

BOWDOIN COLLEGE

Students are required to complete a first-year seminar; this should normally be completed by the end of the first semester and no later than the end of the second semester in college.

Courses may meet on Monday (M), Tuesday (T), Wednesday (W), Thursday (R), and/or Friday (F).

Information as of Aug 29, 2016 - Subject to change

First-Year Seminars

AFRICANA STUDIES

AFRICANA STUDIES 1010 b. Racism. Fall 2016. Partridge, H.

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 SOC 1010)

AFRICANA STUDIES 1012 c. Affirmative Action US Society. Fall 2016. Purnell, Brian

Interdisciplinary exploration of the rise and fall (and reappearance) of the affirmative action debate that shaped so much of the American culture wars during the 1970s and 2000s. Students primarily study affirmative action in the United States, but comparative analysis of affirmative action systems in societies outside the United States, such as South Africa and India, is also considered. Examines important Supreme Court cases that have shaped the contours of affirmative action, the rise of diversity discourse, and the different ways political and cultural ideologies -- not to mention historical notions of American identity -- have determined when, where, and how affirmative action has existed and whom it benefits. Study of law, economics, sociology, anthropology, history, and political science introduces students to different methodological approaches that inform Africana studies and the field's examination of the role people of African descent have played in contemporary and historical American society. Writing intensive. Analytical discussions of assigned texts. (Same as)

ANTHROPOLOGY

ANTHROPOLOGY 1015 b. Fertility and the Future. Fall 2016. Singh, Holly

Where do babies come from? That's a deceptively simple question. Anthropologists have shown that human beings have understood "the facts of life" in radically different ways across time and geographic contexts. Examines how gender, class, race, and religion shape reproductive ideals and practices around the world? How do difficulties such as infertility and pregnancy loss (miscarriage) or natural disaster and political upheaval, impact those ideals and practices? And how do politics, and ethics articulate with intimate, embodied (and dis-embodied) experiences of reproduction, from adoption and abortion to IVF and surrogacy? Examines these issues across a variety of gender and sexuality perspectives and situate local examples within national and global struggles to (re)produce the future. (Same as)

ANTHROPOLOGY 1028 b. Construction of the Self. Fall 2016. May, Simon

Critically examines Western notions of "the self" and investigates how these notions shape political action and projects of social justice in contemporary society. Combines approaches from anthropology, social theory, and psychoanalysis, analyzes how ideas of class, race, and gender structure our understandings of the self, and reflects on what it means for an individual to be a valued person in society. Students analyze different interpretations of the psychological, social, and cultural processes involved in the construction and lived experience of self, and explore how research on non-Western societies helps us rethink our assumptions about the self, society, and political action. (Same as)

ART HISTORY

ART HISTORY 1016 c. Art and the Environment. Fall 2016. Goldman, Natasha

Since the 1960s, artists in Western Europe and the United States have used the environment as a site of visual exploration, discussion, critique, and action. From Robert Smithson and his ever-disintegrating "Spiral Jetty," to Agnes Denes's "Wheatfield" growing alongside Wall Street, to Mierle Ukeles's installation and performance art in conjunction with the New York Department of Sanitation, to Eduardo Kac's "GFP Bunny," artists have explored the ways in which art objects are in dialogue with the environment, recycling, and biology. Works engage with concepts such as entropy, the agricultural industry, photosynthesis, and green tourism encouraging us to see in new ways the natural world around us. Visits to the Bowdoin College Museum of Art's collections complement the material studied. Writing-intensive course emphasizes firm understanding of library and database research and the value of writing, revision, and critique. (Same as ENV5 1016)

ASIAN STUDIES

ASIAN STUDIES 1035 c. Globalizing India. Fall 2016. Sturman, Rachel

Explores the lived experience of globalization on the ground in India, looking at the everyday lives and livelihoods, landscapes, and imaginations that have been transformed in recent decades. Key themes include urbanization, rising wealth and inequality, and changes in social and political visions. This course is part of the following field(s) of study: South Asian and Colonial Worlds. (Same as HIST 1038)

