about climate change and law, such as: Is law an appropriate vehicle to address climate change? What are the limits of law in this area? To what extent should responsibility for climate change be sought, assigned, or penalized? How might law be used to cultivate a climate recovery? Students will examine these questions from a legal perspective, by reading, discussing, writing, and critiquing. Students are also responsible for presenting their work at the end of the semester. *Affiliate: School of Business. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 168 Zen Insights and Oversights While Zen is perhaps the most well-known form of Buddhism outside of Asia, it may also be the least understood. This course studies Zen in its Asian contexts, examining the emergence of Chan/Zen within Buddhist history, the interplay between Zen, aesthetics, and philosophy, and the relation between Zen and such developments as nationalism and social discrimination. The course aims to avoid a romantic study of Zen and to develop instead a balanced understanding, exploring the insights as well as oversights that have appeared within the Zen tradition. As the second course in the first year seminar series, a major part of this course is geared towards developing academic independence by guiding students through the process of writing a major research paper in which they advance an academic argument related to some aspect of Buddhism. *Affiliate: Religious Studies. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 169 Cancer in Context This SSI1 Seminar examines the history of cancer discovery and treatment. Students will build a solid foundation in the science, history, and social context of cancer to allow thoughtful exploration and critique of where we've been and to identify future areas of concern and hope. Through class participation, reading, writing, and speaking students will increase their ability to frame and explore questions, support claims, and thoughtfully consider their

own and other's assumptions. Written work will range from commentaries on readings to a series of essays. *Affiliate department: Biology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 169 A Year in the Life of William Shakespeare Part of what explains Shakespeare's growing popularity in the Renaissance—and, as some would argue, his popularity through the centuries—is his ability to capitalize on the immediacy and adaptability inherent to the theatre, a responsiveness that uniquely positions its engagement with contemporary political and cultural events. In what ways are these plays shaped by their historical moment, or even the materials of their production? Conversely, how might the plays have shaped the political, literary, and theatrical conditions of the period? This course begins with the analysis of a selection of plays Shakespeare produced in 1599, by all accounts a remarkable year in the life of the dramatist and in Elizabethan England. From there, students turn to a play and year of their own choosing, the analysis of which forms the basis of an independent project. Strategies for research and critical thinking are developed through the study of both dramatic and non-dramatic texts, and in situating work among competing theories of literary historicism. *Affiliate: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 170 Perspectives: Space, Place, and Values This discussion-based course is designed to introduce the fundamental representations of landscape in visual art as frameworks for broader, multidisciplinary discussions. In particular, the course explores how representations of water and earth art involving water reflect intertwined connections amongst conceptions of space, senses of place, and human values. *Affiliate department: Art and Art History. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 171 Medical Discourse and the Body The human body presents a challenging topic for discourse. The body is at once universal and yet radically subjective; everyone has a body, but not all bodies are the same or similar. Moreover, knowledge about the body varies dramatically between different groups of people. This course focuses on discourse about the body: who has authority to speak about the body? Why and for what reasons? What kinds of language do people employ when they write or speak about the body? How does their language use change depending on the audience? Students begin thinking about these questions by reading several texts about legislation debates concerning the body. A human body forms the single most basic legal entity in our society, and also perhaps the most contested. Who has power over an individual? What are the limits of that power, and how are such limitations determined? These discussions are followed by reading several accounts by doctors: people who spend their lives examining and interacting with many kinds of bodies in different situations. How do doctors understand their relationship to the kinds of bodies they see? Finally, students consider how people conceptualize their own relationship to their bodies. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1 173 Alexander Hamilton's America: The Political Economy behind the Musical Hamilton: An American Musical has enthralled audiences across the country. Despite the accolades and shower of awards for the artistic achievement that is "Hamilton", it is worth asking — how much of this is accurate history, political analysis, and economics? Using the music and the musical as our guide, students in this course will read, dissect, critique, and compare written, visual, and aural works in order to understand the foundations of U.S. political economy. Through close reading and evaluation of primary sources and secondary analysis students will learn about Alexander Hamilton's role in creating

the foundational systems of our economy and government. Students also gain experience using sources judiciously and effectively to build arguments and support a position. *Affiliate department: Economics and International Political Economy. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS11 174 Lethal Othering: Critiquing Genocidal Prejudice The anthropological study of prejudice looks critically at the process of “othering”—that is, the fear-based tendency to regard groups who are “different from us” in ways that emphasize (their) threat versus (our) safety. Logically, this perspective can lead to attitudes, policies, and actions that aim to annihilate the difference between “us” (the in-group) and “them” (the dangerous outsiders)—either by forced assimilation or even by genocide. This course examines the ways that prejudice has been a part of such murderous and inhumane activity, beginning with a sustained exploration of the role of anti-Semitic prejudice in pogroms that took almost immediately after the Holocaust. Following the first section of the course, students will be guided to examine other situations of prejudicial, even murderous thinking and actions against Native Americans, African Americans, Asian Americans, Latino Americans, and Arab and Muslim Americans. Students will choose one of these five groups as the subject of further, more independent scholarly exploration, while concluding the course with a consideration of yet another kind of “othering”: the practice, in some US locales, of local governments enacting legislation to exclude certain types of people from certain neighborhoods. *Affiliate department: Sociology and Anthropology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS11 175 Utopia and the Imagination In 1516, Thomas More wrote a fanciful story about the New World and called it Utopia. While the term he coined, utopia, literally means no-place, his fictional text served as a powerful indictment of English society. Among other things, he argued for a radical rethinking of education, a reduction in territorial expansion, and an oddly progressive approach to gender relations and marriage. While More coined the term, the notion of utopia as a societal critique stretches back to foundational texts such as Plato’s Republic and Genesis. In fact, it is hard to conceive of the progress of Western thought without the presence of utopian thinking. This course explores utopian thought, examining utopian theories of the golden age, economics, religion, architecture, gender relations, technology, etc. Students are asked to use this frame to examine and critique today’s society. This is a writing-intensive course which uses the theme of utopia to teach critical thinking and scholarly writing. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS11/SS12 176 American Autobiography from Franklin to Facebook The urge to tell one’s life story has a long and illustrious history in American literature. Benjamin Franklin wrote one of the first American autobiographies, a life story and at the same time a blueprint for Franklin’s vision of a new kind of person: an American. Frederick Douglass’s devastating first-person slave narrative worked to establish the humanity of African-Americans and attacked the system of chattel slavery. Maxine Hong Kingston’s experimental memoir told of another new kind of American, the urban immigrant. These masters of the genre used their personal stories for varied rhetorical aims. In the process, each helped create a distinctively American literary genre: biography of self-as-nation, slave narrative, and immigrant story. Over the course of this seminar, students read American autobiographies, addressing a set of linked questions: What is autobiography? Why have Americans chosen to write it? How have its rhetorical functions in American life altered over time? What does it mean to be an American, and how are American autobiographies shapers of and shaped by this notion?

The varied conclusions students reach will help them achieve a clearer understanding of both the uses of literature and the complexities of American identity. *Affiliate department: English. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 177 Marriage in History and Literature: An Inquiry into What This Institution is For This course begins by asking a deceptively simple question: what is marriage for? While the question might seem at first tied to the recent political and legal battles over same-sex marriage, this course explores a number of important ways this question has been at the heart of social and political change across a wide swath of Anglo-American history and examines how tension and conflict inherent in that change show up in literature. Students first encounter this question in the plays of William Shakespeare and John Webster, and in John Milton’s impassioned plea for the right to divorce. The inquiry of the course is shaped by Stephanie Coontz’s sweeping historical text *Marriage, a History: How Love Conquered Marriage*. Students examine the brief period of post-WWII America where “traditional” marriage can be understood as having been the norm, at least for some classes. Equipped with a better grasp of the history of marriage, at the end of the semester students turn their attention to the way extending marriage to same-sex couples does or doesn’t raise the question: what is marriage for? They might also wager an answer. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS12 177 The Digital Present and Our Possible Techno Futures This course is designed to explore the wildly ramified effects digital technology is having on people’s intellectual, educational, social, professional, and economic lives. Students will be introduced to a number of arguments about the nature and consequences of some of the changes digital technology is fostering; however, each student is asked to pose his or her own scholarly question within this broad field of inquiry. These questions, and the research they inspire and require, will shape the true content of the course. Students leave this course with new and important information about the potential futures made possible by digital technology. More importantly, however, they leave this course with information literacy, research practices and habits, analytical and argumentative strategies, and rhetorical skills they use across the Puget Sound curriculum and throughout their intellectual lives. *Affiliate: English Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 178 Muslim Fictions This course uses literatures of Muslim societies to introduce students to themes from the history of Islam that are often neglected in discussions of the religion. Two themes in particular will be explored: travel and transgression. Students will study the famous and famously complex *Thousand and One Nights* from a variety of perspectives. This work will help students to think about the space covered by premodern Islam, meaning both the imagined geographical space through which characters travel and the wide range of expressions of Islam in the premodern period. The class will then study modern appropriations of the work to see how it continues to inspire possibilities for Muslim expression in the present. As a Seminar in Scholarly Inquiry 1, students will analyze various kinds of sources. They will practice reading closely and critically. Special attention will be given to how scholars in various disciplines develop questions, rely on those who have gone before them, and come up with novel answers. Students will apply these skills to their own scholarship. Written and oral assignments in this course will foster students’ abilities to enter scholarly conversations by training them to ask questions, develop theses, and defend ideas. *Affiliate department: Religious Studies. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 178 George Gershwin George Gershwin (1898-1937) composed works such as *Rhapsody in Blue* and *An American in Paris* that draw audiences to orchestra concerts around the world. His songs, including “Fascinating Rhythm” and “They Can’t Take That Away from Me,” are favorites of singers, jazz musicians, and casual whistlers alike. He straddled the divide between classical and popular music like no one before him. He also blazed a trail as the first American composer who could be called a celebrity: his rags-to-riches story, friendships with movie stars, glamorous bachelor lifestyle, and shocking death from a brain tumor before age 40 have all contributed to a fascination with Gershwin that goes well beyond rhythm. In this first-year seminar, students explore Gershwin from various angles: as a celebrity, a songwriter, and a target of criticism. By finding and looking at primary and secondary sources, listening closely to music, and considering the social and cultural contexts in which Gershwin lived (and in which his music and memory live on), students will gain insights about music, history, biography, and culture, while also continuing to develop as researchers, communicators, and critical thinkers. *Affiliate school: School of Music. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 179 Women, Art, and Power in Byzantium This course examines the visual and textual representations of women from the 4th through the 11th centuries from the Byzantine Empire and from the perspective of multiple disciplines to offer insight into the role of women and the operation of gender in Byzantium. Because the surviving sources privilege the elite, this course focuses on women of the upper classes, with particular attention to empresses. The course examines the infamous Theodora (6th c.) who rose to imperial rank from the slums of Constantinople, as well as Irene and Theodora (8-9th c.) who affected a lasting change in the religious policy of the empire, and the curious sisters, Zoe and Theodora, who even reigned by themselves briefly in 1042. To shed light on the role of women of the lower classes, the course also explores marital and home life, women’s work, child-bearing, women’s attitudes toward icons, and the importance of the cult of the Virgin Mary. The course provides students an opportunity to engage with the process of scholarly inquiry by completing extensive reading and writing assignments. Students amplify their skills in creating effective arguments, synthesizing complex ideas based on multiple sources, and deepen their skills in critiquing primary and secondary sources. *Affiliate department: Art and Art History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 179 A Russian Mystery: Casting Shadows, Casting Light In this seminar students are led through the stages of the research process beginning with popular concepts and sources through increasingly more sophisticated primary and secondary sources as they journey more deeply into the course subject: the Butakov Papers. Over a hundred years old, these documents form a mosaic of images and texts that tell an extraordinary story of privilege, courage, tragedy and loss. They include field diaries, letters, passports, birth, death, marriage certificates, news articles, as well as many pictures. The story of their provenance begins and ends with a mystery: how did these documents travel from St. Petersburg, Russia, to Spokane, Washington, finally be found in a cardboard box in a storage unit north of Seattle? What stories does this journey tell? Students discover facts and put them together in an order that yields the deepest and most logical thesis. Where there are missing facts, students discover ways to use secondary sources to fill in the contexts. Where there are blank spaces, students collaborate on ways to imagine linkages that suggest the deepest and most meaningful interpretations. In other words, out of these recovered facts, students create a life story set against a backdrop of one of the most astonishing periods in modern history. *Affiliate*

