

COURSE DESCRIPTIONS & ADDITIONAL COURSE INFORMATION

Fall 2018

ART 140-01: Louis Orr Exhibition

In this course, students will develop an exhibition for Spring 2019 of prints by Louis Orr (1877-1966), a renowned American printmaker and uncle of David Orr '57. The exhibition will feature etchings that Louis Orr made while living in France. Students will do research, interpretation, and exhibition design, using American Alliance of Museums standards. They will also create an exhibition catalogue.

Prerequisites: None

Credits: 1

Instructor: Elizabeth Morton

ART 210-01: African Art in Hollywood Films

This course will look at Hollywood films that feature stories, dress, settings, architecture, and art inspired by Africa. It will look at how visual forms from Africa have been used in such varied films as *Black Panther* (2018), *Coming to America* (1988), and *Cobra Verde* (1987). The focus of the course will be on the original art, architecture, and dress of Africa that is referred to in these films. These African visual forms will be explored as evidence of rituals and beliefs of the various cultural groups that created them.

Prerequisites: None

Credits: 1

Instructor: Elizabeth Morton

ART 210-02 = HUM 295-01 = REL 295-01: Religion and Representations of the Holocaust

See REL 295-01 description

ASI 196-01 = HUM 196-01 = REL 196-01: Religion and Literature: "Old Pond—Frog Jumps In": Religion in Japanese Literature

See REL 196-01 description

ASI 204-01 = MUS 204-01: Music in East Asian Cultures

See MUS 204-01 description

ASI 260-01/01F = HIS 260-01/01F: China's Cultural Revolution

In 1966, Mao Zedong declared the start of China's Great Proletarian Cultural Revolution, a political and ideological campaign to mobilize China's youth against traditional institutions of all kinds. What followed were ten years of violence and chaos that left an irrevocable mark on Chinese history. This course will consider the causes and legacies of the Cultural Revolution from multiple perspectives. We will study the experiences of individuals from all walks of society as well as how the event has been remembered in a variety of media.

Prerequisites: None
Credits: 1
Instructor: Cara Healey

ASI 277-01/01F = GEN 277-01/01F = SOC 277-01/01F: Gender and Sexuality in Contemporary East Asia

This course considers a range of themes related to gender and sexuality in China, Japan, Korea, and Taiwan in the late twentieth and early twenty-first centuries. While the course will be interdisciplinary by nature, many of the readings and discussions will be rooted in a sociological approach. Potential topics include: marriage, family, femininity, masculinity, fluid gender identities, queer sexualities, sexual practices, family planning, gendered divisions of labor, gender and the state, women's and LGBTQ+ movements, gendered spaces, the commercialization of sex, and media portrayals of gender and sexuality.

Prerequisites: None
Credits: 1
Instructor: Cara Healey

BIO 371-01: Virology

This advanced-level course will explore detailed mechanisms of virus replication and virus-host interactions, with an emphasis on human pathogens. Primary literature will be featured to examine the most current understandings of the strategies of several viruses and their global health implications. This course counts toward the biology major, biology minor, or global health minor as an elective, non-lab science.

Prerequisites: BIO 211 and BIO 212
Credits: 1
Instructor: Anne Bost

BLS 270-01 = FRE 312-01 = ENG 370-01: African Film

See FRE 312-01 description

CHE 421-01: Advanced Organic Chemistry (Organic Chemistry of Dyes)

This course will take a deeper look at one application of the fundamental concepts and reactivity learned in Organic Chemistry: dyes. From textiles to medicine to cutting-edge experiments using fluorescence, organic dyes are chemical tools with a long and fruitful history. This course will focus on the organic chemistry of designing, synthesizing, and using dyes, and will engage with primary literature.

Prerequisite: CHE 321
Credits: 0.5 (First Half-Semester Course)
Instructor: Laura Wysocki

CHE 461-01: Advanced Protein Structure

This course will build on basic biochemical principles and apply them to protein structure. Topics include: protein crystallization, X-ray diffraction, building protein structures into electron density, and a survey of protein design. Students will learn to build, assess, and correct problematic protein structures.

