

# Bowdoin College

**First-Year Seminars—Fall 2011**

**First-Year Seminars—Spring 2012**

**Information as of 16 August 2011**

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## **First-Year Seminars Offered Fall 2011**

### **AFRICANA STUDIES**

**Africana Studies 10b. Racism.** TTh 2:30-3:55. ROY PARTRIDGE.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10**.)

*Note:* This course counts toward the major and minor in gender and women's studies.

**Africana Studies 12c. Affirmative Action and United States Society.** TTh 8:30-9:55. BRIAN PURNELL.

Interdisciplinary exploration of the rise and fall (and reappearance) of the "affirmative action debate" that shaped so much of the American "culture wars" during the 1970s–2000s. Students primarily study affirmative action in the United States, but there will also be comparative analysis of "affirmative action" systems in societies outside the United States, such as South Africa and India. Examines important Supreme Court cases that have shaped the contours of affirmative action, the rise of "diversity" discourse, and the different ways political and cultural ideologies, not to mention historical notions of American identity, have determined when, where, and how affirmative action has existed, and whom it benefits. Through examination of law, economics, sociology, anthropology, history, and political science, introduces students to different methodological approaches that inform Africana Studies and that field's examination of the role people of African descent have played in contemporary and historical American society. Writing intensive. Analytical discussions of assigned texts.

**Africana Studies 14c. African American Writers and the Short Story.** MW 2:30-3:55. GUY MARK FOSTER.

Examines the contributions that African American writers have made to the short story genre from the late nineteenth century to the present. Explores the narrative strategies authors have used in this idiosyncratic form to portray black women and men as subjects of modernity and not merely its objects. Readings include early works by W. E. B. Du Bois, Langston Hughes, Zora Neale Hurston, as well as more recent works by ZZ Packer, Edward P. Jones, and Andrea Lee. (Same as **English 12** and **Gender and Women's Studies 14**.)

### **ANTHROPOLOGY**

**Anthropology 19b. Archaeology: Rethinking the Past.** TTh 11:30-12:55. LESLIE SHAW.

Archaeologists unearth information that can be used to explore how the past continues to shape the modern discourse on human variation and cultural difference. Archaeological excavations can provide new insights about people without written histories, or expose human actions that were overlooked by historians or anthropologists. Case studies from North America include a reexamination of English and Native American interactions during the settlement of Jamestown in 1607, a new look at eighteenth-century racial tensions through the excavations at the New York African Burial Ground, and a look at poverty and labor in the nineteenth-century factories of Lawrence, Massachusetts.

### **ART HISTORY**

**Art History 11c. Visual Strategies of Holocaust Remembrance.** MW 11:30-12:55. NATASHA GOLDMAN.

Since 1945, memorials, works of art in public space and museums have been dedicated to remembering the Holocaust. Examines works of art and museums produced in, among other countries, Germany, Israel, Poland, and the United States. Nathan Rapoport's Warsaw Ghetto Monument in Poland, Peter Eisenman's Holocaust Memorial in Berlin, and the United States Holocaust Memorial Museum in Washington, D.C., among other sites, will be addressed. Historical and art historical context, as well as theories of memory and trauma, provide lenses through which works will be interpreted. A range of stylistic approaches of memorials, including representational, abstract, minimal, conceptual, postmodern and new media art, explained and explored. Two field trips include visits to the Boston Holocaust Memorial and the Holocaust and Human Rights Center in Augusta, Maine.

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## ASIAN STUDIES

**Asian Studies 15c. Orphans of Asia.** MW 11:30-12:55. BELINDA KONG.

Orphans populate the worlds of Asian diaspora literature, roaming the landscapes of precommunist Shanghai as much as post-9/11 New York City, the wartime internment camps of Japanese Canadians and postwar military camp towns of Korea as much as present-day Hong Kong and a futuristic Los Angeles. Explores the orphan figure in contemporary Asian American, Canadian, and British fiction written in English, in relation to contexts of war, colonialism, neoimperialism, multiculturalism, and globalization. Authors may include Chieh Chieng, Kazuo Ishiguro, Cynthia Kadohata, Nora Okja Keller, Suki Kim, Joy Kogawa, Wendy Law-Yone, Indra Sinha, and Wu Zhuoliu. (Same as **English 15**.)