department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.

SSI2 180 The French Revolution The tumult of the French Revolution animates this SSI2 seminar and provides students with ample material for developing writing and research skills. Several writing projects allow students to hone their abilities to construct a convincing argument as they learn about both the historical and philosophical underpinnings of the fall of the French monarchy. The course begins by addressing the social structure of pre-revolutionary France and the events and ideas that led to its upheaval. Significant time is spent analyzing the details of the revolutionary years and the formation of a new government. The course closes with a study of the period from the Terror to the rise of Napoleon. Students must be willing to actively participate in a role-playing academic game which makes up a significant portion of the class sessions. *Class is taught in English. Affiliate: French Studies. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 181 Science and Theater This course examines the ways in which new science, or scientific controversy, is presented on stage. How have playwrights grappled with the challenges to worldviews and to social order that science can pose? How successful is theater in presenting the social, intellectual and moral dilemmas raised by science? Students will read and analyze a number of plays with science themes, or with scientists as characters. Near the end of the semester, each student will also participate in writing scenes for an original play with a science focus. *Affiliate department: Science, Technology and Society Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 182 Against Equality? The Marriage Equality Movement and its Queer Critics This course explores the legal findings and social changes that allowed marriage rights to be extended to all couples, and the critiques of the marriage equality movement that came, not from social conservatives outside of the LGBTQ community, but from the most progressive camps within that community. This course examines how queer critiques of marriage equality can help students understand the institution of marriage more fully, especially in terms of what personal and social benefits marriage is intended to confer. By mid-semester, students develop a research question addressing the evolution of marriage as an institution and/or legal and social progress toward LGBTQ rights in the US. Students’ pursuit of answers to their research questions structure the second half of the semester, which will culminate in 10- to 12-page researched argument essays. *Affiliate: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 185 Queer Case Files: Gender and Sexual Deviance in Postwar America This class explores the case files of the George W. Henry Foundation (1948-1971), a New York-based counseling agency that provided services to persons who “for reasons of sexual deviation were in trouble with themselves or with the law.” The years of its service—just after World War II through the beginning years of the Gay Liberation Movement—was marked by the systemic discrimination of perceived “sex deviants.” At the same time, these decades also brought the organized beginnings of the movements for gay and trans rights. The case files of the Henry Foundation recount the circumstances—carefully edited and anonymized—of the foundation’s queer clientele, which illuminate how individuals navigated the challenges of this era. Student explore these queer case files as historical primary sources, using them as a spring board into independent research projects on themes of psychology and narratives of the self, the history of medicine and criminal law, and the identity organizing of queer urban subcultures. This course builds on the Seminary in Scholarly Inquiry I (SSI1) course, fulfilling the SSI2 requirement. Using primary and secondary sources

from the mid-twentieth century, students explore how scholars find, describe, analyze and engage in an academic conversation about a topic. Students write and revise a research paper that engages in the course sources and themes, resulting in a 10-12 page paper that articulates an original argument. Students also present their argument formally in a research fair. *Affiliate: Gender and Queer Studies. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 187 Controversies of Communication: The American Dream Every day individuals are bombarded by various messages, advertisements, songs, and even everyday conversations that are trying to persuade them to think or behave in particular ways. Often individuals accept these arguments as facts, truth(s), and reality. In this course, students explore the rhetorical techniques (persuasive communication) of such messages and understand that they can resist, challenge, and question them. In particular, this course explores persuasion and controversial topics related to the American Dream. The myths of the American Dream permeates daily life in the United States; this course centers on discussion topics that include the ways that the American Dream influences politics, education and workplaces, understandings of families and relationships, and even individuals' desires and goals. In addition to reading about developing and structuring arguments, students view relevant media and read popular press and academic articles about the various framings of, and issues relating to, communication and the American Dream. While critically examining these controversies, students encounter two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students engage in a variety of activities and exercises to develop fluency in written composition and oral expression. *Affiliate department: Communication Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 188 The Tudors The relatively short Tudor period (1485-1603) is among the most studied and romanticized of any in English history. This era saw radical revisions in government, religion, society, and the arts, as English men and women lived through the birth of Protestantism and capitalism, embraced print culture, experienced new forms of state control and nationalistic fervor, and learned to see themselves in global terms as they founded colonies and trading posts halfway around the world. At the center of these changes were the five Tudor monarchs themselves, all of whom have been the subject of much debate among historians. This course introduces students to the raw materials of Tudor history and culture, giving them practice evaluating different types of primary sources with an eye toward issues of authorship, bias, and audience. The course also invites students to identify and critically assess conflicting claims made in secondary sources, including both modern works of scholarship and popular interpretations, and gives them analytical tools needed to enter into these ongoing conversations. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 189 Experiences of World War II in Europe This course aims to capture the experiences of the participants of the Second World War, on both the battlefield and home fronts, through an examination of biographical, autobiographical and historical texts. Students employ primary sources in conjunction with secondary historical works in order to reconstruct the cultural, political and emotional impact on the lives of those who, between 1939 and 1945, supported both the Allied and Axis powers during the conflict in Europe. Specific topics to be covered include fascism and appeasement of Nazi Germany, combatants on different fronts, the Holocaust, collaboration and resistance, Nazi occupation of Eastern Europe, and gender and home fronts.

Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.

SSI1 190 Translation on Stage: Language, Culture, and Genre This course starts with a literal meaning of the word translate—"to carry across"—and then explores literature that moves across language, culture, and genre as it produces meaning. Case studies focus on plays that stage a collision of cultures between groups of people who speak different languages and novels that feature translators as central characters. The course culminates with the investigation of movement of a single story or character across genres: from short story, to stage play, to film, for instance. The course considers different disciplinary perspectives on translation and/as adaptation and focuses throughout on critical reading and thinking and the development of academic writing and argumentation. *Affiliate department: Theatre Arts. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 190 Sources and Adaptations This course thinks dramaturgical about translated theatre texts and the aesthetic and cultural conversations created by adaptation of existing narratives into other genres and mediums. With reading from contemporary adaptation theory and dramaturgical scholarship framing case studies of plays, students consider the modes of "telling, showing, and interacting" created by different combinations of sources and their adaptations, culminating in individualized student research projects about a specific adaptation of an existing artwork into theatrical production. *Affiliate department: Theatre Arts. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 191 Unsolved History: Engaging with the Mysterious Past Too often, history is thought of as authoritative and unified, the singular record of "what really happened" in the past. In reality, history is complex, contested, and incomplete. Historical evidence is frequently missing, contradictory, or open to multiple interpretations. Historians' development of arguments and narratives involves as much art as science. This course uses a series of case studies—involving everything from circulating chapatis to baby-stealing dingos—to examine how historical knowledge is produced and how historians grapple with the problem of uncertainty. How much can be truly known about the past? Is it "another country"? How certain do historians need to be in order to make responsible arguments? Are there pieces of the past that are simply lost forever? Are historians at the mercy of "who lives, who dies, who tells the story"? Students address all of these questions as they consider how to write and speak clearly and coherently about a past that is rarely clear or coherent. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1/SSI2 192 Elvis and MJ: The Image of the Kings This course examines several instances of rock celebrity, focusing on the recent tragedy surrounding Michael Jackson, the "King of Pop," which, in many ways, parallels that of his predecessor Elvis Presley, the "King of Rock and Roll." While Jackson's career trajectory is eerily similar to that of Presley, his story involves additional complex issues of race, gender, mental illness, and criminality. Mega-celebrity is a phenomenon cutting across all the performing arts. However, rock superstardom has been a particularly difficult status to manage, perhaps because rock artists play pivotal roles in youth culture and are often perceived as mirroring broader societal changes. We examine how artists interact with the media forces through which they work. How do artists manage their image? Can this image be hijacked, and, if so, by whom and to what end? Can this image be reclaimed? In addition, we engage these artists as musicians and evaluate their impact on the development of rock music from the mid 1950s to the present day. *Affiliate school: Music. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core require-*

ment. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

SSI1 193 An Investigation of Literary Naturalism This course introduces students to Literary Naturalism, a controversial movement that took root in Europe and the United States in the second half of the 19th Century and that continues to flourish today. The course begins by examining the socio-political and intellectual climate of the Naturalist period, especially the influence of Darwin, Marx, and others on beliefs about progress, social responsibility, human motivation, and the purposes of literature and art. Students then read fiction and drama by several important practitioners of Naturalism, as well as contemporary reviewers' responses to their works and short critical writings in which the writers themselves explain what they are doing and why. Included in this group are the dramatist August Strindberg and fiction writers Emile Zola, Stephen Crane, Jack London, Frank Norris, Edith Wharton, and Theodore Dreiser. Students also study Jacob Riis' photojournalism, which focused, like many of the early Naturalist novels, on the plight of the urban poor. *Affiliate program: Humanities. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1 194 Technologies of Power This course focuses on the changing forms and mechanisms of power, coercion, and control. Students consider the workings of power, from the interpersonal physical violence of the Classical world through developments in surveillance and technology that have transformed control from a question of physical strength to more subtle and pervasive systems of dominance. The course considers how dominance and ideology interact: What does a culture's manifestation of power say about its beliefs and values? How do different forms of coercion and control reflect or affect human nature? How do systems of dominance shape individual and collective experience? How does power intersect with categories of identity such as gender, race, religion, etc.? How does power negotiate the relationships between the individual and society? Students consider these and other questions about human nature, society, and technology across multiple eras and societies. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement. Prerequisite: Admission to Honors program.*

