

**Intd 105 01/54951/Sturges 14/Krumrine, Kristi  
Sex, Skulls & Aliens****MF 11:30-12:45**

This course is designed to help students learn to think critically and to express themselves clearly in writing. The course is centered around controversial topics in anthropology, both from the history of the discipline as well as those currently debated. These topics include but are not limited to Margaret Mead's work in Samoa, early human finds, and alien explanations for the appearance of complex societies. The nature of the course content encourages students to think critically about the scientific method and human bias and the structure of the course provides students with the opportunity to learn about the writing process.

**Intd 105 02/53556/Fraser 104/Derne, Stephan  
Ritual****TR 10:00-11:15**

In this course, students will consider how the late anthropologist Victor Turner analyzed ritual processes. Within structured, differentiated, hierarchical systems, human interactions are limited by defined roles. Turner argues rituals address the human desire to interact based on principles of community and equality. Turner uses this analysis to understand lifecycle rituals (like graduations) and calendrical rituals (like Easter, Ramadan, Holi, or Fourth of July celebrations.) Students will evaluate Turner's theory by considering their own experiences with ritual.

**Intd 105 04/53558/Welles 132/Donofrio, John  
Intd 105 05/53563/ISC 136/Donofrio, John  
Philosophy of Art****MW 1:00-2:15****MW 11:30-12:45**

What is the meaning of "art"? Does art stem from a universal evolved instinct or is the category of art an 18<sup>th</sup> century European invention? Are video games art? Is an original artwork more valuable than a physically identical forgery? Does an artwork that takes morally problematic positions thereby lose aesthetic value? Should we take the artist's intentions into account when interpreting an artwork? Through an investigation of these questions this class will help students develop critical thinking abilities and academic writing skills. We will engage with a variety of historical and contemporary sources—reading and responding to work by philosophers, artists, writers and critics.

**Intd 105 06/53566/Welles 132/Fagnoli, Nicholas  
Internet & Our Brains****MW 5:00-6:15**

This is a course with two purposes: One, we want to improve your already developed writing skills. Two, we want to consider what effect the Internet is having on our lives. We will look closely at the concepts of "progress," "technology" and "worth" to determine whether humans and technology can in fact live symbiotic lives, or whether one must "win."

**Intd 105 07/5466/Milne 105/Kirk, Joanna  
Writing About the World in the Age of Terror****WF 1:00-2:15**

Fly Naked? So suggests Pulitzer Award-winning journalist Thomas Friedman. From enhanced airport screenings to wiretapping and waterboarding, the threat of Jihad and efforts to counter it have changed American and global society in the years since September 11, 2001. With a focus on Friedman's Attitudes and Longitudes, this class considers terrorism and counter-terrorism in the 21st century. By critically analyzing news, editorial and cartoon coverage, students will explore the distinction between fact, evidence and opinion, evaluate how journalists select and present information, and develop skills in effective presentation of controversial issues.

**Intd 105 08/53592/Welles 128/Behrend, Justin****The Underground Railroad****MW 1:00-2:15**

Slavery is not simply the accumulation of horrible stories, and saintly ultra-moral slave resisters,” a journalist recently wrote; “it is our national epic poem, our great American romance.” To better understand the centrality of slavery to the American experience, we will examine Fergus Bordewich’s *Bound for Canaan: The Underground Railroad and the War for the Soul of America*. In addition to this work of history, we’ll also read selections from a few slave narratives. Our focus will be on the experience of enslavement, the risks that fugitive slaves took in trying to become free, and the remarkable network of ordinary people that helped those in bondage find freedom and restore their families.

**Intd 105 09/53593/Welles 134/Pankratz, Ashley****War Stories****TR 5:30-6:45**

This course will examine a range of fiction written in response to the World Wars and to the United States’ conflicts in Korea, Vietnam, Iraq and Afghanistan. We will consider novels and selections from various sides and perspectives, including the works of Erich Maria Remarque, Henri Barbusse, John Dos Passos, Dalton Trumbo, Rebecca West, Kurt Vonnegut, Irwin Shaw, Tim O’Brien, Louise Murphy, Wallace Terry, Bao Ninh, Kevin Powers, and Hassan Blasim. Students are expected to engage in class discussion and to craft written analytical responses to the body of texts and the complex issues presented therein.