Prerequisite: None

Credits: 0.5 (Second Half-Semester Course)

Instructor: Walter Novak

CLA 211-01 = ENG 270-02: Virgil's Aeneid

This class will be an intensive literary and historical study of Virgil's epic the **Aeneid**, which after the Bible has been the most consistently influential book in the western canon. The poem will be read in translation, but the class is also intended for students of Latin who have not been able to read extensively in the original text. We will examine the literary traditions in which the **Aeneid** stands, Virgil's very particular aesthetic orientation, and the historical and cultural developments in Rome that influenced the composition of the poem. Explication of the text itself will be the main focus of the course, but there will also be readings from modern scholars representing different interpretative approaches. Finally, we will take up the question of the **Aeneid's** influence in later European literature, and will read the **Inferno** of Dante's **Divina Commedia** entire.

Prerequisite: One CLA credit

Credits: 1

Instructor: David Kubiak

CSC 121-01: Programming in Python

This is a half-credit introduction to the Python programming language for students who already have some programming experience. Students will build on their previous knowledge of a programming language to learn an additional language. Python is a multi-paradigm programming language similar in some respects to Java and C++, but different in others.

Prerequisite: CSC 111 or permission of the instructor

Credits: 0.5 (First Half-Semester Course)

Instructor: William Turner

CSC 121-02: Programming in R

This is a half-credit introduction to the R programming language for students who already have some programming experience. Students will build on their previous knowledge of a programming language to learn an additional language. R is widely used by statisticians, and it has stronger object-oriented programming facilities than most statistical computing languages. However, at its core, R is a functional programming language, which is very different from object-oriented languages like Java and C++.

Prerequisite: CSC 111 or permission of the instructor

Credits: 0.5 (Second Half-Semester Course)

Instructor: William Turner

EDU 230-01 = ENG 270-01: Young Adult Literature

According to Time Magazine, "We're living in a golden age of young adult literature." So, what influence do such popular characters as J. K. Rowling's, Harry Potter and John Green's, Hazel Grace Lancaster have on the development of young adolescents as people and as life-long readers? This course offers an introduction to young adult literature, with a focus on adolescent development and literacy. Critical literacy skills are taught and practiced as students read and analyze a variety of subgenres within YA literature (e.g., fantasy, historical fiction, and contemporary fiction). Prerequisite: None
Credits: 0.5 (Second Half-Semester Course)

Instructor: Michele Pittard

EDU 370-01 = HIS 240-01: Social Studies Education for Democratic Citizenship

This course takes a "difficult questions" approach to explore the ways in which social studies education in the U.S. must grapple with complex historic content--and sometimes fails to do so adequately. Topics explored include: history curriculum related to immigrant history, slavery, and indigenous peoples; geography approaches such as critical geography to focus upon power relationships; and instruction in U.S. government and economy including the history and nature of social contract, separation of powers, and individual rights and freedoms.

Prerequisite: None

Credits: 0.5 (First Half-Semester Course)

Instructor: Deborah Seltzer-Kelly

EDU 370-02 = HIS 240-02: Science Education for Democratic Citizenship

This course explores the history and dilemmas of U.S. educational approaches to science literacy during the 20th and early 21st centuries. Topics include: constructions of the nature of scientific method; recurring dilemmas such as evolution and global warming; and ways in which notions of science literacy itself are understood and discussed in governmental and educational policy and institutions.

Prerequisite: None

Credits: 0.5 (Second Half-Semester Course)

Instructor: Deborah Seltzer-Kelly

ENG 180-01 = GEN 270-01: Extraordinary Bodies in Literature and Film

We will study literary and filmic representations of bodies that exceed, fall short of, confound, or otherwise problematize "normal" selves. This includes representations of athletes, disabled people, superheroes, pregnant or nursing people, transgender or intersex people, and monsters/mythic creatures of all varieties. All levels of experience welcome.