SSI2 194 Castles Castles are one of the most recognizable symbols of the medieval past, evoking visions of both romance and violence. In Western Europe between the ninth and fifteenth centuries, castles served as status symbols and reminders of political and economic hierarchies, as focal points for military conflict, and as domestic and courtly settings. This course introduces students to the castle phenomenon, using recent work by historians and archaeologists that has considerably enhanced our understanding of the origins, physical construction, and functions of castles. Students become familiar with a range of medieval evidence, such as extant castles and ruins, medieval literature, and chronicles, and study castles from the perspectives of several disciplines, including history, archaeology, and literary studies, asking how we know what we think we know about castles. In the second half of the semester students research and write a substantial term paper with a complementary digital component. *Affiliate: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 196 Honors: Postmodernism and the Challenge of Belief This course studies the philosophical, historical, and aesthetic underpinnings of the late twentieth-century zeitgeist known as postmodernism, the assumptions of which continue to govern much of how we think today, especially in the academy. While many of the ideas central to postmodernism are many centuries old, their significance with respect to matters of belief (whether ethical, epistemological, or religious) has

never before been so fully realized. The nature of subjectivity, truth, reality, morality, and knowledge itself have all been radically 'problematized'. Without recourse to claims of truth, or moral systems, how do we distinguish right from wrong? How do we adjudicate conflicts in a world in which all values are equally contingent? How do we convince others of the validity of our positions, and is it even ethical to do so? The course explores the origins of postmodernism; the social, moral, and philosophical consequences of its core assumptions; its benefits and limitations in addressing real world concerns; and how it is itself a system of belief with a worldview no less totalizing and morally rigorous than the religious and Enlightenment precursors it sought to displace. *Affiliate department: Honors. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 197 The Artificial Intelligence Revolution Artificial intelligence (AI) increasingly affects our lives. From algorithms powering online searches, translations, and shopping recommendations, to driverless cars and assembly-line robots, AI applications have the potential to increase our efficiency and safety. Yet it is important to proceed cautiously into this new age. For instance, AI can learn societal biases and may perpetuate inequality when used for filtering job applicants and recommending criminal sentences. Consider also that as AI becomes more sophisticated, the job market will be transformed. Will new jobs become available for those that are displaced, as in the Industrial Revolution, or is this time different? Another actively debated issue is whether autonomous weapons should be banned before they are developed and put into use. Portrayals of AI in popular entertainment are often sensationalistic and unrealistic, but one common story is taken seriously by a significant number of scholars and AI researchers: that AI could become more intelligent than humans. Would we be able to control superintelligent AI and would it be conscious? Students will explore and debate these issues in this course, which will culminate with a research project on a relevant topic of their choosing. *Affiliate department: Chemistry. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

Connections

Purpose

The purpose of this core area is for students to develop an understanding of the interrelationship of fields of knowledge. The Connections core course is normally taken after completion of all other university core requirements, in the junior or senior year, and must be taken at Puget Sound.

AFAM 346 African Americans and American Law This course explores the relationship between African Americans and American law, especially but not exclusively American constitutional law. The first part of the course examines important antebellum cases such as *Scott v. Sanford* (*Dred Scott*). The second part of the course traces two conflicting trajectories of legal decisions that emerged as the federal courts sought to determine whether and how the fourteenth amendment altered race relations in America. The final part of the course begins with the landmark *Brown* decision and then examines two important domains of American law: race, law, and American educational practices (e.g. desegregation, busing, affirmative action, school assignment policies) and race, law, and the workplace (e.g. employment discrimination, affirmative action). *Satisfies the Connections core requirement.*

AFAM 355 African American Women in American History This course examines the distinct historical experience of African American women and explores the importance of race and of gender in the American past. Some of the topics considered include African American women and slavery, free black women in antebellum America, African

American women and reform, issues of the family in slavery and freedom, sexuality and reproductive issues, African American women and the world of work, African American women in the struggle for education, and African American women and organized politics. The exploration of values is an important component of the course. Readings emphasize the use of primary sources ranging from slave narratives to contemporary fiction. *Satisfies the Connections core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

AFAM 360 The Art and Politics of the Civil Rights Era This course employs an interdisciplinary approach to explore the history and expressive culture of the civil rights era. Emphasizing what historians call the “civil rights movement,” the course explores earlier strategies of resistance, the civil rights black power movements, and legacies of these movements. An interdisciplinary approach is particularly applicable for a course focused on the civil rights movements because the literature of racial protest and of the ‘black arts’ was not simply parallel to the political upheavals. As Amiri Baraka put it in 1971, “Art is Politics.” Readings and assignments engage the complex, sometimes contradictory, legal, political, literary, artistic, and musical responses to this charged historical period. Students may not receive credit for both HIST 131 and AFAM 360. *Satisfies the Connections core requirement.*

AFAM 375 The Harlem Renaissance This course examines the renaissance of African American literature, music, and visual art that, for the most part, emerges from Harlem, a cultural hub in the 1920s and 1930s. The course also approaches the literature, music, and visual art, as well as the social changes in Harlem, from different disciplinary perspectives, including literary criticism, cultural history, music criticism, art criticism, and aesthetic theory. Students explore social and aesthetic debates that arose during the Harlem Renaissance and connect these two parallel debates today. Students also make connections between and among different artists and thinkers of the period, including Langston Hughes, W.E.B. Du Bois, Zora Neale Hurston, Duke Ellington, Louis Armstrong, Jean Toomer, Jessie Redmon Fauset, Wallace Thurman, Claude McKay, Sargent Johnson, Romare Bearden, Cab Calloway, Bessie Smith, and Walter White. The course invites students to make connections between literature, visual art, and music from the period and between the Harlem Renaissance and their own ideas about art and society. *Satisfies the Connections core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

AFAM 401 Narratives of Race This course takes as its central object the idea of race. Race is understood as a social construct that designates relations of structural difference and disparity. How race is treated is a crucial issue in this course. It is in this question of “the how” that the term *narrative* becomes salient. The term *narrative* intentionally focuses attention on the material practices through which we have come to define race as a social construct. This terminology, “narratives of race” spotlights an interest in investigating the historical events and visual and verbal images employed in the linking, patterning, sequencing, and relaying our ways of knowing race and its social relations. Implicated in the construction of race is its production and deployment of the moral and intellectual values that our academic disciplines bear. In considering such values as part of the investigation, this course includes careful comparative analyses of the ways in which the disciplinary systems of ontology, epistemology, aesthetics, and politics are used in the making and remaking of the academic and social grammars of race. Thus the analysis necessarily includes an intertextualization of the several academic disciplines engaging the question of race. *Satisfies the Connections core requirement.*

ASIA 335 Chinese Painting and Poetry Combining some of the great-

est works of Chinese poetry with approaches and visual materials from the history of Chinese landscape painting, in this course students examine the changing use of landscape as a medium to express different philosophical and social meanings by competing social groups across historical periods from early times to the 13th century. In the first half of this course, students see how natural landscape in poetry became a medium for conveying a range of different ideals and problems: official service and reclusion in the countryside, Daoist liberation and Buddhist enlightenment, the sorrows of war on the frontier or travel into exile. In the second half of this course, they apply their knowledge of Chinese poetry to interpreting a series of paintings from the Song dynasty (960-1279). This period is the golden age of Chinese landscape painting. It saw the emergence of literati-painters who, much like the great painters of the Renaissance, argued that painting possessed the same expressive power as poetry. Students explore the ways they employed painting to comment on an unprecedented range of issues, including government affairs, the role of women in society, the relation of private to public life, as well as the experience of dynastic collapse and war. *Satisfies the Connections core requirement.*

ASIA 341 Asia Pop! An Exploration of the Popular Culture of 20th and 21st Century East Asia For the first half of the twentieth century, China and Japan were most often viewed as sites of imperialism and war. During the second half of the twentieth century, discussions of Japan focused on its economic boom while discussion of China focused on the entrenchment of the Chinese Community Party. While this course gives attention to major political and economic developments in East Asia during the past century, the focus is on East Asia as a site of cultural production. Among the sources are critical essays in the 1910s meant to spur China towards literary and cultural revolution, anime that explores post-apocalyptic visions of Japan, and Mandopop songs that contemplate what it means to be young and modern in China today. All of these sources examine interactions within East Asia and between East and West in the development and dissemination of popular culture during the past century.

ASIA 344 Asia in Motion This course explores the interactions of Asian peoples—the commodities, social practices, and ideas which they produce—across borders, both political and imagined. The course crosses disciplinary borders, as well, drawing upon divergent materials from the humanities and social sciences in an attempt to do justice to a contemporary context that could be called “Asia in motion.” An underlying thesis holds that, since nineteenth-century colonialism, nations in the “West” and “Asia” participate in a global, dialectical movement in which notions of identity (national, cultural, ethnic, religious, territorial, linguistic) share moments of fluidity and fixity. *Prerequisite: two Asian Studies courses or permission of instructor. Satisfies the Connections core requirement.*

CONN 303 Art-Science: Inquiry into the Intersection of Art, Science, and Technology This class explores how new trends and technologies in the fields of biological sciences and biotechnology influence emerging art and artists. The course looks at the world around us from differing perspectives, with the aid of technology, biological phenomena, and artistic eye. The class is designed for students of all disciplines, including the non-declared, with the goal to inspire students to think outside of the box, explore divergent and convergent thought, and seek out knowledge and inspiration from many different disciplines. Students are encouraged to collaborate with peers. *Satisfies the Connections core requirement.*

CONN 304 The Invention of Britishness: History and Literature This course addresses the question what it means to be British through historical and literary texts. Beginning with the premise that Britishness is

not innate, static or in any way permanent, but “invented” and constantly constructed and deconstructed, this course traces the development of British national identity from its origins in the eighteenth century to the present. Students read both historical and literary works that elucidate the changing meaning of “Britishness” as the state expanded and collided with its counterparts on the British Isles and its imperial holdings in other countries. The course examines the formation of “racial” identities as they intersect with class and gender identities. *Satisfies the Connections core requirement.*

CONN 307 Hooch: The Natural and Social Science of Liquor The art and science of distilling alcohol dates back to the fourth century BC. Today, making hooch is something that nearly every society has in common. Moonshine from Tennessee, mescal from Oaxaca, palinka from Hungary, airag from Mongolia, feni from India, cachaça from Brazil, sopi from Indonesia, the list goes on and on. While fermentation and distillation are nearly universal in human society, every flavor of hooch has its own botanical, chemical, cultural, economic, and political story to tell. This class takes a cross-disciplinary approach to the study of hooch, from yeast and plant to bottle to society. Students read scientific, historical, anthropological, and political economic texts, watch films, listen to music, and participate in experiential learning modules designed to teach the art and science of liquor production. Students leave the class with a clearer understanding the biology and chemistry behind their libations and how these drinks are both shaped and have helped shape the world we live in. *Satisfies the Connections core requirement.*

CONN 308 People and Portfolios This course contrasts how people should and how they do create portfolios. To explain how they should, the course covers applied modern portfolio theory, including mean-variance optimization and Monte Carlo simulation using Excel and Crystal Ball software. To address how they do, it covers cognitive and emotional behavioral biases, as well as behavioral portfolio theory, adaptive portfolio theory, bounded rationality, and prospect theory. Students may choose to focus either on institutional portfolios (like endowments and pension funds) or on individual portfolios (like 401(k)s). The course requires junior or senior standing and completion of the mathematical approaches core.

