

# BOWDOIN COLLEGE

Data Date: 26 October 2007

## First-Year Seminars Offered Fall 2007

### AFRICANA STUDIES

**Africana Studies 10b,d. Racism.** Fall 2007—W 1:00-3:55. 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.**)

**Africana Studies 16c,d. From Montezuma to Bin Laden: Globalization and Its Critics.** Fall 2007—TTh 10:00-11:25. DAVID GORDON.

Examines the challenge that globalization and imperialism pose for the study of history. How do historians balance the perspectives of victors and victims in past and present processes of globalization? How important are non-European versions of the past that may contradict European Enlightenment historical ideas and ideals? Class discussions interrogate questions about globalization and imperialism raised by proponents and critics, ranging from the Spanish conquest of Mexico to the American conquest of Iraq. (Same as **History 16.**)

### ANTHROPOLOGY

**Anthropology 20b. Fantastic Archaeology.** Fall 2007—TTh 2:30-3:55. SCOTT MACEACHERN.

Chariots of the gods... Refugees from Atlantis... Lost arks... Archaeology occupies a curious place in the popular imagination, as an academic pursuit but also a highly romanticized—and often fictionalized—quest. Its involuntary association with strange theories and fraudulent hangers-on may thus not be too surprising. Students examine a variety of the weird and wonderful ideas that inhabit the fringes of the discipline, and thus come to an understanding of what archaeology is through analysis of what it is not.

### ASIAN STUDIES

**Asian Studies 17c,d. Shanghai Imagined.** Fall 2007—TTh 10:00-11:25. BELINDA KONG.

Examines literary and filmic representations of Shanghai of the 1930s and 1940s. Explores how Shanghai imagined itself through its own writers at the time, as well as how it has been imagined retrospectively by contemporary writers and filmmakers, both within China and in the diaspora. Topics include conceptions of cosmopolitanism, the Second World War and the Japanese occupation, the International Settlement and colonialism, the figure of the Eurasian, the Jewish ghetto, and hybrid cultural forms such as Shanghai jazz. (Same as **English 14.**)

**Asian Studies 29c,d. The Jewish Diaspora: Unity and Diversity.** Fall 2007—TTh 2:30-3:55. MITCH NUMARK.

What makes someone or something Jewish? How does one characterize or define something as “Jewish”? To what extent are/were definitions of “Jewishness” culturally, historically, and geographically contingent? Explores comparatively how the meaning of being Jewish changed over time and varied by place and circumstance. Examines how Jewish definitions of Jewishness in various Jewish communities (in the United States, England, Germany, Eastern Europe, the Middle East, India, China, and Ethiopia) were informed by the ways in which non-Jews treated and perceived Jews. (Same as **History 29.**)

# BOWDOIN COLLEGE

## CLASSICS

**Classics 16c. Cultural Connections in the Ancient Mediterranean.** Fall 2007—MW 2:30-3:55. JAMES HIGGINBOTHAM.

Studies the degree and the nature of cross-cultural interactions, explores the influence of one society on another, and examines the characteristics that not only determine, but also unite, the civilizations of the Ancient Near East, Africa, Greece, and Rome. Thematic topics include the ancient trading economies of Corinth and Athens, the spread of ancient technologies and manufacture, the development and evolution of monetary systems, public and private religion, and the debt that the “Classical” world owes to African and Near Eastern societies. The seminar incorporates study of the rich collection of ancient art and artifacts housed in the Bowdoin College Museum of Art. Here, the same evidence used by archaeologists and historians to study the contacts between ancient cultures is examined (vases from Corinth and Athens, coins, votive terracotta figurines and other cultic instruments, portraiture, and implements of daily life).

## ENGLISH

**English 10c. Transfigurations of Song.** Fall 2007—MW 2:30-3:55. 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 fatal quest, fusion with the divine, aesthetic seduction, beautiful horror, or physical transfiguration. Authors may include Coleridge, Wordsworth, Keats, Tennyson, Browning, Christina Rossetti, Whitman, Yeats, and Hart Crane.

**English 11c. Modern American Authors: Cather (1873-1947), Hemingway (1899-1961), and Fitzgerald (1896-1940).** Fall 2007—TTh 1:00-2:25. CELESTE GOODRIDGE.

Joan Accocella noted that “Fitzgerald admired [Cather] to the point of plagiarism,” while Hemingway referred to her as a “poor woman” when responding to her World War I novel, *One of Ours*. Reading these three authors in concert and considering their critical reception reveals major differences in their projects as well as the striking confluence between them.