Prerequisite: None

Credits: 1

Instructor: Crystal Benedicks

ENG 270-01 = EDU 230-01: Young Adult Literature

See EDU 230-01 description

ENG 270-02 = CLA 211-01: Virgil's Aeneid

See CLA 211-01 description

ENG 310-01/01F = THE 212-01/01F: The Revolutionary Stage

See THE 212-01/01F description

ENG 370-01 = BLS 270-01 = FRE 312-01: African Film

See FRE 312-01 description

ENG 497-01: Emily Dickinson and Lyric Theory

She only wore white. She loved her father's best friend. She never left her home. She baked prize-winning bread. She sent letters to a "Master." She got kicked out of school. In this seminar we'll explore these and other myths about Emily Dickinson by reading from her 1,789 poems, her letters, and the small booklets she produced—commonly called "fascicles"—from 1858-64. We'll examine her contemporaries, including Longfellow (whose novella she hid in a piano bench), Emerson (whom she met), and Whitman ("I never read his Book—but was told that he was disgraceful.") We'll explore marriage, the church, the Civil War, her family, democracy, and her dog Carlo. We'll ask why do so many 20th century male writers turn her into an object of desire?

Students will spend the semester writing a final paper that will demonstrate their ability to do original research and to articulate their definition of lyric poetry. "If I feel physically as if the top of my head were taken off, I know that is poetry," Dickinson once wrote, offering a uniquely visceral description of verse. She then added: "Is there any other way[?]" We'll find out by studying various critical lens: textual studies, formalism, reception studies, and what has come to be called the New Lyric Studies. We'll become very good at reading short, beautiful poems.

Prerequisite: None

Credits: 1

Instructor: Derek Mong

FRE 312-01 = ENG 370-01 = BLS 270-01: African Film

This course will study the evolution of African cinema since 1950. Traditionally dominated by the celluloid film, known for its sobering representations of Africa, the African cinematic landscape has recently witnessed the rise of the video film, generally characterized by a more aggrandizing portrayal of local cultures and communities. While analyzing the generic differences between these two types of films, we will also examine their appeal among African and international audiences. Furthermore, we will consider and reflect on the nexus points between African orality especially African myths and legends, and several contemporary issues among which immigration, globalization, gender relations, identity formation and modernity. Our primary resources will be films produced by acclaimed directors hailing from Cameroon, Senegal, Burkina Faso, Morocco, Egypt, Mali, Nigeria, South Africa and the Democratic Republic of

Congo. This course will be offered in English, however French students will submit all writing assignments in French.

Prerequisite: None

Credits: 1

Instructor: Adrien Pouille

ENG 497-02: How to Write a Life: Autobiography, Biography, Memoir

What is the purpose of a given life story, and what are the implications of a writer's choices to omit or to include certain details? When do authors' choices cross the line between truth and deception, or tend too much toward hagiography or slander? This senior seminar will examine literary theories of "life writing"—that is, how authors choose to craft an autobiography, biography, or memoir.

In an essay titled "The Art of Biography," Virginia Woolf—whose father spent much of his later life working on Great Britain's Dictionary of National Biography—wrote, "[S]ince we live in an age when a thousand cameras are pointed, by newspapers, letters, and diaries, at every character from every angle, [the biographer] must be prepared to admit contradictory versions of the same face. Biography will enlarge its scope by hanging up looking-glasses at odd corners." In a departure from their ancestors, Woolf and many Modernists understood that audiences were no longer interested in life stories that highlighted only greatness and exceptionalism, yet in writing fuller life stories, authors must grapple with ugly things—spurned lovers, childhood abuse, drug addiction, adultery. This dilemma is compounded for those of us who live in the age of digital records and social media; we often wonder, do we really want to peer into the odd corners of others' lives? Our readings will sample widely from the genres of life writing, by or about subjects including Benjamin Franklin, Harriet Jacobs, Henry James, Virginia Woolf, Malcolm X, Alison Bechdel, and God. Students will work all semester toward a final seminar paper that showcases their ability to conduct original research in the field of literary studies and to synthesize and articulate the literary significance of life writing.