CONN 309 Applied Environmental Politics and Agenda Setting This is a political science course. It is more ambitious than a survey of environmental problems in the U.S., because problems do not speak for themselves. While environmental problems reflect certain empirical realities about our physical world, they come to our attention through human contests over values. Environmental problems are strategically defined, managed, promoted, and challenged by a complex array of social actors. In a word, environmental problems are “political.” This course explores the politics underlying the societal decisions we make regarding the environment. The essential question for this course is: Why do some environmental problems rise on governmental agendas while other problems are neglected? Course objectives include 1) developing enduring understanding of the politics affecting our societal environmental decisions; 2) cultivating analytical and research skills that reveal the values, incentives, and strategies of political actors affecting environmental policy; and 3) gaining familiarity with a range of national and regional environmental problems. *Satisfies the Connections core requirement.*

CONN 311 Interactive Fiction Technological innovations over the past several decades have greatly increased our ability to tell stories in which the reader’s choices affect the narrative. These can range from text-based novels in electronic form that contain a couple of branching plot points, to episodes of television shows that require the viewer to select an option to advance the narrative, to sophisticated computer and video

games featuring multiple alternative storylines. Historically, the term “interactive fiction” has tended to refer to computer-enabled stories that are text-based. This course focuses primarily on parser-based interactive fiction, in which the reader types commands indicating the action she wishes to perform. However, it also considers some choice-based works, in which the reader selects his action from a list of options. Students will learn some of the history of interactive fiction; read and analyze several works of interactive fiction; learn Inform 7, a programming language designed to create interactive fiction; and write their own works of interactive fiction using Inform 7. *Satisfies the Connections core requirement.*

CONN 313 Biomimicry and Bioart Designers, engineers, and artists are beginning to use biologically inspired or biologically derived materials for solving a variety of world issues—from self-cooling buildings inspired by beehives to sticky tape inspired by geckos to DNA origami. This has influenced a variety of fields such as architecture, technology, visual art and fashion design. This course provides a broad framework of such design principles in use and allows students to create their own biologically inspired designs. *Satisfies the Connections core requirement.*

CONN 318 Crime and Punishment The U.S. criminal justice system has embraced retribution at the expense of other models of justice. Retributive punishment harms and sometimes kills; therefore it is either wrong or needs justification. This course suggests that such justification is difficult to construct and is undermined by pervasive injustices of classism and racism. Is restorative justice a viable alternative? The course begins by studying the death penalty in the Abrahamic traditions and understanding how contemporary Jews, Muslims, and Christians argue against capital punishment. Attention turns to philosophical arguments for and against retributive justice and capital punishment. The course then explores how well philosophical justifications of retributive punishment withstand the sociological injustices that some argue are embedded in the criminal justice system. The psychology of dangerous, violent offenders is studied to understand how their backgrounds may or may not mitigate imposition of a death sentence. In the final unit, the viability of restorative justice is investigated. *Satisfies the Connections core requirement.*

CONN 320 Health and Medicine Drawing from the biological, behavioral, and social sciences, as well as ethics and public policy, this course provides the opportunity to explore intrinsic and extrinsic factors that contribute to and detract from health and human performance. By applying concepts and critical thinking processes developed in this course to personal lifestyle and political decisions, students are prepared to make more informed choices on emerging personal and policy issues related to health. The course emphasizes holistic approaches to understanding and preventing disease. Both allopathic and alternative interventions are explored. Major topics include defining health; therapeutic options including allopathic, complementary (e.g., homeopathy, Chinese medicine, etc.), and more experimental approaches (e.g., gene therapy); the central, somatic, and autonomic nervous systems; psychobiology; stress and stress management methods; approaches to prevention and treatment of conditions such as cancer and AIDS; issues in public policy and financing of mainstream and alternative healing approaches; ethical dilemmas such as informed consent, confidentiality, compliance, health care directives, allocation of resources, euthanasia, dying, grieving, and hospice. Students may not receive credit for both CONN 320 and SOAN 360. *Satisfies the Connections core requirement.*

CONN 322 Jihad, Islamism, and Colonial Legacies The emergence of Islamic fundamentalism and Islamist political thought in the twentieth century has garnered much media attention in the last few decades.

This course examines how Islamic fundamentalism developed in the first half of the twentieth century in the wake of Western colonization and why it gained so much support during the second half of the century. The course develops in three stages: (1) historical background of Muslim confrontations with the West and the emergence of fundamentalism, (2) case studies of selected Muslim countries and regions, and finally (3) discussion of challenges and problems of fundamentalism in a pluralistic world. Similarly, the course examines the major intellectual figures of Islamist thought and its malcontents in the Middle East, the Indian Subcontinent, and the Muslim communities of Europe and the Americas. Examples include: Hassan al-Banna, Abu Ala Mawdudi, Sayyid Qutb, Ayatollah Khomeini, Usama bin Ladin, Ayman al-Zawahiri, Khaled Abou El Fadl, Sherman Jackson, among others. Islamist ideas of modernity and the revival of a traditionalist approach towards the life and sayings of the Prophet Muhammad is also discussed. Finally, students take a close look at the idea of jihad and discuss the implications of Sharia law for the twenty-first century. *Satisfies the Connections core requirement.*

CONN 325 The Experience of Prejudice This course uses the disciplinary lenses of psychology and literary studies to examine how the world looks and feels from the perspective of someone who is a member of an oppressed or negatively stereotyped group. The course provides an introduction to the assumptions, scientific methods, and forms of writing used by experimental social psychologists and to theories and research findings bearing on the experience of prejudice. Analysis of literary texts including poetry, fiction, and autobiography provide additional insights into the experience of prejudice. Integration and synthesis occurs by comparing and contrasting the two approaches, using psychology as a lens for analyzing literature, using literature as a source of ideas to inform psychology, and considering how insights gained from both approaches might be used together to create positive personal or social change. *Satisfies the Connections core requirement.*

CONN 330 Finding Germany: Memory, History, and Identity in Berlin Germans are still asking themselves the question: “What does it mean to be German?” Throughout its recent history, Germany has repeatedly turned to Berlin, its re-designated (and re-designed) capital, in an attempt to find its own identity. In this way, Berlin could be seen as a mirror of German affairs. Emphasizing the textual and visual histories of the city, this interdisciplinary course explores the effects of transition and upheaval on Berlin, highlighting the interconnectivity of history and memory discourses, topography, popular culture, the arts, politics, urban renewal, and multiculturalism. Discussions focus on Berlin’s ever-changing façade and constant self-reinvention and re-evaluation. Definitions of “metropolis” and close readings of the city as “textual space” will be covered within the framework of questions of modernity and post-modernity. The class meets on-campus during ten weeks of the spring semester, with individual consultations and preparation for Germany thereafter, and has a required study-abroad component that will take the class to Berlin for five weeks during summer to engage the course themes first-hand. No previous German-language experience or coursework is required. Course taught in English. *Satisfies the Connections core requirement.*

CONN 332 Witchcraft in Colonial New England This course undertakes the study of witchcraft in colonial New England from a variety of disciplinary and methodological perspectives, drawing upon several of the best recent scholarly attempts to explain witchcraft and witch hunts. Students examine religious, political, sociological, anthropological, psychological, medical, legal, feminist, and cinematic interpretations of witchcraft. In addition to evaluating these disciplinary approaches, stu-

dents analyze a set of primary sources from a witchcraft case and use multiple methodologies to develop an interpretation of it. *Satisfies the Connections core requirement.*

CONN 333 Nations and Nationalism in Modern Europe This course examines the rise of nationalism in continental Europe from 1789 to 1918, a period beginning with the French Revolution and ending with World War One. Drawing on interdisciplinary scholarship, the course explores a period when modern nationalism emerged as a coherent way of seeing the world and then emerged as the principle ideology for organizing states and societies in Europe. Primary focus is on highly interrelated nation-building projects in five parts of Europe: France, Germany, Hapsburg Austria, Poland, and Russia. Seminar discussions draw on major theoretical works on nationalism as well as primary source texts like speeches, literary works, memoirs and diaries written by Europeans who embraced or struggled with national identity. *Satisfies the Connections Core requirement.*

CONN 334 Truth and Reconciliation in South Africa and Beyond This course uses South Africa’s Truth and Reconciliation Commission (established in 1995) as a starting point for considering questions around historical trauma, transitional justice and the production of knowledge. Students analyze the TRC in terms of South African history and identity, examining ways in which it both replicated and sought to remake relationships of power within that country, and also explore points of comparison with TRCs in other countries. As a Connections core course, the course introduces students to a variety of disciplinary perspectives. Students consider the TRC as a self-conscious (re)writing of history, as a political strategy for nation-building, as a psychological treatment for trauma, as the creation of a body of narratives, and as a religious/spiritual exercise. As a KNOW course, the course requires students to think about how issues of identity and positionality impacted the engagement of various South Africans with the TRC and to reflect on how their own positionality shapes their understanding of truth and reconciliation, both in South Africa and elsewhere, including the United States. *Satisfies the Connections Core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