ASIAN STUDIES 1041 c. Asian Dystopias. Fall 2016. Kong, Belinda

Focuses on contemporary dystopian novels by Asian and Asian diaspora writers. Explores the idea that dystopic fiction works not simply by reimagining time and forecasting bleak futures but also by remapping political spaces and redrawing social boundaries. Anarchists and vigilantes, aliens and clones, murderous children and mythic animal deities populate these worlds as writers examine totalitarianism and dissidence, globalization and labor slavery, pandemics and biotechnology, race riots and environmental devastation. (Same as ENGL 1013)

ASIAN STUDIES 1043 c. East Asian Genre Cinema. Fall 2016. Tsui, Shu-chin

Explores East Asian cinema from a genre perspective with a focus on transnational martial arts films. The course calls on social-cultural history and genre theory in examining the form and content of such films. The role of local/global and national/transnational relations in cinema is considered. And genre-specific issues, such as spectators' perception or industry practices, are studied to discern the role of gender, nation, power, and historiography. After taking the course, students will be able to explain the theoretical concepts of genre cinema, analyze the genre's visual formation, and comprehend the social-cultural implications of the genre. (Same as CINE 1043)

Explores East Asian cinema from a genre perspective with a focus on transnational martial arts films. The course calls on social-cultural history and genre theory in examining the form and content of such films. The role of local/global and national/transnational relations in cinema is considered. And genre-specific issues, such as spectators' perception or industry practices, are studied to discern the role of gender, nation, power, and historiography. After taking the course, students will be able to explain the theoretical concepts of genre cinema, analyze the genre's visual formation, and comprehend the social-cultural implications of the genre. (Same as CINE 1043L1)

CINEMA STUDIES

CINEMA STUDIES 1007 c. Perform & Theory in James Bond. Fall 2016. Bay-Cheng, Sarah

Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as ENGL 1011 / THTR 1007)

CINEMA STUDIES 1036 c. The South on Page and Screen. Fall 2016. McCarroll, Meredith

Explores both romanticizing and demonizing representations of the American South in modern and contemporary literature and film. Studies multiple and sometimes conflicting representations of the South in order to understand the power of images and language in the imagining of a place. Topics include the myth of the plantation, gender and power, environment and destruction, violence and race. Readings and screenings may include "Birth of a Nation," "Song of the South," "Showboat," "The Sound and the Fury," "Cane," "Black Boy," "The Moviegoer," "Deliverance," "Bastard Out of Carolina," "A Streetcar Named Desire," "The Dollmaker," "Slingblade," "Django Unchained," "Beasts of the Southern Wild." Students expected to screen films outside of class; group screenings offered. (Same as ENGL 1036)

CINEMA STUDIES 1043 c. East Asian Genre Cinema. Fall 2016. Tsui, Shu-chin

Explores East Asian cinema from a genre perspective with a focus on transnational martial arts films. The course calls on social-cultural history and genre theory in examining the form and content of such films. The role of local/global and national/transnational relations in cinema is considered. And genre-specific issues, such as spectators' perception or industry practices, are studied to discern the role of gender, nation, power, and historiography. After taking the course, students will be able to explain the theoretical concepts of genre cinema, analyze the genre's visual formation, and comprehend the social-cultural implications of the genre. (Same as ASNS 1043)

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CLASSICS

CLASSICS 1010 c. Ancient Mediterranean Identity. Fall 2016. Baker, Catherine

Examines how ancient Greeks and Romans thought about their own identities and those of the populations around them. Explores how factors such as race and ethnicity, gender, and social class influenced the way people in the ancient Mediterranean understood and experienced their world. Why did the Egyptians seem so strange to the Greek author Herodotus? Did an Athenian immigrant living in Rome feel like a Greek, a Roman, or some combination of the two? How did women or freed slaves choose to express their identities through the tombs they built for themselves? Examines texts from ancient authors like Homer and Tacitus, objects, and art, including materials from the Bowdoin College Museum of Art, in order to consider how identities could be created and negotiated in the ancient world. (Same as)

