

## Bowdoin College

### Office of Student Records

#### First-Year Seminars Being Offered Spring Semester 2006

Information as of October 26, 2005

#### ANTHROPOLOGY

Anthropology **014b,d. Weather Climate and Culture.** TTH 1:00-2:25 (Same as **Environmental Studies 014**) A. Henshaw

Explores anthropological approaches to understanding meteorological phenomenon in a variety of cultural contexts. Drawing on ethnographic and archaeological case studies, emphasis will be placed on the way humans have responded to weather and climatic variability as well as the symbolic and cognitive dimensions associated with such phenomenon in everyday life. Examines the relationship climate change science and how such change is experienced on scales relevant to human activity. Case studies will be drawn from both pre-industrial and industrial societies in the New and Old World.

#### ART HISTORY

Art History **012c. Making Faces Art of Portraiture.** TTH 11:30-12:55 L. Docherty

Examines characteristic features of this art form through the study of notable examples from different times and places. Works of painting, sculpture, and photography are discussed in historical and cultural context, as are variations on the individual portrait such as self-portraiture, group portraiture, imaginary portraiture and non-representational portraiture.

#### ASIAN STUDIES

Asian Studies **020b,d. Global Media and Politics.** TTH 1:00-2:25 (Same as **Government 102**) H. Laurence

Examines the impact of media including the internet, newspapers, and television, on politics and society in cross-national perspective. Asks how differences in the ownership and regulation of media affect how news is selected and presented, and looks at various forms of government censorship and commercial self-censorship. Also considers the role of the media and “pop culture” in creating national identities, perpetuating ethnic stereotypes, and providing regime legitimation; and explores the impact of satellite TV and the internet on rural societies and authoritarian governments.

#### EDUCATION

Education **020 c. The Educational Crusade.** TTH 10:00- 11:25 C. 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? This course 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, this course will highlight enduring tensions in the development and practice of public schooling in a democratic republic.

#### ENGLISH

English **020c. Femmes Fatales Lady Killers.** TTH 2:30-3:55 Lab M 7:00 – 10:00 p.m. (Same as **Gender and Women’s Studies 019**) A. Briefel

This course explores a popular cinematic figure: the dangerous--and sometimes deadly--woman. By analyzing a range of films from Classical Hollywood cinema to the present day, we will explore the various forms that this female character assumes: the femme fatale, the tragic mulatto, the jealous or vindictive woman, the murderous lesbian, the revenge seeker, etc. In addition to examining

the various permutations of the dangerous female, we will examine why she has attained such a prevalent place on the silver screen. What is so seductive about the deadly woman? This class will also introduce students to film criticism. Films may include *Basic Instinct*, *Carrie*, *Double Indemnity*, *Fatal Attraction*, *Gilda*, *Kill Bill*, *Mildred Pierce*, *Sunset Boulevard*, *Thelma and Louise*, and *Vertigo*.

**English 021c. Lesbian Personae.** TTH 10:00-11:25 P. Coviello

A study of the varied representations of same-sex desire between women across a range of 20th-century novels and films. We will be concerned with questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others.

**English 022c. Stoic Heros & Disenchanted Knights.** MW 2:30-3:55 M. Edsall

An inquiry into the construction of heroic and chivalric masculinities in literature from Virgil to Chaucer, with a strong focus on the historical and social contexts that help make these pre-modern texts intelligible. Attention given to sex/gender systems, to the ideological power of myth, legend, and romance, and to the afterlife of ideals of heroism and chivalry. Texts may include: Virgil's *Aeneid*, *Beowulf*, *The Song of Roland*, Chrétien de Troyes' *The Knight of the Lion*, Chaucer's *Knights Tale*, and selections from the nineteenth-century "chivalric revival."

**English 023c. Contemporary Literature.** TTH 1:00-2:25 C. Goodridge

Readings of fiction, prose essays, travel writing, and memoir from the last decades of the 20th century and the beginning of the 21st. The course will conclude with a best-seller. Fiction by Deborah Eisenberg, Jane McCafferty, Alice Munro and Jim Harrison. Other authors may include Ian Frazier, Bruce Chatwin, Emily Hiestand, Mark Doty, Nathaniel Philbrick and Tracy Kidder.

**English 024c. Scotlands Galore.** MW 11:30-12:55 M. Reizbaum

An introduction and examination of the modern and contemporary literatures of Ireland, Scotland, and Wales, with a particular focus on Scotland this semester. Considers the place of such literatures in national, cultural, and "canonical" terms. Includes poetry, prose, film and music with such authors as Muriel Spark, R. S. Thomas, Liz Lochhead, James Kelman, Janice Galloway, A. L. Kennedy, Bill Forsyth (*Gregory's Girl*), Danny Boyle (*Trainspotting*), and *The Proclaimers*. A look back to the popularizations of such figures as Robert Burns, and to the present in such offerings as *Braveheart*.

**English 025c. Dangerous Defilements.** TTH 11:30-12:55 J. Major

What does hormone-injected meat have to do with commercial television networks linking America and Japan? How could a group of women in Iran reading Nabokov and Austen be violating moral boundaries? Why does a Vietnam vet who happens to be a mixed-blood Native American need to trace his family roots? Can forbidden selves be successfully forged out of wildly different ethnic backgrounds? This class questions historical definitions of purity and individual acts of transgression in settings ranging from contemporary fiction to Renaissance drama. Texts may include Ruth Ozeki, *My Year of Meats*; Azar Nafisi, *Reading Lolita in Tehran*; Louis Owens, *The Sharpest Sight*; Salman Rushdie, *East-West Stories*; Richard Hildreth, *The White Slave*; and William Shakespeare, *Titus Andronicus*.

## ENVIRONMENTAL STUDIES

Environmental Studies **014b,d. Weather Climate and Culture.** TTH 1:00-2:25 (Same as **Anthropology 014**) A. Henshaw

## GENDER AND WOMEN'S STUDIES

Gender and Women's Studies **019c. Femmes Fatales Lady Killers.** TTH 2:30-3:55 Lab M 7:00 – 10:00 p.m. (Same as **English 020**) A. Briefel

Gender and Women's Studies **020c. In Sickness and in Health.** MW 1:00-2:25 (Same as **History 020**) S. 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.

## **GOVERNMENT**

Government **102b,d. Global Media and Politics.** TTH 1:00-2:25 (Same as **Asian Studies 020**) H. Laurence

## **HISTORY**

History **016c,d. Global Histories.** MW 11:30-12:55 D. Gordon

This course examines the challenge that globalization poses for the study of history. How do we write history in a trans-national world? Is there a single history relevant and applicable to all? Or does each group have their own history? Do we accept all histories as equally important and significant? How do historians write inclusive histories given past and continued global inequalities? Is the history of Africa as important as that of the Americas? What right do historians have to record and represent the histories of others? Readings will focus on related questions in the work of select historians and social theorists.

History **020c. In Sickness and in Health.** MW 1:00-2:25 (Same as **Gender and Women's Studies 020**) S. Tananbaum

## **PHILOSOPHY**

Philosophy **014c. Philosophy and Poetry.** TTH 8:30-9:55 D. Corish

What is the nature of poetry? This is a philosophical question, considered by using traditional and contemporary poems as examples. Also considers the relation of philosophy to poetry in the particularly interesting case of the condemnation of poetry by the Greek philosopher Plato.