CONN 335 Race and Multiculturalism in the American Context The objective of this course is to cultivate an appreciation of the intersection of a sociological and historical approach to understanding the complexity and dynamics of race relations and multiculturalism in the American context. Using scholarly resources from these two distinct disciplinary traditions, the course provides students with a comparative and critical appreciation of the development of race relations in the United States. In examining the concrete historical developments and sociological patterns in race/ethnic relations, the course enables student to develop a more nuanced and comprehensive appreciation of a multidisciplinary approach to the study of race relations and multiculturalism. Through such an integrated approach, students better recognize and understand the unfolding of relations among different racial/ethnic groups; better appreciate current conflicts; and explore the significance of ethnic membership in shaping our social world. Applicable to Latina/o Studies Minor. *Students who have received credit for SOAN 215 may not receive credit for CONN 335. Satisfies the Connections core requirement.*

CONN 340 Gender and Communication Using gender as the primary focus, this course engages students in critical analysis of the ways in which symbol systems in their cultural contexts function to create subjective spaces (e.g. assign specific roles) for particular groups of people. Students learn how communication practices shape the ways gender is viewed, how these practices constrain or promote resistance, and how individuals and groups negotiate their subjective spaces and “gen-

derized” practices. Students study the role of imagery and language in constructing gendered identities, the social construction of culturally defined categories such as masculinity and femininity, the gendered body, and contemporary trends of theories on gender to examine gender across race, class, nation, and empire. Additionally, students make connections between their everyday lives, their specific disciplinary backgrounds, and the course materials. *Satisfies the Connections core requirement.*

CONN 344 Magic and Religion This course in intellectual history draws upon history, religion, anthropology, and sociology in order to understand how the categories of ‘religion’ and ‘magic’ have been shaped by the Western, and largely Christian-influenced, tradition. ‘Magic’ and ‘religion’ arose out of the history of the West’s engagement with internal groups decried as ‘deviant,’ such as medieval ‘heretics,’ or Catholics in the Protestant imagination, and then, during colonialism, in response to other societies and cultures. The course draws upon a range of disciplines to examine how intellectual categories are dynamic, how they shaped over time, and how particular assumptions and viewpoints inform the creation of these categories. *Offered occasionally. Satisfies the Connections Core requirement.*

CONN 345 Economics of Happiness This course explores the intersection of economics and happiness. It critiques several of the key assumptions in mainstream economic theory, in particular those involving how the production and acquisition of greater material goods affect well-being. The course taps the research in the burgeoning field of the economics of happiness, much of which counters traditional economic ideas. The course also draws on recent related findings in positive psychology and to a lesser degree in neuroscience, specifically the findings in neuroscience that relate to mindfulness and meditation. In addition, the course utilizes several metrics (such as the Genuine Progress Indicator and the Happy Planet Index) to assess the happiness and well-being of different countries; these measures are juxtaposed with the standard measure of economic well-being: Gross Domestic Product (GDP). One of the alternative measures to GDP, Bhutan’s Gross National Happiness, serves as a vehicle to further consider the implications of Buddhist wisdom for economics. While examining these alternative measures, students consider the implications for social policy regarding issues such as consumerism, inequality, ecological sustainability and work-family balance. *Satisfies the Connections core requirement.*

CONN 354 Hormones, Sex, Society, & Self Ways of identifying vary and are informed by both lived experience and aspects of biology. Our language around identity, gender identity in particular, has grown and evolved over time. Yet there remains a critical gap in understanding the contribution of biology and the biological sexes to this deeply personal psychosocial construct. There is, however, a growing body of literature that demonstrates that the sex of the brain itself (i.e. sex-typical patterns of neural organization), genetic sex (i.e. chromosomal sex), and phenotypic sex (i.e. how one’s body develops and presents) can be disassociated from one another. That disassociation speaks to a biological reality that is not adequately (or often accurately) codified by the dominant social construct of gender. This course examines the intricacies and nuances of sexual differentiation with the goal of understanding this process from a multi-level view from which solid inferences can be made as to the biological underpinnings of certain aspects of gender and sexual identity formation variability. *Satisfies the Connections core requirement.*

CONN 357 Exploring Animal Minds In 2012, seven neuroscientists collaborated to write the Cambridge Declaration on Consciousness—ef-

fectively stating that many other species, including octopuses, have the same neurobiological mechanisms that are associated with conscious awareness in humans. This multidisciplinary course integrates perspectives and concepts from biology, psychology, and philosophy as well as ethics and law to further explore the nonhuman animal mind. Topics include what consciousness is and whether it has a physical home in the brain, why being conscious might be evolutionarily adaptive to species other than humans, specific tasks scientists have developed to assess consciousness in other species, as well as ethical, legal, and societal repercussions of deeming other species conscious. Students who have some background or interest in biology, neuroscience, and/or psychology may find this course particularly relevant. *Satisfies the Connections core requirement. Prerequisite: Junior or senior standing.*

CONN 358 The Mississippi River Named with an Ojibwa word meaning “Great River,” the Mississippi River is 2,320 miles long and its drainage basin covers 31 states and roughly 40 percent of the United States land mass. This course considers the river as an historical and imaginative site, a place where a diversity of people have lived, worked, loved, fought, and died, and also as a place that has played a role in the imaginations of those peoples. Investigations focus especially on the river as it shaped the United States and as Americans have constructed it, imagined it, and used it to tell stories about themselves and their nation. Students have the opportunity to explore contemporary issues facing the river and those whose lives are intimately connected to it. As a course meeting the requirements for the Connections core, the course takes seriously its employment of multiple disciplinary methods, and student have the opportunity to integrate their studies in scholarly and primary sources drawn especially from history, literature, film studies, environmental studies and African American Studies. As a course meeting the Knowledge, Identity, and Power requirement, in turn, readings, class discussions and assignments ask students to engage together in the consideration of issues of knowledge, identity, power, and disparity in the history, imaginings, and contemporary issues of the Mississippi River and its peoples. *Satisfies the Connections core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

CONN 359 The United States in the 1960s This course explores the history of the United States during the “long 1960s.” Focusing especially on topics and themes in political, social, and cultural history, the course emphasizes the movements for change that challenged existing norms in arenas as varied as race relations, sexuality, gender, and foreign affairs, and engages the intersection of politics and art in these contests. Employing methods and sources from a range of disciplines, key themes in the course include the construction of cultural concepts of liberalism and conservatism, of gradualism and radicalism; the complications of alliance across racial, class and gender lines; Americans’ often conflicting views of themselves, of the responsibilities of citizenship, and of their role in the world; the complex role of the media in shaping those understandings; the complicated relationship between activism and the counterculture on the one hand, and between events at home and abroad on the other; the exposure of secrecy and abuse of power in the government and a corresponding growth of distrust among the citizenry; and generational conflict. *This course counts as an upper-division elective in the History Major. Satisfies the Connections core requirement.*

CONN 370 Rome: Sketchbooks and Space Studies Rome Sketchbooks and Space Studies synthesizes studio art practices and art historical methodologies to explore representations of landscape and the social and aesthetic implications of select public spaces, culminating in a three-week study abroad experience centered in Rome,

Italy. Experiential sketchbook exercises complement weekly reading assignments and more sustained independent research assignments. Additionally, this course explores connections between American landscape painting and public sites and historically significant sites in Italy. Connections 370 meets once a week during spring semester followed by a three-week intensive trip to Italy. *Satisfies the Connections core requirement. Prerequisite: ARTS 101.*

CONN 372 The Gilded Age: Literary Realism and Historical Reality

This course considers the connections between U.S. literature and history in the late-nineteenth-century and beyond, as we study the impact of the Gilded Age (1873 – 1889) on past and present American society. It was an era of growth and industry surpassing any other before it in the history of the U.S. and, some claimed, the world. It was also a time in which a gilded exterior hid a baser, even defective social core, when appearance sought to conceal but could not eradicate an ugly reality. Reading three novels of the time, William Dean Howells's *The Rise of Silas Lapham*, Mary Lane's *Mizora: A Prophecy*, and Mark Twain's *A Connecticut Yankee in King Arthur's Court*, students gain an understanding of the American realist tradition and consider how this literary genre both represented and reinvented what was "real" about the Gilded Age. In tandem, students analyze historical texts—works such as Andrew Carnegie's *Wealth* and Jacob Riis's *How the Other Half Lives*—and read contemporary perspectives, including those of historians Richard Hofstadter and Allen Trachtenberg. These texts, as well as two films, intertwine and converse with one another, inviting students to observe the interplay between two fields and methodologies that together shaped an influential and lasting myth of American might. Contributing to our understanding are cross-disciplinary conversations and projects that draw upon students' own areas of interest and expertise. *Satisfies the Connections core requirement.*

CONN 375 The Art and Science of Color Why do people see? What is color? How do people see? How do people think of and label color? These questions involve a highly interdisciplinary understanding of chemistry, physics, biology, studio art and art history. This class exposes students to the history of color and the understanding of color theory, i.e., the principles that define color contrast and interaction. Many interesting stories and cultural practices are associated with different colors. Students explore select, compelling narratives and cultural associations integral to the use and development of distinct pigments and colors. Students discover the relational nature of color and its role in evoking expressive content, communicating symbolically, and creating illusions of space and sensations of light. They discuss influential visual artists who have changed the way color is organized, opened up new perceptual possibilities, and experimented with new pigments and dyes. Students are initially exposed to the complex and beautiful steps (both chemically and physically) in the process of human vision, from initial light source to the signal in the brain. This fundamental background concerning the interactions of light and matter are continuously reflected upon as the history of color unfolds. The course explores subtractive and additive color systems through the history of pigments, dyes, and technologies that project light, such as modern day computer screens. *Satisfies the Connections core requirement.*

CONN 377 Caesar in Vietnam: PTSD in the Ancient World This class takes a penetrating look at the burgeoning scholarly interest in Post Traumatic Stress Disorder and its possible relevance to ancient combat in Greece and Rome. Extensive readings include selections from Homer's *Iliad*, *Odyssey*, the tragedies *Aias* and *Herakles Mainomenos*, and Roman battle accounts. Students then look at how various of these works have been interpreted as proof of PTSD in the

ancient world, most notably by psychologist Jonathan Shay, but also by an increasing number of classical scholars. Modern studies of the causes of PTSD, its definition, and how it is diagnosed provide theories of how combat causes traumatic injury. Along the way students engage with firsthand accounts of combatants from multiple periods and battle zones. Each student then writes a research paper that explores a pre-industrial account of combat using the theoretical models from modern psychological and social scientific writing as well as modern comparanda. Students reach their own conclusions, but must argue with sophistication and demonstrate an awareness of the different types of evidence and the particular challenges posed by each source and approach. Is human reaction to trauma situational or inherent or a bit of both? *Satisfies the Connections core requirement.*