CLASSICS 1018 c. Cleopatra: Versions & Visions. Fall 2016. Boyd, Barbara

Who was Cleopatra, the last Pharaoh of Egypt and lover of two Roman leaders? Explores the historical character and inspirational charisma of a woman who has informed Western discourses of power, gender, and cultural identity for more than two millennia. Drawing on a variety of media, considers how Cleopatra's image has shaped and been shaped by the cultural contexts in which she appears. Readings include works by Virgil, Horace, Plutarch, Boccaccio, Shakespeare, Shaw, and Wilder; other sources to be studied include portrayals of Cleopatra by Hollywood and HBO. (Same as)

ECONOMICS

ECONOMICS 1018 b. Art of Deal:Commerce & Culture. Fall 2016. Khan, Zorina

Explores the economics of culture, including the analysis of markets for art, music, literature, and movies. If culture is priceless, then why do artists starve while providers of pet food make billions? Why are paintings by dead artists generally worth more than paintings by living artists? Could music piracy on the information superhighway benefit society? Can Tom Hanks turn a terrible movie into a contender at the box office? Students are not required to have any prior knowledge of economics, and will not be allowed to argue that baseball comprises culture. (Same as)

EDUCATION

EDUCATION 1027 c. School Choice Policies. Fall 2016. Jessen, Sarah

School choice policies have emerged in the last few decades as a way to save the "failing" public educational system. Many policy-makers have argued that the introduction of market competition into public schools will "in and of itself" spur lasting change, resulting in improved performance and more innovative practices. Critics have argued, however, that, in practice, school choice policies produce different behaviors and results than market advocates had anticipated. Examines a range of school choice policies—from open enrollment plans, to charter schools and vouchers— from a variety of different perspectives, including in-depth reviews of the roles of the parents, students, educators, schools, and policymakers. Also incorporates case studies of several districts around the country, and the choice policies they have implemented.

ENGLISH

ENGLISH 1011 c. Perform & Theory in James Bond. Fall 2016. Bay-Cheng, Sarah

Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as CINE 1007 / THTR 1007)

ENGLISH 1012 c. Jane Austen. Fall 2016. Kibbie, Ann

A study of Jane Austen's major works, *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*. (Same as GSWS 11)

ENGLISH 1013 c. Asian Dystopias. Fall 2016. Kong, Belinda

Focuses on contemporary dystopian novels by Asian and Asian diaspora writers. Explores the idea that dystopic fiction works not simply by reimagining time and forecasting bleak futures but also by remapping political spaces and redrawing social boundaries. Anarchists and vigilantes, aliens and clones, murderous children and mythic animal deities populate these worlds as writers examine totalitarianism and dissidence, globalization and labor slavery, pandemics and biotechnology, race riots and environmental devastation. (Same as ASNS 1041)

ENGLISH 1023 c. Young Adult Speculative Fict. Fall 2016. Matos, Angel

How do wizards, monsters, cyborgs, and giant killer insects shed light on precarious issues such as sexism, homophobia, racism, poverty, and illness? Examines representations of identity and difference in young adult speculative fiction -- texts created for younger audiences that include elements from genres such as fantasy, horror, science fiction, and magical realism. Students not only analyze the approaches that writers implement to construct hypothetical settings and characters, but also examine how speculative young adult novels depict different possibilities for existing and mattering in the world. Potential authors include Cassandra Clare, Patrick Ness, Rainbow Rowell, and Andrew Smith. (Same as GSWS 1028)

ENGLISH 1028 c. When We Talk about Love. Fall 2016. Foster, Guy Mark

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 Chekhov 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 GSWS 1026)

ENGLISH 1032 c. Maine Writers. Fall 2016. Muther, Elizabeth

Explores the wild and diverse literary territories of the state of Maine—past and present. Considers Maine's multi-ethnic folkways, its austere modernisms, remorseless gothic landscapes, natural splendors and antagonisms, small town humor and naturalism, coastal rhapsodies and adversities, post-industrial regionalism, and contemporary urban cultures. Includes poetry, short stories, novels, memoirs, personal narratives, children's literature, and urban storytelling by such writers as Sarah Orne Jewett, Edwin Arlington Robinson, Edna St. Vincent Millay, Robert McCloskey, Stephen King, Richard Russo, Elizabeth Strout, and Ashley Bryan. (Same as)