**Intd 105 10/55372/Fraser 119/Lofkrantz, Jennifer****Modern Day Slavery****MW 10:00-11:15**

Although every jurisdiction in the world has abolished slavery, slavery and enslavement did not end with legal abolition. Indeed, numerically, there are currently more people enslaved today than at any time in the past. Using freedom narratives of those who escaped enslavement as well as articles produced by researchers, this course will explore why slavery continues to exist in the contemporary world, how individuals are enslaved, the work of contemporary slaves, and the similarities and differences between historical and contemporary slavery.

**Intd 105 11/53595/Fraser 104/Scipione, Paul****Affluence in America****TR 11:30-12:45**

What’s more quintessential than the American Dream? It’s even guaranteed in our Declaration of Independence as the “pursuit of happiness.” Study hard and work even harder. Save and invest. Is the American Dream in need of redefinition? Have companies become too adept at “data mining” and exciting our passions to spend? Have “wants” somehow morphed into “needs?” And how do we explain pockets of poverty that have resisted four decades of social engineering? Class readings ranging from Steinbeck’s *The Grapes of Wrath* to Stanley’s *The Millionaire Next Door*, as well as shared nuggets discovered in the library, interviews with competing experts, and personal and family anecdotes will be used by students to develop both effective verbal and written positions on affluence in America. Our collective research will then be preserved in a written class *Proceedings* that we can share with others.

**Intd 105 12/53596/Fraser 114/Filice, Karen****Dystopian Fiction****TR 4:00-5:15**

This course will discuss dystopian literature, emphasizing themes dealing with the imagination of better worlds and worse worlds, including post-nuclear apocalyptic societies and the modern post-9/11 world. Because dystopian literature expresses what an author sees as possible, hopes is

possible, and fears is possible, it is inherently a political and social critique. We will discuss the causes and effects of these critiques. Texts will include various novels such as The Hunger Games, The Uglies, and The Giver.

**Intd 105 13/56227/South 328/Baldwin, Douglas**  
**Secrets & Secret Codes**

**TR 10:00-11:15**

This seminar examines the creation and breaking of secret codes, as reflected in literature, history, and modern use. The course studies both fictitious and real code users and code breakers, through readings and films. Discussions and written exercises will consider such issues as who hides secrets and why? Who exposes secrets and why? When is it ethical to try to discover someone else's secrets, and, having discovered a secret, when it is ethically necessary to protect it or expose it.

**Intd 105 14/55429/Fraser 114/Tsang, Ronny**  
**Themes in Contemporary American Literature**

**TR 6:00-7:15**

This interdisciplinary course will utilize the 2007 and 2009 editions of The Best American Nonrequired Reading Series to explore the themes and ideas addressed in contemporary American Literature. We'll set out on our journey through modern American Literature in the hopes of discovering some truth about the state of our nation and the people living in it. Our search will take us through mainstream and unconventional works of short fiction, graphic novels, speeches, excerpts from novels, photos and artwork, essays, music, film, non-fiction, interviews, internet documents, letters, and other assorted works. Students should be fully prepared to read and write about, analyze, respond to, and discuss a wide variety of themes and topics that include, but are not limited to: Love and companionship, god and religion, war and conflict, violence and crime, morality and belief systems, family structures and dynamics, science and scientific advancement, social inequality and poverty, the economy, and social norms. In short, we will attempt to better understand modern America through examining a wide range of literature written by the myriad of people who reside here.

**Intd 105 15/53599/ISC 325/Jensen, Mary**  
**Illuminating Childhood-Portraits Film**

**MW 11:30-12:45**

We have all been children, but what does this mean? This course will consider international films as a window on children's lives and development. As we investigate how films represent childhood, we will pay particular attention to the many ways that childhood is constructed and experienced across boundaries of nationality, ethnicity, gender, socioeconomic class, and ability. Sociocultural theory will be used to explore the impact of cultural contexts on children's development and the ways that children understand and navigate their worlds. Primary goals of this writing seminar are for students to develop critical thinking and reading skills and the ability to clearly express their ideas in writing. Course material will be presented through lectures, films, and readings, and will be processed in class discussions and written analyses.