CONN 379 Postcolonial Literature and Theory This course examines the literature produced by and about Britain's colonial spaces during the process of decolonization, from the late nineteenth-century to the present. It explores texts from Ireland, India, the Sudan, and Trinidad, as well as other former colonies and territories. Authors studied include Joseph Conrad, James Joyce, Tayeb Salih, Sam Selvon, Buchi Emecheta, Salman Rushdie, and Zadie Smith; theorists considered include Gayatri Spivak, Aijaz Ahmad, Homi Bhabha, John Boli, Benjamin Barber, and Lourdes Beneria. This course understands the term *postcolonial* in its broadest sense, with its focus spanning texts written under colonialism that argue for decolonization to texts that address such properly postcolonial issues as neocolonialism and globalization. The study of fiction and postcolonial theory is complemented by readings drawing from political theory, sociology, gender studies, and economics. Course requirements include active participation, discussion leadership, a conference-style presentation, two short essays, and a final project. *Prerequisite: Junior or Senior standing. Satisfies the Connections core requirement.*

CONN 387 Never-Never Land Children are unique in American law as they are caught somewhere between adult and non-existent status. At least in theory the law is separate from individual moral beliefs or institutional ethical standards, but children blur such distinction. This course attempts to examine the evolution and future of children in the American legal system under legal, ethical, and moral perspectives, while likely recognizing that any pure compartmentalization is impossible. The course addresses issues such as when a "child" exists, what rights may exist before birth, the allocation of power between the state and parents, children's rights within educational frameworks, child abuse and neglect, medical treatment decisions for children, child custody, juvenile delinquency, and limitation on minors' liberties. While students focus on children, they find that these topics lead to broader issues such as social media and human trafficking. Case law is the primary analytic tool; students also use select readings from narrative, professional, and other sources as necessary to supplement content or structure. *Satisfies the Connections core requirement.*

CONN 390 Black Business Leadership: Past and Present Students in this cross-disciplinary course develop an understanding of both the historical and contemporary experiences of African-American business leaders in the United States. Black business leaders herein are defined as either entrepreneurs or as managers and executives working within for-profit enterprises. Students draw connections and contrasts between critical issues and decisions facing black business leaders past and present by analyzing the influence of racism and prejudice on the evolution of American black capitalism. Among the broader topics are black business intellectualism, business-government relations, gender and black enterprise, and celebrity-athlete entrepreneurship. *Prerequisite: Junior or Senior standing. Satisfies the Connections core requirement.*

CONN 393 The Cognitive Foundations of Morality and Religion

Cognitive science is the interdisciplinary study of the mind that exists at the intersection of philosophy, psychology, neuroscience, evolutionary biology, and anthropology among other fields. There are now burgeoning research programs devoted to developing accounts of the cognitive foundations of morality and religion. This is an upper level survey of some of the leading views from these fields. Topics to be covered may include: the role of emotions and reason in moral deliberation; the nature of our moral intuitions; whether the scientific study of the mind can help us decide between competing moral theories; whether cognitive scientific accounts of moral psychology show morality to be a sham; the elements of mind involved in the formation of religious belief; whether religion is a kind of evolutionary byproduct; whether religion is a part of human nature; and whether scientific accounts of the cognitive foundations of religion show religious beliefs to be irrational. *Satisfies the Connections core requirement.*

CONN 395 China and Latin America: A New Era of Transpacific Relations

As a Connections course, this class examines the changing relations between China and Latin America using a full range of social-scientific and humanistic methods to understand the nature and stakes of this newest wave of transpacific relations. The course examines historical encounters between the regions, including the colonial, cold war, and contemporary, in order to interrogate both the changing meaning of China and Latin America and also the implications of these changes on the social, economic, and political relations between the two regions. By focusing on diverse spaces of encounter, including international organizations, state negotiations, popular cultural production, activism, social media, and business relations, the course materials highlight the diverse actors, institutions, and arenas shaping transregional politics. The course also explores a range of contemporary issues, such as extractivism and energy, illicit economies, new forms of entrepreneurship, food security, shifting diasporic identity, and state politics, to highlight the dynamics that form the ground for debate, controversy, and collaboration between the two regions. Some background in Asian or Latin American Studies is recommended, but not required. *Satisfies the Connections core requirement.*

CONN 397 Migration and the Global City This course explores the political, cultural, historical, and social footprint of urban life in the contemporary era of unprecedented mobility. Students explore scholarly frameworks used to understand contemporary migration and mobility, and the foundational scholarship that shapes our conceptualization of urban space and the urban landscape. Putting theories regarding state formation of immigration regimes into conversation with the lived experience of migrants in the urban landscape provides a multi-dimensional vantage point on the patterns and consequences of migration. After students develop these theoretical foundations, they deploy these new perspectives in field excursions in the Puget Sound region, framed by a series of series of lecture/discussions and encounters with a number of experts, specialists, and practitioners concerned with Tacoma. Lectures, guest speakers, and field excursions focus on the city's history of migration, the legal framework governing contemporary admittance, the lived experience of foreigners' place-making in the city, the interactions between migration flows and the built landscape of the city, and the cultural web through which the foreign presence is framed. These themes are then carried abroad: At the conclusion of the semester, students depart on a faculty-led trip to cities in Europe and the Middle East, and work closely with faculty to conduct independent research projects that conclude the course. *Satisfies the Connections core requirement.*

CONN 410 Science and Economics of Climate Change This interdisciplinary Connections course brings together atmospheric science and

economics to explore the climate change problem. Students address this overarching question: How do science and economics inform and direct climate change policy? To answer this question, students begin the course by working with climate data to see firsthand evidence of climate change. As students gain competence with data manipulation, they apply those skills to economic models and concepts. No prerequisites are required but ECON 101 is recommended. This course satisfies the policy elective requirement for the Environmental Policy and Decision Making program. *Satisfies the Connections core requirement.*

CONN 415 Education and the Changing Workforce This course examines the relationship between the evolving nature of work in the U.S. over the last 50 years and concurrent developments in educational policies. The relationship between work and public education is complex. It is one thing to argue for an education agenda that emphasizes "higher cognitive outcomes" for everyone based on current and future trends in the nature of work in the U.S., yet it may be too much to expect that even a highly successful education system alone can shape and sustain an economy. This course addresses how technology and globalization place new demands on work in advanced economies as well as how these new demands translate into dramatic proposals for changing the nature of public school education in the U.S. and selected Asian countries. A final theme in the course considers the issues of poverty and diversity by examining the children of highly mobile, generally low wage workers and the way they affect public education. *Satisfies the Connections core requirement.*

CONN 420 The American Progressive Ideal In 1872, Prussian-born and longtime Brooklyn resident John Gast painted "American Progress," an artistic rendering of Americans' dominant-cultural belief that they were destined to expand throughout the continent. In the painting, Columbia, an angelic female figure betokening Anglo-American "civilization," drives benighted forces of "savagery" into oblivion and ushers in their replacements, those 19th-century emblems of progress, the telegraph wire, the locomotive, the farmer, the schoolbook. The technologies and the agrarian ideal may strike us today as quaint, but we may not question the nature or inevitability of American progress. Through the pairing of English Studies and Political Theory this Connections course identifies and interrogates an American narrative of progress beholden to the biological, political, economic, and sociological philosophies of mid-19th- to early 20th-century Europe. Within a capitalistic and "socially Darwinistic" system, what is progress? Who progresses and how? What does it mean to be "progressive"? The critical and creative engagement with such questions about the mid-19th to early 20th-century U.S. equips students to examine inherited notions of American progress that are regularly invoked in American politics and culture today. From these various perspectives (primarily literary and philosophical, but also biological, historical, and sociological), students will develop an understanding of the development of an idea—progress—as an American political value. "Connections days" are discussion-oriented classes specifically devoted to cross-disciplinary dialogue so that students and faculty alike can interrogate these myriad perspectives. Finally, student writing assignments are devised to help students learn to work with textual materials and to situate and problematize this narrative in contemporary American discourse. *Satisfies the Connections core requirement.*

CONN 478 Animals, Law, and Society Animals or their parts are ubiquitous—they are traded for food, companionship, clothing, research, entertainment, and sport. Animals are living beings that have the legal status of personal property. This dual status of both living being and per-

sonal property creates a paradox of thought about how animals fit within western societies and cultures. Contemporary debates concerning the question of the animal tend to become entrenched around this bifurcation, with one side emphasizing the animal state of being, and the other, emphasizing their status as property. In this course students examine cultural and societal influences that affect the way that animals are understood within western society. Students explore the laws affecting and relating to animals, public policies that support the status quo versus social movements that challenge it, theoretical and philosophical perspectives relating to our conceptualization of animals (e.g. Foucault's theory of power, Regan's subject-of-a-life, speciesism, Francione's abolition, feminist writings, etc.), creative non-fiction and fiction that addresses the question of the animal, and the ethics of the use of animals. Students examine trends toward future change. *Prerequisite: junior or senior standing. Recommended: any law or legal studies course. Satisfies the Connections core requirement.*

CONN 480 Informed Seeing Seeing (in contrast to mere "looking") involves a learned propensity to notice (or ignore) particular aspects of what is perceived through the lenses of one's culturally filtered perspectives. Whether these perspectives are "scientific" (involving deliberate doubt and systematic inquiry), "aesthetic" (involving the enjoyment of artfully crafted illusion), or "commonsensical" (involving enormously complicated but unquestioned assumptions about the nature of "reality"), the process of "seeing" (in this more-than-visual sense) can be constantly refined, yielding even more depth of experience. In relation to these ideas, this course explores some of the similarities and differences in the way the world is seen through the perspectives of artists and art educators, cultural anthropologists, photographers, environmentalists, science fiction writers, and filmmakers. These ways of "informed seeing" are applied to selected problems and philosophical questions involving "beauty," "disruption of meaning," and "choice." While there are no prerequisites, students with some previous background in art, literature, anthropology, sociology, and/or environmental studies would be especially well prepared for this course. *Satisfies the Connections core requirement.*

CONN 481 Gamblers, Liars, and Cheats This course challenges students to recognize the ubiquity of probability and risk in their daily lives. The theme of stochasticity is explored through the perspectives of economists, psychologists, investors, entrepreneurs, political scientists, biologists, and of course mathematicians. Students are asked to explore critically the institutions, both formal and informal, which have developed to deal with risk and uncertainty in society. The concept of evidence in law and science is examined. Students also investigate the ways in which we perceive and respond to probability in the world around us. *Prerequisite: MATH 160 or 260. Satisfies the Connections core requirement.*

ENVR 325 Geological and Environmental Catastrophes This course is a survey of natural and human-influenced geological "catastrophes," and focuses primarily on four hazards that are relevant to the Puget Sound region: (1) volcanic eruptions, (2) earthquakes, (3) floods, (4) landslides. It examines the relationship of science and other fields, including economics and politics, in the development of policy to help us cope with potential catastrophes. The course reviews some of the scientific literature bearing on each disaster, discusses points of controversy with the scientific community, and considers ways in which our society—primarily government—uses this information to develop hazard mitigation strategies and regulations. Each unit concludes with analysis and discussion of one or more case studies. *Satisfies the Connections core requirement.*

