

School of Humanities,
Arts and Cultural Studies

12 Emily Dickinson Hall

559-5362

HACU 143
component

Spirit Healing, Hidden Wives,
Monks in Demonstration: Introduction to Buddhism in Society
Tuesday, Thursday 2:00-3:20 p.m.

Bong S. Joo

This course will examine how the beliefs and practices of Buddhism adapted to and influenced Asian society and their religious cultures. Rather than defining Buddhism strictly as a scriptural religious philosophy, this course will move beyond canonical boundaries and focus on historical and contemporary practices. Possible topics of examination include temple economy, spirit healing, clerical marriage, role of women, Buddhist festival, body immolation, nationalism, practical morality and the relationship between monastic community and laity. Late in the semester, the course will have a module on Tibetan Buddhism and society facilitated by the Ven. Geshe Ngawang Samten of the Central Institute of Higher Tibetan Studies in India.

HACU 144
component

New Writings in Black Postcolonial Literature:
The Failure of Decolonization
Monday, Wednesday 10:30-11:50 a.m.

Jeannette M. Lee

This class is designed as an introduction to postcolonial literature and theory for Division I students. Postcolonial literature is literature written by authors from countries that were once part of various European Empires. This literature is said to criticize the aftermath and incomplete dismantling of Empire in its various manifestations. We will focus on the most contemporary writing and examine why and how new writing engages Empire; decolonization; neo-colonization; power; identity; belonging; class, race, and color; resistance; and gender & sexuality. This latter day concentration allows us to consider the fallout of the failures of decolonization, its disappointments and continued inequities into the twenty-first century. We will primarily read works originating from countries that are former colonies of the British Empire in the Caribbean and Africa, as well as novels from Haiti (French) and Mozambique (Portuguese) in translation. Alongside literature, we will read postcolonial theory and criticism and screen movies.

HACU 151
component

Art, Politics, and the Everyday
Tuesday, Thursday 12:30-1:50 p.m.

Monique Roelofs

Aesthetic scripts and norms enter into the organization of everyday cultural existence. They help to shape a politics of form, emotion, sensation, embodiment, space, and time. What follows for the politics of art? Does the notion of the everyday presuppose a normalizing perspective that abjects phenomena such as the detail, the marvelous, the sublime, and the imperfect, or does it include, even celebrate them? How does power materialize as aesthetic style and taste? What part do categories of difference such as race, class, gender, sexuality, and empire play in the aestheticization of what counts as the quotidian? We will investigate these and other questions through texts, artworks, images, and sounds. Readings include work by major figures in the history of aesthetics as well as 20th- and 21st century philosophers and cultural

CS 112 Sex, Learning, and Computers: Paul E. Dickson
 An Exploration of Educational Technology
 Tuesday, Thursday 12:30-1:50 p.m.

Computers and computer technology are always advancing. Within the classroom this is reflected by a constant updating of curriculum and attempts to bring the new technology into the learning environment in order to improve education. One factor in the effectiveness of these learning technologies is the sex of the students, with different techniques being most effective for each sex. In this class we will explore learning environments, technology, sex differences, their interaction, and how these and other factors affect the application and effectiveness of technology within education. We will read and discuss a spectrum of papers from this field, touching on such topics as lecture recording, tablet presentation, intelligent tutors, collaborative learning, simulations, immersive games, on-line universities, \$100 laptops, etc. While the course will primarily focus on applications of technology within the sciences, discussion about areas outside of the sciences will be actively encouraged. Projects will primarily focus on application of topics covered in class to different environments and their design rather than implementation. There are no prerequisites for this course except an interest in exploring new ideas with an open mind.

School of Interdisciplinary Arts Writing Center Building 559-5824

IA 155 Writing Fiction About Families Nathalie Arnold
component Tuesday, Thursday 12:30-1:50 p.m.

The tension between what families “should” and what they can “actually” be is a central feature in fiction about family; the mechanics of expectation, disappointment, comfort, love, fear, and multifarious experiences that can characterize “real” family life is part of what makes stories about family so compelling. Through close readings and the critique of contemporary feature films in which “the family” is central, as well as reflexive work in which students examine their own ideas about “family,” we will write about some of the relationships and experiences that most intimately contribute to a person’s identity and world-view. In addition to in-class exercises, including the construction of “real” and “fictional” kinship charts, students will produce 4 short pieces of fiction that examine familial situations from the perspectives of the different participants (for example, child, parent, grandparent, foster sibling). One of these will be revised and polished after small group workshops

School of Natural Science 311 Cole Science Building 559-5371

NS 129 Women's Health in America Pamela K. Stone
 Tuesday, Thursday 12:30-1:50 p.m.

The main goal of this course is to examine the health issues/risks women face in the United States. We will examine the roles of medical research and the public health community in setting the health care agenda for women. Through the course students will gain a clearer understanding of the biology of life cycle changes, how health inequalities are generated and perpetuated, and how to think critically about their

own health choices. From infancy to old age we will explore perceptions of wellness and illness across the life span focusing on such areas as: growth and development, menstruation, contraception, pregnancy and birth, menopause, osteoporosis and heart disease (to name a few). We start with women's health in antiquity and move through to contemporary times, charting the major trends in patterns of disease and poor health.

SS 136 Renaissance Venice Jutta Sperling
component Monday, Wednesday 10:30-11:50 a.m.