Prerequisite: None

Credits: 1

Instructor: Jill Lamberton

GEN 200-01/01F = PHI 109-01/01F: Philosophical Perspectives: Nature

See PHI 109-01/01F description

GEN 209-01 = PSY 210-01: Psychology of Sex and Gender

See PSY 210-01 description

GEN 270-01 = ENG 180-01: Extraordinary Bodies in Literature and Film

See ENG 180-01 description

GEN 277-01/01F = ASI 277-01/01F = SOC 277-01/01F: Gender and Sexuality in Contemporary East Asia

See ASI 277-01/01F description

HIS 200-01/01F: A History of the End of the World

How will the world end? When will the world end? Will the world end at all? While many recall the May 21, 2011 “deadline” of Harold Camping’s Family Radio caravans and the “ending” of the Mayan calendar in December 2012, these questions have provoked the human imagination for millennia. This course will study the history of how these questions have been posed and answered from Jewish and Christian communities in the ancient Mediterranean world to Christians in medieval Europe to contemporary America. Using the lenses of social and cultural history, we will examine how these apocalyptic ideologies have been shaped by historical events and how subgroups have interacted with, and often changed, society.

Prerequisite: None

Credits: 1

Instructor: Robert Royalty

HIS 240-01 = EDU 370-01: Social Studies Education for Democratic Citizenship

See EDU 370-01 description

HIS 240-02 = EDU 370-02: Science Education for Democratic Citizenship

See EDU 370-02 description

HIS 260-01/01F = ASI 260-01/01F: China’s Cultural Revolution

See ASI 260-01/01F description

HIS 260-02/02F: China, 400 BCE-400 CE

This course surveys the Warring States Era and the early Chinese Dynasties — Qin, Han, and the Han’s immediate successors, constituting the “classical” period of Chinese history. While encompassing a broad range of topics including economic, social and cultural aspects of Chinese life in this era, the focus will be on the political development of the Chinese state, including its philosophical foundations and the evolution of its administrative and military mechanisms.

Prerequisite: None

Credits: 1

Instructor: Stephen Morillo

HIS 300-01: World Naval and Maritime History, 1500-1800

This seminar will examine in detail key aspects and episodes of sea-borne activity around the world in the Late Agrarian era. Mechanisms of trade in the Indian Ocean, the operations of the Spanish treasure fleets, piracy, and the classic age of sail and cannon naval warfare — which we will explore in part through a table-top simulation game of the professor’s invention — are among the topics we will focus on.

Prerequisite: None

Credits: 1

Instructor: Stephen Morillo

HIS 330-01: French History and Historical Memory

How the history is created in France and how historical memory functions in present-day Paris is the theoretical focus of this course. It's clear that individuals chose to write about some things rather than others and governments keep only a portion of the documents produced. But when individuals select or conserve particular documents, they make a statement about how they see themselves, their country, and their present. In this course on French history, students will explore issues relevant to the field of historical memory. Course reading topics will include the creation of the city of Paris, the Louvre, café culture, and France's military history. To augment course readings, students will travel to Paris to examine historical "sites" of memory. These include: WW II and Holocaust memorials in Paris; the Château of Versailles; the Louvre museum; the Musée D'Orsay, Napoleon's Tomb; Notre Dame de Paris, and still others.

Paris remains the #1 tourist destination in the world. However, this is not a tourist excursion. The workload requires extensive reading and classroom participation, several short papers, and a brief research paper. On site, students will participate in daily class meetings and events. Participants may be asked to blog about their experiences while abroad. Upon their return to the United States, students will present final observations during a poster session open to the public. Some history background is preferred but not required. Pre-approval to register for the course is required.