ENVR 335 Thinking About Biodiversity The preservation of biodiversity—of the variety of living organisms here on Earth—has recently become a major focus of scientific and environmental concern and policy. This course draws on perspectives from history, ethics, environmental studies, and conservation biology to explore the ways in which ideas and values have shaped scientific approaches to biodiversity and to the current biodiversity crisis. Students who receive credit for ENVR 335 may not receive credit for ENVR 337. *Satisfies the Connections core requirement.*

HON 401 What is America? This course aims to help students achieve a comprehensive and philosophical understanding of America through an interdisciplinary and critical examination of selected central themes. These themes may include: democracy, equality, and freedom; wealth and capitalism; nature and wilderness; religion and cult; slavery and the African-American experience; women's experience and women's rights; technology, experiment, and innovation; the West and manifest destiny; optimism, progress, and futurism; immigration and multiculturalism; individualism and pragmatism. *Prerequisite: all other Honors core requirements. This course satisfies the Honors Connections core requirement.*

HUM 300 Children's Literature: To Teach and to Entertain This course focuses on rhymes, fables, and fairy tales—traditional literature parents often still read to their young children, and much of which serves both to teach and to entertain (*docet et delectat*, the Latin dictum). Almost without fail, most collections of nursery rhymes, fables, or fairy tales (indeed most children's books) have usually been accompanied by illustrations of remarkable aesthetic power. The course commences with a study of the fable as literary form and the Aesopica, followed by a study of tales based on the oral tradition (and of more modern derivation) and the subsequent retelling or butchering of such tales by Disney. Finally, students explore the relationship between text and image in illustrated versions of Mother Goose rhymes from the semiotic perspective—based on reading of works by the American philosopher C.S. Peirce. *Satisfies the Connections core requirement.*

HUM 301 The Idea of the Self This course engages philosophical and literary works from the late seventeenth to the mid-twentieth century that document the emergence of the modern concept of the self. The authors considered explore such questions as, "Is the self static, determinate, and unified, or is it dynamic, ephemeral, and fragmented? Is it autonomous or culturally conditioned? Does it will its own actions, or are these determined by external circumstances? Is it innately good, or evil, or neither?" Working from literary, philosophical, historical, and psychological perspectives, the course traces how early modern thought in the West has variously represented the self, how these representations have reflected and influenced its cultural evolution, and how they remain embedded in contemporary formulations of selfhood. Authors include Pascal, Hobbes, Bunyan, Locke, La Rochefoucauld, De Lafayette, Franklin, Rousseau, Diderot, Hume, Blake, Coleridge, Wordsworth, Dostoevsky, Freud, Kojève, and Girard. *Satisfies the Connections core requirement.*

HUM 302 Mystics, Knights, and Pilgrims: The Medieval Quest This course offers students an introduction to high medieval culture through verbal and visual experience of the quest. Medieval romances and spiritual quest literature are informed by the neoplatonic idea of a transcendent reality, a divinely ordered world beyond us that yields an ultimate truth. At the same time, all such journeys begin in the post-Edenic world where the fallen senses can deceive the knight, the pilgrim, and the visionary navigating the dark forest, the garden of erotic pleasure, or the castle, where seemingly noble conduct masks sin. When the knight or pilgrim sets forth, he or she experiences not only the soul's journey to

God but also the construction of identity. Humanities 302 asks students to draw informed connections between the disciplines of history, art history, literary history, the history of gender, and the history of religion. *Satisfies the Connections core requirement.*

HUM 303 The Monstrous Middle Ages Why does monstrosity assume such a visible place in medieval culture? Gothic babyns (grotesques) gambol in the margins of liturgical manuscripts, function as downspouts on cathedrals, and appear in epics and chivalric romances as forces of both good and evil. This course explores medieval ontology, the nature of creation, and our human ability to know it fully, through the monstrous. The course begins with an art historical introduction to Classical theories of monstrosity reflected in a visual tradition medieval artists and writers inherited. The role of the monstrous in pagan, classical culture serve as a contrast to the place monsters assume in the evolving Christian contexts the course sets forth as interdisciplinary case studies in medieval monstrosity. Each case study sets up a historical context for the study of monstrosity, informed by a specific material and literary culture. Recent research in art history, geography, anthropology, literary history, and cultural studies inform the course's interdisciplinary format. *Satisfies the Connections core requirement.*

HUM 305 Modernization and Modernism An exploration of late nineteenth and early twentieth century culture of Western Europe and the United States, organized around the concepts of modernization and modernism. The course focuses on the way in which modernist art opposes those values inherent in social and political life at the turn of the twentieth century. Against the background of the elements of modernization, including democracy, education, transportation, communication, and technology, the course considers the work of artists and intellectuals such as Nietzsche, Marx, Kandinsky, Wagner, Freud, O'Neill, Lawrence, Joyce, Stravinsky, Kafka, Picasso, and Ives. The course also explores scholarly commentary on both the writers and artists and on the concepts developed to describe the intellectual and cultural history of the period. The course considers not only the values implicit in the major texts themselves, but also the adequacy of concepts which scholars have developed to explain them. *Satisfies the Connections core requirement.*

HUM 309 Nationalism: British and German Nationalism in the Age of Industrialization and Empire, 1700–1919 This course examines the development of British and German nationalism from the perspective of history and literary studies. The course also makes use of the visual arts, film, and song. Students in their papers and exams are asked to draw upon their knowledge of these interdisciplinary materials. By comparing and contrasting the forms that liberalism, conservatism, and socialism took in England and Germany, students become acquainted with a wide range of political and sociopolitical visions of freedom and authority that still inform national conflicts today. *Satisfies the Connections core requirement.*

HUM 310 Imperialism and Culture: the British Experience An exploration of the break-up of the British colonial empire of the 18th and 19th century as reflected in literature and history. Emphasis is placed upon the idea of imperialism, the role of culture in imperial expansion, the conception of national character, and the process of decolonization. The readings trace the theory of empire in the metro pole and its practice in the colony in both literary and historical works. The course is organized around the interaction of two disciplines: history and literature, emphasizing the ways in which two discourses treat the past. History not only provides an account of the past and therefore a context for literary works, but also incorporates aspects of literary language and method; conversely, literary texts that focus on the past attempt to capture a

reality of historical experience. By reading selections from each discipline students are able to gauge how two distinct but related disciplines reflect upon the culture of a particular epoch. Particular attention is given to the British experience in India. *Satisfies the Connections core requirement.*

HUM 315 Drama, Film, and the Musical Stage This interdisciplinary humanities course (theater, music, film) explores the artistic and cultural meanings of selected dramatic works and their treatment in film from Sophocles to Shaw and the ways librettists, composers, and directors have adapted plays to the musical stage and film from Mozart to Bernstein. The course examines not only what has been adapted, discarded, and transformed in musical stage and film versions of dramatic works, but also why particular changes in structure, emphasis, and interpretation were thought necessary and desirable. Students also explore the evolving cultural and aesthetic values from one era to another as they discover what musical stage and film adaptations of plays can reveal about the present as well as the past. *Satisfies the Connections core requirement.*

HUM 316 The Lord of The Ring: Wagner's Ring of the Nibelung Richard Wagner's monumental operatic tetralogy *Der Ring des Nibelungen* (*The Ring of Nibelung*) (1848-1874) constitutes one of the most significant and influential artistic achievements in Western music and drama. Since Wagner is also a one-man interdisciplinary humanities show, to study his work one must address, not only music and drama, but Greek theater, German, Norse, and Icelandic mythology, architecture, set design, and philosophy, in particular Schopenhauer and Nietzsche. The course, which does not require any musical background, will explore scholarly and critical responses to the four operas of Wagner's *Ring* and also *Tristan und Isolde* and will introduce students to the central issues connecting music and drama, film, philosophy, and the evolving dialogue between art and culture as embodied in these works. *Satisfies the Connections core requirement.*

HUM 320 Surveillance Society This course presents an interdisciplinary exploration of surveillance and control in historical and contemporary contexts using fiction and non-fiction texts. The exploration begins by engaging the narrative of a Civil War Era slave who escapes her overseer. The discussion then moves to the classic dystopian big brother narrative *Nineteen Eight-Four*. Moving from archetypal surveillance and control to a contemporary exploration of resistance to surveillance, students engage with Suzanne Collins' heroine Katniss Everdeen. The class will culminate with students identifying a key theme of their own choice and then collecting and digitizing their work into a technology-based project. Overall, students will acquire the academic framework to help them understand the field of Digital Humanities both within the course and across the courses they have already explored at the university. *Satisfies the Connections core requirement.*

HUM 330 Tao and Landscape Art Taoism is one of the most influential beliefs in East Asia, and is perfectly embodied in landscape art. As a significant visual tradition in the world, this landscape art reveals the complicated relationships between man and self, man and man, man and society, and, above all, man and nature. From an interdisciplinary perspective the course examines the richness of this cultural heritage. The achievements of Taoist landscape art in China, Korea, and Japan are approached through slide lectures, museum visits, creative work sessions, writing assignments, group discussion, and class presentation of research projects. The emphasis is placed on students' comprehension of Taoism and appreciation of landscape art and their capacity to explore the intricate relationships between art and religion. *Satisfies the Connections core requirement.*

HUM 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism This course presents a constellation of influential critiques of Western intellectual history, especially examining Enlightenment liberalism and its ideological afterlives. Themes include: critique, Euro-American centrism, orientalism, de-colonial struggles, postcolonial theory, pathologies of freedom, power, hegemony, racialization, identity, liberalism, the democratic illusion, mass deception, the Holocaust, camps, mass migration, terrorism, comprador intellectuals, and culture war. Horkheimer and Adorno's *Dialectic of Enlightenment* provides the starting point for our humanist and aesthetic critique via readings of Homer, mythology, philosophy, and religion. Important "non-western" authors might include Aime Cesaire, Frantz Fanon, Edward Said, Sylvia Wynter, Gayatri Spivak, and Hamid Dabashi. *Satisfies the Connections core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

IPE 389 Global Struggles over Intellectual Property This course examines a wide range of contemporary struggles over global intellectual property, especially patents, copyrights, and trademarks. Drawing upon and contrasting the disciplines of political science, economics, law, and cultural studies, the course examines how rules governing intellectual property have been established, who benefits from them, and how some people are using political power—and law-breaking—to try to achieve alternative intellectual property systems. Some specific cases that will be analyzed are struggles over generic medicines in developing countries, counterfeiting, music and software piracy, and "bio-piracy." *Satisfies the Connections core requirement.*