ENGLISH 1033 c. Modernity at Sea. Fall 2016. Rahimtoola, Samia

Beginning with Walt Whitman's celebration of a seafaring globe "spann'd, connected by network," the figure of the oceanic has spoken to a dream of embracing everything, from far-flung peoples to the earth's most evasive animal life. Makes use of of twentieth/twenty-first-century century American visual and textual materials to consider the ways in which poetry, stories, film, and multimedia works have advanced and critiqued Whitman's vision of a unified modernity. Subtopics include modernist aesthetics; globalization and its limits; place, space, and the representation of landscape; and the artistic retrieval of lost or undocumented histories, such as the slave trade and migration. Authors may include Herman Melville, Sarah Orne Jewett, Hart Crane, Robert Hayden, Rachel Carson, M. NourbeSe Philip, and Ruth Ozeki. Class visits neighboring coastal sites, including the Coastal Studies Center. (Same as)

ENGLISH 1036 c. *The South on Page and Screen. Fall 2016. McCarroll, Meredith*

Explores both romanticizing and demonizing representations of the American South in modern and contemporary literature and film. Studies multiple and sometimes conflicting representations of the South in order to understand the power of images and language in the imagining of a place. Topics include the myth of the plantation, gender and power, environment and destruction, violence and race. Readings and screenings may include "Birth of a Nation," "Song of the South," "Showboat," "The Sound and the Fury," "Cane," "Black Boy," "The Moviegoer," "Deliverance," "Bastard Out of Carolina," "A Streetcar Named Desire," "The Dollmaker," "Slingblade," "Django Unchained," "Beasts of the Southern Wild." Students expected to screen films outside of class; group screenings offered. (Same as CINE 1036)

ENGLISH 1043 c. *Fact and Fiction. Fall 2016. Clarke, Brock*

An introduction to the study and creation of various kinds of narrative forms (short story, travel essay, bildungsroman, detective fiction, environmental essay, satire, personal essay, etc.). Students write critical essays and use the readings in the class as models for their own short stories and works of creative nonfiction. Class members discuss a wide range of published canonical and contemporary narratives and workshop their own essays and stories. In doing so, the class dedicates itself to both the study of literature and the making of it. Note: Fulfills the creative writing concentration requirement for English majors. (Same as)

ENGLISH 1048 c. *Contemp English Short Fiction. Fall 2016. Goodridge, Celeste*

Examines some of the formal features of narrative: plot, character development, point of view, the role of the reader, and closure, arguing that short stories have different requirements of economy than longer narratives. Emphasizing Gothic elements and representations of transgression, power, secrets, dysfunctionality, and domestic arrangements. Authors from England, Canada, and Ireland will be read and may include Tessa Hadley, Alice Munro, Colm Toibin, William Trevor, and Claire Keegan. (Same as)

ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES 1016 c. *Art and the Environment. Fall 2016. Goldman, Natasha*

Since the 1960s, artists in Western Europe and the United States have used the environment as a site of visual exploration, discussion, critique, and action. From Robert Smithson and his ever-disintegrating "Spiral Jetty," to Agnes Denes's "Wheatfield" growing alongside Wall Street, to Mierle Ukeles's installation and performance art in conjunction with the New York Department of Sanitation, to Eduardo Kac's "GFP Bunny," artists have explored the ways in which art objects are in dialogue with the environment, recycling, and biology. Works engage with concepts such as entropy, the agricultural industry, photosynthesis, and green tourism encouraging us to see in new ways the natural world around us. Visits to the Bowdoin College Museum of Art's collections complement the material studied. Writing-intensive course emphasizes firm understanding of library and database research and the value of writing, revision, and critique. (Same as ARTH 1016)

GOVERNMENT

GOVERNMENT 1001 b. *Amer Gov: Represen & Particip. Fall 2016. Martin, Janet*

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the president) and political institutions (parties, Congress, the executive branch, the judiciary). Not open to students who have credit for or are concurrently taking Government 1100. (Same as)