**English 12c. The Western.** Fall 2007—TTh 1:00-2:25 (and Lab T 6:00-7:55). DANIEL MOOS.

The tradition of the Western lies not so much in the space or even the history of American West as it does in the construction of an ideal—one offered in preset and often canned formats. Beginning with an exploration of western and pioneer history, as well as early Western novels such as Owen Wister’s *The Virginian*, turns to variations on the themes of the Western in its two major genres, literature and film. Novels and films examined include works that are distinctly anti-Western (*McCabe and Mrs. Miller*), revisionist Western (*Dances with Wolves*), or seemingly not Western at all (*Blade Runner*).

**English 13c. Shakespeare’s Afterlives.** Fall 2007—TTh 2:30-3:55. AARON KITCH.

Richard III in Nazi Germany. Petruccio on Broadway. King Lear on an Iowa farm. Explores both the subtle and radical ways that authors have adapted and appropriated Shakespeare over the centuries. Focuses on issues of generic transformation, political allegory, historical difference, and aesthetic desire. Readings include representative plays by Shakespeare and works by Bertolt Brecht, W.H. Auden, Robert Browning, Tom Stoppard, and Jane Smiley; also includes screenings of films by Baz Luhrman, Richard Loncraine, and Peter Greenaway.

**English 14c,d. Shanghai Imagined.** Fall 2007—TTh 10:00-11:25. BELINDA KONG.

Examines literary and filmic representations of Shanghai of the 1930s and 1940s. Explores how Shanghai imagined itself through its own writers at the time as well as how it has been imagined retrospectively by contemporary writers and filmmakers, both within China and in the diaspora. Topics include conceptions of cosmopolitanism, the Second World War and the Japanese occupation, the International Settlement and colonialism, the figure of the Eurasian, the Jewish ghetto, and hybrid cultural forms such as Shanghai jazz. (Same as **Asian Studies 17**.)

**English 15c. Hawthorne.** Fall 2007—MW 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*.

# BOWDOIN COLLEGE

**English 16c. What We Talk about When We Talk about Love.** Fall 2007—TTh 2:30-3:55. GUY MARK FOSTER.

Examines literary texts in which writers from the United States and Europe follow a well-worn literary dictum to “show rather than tell” narratives dramatizing the always complex, sometimes painful, but always endlessly challenging negotiations of intimate relationships. Throughout the term, students read a variety of literary works: from an Anton Chekov play to short stories by Edwidge Danticat and Raymond Carver. Attention given to the impact on these narratives of historical and cultural shifts in race, gender, class, and sexual discourses. (Same as **Gender and Women’s Studies 16.**)

**English 17c. Animal Life.** Fall 2007—TTh 11:30-12:55. 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, Brigid Brophy, Philip K. Dick, Italo Calvino, Haruki Murakami, and Anita Desai.

**English 18c. Literature of United States-Middle Eastern Wars.** Fall 2007—MW 1:00-2:25. WILLIAM ARCÉ.

When soldiers marched out into the field of battle with lance, sword, and shield, writers celebrated chivalry and courage—but then came modern warfare. With its technological advances and its political complexities, modern warfare has put distance between soldiers and challenged the traditional tropes of heroism and sacrifice. How do American soldiers write about their experience of war? Can war literature still champion abstract ideals when the way in which modern warfare is conducted often fails to make distinctions between soldiers and civilians, combatants and non-combatants, military heroes and war criminals? Focuses on the three United States-Middle Eastern Wars, exploring themes traditionally associated with soldiering such as gender, patriotism, nationalism, and military heroism. Includes screenings of various important war films of the period.

## FILM STUDIES

**Film Studies 10c. Cultural Difference and the Crime Film.** Fall 2007—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.

## GENDER AND WOMEN’S STUDIES

**Gender and Women’s Studies 16c. What We Talk about When We Talk about Love.** Fall 2007—TTh 2:30-3:55. GUY MARK FOSTER.

Examines literary texts in which writers from the United States and Europe follow a well-worn literary dictum to “show rather than tell” narratives dramatizing the always complex, sometimes painful, but always endlessly challenging negotiations of intimate relationships. Throughout the term, students read a variety of literary works: from an Anton Chekov play to short stories by Edwidge Danticat and Raymond Carver. Attention given to the impact on these narratives of historical and cultural shifts in race, gender, class, and sexual discourses. (Same as **English 16.**)

**Gender and Women’s Studies 20c. In Sickness and in Health: Public Health in Europe and the United States.** Fall 2007—MW 2:30-3:55. SUSAN L. TANANBAUM.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **History 20.**)

## GOVERNMENT

**Government 10b. The Pursuit of Peace.** Fall 2007—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.

# BOWDOIN COLLEGE

**Government 11b. The Korean War.** Fall 2007—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. The course 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 24b. Political Theory and Utopia.** Fall 2007—MW 2:30-3:55. THOMAS SCHNEIDER.