IPE 405 The Idea of Wine Wine is a simple thing. The idea of wine, however, is very complicated, since it reflects both wine itself and wine's complex and dynamic social and economic terrain of values, attitudes, and interests. Because wine intersects social processes in so many ways, the question of which idea of wine will prevail, or how the contradictions between and among the different ideas will be resolved or not, has important implications. This course looks closely at the battle for the idea of wine with special attention to its interdisciplinary aspects and conflicts and consideration of how the globalization of wine has intensified the inherent conflicts. *Satisfies the Connections core requirement.*

IPE 427 Competing Perspectives on the Material World Many sociologists have joined economists in the study of that entity we call the economy. Apart from this interest, however, the two groups share very little in common. The disagreements include the importance of rationality and selfishness, the proper methodologies, the nature of explanation, and even the definition of the field of study. This course surveys the different ways in which economists and sociologists approach the material world and the key debates between them. *Satisfies the Connections core requirement.*

LAS 380 Around Macondo in Eighty Days This course explores the concept of Modernity as it applies to the creation and development of the modern nation with particular attention to the Latin American region. The role of the local and autochthonous cultures versus global and external trends and forces, and the impact of modern inventions and technical developments in an ever-evolving society are examined using literary, historical, and political texts, combined with readings on post-colonialism and post-modernism, globalization and neo-liberalism. These texts inform the reading of the English translation of *One Hundred Years of Solitude*, by Colombian author Gabriel Garcia Marquez, a novel often read as an allegory of the forces at play in the shaping of modern Latin America. This course is taught in English. *Satisfies the Connections core requirement.*

LAS 387 Art and Revolution in Latin America This course combines the disciplines of history and art to consider the ways in which artists participated in and created a visual analogue to the political and social transformations wrought by successful revolutions in Latin America. The interaction of art and revolution in Mexico (from the late nineteenth century to the 1940s) forms the foundation of the course. Its revolution (1910-1920) produced the most successful, vibrant, and internationally recognized artistic formation of national identity of the last century. The final third of the course analyzes and compares the similarity explosive changes that occur in revolutionary Cuba from 1959 and in Nicaragua from 1979-1990. These three revolutions demonstrate a connection between art and politics to a rare degree, as artistic expression (painting, prints, photography, and architecture) become fundamental to both creating, reflecting, and challenging the new order. *Satisfies the Connections core requirement.*

REL 301 Consciousness and the Bourgeoisie "Know thyself" is a maxim central to the religious quest, but individuals who are intensely and urgently driven to know themselves often occupy the outskirts of ordinary society. Although these "outsiders" are a part of their culture and contribute to their culture, they no longer share the common values of their society. The course seeks to explore the role of outsiders (those who desire inner freedom and transformation) in the context of bourgeois society. The first half of the course draws on ancient materials (Epic of Gilgamesh, The Oresteia, and Plato's Republic) in discussing ideas of ontology, psychology, consciousness, and transformation. The second half of the course relies on novels and novellas by Ouspensky, Hesse, and Mann for a discussion of bourgeois attitudes toward the outsider and toward the outsider's struggle to become an individual who confronts the habitual, unconscious, and mechanical patterns of existence. *Satisfies the Connections core requirement.*

STS 301 Technology and Culture Science and technology revolutionize our lives, but memory, tradition and myth frame our response. Technology has powerfully shaped and altered human experience. In this course, students examine what is technology, how is our relationship with technology changing, how does technology shape our modern culture and, in turn, how does our culture shape our technology. Topics covered may include: the industrial revolution, the airplane, Julia Child's kitchen, the Chernobyl disaster, and the development of the internet. *Satisfies the Connections core requirement.*

STS 302 Cancer and Society In this course students develop an understanding of the history of cancer medicine, the biology of cancer, and analyze public perceptions of both. Students build a solid foundation in the science, history, and social context of cancer to allow thoughtful exploration and critique of cancer history and to identify future areas of concern and hope. *Satisfies the Connections core requirement.*

STS 314 Cosmological Thought Cosmology is the attempt to understand what the whole universe is, how the universe came into being, and what forms or structures organize it. Cosmology had its origins in myth, but soon incorporated elements of astronomy, physics, and philosophy. This course is a study of cosmological thought in its historical and cultural context, from the cosmologies of the ancient and medieval worlds to twentieth-century cosmology. Throughout, the course stresses not only the scientific content of the various cosmologies that have contended for primacy, but also their historical origins and their philosophical implications. *Satisfies the Connections core requirement.*

STS 318 Science and Gender This course explores gender from a scientific perspective. Taking a comparative approach, students critically

examine the biological and experiential / social factors that influence sex differences, gender roles, and sexual preference in human and non-human animals, as well as sexual orientation and gender identity in humans. Students consider how variation in sex and gender may evolve through natural and sexual selection, and how human perceptions of gender feedback to influence the scientific study of animals. Policy and ethical implications of scientific research on gender are also considered. *Satisfies the Connections core requirement.*

STS 330 Evolution and Society Since Darwin This course examines the historical relationship between the theory of evolution and society in the twentieth century, with an emphasis on Britain, Germany, and the United States since 1870. Students examine a range of efforts to apply evolution theory to human society (including social Darwinism, eugenics, scientific racism, and the biology of war and peace), and place these efforts in historical context. In doing so, students study the complex relationship between science and society, and the place of science in the intellectual, social, and cultural history of the twentieth century. *Satisfies the Connections core requirement.*

STS 333 Evolution and Ethics The study of evolution and ethics—at the intersections between biology, the human sciences and philosophy—has received a lot of attention in recent years. News stories abound that give, in sound bite form, the (often controversial) ethical implications of conclusions regarding evolutionary theory. Drawing upon historical and philosophical approaches, this course provides students with an interdisciplinary framework from which to understand and study such debates. The course examines the historical context of previous discussions regarding the implications of the theory of evolution for ethical theories, and examines modern debates regarding the normative implications that may or may not result from different interpretations of the conclusions of evolutionary biology. *Satisfies the Connections core requirement.*

STS 340 Finding Order in Nature Our knowledge of nature is just that: “our knowledge.” The activity we call “science” is created and pursued by humans in historical time. It certainly reflects the natural world, and is limited by what there is for us to see (or detect where we cannot see). But science also reflects human preoccupations, and is shaped powerfully by what we *want* to see and to know. This leads us to an interesting question: what and how much of science is “out there” and what and how much is “made up”? That is the subject of this course: looking at the “out there” and the “made up” in physics, biology, geology, natural history, and in that branch of mathematical investigation called “complexity theory.” *Satisfies the Connections core requirement.*

STS 345 Physics in the Modern World: Copenhagen to Manhattan This course examines the mutual interactions between physics and other forms of culture in the modern world, centering on the development of relativity and quantum theory. These great ideas of modern physics are examined critically in light of the effects they have produced in the world at large, with particular attention to the building of the atomic bomb. A number of scientific, cultural, political, and philosophical themes leading up to the conception and building of the atomic bomb are considered. *Satisfies the Connections core requirement.*

STS 347 Better Living Through Chemistry: Studies in the History and Practice of Chemistry “Better things for better living...through chemistry” was a popular slogan used by DuPont in the mid-to-late twentieth century to market laboratory-developed products. Increasingly, concerns have been raised about the merits and consequences of chemicals in our food, goods, and environment. This class analyzes how we know what we know about chemistry, and how stud-

ies of the very small shape fundamental questions about the world, e.g. what is natural, what is artificial, does the difference matter, and if so in what contexts? By investigating a series of historical episodes that highlight some of the key intellectual, social, and political challenges of the nineteenth and twentieth centuries, this course examines how we learn about, modify, and relate to our environment chemically. From the development of the periodic table to the study of pollution, this course encourages students to gain an appreciation for the science of chemistry while engaging in cross-disciplinary dialogue about ways in which chemistry affects our daily lives. *Satisfies the Connections core requirement.*

STS 348 Strange Realities: Physics in the Twentieth Century In the early Twentieth Century, new experimental evidence encouraged physicists to abandon a consistent and nearly complete description of nature. They replaced common sense notions about the physical world with strange realities based on the new theories of relativity and quantum mechanics. As the physicists’ new explanations of nature grew increasingly counter-intuitive, it became harder for non-physicists to understand precisely what physicists were doing. Without using higher mathematics, this course explores quantum mechanics and relativity as they describe the nature of matter and energy and the structure of space and time. It also addresses how physicists struggled to understand the philosophical implications of the new physical theories, how they worked to express their strange descriptions of nature to both public and professional audiences, and how they maintained public support for their increasingly expensive explorations of nature. *Satisfies the Connections core requirement.*

STS 352 Memory in a Social Context This class provides an intensive introduction to the scientific study of memory, and then examines the application of this science to four important social contexts. These include the social implications of age-related changes in memory, the role of memory in between-individual and between-group relations, the role of memory in the courtroom, and the role of memory in advertising and marketing. *Satisfies the Connections core requirement.*

STS 361 Mars Exploration A survey of the history, science, and technology of Mars exploration. Topics include the discovery of Mars by ancient civilizations, the first telescopic observations of Mars, the economics and politics of the U.S. and Russian Mars exploration programs, spacecraft design and the technologies needed for planetary exploration, and the future of Mars exploration including a possible manned mission to Mars. The scientific component of this course focuses on the planetary evolution of Mars and the question of whether life might have arisen on Mars. The class also takes a brief look at Mars in popular culture including literature, radio, and film. *Satisfies the Connections core requirement.*

STS 370 Science and Religion: Historical Perspectives Over the centuries the traditions of both science and religion have attempted to improve our understanding of ourselves, society, and the natural world. This course examines the relationship between science and religion. It asks students to critically analyze the various models that have been proposed to characterize that relationship—from one of conflict to cooperation—using a series of historical case studies. Through developing a historical understanding of how people have viewed these important traditions, students obtain a nuanced background from which to develop their own assessment of the relationship between these extraordinarily influential ways of knowing. *Satisfies the Connections core requirement.*

STS 375 Science and Politics There is a long tradition of seeing science as apolitical but historically a complex relationship has existed be-

tween science and politics. Scientists work within political structures, and those systems in turn influence what kinds of science are pursued within a given society. Science has also come with norms that make claims about what kind of political systems support the best kind of science. This course draws on historical, sociological, and philosophical studies of science, primary source material from scientists, politicians, and others, as well as literature, film, and cartoons. Students examine issues such as these: the types of science that get done within democratic and totalitarian systems; in communist, socialist, and capitalist societies; how and why science has been harnessed in fights over political authority; and how political decisions direct the scientists' careers and the trajectory of scientific disciplines. *Satisfies the Connections core requirement.*