**Asian Studies 19b. East Asian Politics: Introductory Seminar.** MF 2:30-3:55. HENRY C. W. LAURENCE.

Surveys the diverse political, social, and economic arrangements across East Asia. China, Japan, and North and South Korea are the main focus, but attention is also paid to the other countries in the region. Examines the relationship between democracy and economic change in East Asia, and asks if the relationship is different in Asia than elsewhere in the world. Other questions include: Are there common "Asian values" and if so, what are they? What is the role of Confucianism in shaping social, political, and economic life in the region? How are economic and technological developments affecting traditional social institutions such as families? How is the status of women changing? What lies ahead for Asia? (Same as **Government 19**.)

**Asian Studies 21b. Perspectives on Modern China.** TTh 1:00-2:25. SHU-CHIN TSUI.

Explores the changing nature of modern China from interdisciplinary perspectives: history, literature, documentary films, and cultural studies. Taking history as the primary framework and written/visual representations as analytical texts, investigates the process of nation-building and destruction throughout the nineteenth and twentieth centuries. Central questions concern how various social movements and historical events transformed modern China. Also considers how cultural productions and representations shape, as well as reflect, changing notions of China's national identity.

## BIOLOGY

**Biology 25a. Venoms and Toxins.** MW 2:30-3:55. GLEN ERNSTROM.

A seminar that explores the paradox of how venoms and toxins can be dangerous and beneficial to human health and society. Controversies and problems that surround their study and use explored through readings and discussions.

## CHEMISTRY

**Chemistry 11a. Great Issues in Science.** MWF 11:30-12:25. DANIEL STEFFENSON.

Presents a realistic and mature picture of science and the methods employed by current scientists to provide acceptable justifications for scientific hypotheses and theories. Starting with the invention of science by the ancient Greek philosophers (Lucretius, *On the Nature of Things*) and using historical examples from various sciences, three philosophical models of justification are examined in detail: logical empiricism (the Vienna Circle), Fallibilism (Popper), and Conventionalism (Kuhn). Several literary images of science (Vonnegut, Brecht, Pynchon, Crichton) compared to the philosophical models. Examines the role of scientists in making certain value judgments such as organ transplants or stem cell research.

## CLASSICS

**Classics 12c. Discovering Homer.** TTh 8:30-9:55. CASSANDRA BORGES.

An introduction to two of the most important texts from Greek antiquity: Homer's *Iliad* and *Odyssey*. Explores the themes of sacrifice, divine and human relationships, and recognition in both poems. Topics include the nature of Homeric composition and the translation, interpretation, and transformation of Homer by later Greek and Roman authors such as Sappho, Herodotus, Ovid, and Lucian.

## EARTH AND OCEANOGRAPHIC SCIENCE

**Earth and Oceanographic Science 20a. Living Downstream: Dams, Floods, and the Politics of River Management.** TTh 8:30-9:55. GABRIELLE DAVID.

Explores the interconnectedness between rivers and the history and consequences of river management through analysis of dam-building in the American Southwest and New England. Weighs competing claims of resource development and conservation through writings of Thoreau, Roosevelt, Abbey, and Leopold. Investigates connections between dams, floods, and climate in relation to how river management has changed in the past and will need change in the future. Specific topics include how watershed management is connected to drinking water quality; the building of the Hoover and Glen Canyon Dams on the Colorado River; the impacts of dams on stream ecology and landscapes.

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## ECONOMICS

**Economics 18b. The Art of the Deal: Commerce and Culture.** MW 11:30-12:55. B. ZORINA KHAN.

Explores the economics of culture, including the analysis of markets for art, music, literature, and movies. If culture is “priceless,” then why do artists starve while providers of pet food make billions? Why are paintings by dead artists generally worth more than paintings by living artists? Could music piracy on the information superhighway benefit society? Can Tom Hanks turn a terrible movie into a contender at the box office? Students are not required to have any prior knowledge of economics, and will not be allowed to argue that baseball comprises culture.