Utopia is both “no place” and “good place.” Considers a number of famous utopian (and anti-utopian) writings, beginning with the most famous of all—Plato’s *Republic*—and including works by later writers who have taken up some of the same questions (More, Bacon, Engels, Bellamy, Huxley: Is utopia unrealizable? If so, what is its use? Is there a role for philosophy in politics?)

**Government 26b. Fundamental Questions: Exercises in Political Theory.** Fall 2007—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.

## HISTORY

**History 14c. The Atomic Bomb and American Society.** Fall 2007—TTh 2:30-3:55. DAVID HECHT.

Explores the impact of the atomic bomb on American society, politics, and culture. Few aspects of post-World War II United States History were unaffected by the bomb, which decisively shaped the Cold War, helped define the military-industrial complex, and contributed to profound changes in the place of science in American life. Influence of the bomb can be seen, with surprisingly varied effects, throughout American society: in consumer culture, domestic politics, civil rights, and literature. Uses a wide range of sources—such as newspaper articles, interviews, memoirs, fiction, film, and policy debates—to examine the profound effects of the atomic bomb in American society.

**History 16c,d. From Montezuma to Bin Laden: Globalization and Its Critics.** Fall 2007—TTh 10:00-11:25. DAVID GORDON.

Examines the challenge that globalization and imperialism pose for the study of history. How do historians balance the perspectives of victors and victims in past and present processes of globalization? How important are non-European versions of the past that may contradict European Enlightenment historical ideas and ideals? Class discussions interrogate questions about globalization and imperialism raised by proponents and critics, ranging from the Spanish conquest of Mexico to the American conquest of Iraq. (Same as **Africana Studies 16.**)

**History 20c. In Sickness and in Health: Public Health in Europe and the United States.** Fall 2007—MW 2:30-3:55. SUSAN L. TANANBAUM.

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**History 23c,d. Voices of the Excluded: Latin American History through Testimonials.** Fall 2007—MW 11:30-12:55. SARAH SARZYNSKI.

One of the consequences of social and economic inequalities in Latin America is the exclusion of millions of voices from the official documents used to write history. Testimonial literature, a literary genre where scholars create a written account of the life stories of marginalized individuals, is one source where it is possible to find the voices of women, the poor, certain racial/ethnic groups, and victims of human rights abuses. Examines related issues of memory, politics and truth, authorship, and first world/third world relations. Sources include Nobel Peace Prize Laureate Rigoberta Menchu’s testimonial, *I, Rigoberta Menchu: An Indian Woman in Guatemala*; and testimonials of political prisoners in Argentina and Chile, ex-slaves in Cuba and Brazil, and guerrillas in Central America and Cuba. (Same as **Latin American Studies 23.**)

# BOWDOIN COLLEGE

**History 29c,d. The Jewish Diaspora: Unity and Diversity.** Fall 2007—TTh 2:30-3:55. MITCH NUMARK.

What makes someone or something Jewish? How does one characterize or define something as “Jewish”? To what extent are/were definitions of “Jewishness” culturally, historically, and geographically contingent? Explores comparatively how the meaning of being Jewish changed over time and varied by place and circumstance. Examines how Jewish definitions of Jewishness in various Jewish communities (in the United States, England, Germany, Eastern Europe, the Middle East, India, China, and Ethiopia) were informed by the ways in which non-Jews treated and perceived Jews. (Same as **Asian Studies 29**.)

## LATIN AMERICAN STUDIES

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Fall 2007—MW 11:30-12:55. SARAH SARZYNSKI.

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## PHILOSOPHY

**Philosophy 27c. Moral History.** Fall 2007—MW 2:30-3:55. LAWRENCE H. SIMON.

What can history tell us about morality? What can morality help us understand about history? Does the fact that humans are capable of great evil mean that moral progress is a chimera? Why are some individuals capable of great moral insight, sensitivity, and courage in the midst of widespread moral collapse? Asks these and related questions in the context of some of the moral atrocities and dilemmas of recent history, including the Holocaust and other genocides, war and war crimes, totalitarianism and systematic oppression, torture, and slavery.

## PSYCHOLOGY

**Psychology 10b. What’s on Your Mind? An Introduction to the Brain and Behavior.** Fall 2007—TTh 10:00-11:25. SETH J. RAMUS.

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.** Fall 2007—MW 1:00-2:25. 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 are included.

## SOCIOLOGY

**Sociology 10b,d. Racism.** Fall 2007—W 1:00-3:55. 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**.)

**Sociology 14b. America in the 1970s.** Fall 2007—TTh 2:30-3:55 (and Lab T 6:30-9:25). SETH OVADIA.

A sociological exploration of some of the major events and trends of the 1970s in the United States. Students use a variety of sources to develop an understanding of the social forces that shaped American lives then and how those forces continue to influence American life today.