Prerequisite: None

Credits: 1

Instructor: Michele Rhoades

HIS 350-01: Religion in Latin America

This course concerns the history of religious belief and practice in Latin America and the Caribbean from pre-Columbian times until the present. Native traditions, the introduction and reception of Catholicism, Liberation Theology, and the Rise of Protestantism will be the major themes of the course. Students will produce a 15-20 page term paper on an appropriate topic of their choice as the culminating project for the class

Prerequisite: One HIS Credit

Credits: 1

Instructor: Richard Warner

HUM 196-01 = ASI 196-01 = REL 196-01: Religion and Literature: "Old Pond—Frog Jumps In": Religion in Japanese Literature

See REL 196-01 description

HUM 295-01 = REL 295-01 = ART 210-02: Religion and Representations of the Holocaust

See REL 295 description

MUS 204-01 = ASI 204-01: Music in East Asian Cultures

This is an introductory survey of the music, musical instruments, and their contextual significance in the societies of China, Japan, Korea, Vietnam, and Pakistan. Beyond the

instruments and their roles in producing musical sound, this course will examine the significant ceremonies, rites, and rituals enhanced by the music, as a forum for learning about the cultures of these countries.

Prerequisite: None

Credits: 1

Instructor: James Makubuya

PHI 109-01/01F = GEN 200-01/01F: Philosophical Perspectives: Nature

We refer to nature to make claims about the world, what is and what should be. Nature is used to justify the social order by identifying essences that prescribe roles. It is used to legitimate social hierarchy by dividing the world between what is closer to nature and what overcomes or surpasses nature. Nature is used to distinguish between good and natural actions and bad and unnatural ones. What is more closely associated with nature and material is considered that which culture uses to achieve its ends. This course will examine the philosophical positions behind these claims and critiques of these positions. The course will take up the example of gender at various places across the semester to think about the implications of various conceptions of nature in the history of philosophy. This course is NOT open to Junior and Senior PHI Majors.

Prerequisite: None

Credit: 1

Instructor: Adriel Trott

PHI 269-01: Topics in Metaphysics and Epistemology: Knowledge and Skepticism

Here are some things that I take myself to know. I am currently awake, and not merely dreaming. The universe is billions of years old, and did not come into existence five minutes ago. I have hands. Antarctica is a continent, but the Arctic is not. There are 238 Republicans in the U.S. House of Representatives. The sun will rise tomorrow. But how do I know those things? This question is made particularly pressing by the existence of philosophical skepticism, according to which it is impossible for us to know what the world around us is actually like. Despite skepticism's absurd appearance, in this course we will study how it arises directly out of our ordinary practices of ascribing knowledge to others and pursuing it ourselves. In light of this, we will study classic and contemporary works in epistemology to help us to explore how philosophical skepticism forces us to reconsider what our knowledge is, and how it is possible for us to have it.

Prerequisite: None

Credits: 1

Instructor: Matthew Carlson

PHI-449 Senior Seminar: The Philosophy of David Hume

David Hume (1711—1776) was a central figure in the "Scottish Enlightenment" of the 18th century, and stands today as one of the most important and influential philosophers in the Western philosophical tradition. Hume produced groundbreaking new approaches in many areas of philosophical inquiry, including knowledge, morality, and the relationship between philosophy and science. While many of his arguments were, and are, disturbing to established systems of thought, the eloquence and intellectual integrity with which he made those arguments is beyond reproach. In this

course, we will study some of Hume's central contributions to epistemology, ethics, and the study of human behavior by close and careful examination of his most important philosophical works, *A Treatise of Human Nature* and his *Enquiries Concerning Human Understanding and Concerning the Principles of Morals*. This course is required for senior philosophy majors, but is open to other students.

Prerequisite: PHI-242

Credits: 1

Instructor: Matthew Carlson

PSY 210-01 = GEN 209-01: Psychology of Sex and Gender

What are the differences between men and women? Why do we tend to emphasize the differences rather than the many similarities? In this course, we will review psychological theory and empirical findings regarding common beliefs about gender, the impact of biological sex on behavior, the role of cultural forces on the construction of gender, the relationship of gender to traditional issues in psychology (e.g., moral development, personality, interpersonal relationships), and special issues pertinent to gender (e.g., gender violence). This course is designed to equip students to critically analyze the evidence for sex differences and similarities, gender roles, and the effect of gender on traditional issues in psychology.