## EDUCATION

**Education 20c. The Educational Crusade.** MW 1:00-2:25. CHARLES DORN.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the “Common School Crusaders” of the early nineteenth century to present advocates of “No Child Left Behind.” Examining public education as both a product of social, political, and economic change and as a force in molding American society, highlights enduring tensions in the development and practice of public schooling in a democratic republic.

## ENGLISH

**English 10c. Shakespeare’s Afterlives.** MW 1:00-2:25. AARON KITCH.

Romeo and Juliet as garden gnomes, Richard III as Adolf Hitler, King Lear as aging patriarch of an Iowa family farm...these are some of the ways that Shakespeare’s plays and characters have been adapted over the centuries. Reading plays from representative genres together with their adaptations, we examine the aesthetic, cultural, and political transformations of the Bard in prose, film, and other mediums. Readings include Oscar Wilde, Tom Stoppard, Jane Smiley, Marjorie Garber, and Arthur Phillips, with a film by John Madden (*Shakespeare in Love*).

**English 11c. Sleeping with the Enemy: Representing Violence against Women.** MW 11:30-12:55. SAMAA ABDURRAQIB.

Violence against women is ubiquitous (sexual violence, physical violence, verbal abuse) and we see it in a variety of representational forms: film, music videos, and advertising, for example. Focuses on how different genres represent violence against women, primarily in novels, poetry, memoirs, and film. Considers these texts in a broader cultural context, one in which objectification of women and violence against women occurs on a regular basis. Looks at the ways that these representations may be working to counter the cultural phenomenon of gendered violence and examines the risks of presenting fictional depictions of violence. Includes reading and watching explicit representations of violence and dealing with very difficult subject matter. (Same as **Gender and Women’s Studies 11**.)

**English 12c. African American Writers and the Short Story.** MW 2:30-3:55. GUY MARK FOSTER.

Examines the contributions that African American writers have made to the short story genre from the late nineteenth century to the present. Explores the narrative strategies authors have used in this idiosyncratic form to portray black women and men as subjects of modernity and not merely its objects. Readings include early works by W. E. B. Du Bois, Langston Hughes, Zora Neale Hurston, as well as more recent works by ZZ Packer, Edward P. Jones, and Andrea Lee. (Same as **Africana Studies 14** and **Gender and Women’s Studies 14**.)

**English 13c. Hawthorne.** TTh 2:30-3:55. WILLIAM WATTERSON.

Readings include selected short stories, *Fanshawe*, *The Scarlet Letter*, *The Blithedale Romance*, *The House of the Seven Gables*, *The Marble Faun*, *Septimus Felton*, and James Mellow’s *Nathaniel Hawthorne in His Times*.

**English 14c. Modern American Poets.** TTh 2:30-3:55. CELESTE GOODRIDGE.

Close analysis of the work of three seminal American poets: Robert Frost, William Carlos Williams, and Wallace Stevens.

**English 15c. Orphans of Asia.** MW 11:30-12:55. BELINDA KONG.

Orphans populate the worlds of Asian diaspora literature, roaming the landscapes of pre-communist Shanghai as much as post-9/11 New York City, the wartime internment camps of Japanese Canadians and postwar military camp towns of Korea as much as present-day Hong Kong and a futuristic Los Angeles. Explores the orphan figure in contemporary Asian American, Canadian, and British fiction written in English, in relation to contexts of war, colonialism, neoimperialism, multiculturalism, and globalization. Authors may include Chieh Chieng, Kazuo Ishiguro, Cynthia Kadohata, Nora Okja Keller, Suki Kim, Joy Kogawa, Wendy Law-Yone, Indra Sinha, and Wu Zhuoliu. (Same as **Asian Studies 15**.)

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## **English 16c. Fan Fictions and Cult Classics.** TTh 10:00-11:25. MEGAN COOK.

Looks closely at a series of texts that have inspired especially ardent responses among readers over the centuries. Readings may include Chaucer's *Canterbury Tales*, Shakespeare's *Hamlet*, Austen's *Emma*, and Sir Arthur Canon Doyle's Sherlock Holmes stories, as well as later texts that appropriate, reimagine, and extend these canonical narratives. Considers how the contemporary notion of a "fan," an ardent admirer who seems in many ways the opposite of the judgmental critic, can enrich our understanding of literary influence and appreciation. Students compose and revise a number of critical essays and should also come prepared to think and write creatively about the texts studied.