**Intd 105 16/53600/Newton 206/Tolson, Steven**  
**Intd 105 25/53626/Newton 206/Tolson, Steven**  
**Exploring Margins – Life in America**

**MW 1:00-2:15**

**MW 10:00-11:15**

Margins, just like on this page, reveal common practices and beliefs. They help define where knowledge is exchanged, and where it is not. Margins function within a larger system where they are often empty, neglected, or forgotten. Yet, the edge can also become a place of power and change. As metaphor, they uniquely describe many lived experiences. These individuals exist on the periphery, and often spend enormous amounts of energy

struggling with their given position. Through this course, students will explore various marginal perspectives, as a means to garner an awareness of diverse realities.

**Intd 105 17/53601/Welles 216/Beltz-Hosek, Caroline****The Woman Writer****TR 7:00-8:15**

This course centers on writings by notable 19th-20th century female authors, which students will examine from a feminist critical perspective. Works by Emily Bronte, Sylvia Plath, and Virginia Woolf will be thoughtfully analyzed in conjunction with seminal sociopolitical literature by Mary Wollstonecraft and Simone de Beauvoir. With each text we will explore how the author approaches the domestic sphere, sexual agency in patriarchal culture, and the transcendental power of creative expression.

**Intd 105 18/53602/Welles 216 /Perri, Christopher****Metafiction****TR 1:00-2:15**

Metafiction is a realm of literature that is chiefly concerned with its own nature as a verbal construct. Novels and stories of this genre possess a self-awareness of their essence as little more than words on a page. Thus, the business of metafiction is *not* to render the world as we know it, but to *make* a world from the medium of language. This course will examine the medium of storytelling as it applies to metafiction and its “linguistic oversoul,” as well as the questions raised regarding the messages (or lack thereof) inherent within the form.

**Intd 105 19/53607/Newton 212/McCoy, Beth****Octavia Butler’s Short Stories****MW 1:00-2:15**

This class will explore Octavia Butler’s novels *The Parable of the Sower* and *The Parable of the Talents*. Taking place in a future America that has slowly lapsed into political, environmental, and religious chaos, these novels follow the rise to power of Lauren Oya Olamina, a young black woman from California. In response to the destruction around her, Olamina develops a new religion, Earthseed, a religion based on the principle that “God is Change.” As Olamina’s followers grow in number, the novels raise important questions about power, celebrity, religion, race, class, gender, and mobility.

**Intd 105 20/53608/Monroe Hall – Room 105/Doggett, Robert****Rhetoric of AIDS****MW 4:00-5:15**

The word “rhetoric” in the course title is intended to signal two things. First, this is a course that will train you in the basics of written persuasion. By drawing upon a number of terms and concepts from classical rhetoric, you will learn how to identify and employ the persuasive techniques that underpin all good writing. Second, this is a course in discourse. We will examine the political, scientific, and cultural rhetoric that emerged during the early years of the AIDS crisis. We will focus on how these various modes of discourse prompt us to think about a host of issues, including our understanding of sexuality and identity, our definitions of “normalcy,” and our sense of what defines a community.