Prerequisites PSY 101 or PSY/GEN 105

Credits: 1

Instructor: Eric Olofson

REL 196-01 = ASI 196-01 = HUM 196-01: Religion and Literature: "Old Pond—Frog Jumps In": Religion in Japanese Literature

"Old pond—frog jumps in—sound of water." So runs the famous haiku by Basho. Is it religious? For the Japanese, yes. In Japan religion and art are arguably the same thing. In this course we'll ask how and why. We'll study Japanese ideas about art and religion (e.g. emptiness, solitude, "sublime beauty"), and how they appear in Japanese literature. We'll read selections from Japanese poetry (including haiku), Nō drama, novels both classic and modern (e.g. *The Tale of Genji*, Kawabata), and some short stories. For first half-semester at 9:45 TTh, see REL 275-01.

Prerequisite: None

Credits: 0.5 (Second Half-Semester Course)

Instructor: David Blix

REL 275-01: Topics in Religion and Philosophy: Religion and Science

Are religion and science in conflict with each other? In agreement? How or why, one way or the other? These are our questions. We'll do two main things in this course. First, we'll take a careful look at the different "ways of knowing" that are characteristic of science and religion, respectively. Second, we'll look at several models for thinking critically and responsibly about how they are related. Readings will include selections from Bertolt Brecht, Alan Lightman, Jacob Bronowski, John Polkinghorne, and others, as well as some classic texts in the history of science. For second half-semester at 9:45 TTh, see REL 196-01.

Prerequisite: None

Credits: 0.5 (First Half-Semester Course)

Instructor: David Blix

REL 280-01: Religion and Sports in America

This seminar examines the relationship between religion and sports in American history and the contemporary United States. The world of American sports overflows with religious elements: players praying after games and speaking openly about their faith; the elevation of superstar athletes to modern gods; sports as a means of acculturation and character formation; the creation of sacred space, time, and rituals; the devotion which some fans give to their teams; the cultural worship of youth, health, and fitness; the historic connections between religious ceremonies and athletics; and much more. Drawing upon a range of disciplinary methods, we will investigate the ways religion and sports uphold similar ideals as well as the ways they are in competition with one another for the hearts, minds, bodies, and resources of their devotees.

Prerequisite: None

Credits: 1

Instructor: Jonathan Baer

REL 295-01 = ART 210-02 = HUM 295-01: Religion and Representations of the Holocaust

This course explores a variety of representations of the Holocaust in theology, literature, film, and art. This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects. The course explores the limits and possibilities of representing atrocity by raising such questions as: Can suffering be represented? What do representations of the Jewish genocide convey to 21st century citizens and subsequent generations of Jews and Christians? Is it barbaric to write poetry and fiction, paint or compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs or erect monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and our responses to it?

Prerequisite: None

Credits: 1

Instructor: Gary Phillips

REL 297-01: Anthropology of Religion

A seminar examining the various ways anthropology describes and interprets religious phenomena. We will study anthropological theories of religion, and focus on how these theories apply to specific religions in diverse contexts. We will pay particular attention to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.

Prerequisite: None

Credits: 1

Instructor: Jonathan Baer

REL 373-01: God, Guns and Jail: Theology and Criminal Justice

This course examines the present state of the American criminal justice system and interprets it from the point of view of Christian theological commitments. The history of the prison, or as it sometimes called, a “penitentiary,” relies on theological notions of penance and penitence. Our understanding of what “justice” means draws heavily on theological understandings of punishment, right and wrong, and atonement. Topics to be considered include violent crime and gun culture, for-profit and faith-based prisons, institutional racism, the purpose and rationale for punishment, the meaning of “redemption,” and whether “sin” and “evil” are individual, structural, or both.