## **English 17c. Animal Life.** MW 1:00-2:25. HILARY THOMPSON.

Explores the ways in which the figure of the animal serves as both a point of analogy and opposition to the concept of the human, and thus has been crucial for our definitions of human life. Focusing on contemporary world literature, investigates the fantastic images and ethical quandaries that are unleashed when the dividing boundaries between human and animal life lapse. Authors studied may include J. M. Coetzee, Philip K. Dick, Italo Calvino, Haruki Murakami.

## **English 18c. My Old School: Life, Literature, and College.** TTh 11:30-12:55. BROCK CLARKE.

Examines fiction that in some ways suggests what we do, or do not, learn in school ("school" in this case mostly, but not entirely, meaning "college"). Considers what it is we hope to get out of school, and what it hopes to get out of us; and what we hope to get out of literature, and what literature gives to, and takes from, us. Authors include Plato, Muriel Spark, Richard Russo, Sam Lipsyte, Kazuo Ishiguro, Ralph Ellison, and others.

## **ENVIRONMENTAL STUDIES**

### **Environmental Studies 12b. Campus: Architecture and Education In the American College, 1800–2000.** MW 2:30-3:55. JILL PEARLMAN.

Explores the changing environment of the American college and university campus from its beginnings in colonial times to today. At once a history of the built environment—architecture, planning, and design—and of the ideals of higher education embodied in that environment, we examine a range of academic landscapes, from liberal arts colleges, to research universities and urban campuses. Focuses on developing skills in visual and textual analysis, historical research, and on understanding the Bowdoin campus.

## **FILM STUDIES**

### **Film Studies 10c. Cultural Difference and the Crime Film.** TTh 2:30-3:55. TRICIA WELSCH.

Considers the gangster film in depth, and explores how popular narrative film has managed the threat posed by the criminal's difference—racial, ethnic, or gender—over time. Examines shifts in the genre's popularity from the silent era to the present day, theories of generic change, and the implications of considering genre entertainment art. Attendance at weekly evening screenings is required.

*Note:* Required film viewings on Tuesday and/or Wednesday evenings, 6:00–10:55 P.M.

## **GENDER AND WOMEN'S STUDIES**

### **Gender and Women's Studies 11c. Sleeping with the Enemy: Representing Violence against Women.** MW 11:30-12:55. SAMAA ABDURRAQIB.

Violence against women is ubiquitous (sexual violence, physical violence, verbal abuse) and we see it in a variety of representational forms: film, music videos, and advertising, for example. Focuses on how different genres represent violence against women, primarily in novels, poetry, memoirs, and film. Considers these texts in a broader cultural context, one in which objectification of women and violence against women occurs on a regular basis. Looks at the ways that these representations may be working to counter the cultural phenomenon of gendered violence and examines the risks of presenting fictional depictions of violence. Includes reading and watching explicit representations of violence and dealing with very difficult subject matter. (Same as **English 11**.)

### **Gender and Women's Studies 14c. African American Writers and the Short Story.** MW 2:30-3:55. GUY MARK FOSTER.

Examines the contributions that African American writers have made to the short story genre from the late nineteenth century to the present. Explores the narrative strategies authors have used in this idiosyncratic form to portray black women and men as subjects of modernity and not merely its objects. Readings include early works by W. E. B. Du Bois, Langston Hughes, Zora Neale Hurston, as well as more recent works by ZZ Packer, Edward P. Jones, and Andrea Lee. (Same as **Africana Studies 14** and **English 12**.)

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**Gender and Women's Studies 22c. "Bad" Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945.** TTh 2:30-3:55. PAGE HERRLINGER.

Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields—as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman's "deviance" reveal about cultural constructions of identity and the self in Modern Europe? About contemporary views on issues such as women's work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? And when studied together, what do these women's experiences tell us about patterns of change and continuity with respect to definitions of masculinity vs. femininity, the public vs. private sphere, and the relationship of the individual to the modern state? (Same as **History 22.**)

## GOVERNMENT

**Government 10b. The Pursuit of Peace.** TTh 11:30-12:55. ALLEN L. SPRINGER.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

**Government 11b. The Korean War.** MW 2:30-3:55. CHRISTIAN P. POTHOLM.

The Korean War is often called "the forgotten war" because it is overshadowed by World War II and the Vietnam War, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state between China, Russia, and Japan continues to have important policy ramifications for the United States. Focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People's Republic of China, and Russia.

**Government 19b. East Asian Politics: Introductory Seminar.** MF 2:30-3:55. HENRY C. W. LAURENCE.

Surveys the diverse political, social, and economic arrangements across East Asia. China, Japan, and North and South Korea are the main focus, but attention is also paid to the other countries in the region. Examines the relationship between democracy and economic change in East Asia, and asks if the relationship is different in Asia than elsewhere in the world. Other questions include: Are there common "Asian values" and if so, what are they? What is the role of Confucianism in shaping social, political, and economic life in the region? How are economic and technological developments affecting traditional social institutions such as families? How is the status of women changing? What lies ahead for Asia? (Same as **Asian Studies 19.**)

**Government 21b. Citizenship and Representation in American Politics.** TTh 8:30-9:55. MICHAEL M. FRANZ.

Examines the issues of citizenship and representation in American politics. What does it mean to be a democratic citizen in the United States? Are we granted only rights, but no responsibilities? Or does citizenship demand that we take some active interest in our political life? Considers what it means for elected representatives to represent constituents. How do we know if our political system is accurately reflecting the interests of its citizens? When is an elected leader doing his or her job well? What evidence can we use to answer such questions?

**Government 25b. American Politics: Representation, Participation, and Power.** MW 2:30-3:55. JANET M. MARTIN.

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the President) and political institutions (parties, Congress, the executive branch, the judiciary). Not open to students who have credit for or are concurrently taking **Government 150.**

**Government 26b. Fundamental Questions: Exercises in Political Theory.** TTh 2:30-3:55. JEAN M. YARBROUGH.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they "socially constructed"? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

**Government 28b. Human Being and Citizen.** MW 2:30-3:55. PAUL N. FRANCO.

An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche.

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## HISTORY

**History 11c. *Memoirs and Memory in American History.*** TTh 1:00-2:25. CONNIE CHIANG.

Examines the ways in which Americans have remembered the past and documented their experiences in individual memoirs. Considers the tensions between memory and history, the value of memoirs as historical documents, and the extent to which memories deepen, complicate, and even convolute our understanding of twentieth-century United States history. The topical focus of the seminar will vary from year to year and may include immigration, labor, gender and race relations, and war. Writing-intensive, including several short papers and a family history research paper.

**History 14c. *Science and Society.*** MW 1:00-2:25. DAVID HECHT.

Focuses on twentieth-century science, technology, and medicine. Uses a number of seminal events and ideas—evolution, nuclear weapons, environmentalism, genetics, climate change, and public health—to examine changing meanings of "science." Science is neither as objective nor as detached from society as is commonly assumed; examines the nature of its interaction with broader themes and events in twentieth-century American politics and culture.

**History 18c. *The Consumer Revolution in the Atlantic World.*** MW 2:30-3:55. MEGHAN ROBERTS.

Examines the social, cultural, and political dimensions of consumerism in early modern Europe and the Atlantic world. During the eighteenth century, ordinary individuals engaged in a buying frenzy to decorate their homes and their persons in ever more ornate fashions. Considers how material culture provides a lens through which we can view the connections between empire and metropole in the early modern world; how it produced and reflected changing gender norms; how the growth of European consumerism was supported by slave labor; and how all of the above shaped and was shaped by the political revolutions of the late eighteenth century.