**Intd 105 21/53614/Milne 105/Kleiman, Jordan****Supply Chain History****TR 4:00-5:15**

**Intd 105 23/56360/Sturges 112/Goehle, Todd****German History, Media & Terror****MW 4:00-5:15**

This course will examine the West German terrorist organization The Red Army Faction (RAF), its origins, its philosophies, and its effects on German life and society. We will also explore the ways in which the RAF and the more general politics of the West German “Red Years” (1967-1977) have been represented in different media. Core texts will include a biography of the RAF founder Ulrike Meinhof, the memoir of a former urban guerrilla, and Heinrich Böll’s critical novel of how the West German “Establishment” responded to left-wing terror, *The Lost Honor of Katharina Blum, or How Violence Develops and Where it can Lead*. The seminar will also examine a number of films, including Volker Schlöndorff and Margarethe von Trotta’s *The Lost Honor of Katharina Blum* (1975) and Uli Edel’s *The Baader Meinhof Complex* (2008). Closely analyzing and writing about these topics and mediums, we will reflect as a group on a number of questions that are relevant to the study of the past and our contemporary present. These questions include: How does one define and/or think about terror and terrorism? How does one define and/or think about violence? What are the roles played by political actors, media personalities, and/or institutions of power such as the state, media, and the family, when defining violence and/or terror? From these questions, the course seeks two major objectives. First, through lecture, class discussions, and in-depth analysis of text and image, the seminar seeks to develop your critical reasoning skills. Second, through class discussion, peer review, and five essay assignments, the seminar looks to identify, advance, and refine the skills necessary for writing effective college level essays.

**Intd 105 24/53625/Sturges 108/Mapes, Kathleen****Family Histories: Religion, Race and Region in American History****TR 1:00-2:15**

This course will introduce you to recent writings on family and identity in U.S. history. In this course, we will begin by reading two unconventional family histories in order to open up a window onto the history of religion, race, and region in the United States from the eighteenth century through the early twentieth century. As such, you will be required to grapple with the meaning of history and the various ways historians have written history. Our third book, Philip Roth’s novel *American Pastoral*, will give us an opportunity to see how one of the nation’s most heralded novelists grappled with family and history and the ways the two intertwine. In order to succeed in this class, you must read all of the assigned books carefully and critically. This will require a great deal of time and patience. To help guide you in this process, we will discuss how to identify and analyze the main themes and issues in the books. However, you will also be expected to develop independent and critical thinking skills and to share your thoughts and arguments with the rest of your classmates.

**Intd 105 26/55475/Fraser 104/ Anderson, Christopher****MW 10:00-11:15****Intd 105 27/56363/Fraser 104/Anderson, Christopher****MW 1:00-2:15****Gods, Heroes & Monsters**

The ancient Near East was the birthplace of writing and home to the first literate urban civilization. The invention of writing made history possible by allowing humans to record their thoughts, stories, and everyday activities. This course will explore a number of mythic and other texts from several cultures of the ancient Near Eastern world, most prominently Mesopotamia and Canaan (present-day Iraq, Syria, Palestine, and Israel, ca. 3200 BCE to 323 BCE). The literature of the Hebrew Bible/Old Testament will also be discussed within this context. The texts covered will treat such themes as creation and order, death and afterlife, ritual and magic, prophecy and divination, and the relation between human and divine. In addition to reading primary source material, we will read modern secondary literature that discusses various approaches to these texts. Of course, we will always want to ask how these texts illuminate the cultures from which they come, but we will also ask what they say about human creativity and experience more broadly. The goal of this course is also to develop critical reading and writing skills such as forming opinions, formulating arguments in support of those opinions, and expressing them in written academic form.

**Intd 105 29/56375/Brodie 214/  
Science & Scientists-Fiction & Drama**

**TR 10:00-11:15**

All readings, class discussions, and writing assignments will center on the theme of science. By studying significant works of fiction and drama that depict scientists and scientific endeavors, we will examine how writers explore the purpose of science, reflect on the ethics of science, and consider the role of science in the modern world.

**Intd 105 30/56388/Milne 109/Swartz, James  
Religion & Science in US History**

**TR 4:00-5:15**

Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction, potentially taught by any member of the College faculty. Because this is primarily a course in writing, reading assignments will be briefer than in traditional topic courses, and students will prove their understanding of the subject matter through writing compositions rather than taking examinations. (Official course description). My objective in this course will be to introduce you to long-standing, and contemporary, controversial topics in United States history relative to the relation between religion and science, and the effects the subjects have had on the political and educational systems in the past century. Mainly we will concentrate on the study of creationism and evolution, with other relevant topics such as women's health issues, slavery, etc., as time and interest allow.