GOVERNMENT 1003 b. *Political Sci & the Founding. Fall 2016. Selinger, Jeffrey*

Introduces the study of politics and the discipline of political science through an exploration of the people, interests, and ideas that shaped the Founding from the American Revolution to the framing of the US Constitution. In particular, uses concepts employed by scholars who study social movements, legislative coalition-building, and international relations to examine the movement for independence, the negotiations that unfolded at the Constitutional Convention, the rhetorical positioning of Federalists and Anti-Federalists during the ratification debate, and the ongoing negotiation over the status of slavery in the new republic. (Same as)

GOVERNMENT 1004 b. *Supreme Court & Social Change. Fall 2016. Sorenson, Maron*

The Supreme Court has played a role in adjudicating many of the nation's most important social issues, addressing matters such as segregation in schools, gender discrimination, and same-sex marriage. Since Thurgood Marshall orchestrated the NAACP's legal strategy to bring civil rights issues before the court rather than Congress, many other interest groups have followed suit. Investigates the trend of seeking legal change via courts, focusing on the Supreme Court's role in social change by asking two connected questions: first, should the Supreme Court be deciding issues with such far-reaching impacts; second, since the court does wade into these matters, how effective are the justices in moving public opinion and influencing social change? Examines areas of policy in which the court has been particularly active including civil rights, access to abortion, and same-sex marriage, among others. (Same as)

GOVERNMENT 1011 b. *Exercises in Political Theory. Fall 2016. Yarbrough, Jean*

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, Aristotle, the Bible, Machiavelli, Locke, Rousseau, Shakespeare, the American Founders, Tocqueville, and Nietzsche. (Same as)

GOVERNMENT 1012 b. *Human Being and Citizen. Fall 2016. Franco, Paul*

An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche. (Same as)

literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche. (Same as)

GOVERNMENT 1025 b. NGOs in Politics. Fall 2016. Henry, Laura

Nongovernmental organizations (NGOs) are thought to play a crucial role in politics -- monitoring the state, facilitating citizen participation in politics, and articulating policy alternatives. Yet the activities of NGOs vary significantly from one political system to another, most notably differing among developing and developed states and democratic and authoritarian states. In addition, NGOs' role in the political process is being transformed by globalization and the increasingly transnational nature of political activism. Explores the following questions: How do factors such as a state's level of economic development, its political culture, the nature of the political regime, and the arrangement of its political institutions shape NGOs' role and influence in the political process? When and where have NGOs been successful in influencing political developments? How do the growing transnational linkages among NGOs affect their role in domestic politics? (Same as)

GOVERNMENT 1028 b. Women at War. Fall 2016. Potholm, Christian

Introduces the student to the nature of warfare throughout various cultures and epochs by focusing on the "Daughters of Mars," women warriors and warrior queens. Includes case studies from the Trojan war, the early Eurasian steppes, classical Greece and Rome, the High Middle Ages, nineteenth-century Africa, Samurai Japan, the American Civil War, World War II, Vietnam, Iraq, and Afghanistan. Also focuses on the arguments for and against having women in combat, culminating with the contemporary realities and debates concerning American women in combat today. Student research projects investigate these and other related subjects. (Same as)

GOVERNMENT 1030 b. The Pursuit of Peace. Fall 2016. Springer, Allen

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. (Same as)

HISTORY

HISTORY 1009 c. Reacting to the Past. Fall 2016. Roberts, Meghan

Immerses students in the religious, political, and scientific culture of early modern Europe through the study of two key episodes: Henry VIII's efforts to assume control of the Church of England and Galileo's trial for heresy. Students participate in these debates through role-playing games. Each plays a historical figure and attempts to shape the course of events. After an initial set-up phase, students take charge of the class, giving speeches, writing letters, conducting secret negotiations, and otherwise working to convince their classmates of their views. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors. (Same as)