**History 22c. "Bad" Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945.** TTh 2:30-3:55. PAGE HERRLINGER.

Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields—as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman's "deviance" reveal about cultural constructions of identity and the self in Modern Europe? About contemporary views on issues such as women's work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? And when studied together, what do these women's experiences tell us about patterns of change and continuity with respect to definitions of masculinity vs. femininity, the public vs. private sphere, and the relationship of the individual to the modern state? (Same as **Gender and Women's Studies 22.**)

## PHILOSOPHY

**Philosophy 16c. *Personal Ethics.*** MWF 9:30-10:25. MATTHEW STUART.

Examines some ethical problems and paradoxes that arise in ordinary life, some philosophical theories that bear upon them, and some strategies for making thoughtful decisions about them. Topics may include friendship, lying, love, family obligations, charity, the treatment of animals, abortion.

## PSYCHOLOGY

**Psychology 10b. *What's on Your Mind? An Introduction to the Brain and Behavior.*** *Section A:* TTh 10:00-11:25. LISA A. MANGIAMELE. *Section B:* MW 1:00-2:25. BOJANA ZUPAN.

A general introduction to the science of psychology, with a specific emphasis on the brain's control of human and animal behavior. Uses historical texts, "popular" science books, and primary literature to explore the mind-body connections within topics such as learning and memory, perception, development, stress, social behavior, personality, and choice.

## RELIGION

**Religion 14c. *Heresy and Orthodoxy.*** MW 11:30-12:55. JORUNN BUCKLEY.

This writing-intensive course focuses on readings in heretical texts, orthodox creeds, and scholarly treatments of the religious-ideological construction of heresy and orthodoxy. Fundamentally, heresy is dangerous precisely because of its proximity to orthodoxy. Examples focus on Jewish, Christian, and Islamic traditions; attention is given to categories such as dogma vs. freedom, pure vs. impure, society vs. individual. Facets of present-day debates on fundamentalism included.

**Religion 27c. *Astral Religion in the Near East and Classical Antiquity.*** MW 1:00-2:25. ROBERT MORRISON.

Investigates astral religion and its relationship to astrological forecasting. Begins with a study of early astronomy, ancient Near Eastern omen texts, and the role of celestial bodies in ancient Near Eastern religion. Moves to classical expositions of astrology such as the Tetrabiblos and critics of astrological forecasting such as Cicero. Concludes with the reception of astrology in Islamic civilization and the role of astral causation in Islamic thought.

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## **SOCIOLOGY**

**Sociology 10b. Racism.** TTh 2:30-3:55. ROY PARTRIDGE.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

*Note:* This course counts toward the major and minor in gender and women's studies.

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### **AFRICANA STUDIES**

**Africana Studies 10b. Racism.** Spring 2012. ROY PARTRIDGE.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10.**)

### **ENGLISH**

**English 20c. Ghosts.** Spring 2012. AVIVA BRIEFEL.

Explores "actual" and metaphorical instances of ghosts in nineteenth- and twentieth-century literary and cinematic contexts. Considers genres such as the Victorian ghost story, the gothic novella, and the horror film to grasp the various significations of a figure that is often defined by its ungraspability. Also introduces students to critical literature on ghosts. May include writings by Charles Dickens, Arthur Conan Doyle, Sigmund Freud, and Henry James, as well as films by Alejandro Amenábar, Alfred Hitchcock, M. Night Shyamalan, and Robert Wise.

**English 21c. Of Comics and Culture.** Spring 2012. ELIZABETH MUTHER.

An introduction to comics, graphic narratives, and "sequential art." Explores elements of the history of the comics—especially in a United States cultural context—while examining the formal dimensions of this hybrid art. Considers the cultural functions of this work in theoretical terms, as well as the sociology of its reception. Examines comics as personal narrative, social criticism, political commentary, fantasy, and science fiction, among other modes. Special focus on the functions of humor, irony, pathos, and outrage, as deployed in historical and contemporary comic forms.

**English 22c. Transfigurations of Song.** Spring 2012. DAVID COLLINGS.

A course in close reading. Explores poetry, primarily in the Romantic tradition, which dallies with the dangers of lyrical transport, whether in the form of fusion with the divine, aesthetic seduction, impossible quest, or physical transfiguration. Authors may include Coleridge, Wordsworth, Keats, Tennyson, Yeats, Crane, and Stevens.

### **SOCIOLOGY**

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