This core course on the history and visual culture of Renaissance Venice will be taught in conjunction with an exhibition of major works by Titian, Tintoretto, and Veronese at the MFA in Boston. Starting from an analysis of the art works, we will discuss central questions in Venetian history such as: the defense of republicanism, civic liberties, and political independence; Venice's anti-papal Catholic identity and its trade relations with German protestants; the gendered representation of charity and the organization of a welfare-state; the eroticization of the female body and political discourse; sodomy, marriage, and the formation of "straight" kinship; male domesticity, women's properties, and convent culture; women writers, courtesans, and the printing press; Venice and the Ottomans in an age of Atlantic discoveries. Pending approval, this course will be followed by a 10-day trip to Venice in early May.

School of Social Science

218 Franklin Patterson Hall

559-5548

SS 149 The History of Love and Lili M. Kim
Dating in the United States
Tuesday, Thursday 10:30-11:50 a.m.

How have people fallen in love and with whom? What can we learn about our society and culture through examinations of our dating practices and trends? This is an introductory social and cultural history course that explores the changes and continuities of dating and courtship beginning in the 19th century to the present. Through an examination of the seemingly private sphere of love and romance, this course analyzes the public discourse of social and cultural norms that guided, monitored, regulated, and reinforced the boundaries of not only sexuality but also gender, race, and class. Topics include Victorian ideal of love and intimacy, romantic friendship and the making of homosocial/sexual cultures, working-class and immigrant women's challenges to middle-class gender norms at the turn of the twentieth century, the shift from "calling" to "dating," interracial dating, acceptability of cohabitation without marriage, emergence of personal ads, professional dating services, and on-line dating. We will pay particular attentions to major political events and cultural movements such as the introduction of an Equal Rights Amendment and the "New Woman" in the 20's, the Great Depression, World War II, Cold War politics, and the counterculture movement and the women's liberation movement during the 60's that helped to change the way people thought about and practiced love and sex. Students will be heavily immersed in identifying and interpreting primary sources such as popular magazine ads, articles, and novels that reflect the culture and trends of romantic love and dating in the 20th-century United States.

SS 215 Politics of the Abortion Debate Marlene G. Fried
Tuesday, Thursday 12:30-1:50 p.m.

Abortion rights continue to be contested in the U.S. and throughout the world. Since the legalization of abortion in the U.S. in 1973, there have been significant erosions in abortion rights and access to abortion. Harassment of abortion clinics, providers, and clinic personnel by opponents of abortion is routine, and there have been several instances of deadly violence. This course examines the abortion debate in the U.S., looking historically at the period before legalization up to the present. We explore the ethical, political and legal dimensions of the issue and investigate the anti-abortion and abortion rights movements. We view the abortion battle in the U.S. in the wider context of reproductive freedom. Specific topics of inquiry include: abortion worldwide, coercive contraception and sterilization abuse, welfare rights, population control, and the criminalization of pregnancy.

SS 223 Meeting The Atlantic World (1450-1800) Amy K. Jordan
component Tuesday, Thursday 10:30-11:50 a.m. Jutta C. Sperling

This course on Atlantic history introduces students to core concepts, questions, and methods in investigating the many entangled histories of the Americas, Africa, and Europe in the age of colonization. Among the larger questions we will address are: the emergence of a global economy in the 16th century, the formation of the Black Atlantic, and the inter-dependent developments of the Spanish and British empires in the New World. More focused discussions will be on the development of the slave trade and the invention of plantation-style slavery; genocide and the concept of human rights in sixteenth-century literature; Catholic syncretism in Africa and the colonies; Inca commentaries on the conquest of America and their influence on European political philosophy; women's property rights in a slave-owning society (Brazil); wet-nursing and the formation of creole identities.

SS 265 Family, Gender, Power Kay A. Johnson
 Wednesday 1:00-3:50 p.m. Margaret Cerullo

In this course we explore questions concerning the bases of women's power and subordination in different historical, class, race, and cultural locations, with particular attention to women's position in relation to kinship and the political order. Our case material came from Europe, China, and the US. In the Europe and China cases, we examine the emergence of different patriarchal structures and the role of the state in shaping family, gender and reproduction. In the U.S. case, we focus on the racialized production of gender and kinship from the era of slavery to the rise of the welfare state and its dismantling in the name of "family values." Throughout the case studies, we highlight various forms of resistance to subordination and the diversity of lived experiences.

SS 293 Race, Gender, Nation & Immigration Lili M. Kim
 Tuesday 12:30-3:20 p.m.

This is a writing-intensive research seminar for advanced students interested in conducting a major research project on any aspects of U.S. immigration history. The United States has prided itself for being a nation of immigrants. But for many, not too far distant, years, immigrants of color, such as Asian immigrants, were denied entrance to the United States as well as the rights to become U.S. citizens solely based on their race and nationality, with the implication that only people deemed "white" are capable of being assimilated and worthy of being U.S. citizens. This seminar examines the intersections of race,

gender, nation, and immigration in the history of United States through the lens of Asian American experience. By reading the latest scholarship in Asian American history, we will examine such issues as how “whiteness” has been defined in the history of U.S. immigration in connection to the rights to citizenship, how the experiences of Asian American women differed from those of their male counterparts, how international politics toward Asia affected the immigration policies regarding Asians as well as the experiences of Asian Americans in the United States, and how and why the perception of Asian Americans as “forever foreigners” continues to persist. We will also examine the transnational experience of Asian Americans in achieving what Benedict Anderson has called “imagined communities” to maintain social and cultural as well as political ties to their homeland in the age of globalization and address methodological issues. Students will engage in a major research project from the beginning of the semester and will share and critique each other’s work throughout the semester, culminating in a final presentation and a substantial research paper.