HISTORY 1012 c. "Bad" Women Make Great History. Fall 2016. Herrlinger, Page

Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields -- as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman's deviance reveal about cultural constructions of identity and the self in Modern Europe; about contemporary views on issues such as women's work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? When studied together, what do these women's experiences reveal about patterns of change and continuity with respect to definitions of masculinity versus femininity, the public versus private sphere, and the relationship of the individual to the modern state? Note: This course is part of the following field(s) of study: Europe. (Same as GSWS 1022)

HISTORY 1014 c. Utopian Communities in America. Fall 2016. McMahon, Sarah

An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), community histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis. This course is part of the following field(s) of study: United States. (Same as)

HISTORY 1023 c. Science, Sex, and Politics. Fall 2016. Hecht, David

Examines the intersection of science, sex and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and proper sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates-- often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, eugenics, abortion, and the "gay gene." Note: This course is part of the following field(s) of study: United States. (Same as GSWS 1031)

HISTORY 1038 c. Globalizing India. Fall 2016. Sturman, Rachel

Explores the lived experience of globalization on the ground in India, looking at the everyday lives and livelihoods, landscapes, and imaginations that have been transformed in recent decades. Key themes include urbanization, rising wealth and inequality, and changes in social and political visions. This course is part of the following field(s) of study: South Asian and Colonial Worlds. (Same as ASNS 1035)

INTERDISCIPLINARY

INTERDISCIPLINARY 1030 . The Moral Leader. Fall 2016. Rose, Clayton

The challenge of leadership is considered through the reading and analysis of works of fiction and non-fiction. Leadership is examined in three blocks: accountability (to whom or for what), justice (how they inform and shape leadership), and effectiveness (what are the results)

blocks--accountability (to whom or for what), values (how they inform and shape leadership), and effectiveness (what are the results). Approaches each text with an eye to understanding the challenge that is being confronted and the moral reasoning that guides action. Readings likely to include "Antigone" (Sophocles), "Remains of the Day" (Ishiguro), "How to Get Filthy Rich in Rising Asia" (Hamid), "Things Fall Apart" (Achebe), "Just and Unjust Wars" (Walzer), "Truman and the Bomb" (Sucher), "Personal History" (Graham), and "American Ground"(Langewiesche). (Same as)

PHILOSOPHY

PHILOSOPHY 1042 c. Crime and Punishment. Fall 2016. Olson, Kristi

Examines philosophical issues raised by the criminal law, including the moral justification of punishment, the proper subject matter of criminal law (that is, what should be a crime?), ethical issues in law enforcement, and the theoretical underpinnings of different criminal defenses. (Same as)

PHILOSOPHY 1043 c. The Meaning of Life. Fall 2016. Vertanen, Jonathan

An examination of the question of whether human existence has a meaning or point, and what it even means to ask this question. Among the topics covered: Would the existence of God (or gods) render life meaningful? Does death make human existence and projects pointless, or does the finitude of human existence instead give our lives and projects meaning and significance? Is there such a thing as the best way to live--or are some ways of living at least better than others--and if so, are these objective, mind-independent facts? Readings include ancient Near Eastern and ancient Greek reflection on the topic (the Epic of Gilgamesh, Ecclesiastes, Aristotle, Epictetus, Epicurus), as well as work by contemporary philosophers and poets (Thomas Nagel, Susan Wolf, Bernard Williams, Wallace Stevens, Wislawa Szymborska, and others). (Same as)

RELIGION

RELIGION 1027 c. Astral Religion. Fall 2016. Morrison, Robert

Investigates astral religion and its relationship to astrological forecasting. Begins with a study of early astronomy, ancient Near Eastern omen texts, and the role of celestial bodies in ancient Near Eastern religion. Moves to classical expositions of astrology such as the Tetrablos and critics of astrological forecasting such as Cicero. Concludes with the reception of astrology in Islamic civilization and the role of astral causation in Islamic thought. (Same as)

SOCIOLOGY

SOCIOLOGY 1010 b. Racism. Fall 2016. Partridge, H.

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 AFRS 1010)

THEATER

THEATER 1007 c. Perform & Theory in James Bond. Fall 2016. Bay-Cheng, Sarah

Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as CINE 1007 / ENGL 1011)