Prerequisite: One REL Credit

Credits: 1

Instructor: Derek Nelson

RHE 270-01: Digital Rhetoric + The Digital Humanities: Information, Media, Futures

“Digital” possesses an expansive definition. It means, according to the Oxford English Dictionary, everything from “a whole number less than 10” to “any of the fingers ... of the hand” to “technologies [of] media ... television ... and audio.” In its many grammatical guises “digital” is, all at once, a noun, an adjective, and a verb. We have digits, we use digital things, and we digitize. This course will work to chart the rhetorical expansiveness embedded within our understandings and use of all things digital. In particular, we will work to unpack recent scholarship on “digital rhetoric.” We will also explore the recent advent of the “digital humanities” as a field of academic inquiry. Similarly, this course will dwell with the communicative potentials and pitfalls of “information” and “media” as they relate to and make possible our understandings of the digital. Finally, the course will conclude by projecting toward and prognosticating about the “futures” of digitality and the rhetoric(s) therein: including case studies on social media, space exploration, biotechnology, linguistics, and translation.

Prerequisite: None

Credits: 1

Instructor: Cory Geraths

RHE 370-01: Rhetoric and Identity

This course addresses the overarching question, “how does rhetoric connect to our identities as individuals and community members?” The course will engage themes related to agency (i.e. the capacity to act), similarity and belonging, and difference with an emphasis on national identity. The content will involve theories of rhetoric and identity as well as case studies that illustrate the intersection between them. Students should expect this to be a seminar course, meaning that our class sessions will be largely student-driven discussion from assigned material. By taking this course, students will further develop crucial skills (e.g. productively participating in discussion, critical reading, thinking, and writing) as well as cultivate a more nuanced understanding of how they are positioned by the rhetoric they encounter every day.

Prerequisite: None

Credits: 1

Instructor: Jeffrey Drury

SOC 277-01/01F = GEN 277-01/01F = ASI 277-01/01F: Gender and Sexuality in Contemporary East Asia

See ASI 277-01/01F description

THE 103-01/01F: Stage Properties

Stage Properties is a hands-on exploration of the methods and practices used to make convincing, practical props for theater. In this course, we will look at how tools and materials may be used to design and fashion objects which are nearly identical to the “real thing,” and we will learn how to build a Jim Henson-style puppet as well. This course consists of individual projects and in-class critiques, with one written assignment. This course is appropriate for freshmen.

Prerequisite: None

Credits: 1

Instructor: Bridgette Dreher

THE 212-01/01F = ENG 310-01/01F: The Revolutionary Stage

NOTE: This class was formerly called “History and Literature of the Theatre II: The French Renaissance to the Rise of Realism”

This class will delve into the history of the theatre and its various dramatic literatures in Europe between the years 1660-1900. The course ranges from the witty banterings of Molière and Behn to the realism of Ibsen and Strindberg to the apocalyptic trance of Alfred Jarry. We will discuss the “new woman,” the rise of industrialism and cosmopolitanism, and a society shifting under the influence and pressure of the purveyors of new modes of thought—Hegel, Darwin, Nietzsche, Zola. This is a class about the coming of the “new,” revolution and counterrevolution, the calms and the storms. The plays in this course will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is appropriate for freshmen.

Prerequisite: None

Credits: 1

Instructor: James Cherry

THE-303-01: Seminar in Theater: A Study in Czech Puppetry

This course focuses on the history of Czech puppetry, and its place in the larger culture of the Czech Republic. The students will explore cultural representations of puppetry in Czech art, literature and theatre. They will also design puppets for an end-of-semester theatrical production based on various Czech folktales. During an immersion trip, students will travel to Prague to learn from and work with professional puppeteers to build their own hand-carved marionettes based on their designs. Students will also gain inspiration from visits to various puppet museums, puppet theatres, and daily explorations of the history and culture of Prague. Permission of the instructor is required for participation in this course.

Prerequisite: One course from the following: THE-106, THE-201, THE-202, THE-203, ART 125, ART 126, ART 223, ART 227, and permission of the instructor.

Credits: 1

Instructor: Andrea Bear