

# 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 Sep 1, 2017 - Subject to change

## First-Year Seminars

### AFRICANA STUDIES

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#### *AFRICANA STUDIES 1005 b. Women of Color in Politics. Fall 2017. Laird, Chryl*

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Explores the significant roles that women of color have played in American politics and around the world. Begins with the US context, starting in the antebellum era and moving forward by reading biographies/autobiographies that provide voice to the experiences faced by women of color in both traditional and non-traditional political spaces. These include women of color as close confidants to male political figures (first ladies, wives, and mistresses) and as politicians, judges, activists, and revolutionaries. Then shifts to a more global context considering the perspectives of women of color in countries where they have championed gender equality and feminism, and where they have become powerful political actors. (Same as GOV 1005)

#### *AFRICANA STUDIES 1010 b. Racism. Fall 2017. Partridge, H.*

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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 1029 b. Resource Extraction in Africa. Fall 2017. Albaugh, Ericka*

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Oil, diamonds, gold. . . riches in the midst of poverty. How can Africa boast so many natural resources and yet remain the poorest continent on earth? What is the "resource curse?" Begins by putting Africa in the context of global resource extraction, oil in particular. Establishes Africa's long pre-colonial experience with trade in iron, gold, salt, and slaves. The colonial period deepened the reliance of many territories on specific resources, a pattern that continues to the present. Uses Burkina Faso as a specific example of gold extraction, contrasting industrial and artisanal mining. Modern streams of prospectors throughout West Africa echo the California gold rush, but with important distinctions. An introduction to political science, the interplay between national and foreign governments, international and domestic firms, and local and migrant prospectors as they vie for access to valuable resources are highlighted. (Same as GOV 1029)

### ANTHROPOLOGY

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#### *ANTHROPOLOGY 1029 b. Class, Identity, & Inequality. Fall 2017. Dickey, Sara*

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Our socioeconomic class shapes who we are. At the same time, class is a powerful form of inequality. We use three ethnographic case studies of class (in China, India, and in the U.S.), along with fiction, poetry, and film, to explore the following questions: How is class "performed" and interpreted in different cultures? How do class identities feed back into systems of inequality? How does class intersect with other forms of identity and inequality, such as gender, race, and caste? Key theorists are also brought into play. (Same as ASNS 1048)

### ART HISTORY

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## First-Year Seminars

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### ***ART HISTORY 1012 c. Ghastly Beauty. Fall 2017. Perkinson, Stephen***

Drawing from The Ivory Mirror exhibition on view at Bowdoin College Museum of Art, examines how artworks help people confront profound questions about mortality: What happens to the “self” at death? What is the relationship between the body and the soul? What responsibilities do the living have to the dead? Primary focus is pre-modern Europe, but also considers examples from other times and places, from the ancient world to today. Frequent visits to the exhibition allow investigation of the spectacular objects on display. Readings include poems, literary texts, and argumentative essays dealing with the history of the theme and its present-day resonance. (Same as )

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### ***ART HISTORY 1015 c. Becoming American. Fall 2017. Kohn, Tara***

Explores histories of immigration, assimilation, and the revival of cultural distinctiveness in the United States across the twentieth century. Designed to frame the complex processes of becoming American as both an achievement and as a painful loss of difference. Engages with legacies of rupture and resettling--and questions about shifting constructs of national identity--through a careful study of film, literature, curatorial practices, art, and visual culture. (Same as )

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### ***ART HISTORY 1016 c. Art and the Environment. Fall 2017. 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)

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## ASIAN STUDIES

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### ***ASIAN STUDIES 1007 c. Food and Foodways in China. Fall 2017. Zuo, Leah***

A cultural history of what, when, why, and how people eat in China. Explores a history of Chinese food, and more importantly, a history of China through its food. Structured around four historical periods (antiquity, middle period, late imperial, and modern), studies the connections between food and agriculture, politics, religion, health, technology, and literature. From one perspective, examines foodways in China as cultural constructs and introduces topics such as the human adaptation, experimentation, knowledge formation, technological development, cultural appropriation, and value judgment of food. From another, discusses the material aspects of a culinary history, e.g., the biological facts, ecological sensitivities, environmental adaptation, and historical evolution of foodstuffs. In correspondence with the four historical periods, provides opportunities to prepare and eat four meals, each of them designed to convey a broader sense of historical context. The meals include: Han aristocrat’s feast (ancient), Song literati party

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## First-Year Seminars

(middle period), Hubei peasant meal (late imperial), and American Chinese takeout (modern). Meals are scheduled on Friday afternoons throughout the semester (not on regular class-meeting days). Attendance at these meals is not mandatory, but provide additional context and experience. Taken together, students are encouraged to reflect both on what food tells us about Chinese history, and how it causes us to reflect on our own everyday lives. (Same as HIST 1037)

### ***ASIAN STUDIES 1026 c. Religion & Identity in India. Fall 2017. Golovkova, Anna***

Examines dynamic interrelationships between religious beliefs, practices, codes of behavior, organizations, and places and identity in India. We survey religious texts, such as the Bhagavad Gita and the Qur'an, which have shaped India's competing political identities, and study nationalist and revivalist movements leading up to India's independence. The course culminates in a role-playing game set in 1945 India, which uses innovative methodology called Reacting to the Past. Students argue in character adhering to religious and political views of historical figures to improve their skills in speaking, writing, critical thinking, problem solving, leadership, and teamwork. (Same as REL 1010)

### ***ASIAN STUDIES 1036 c. Objects and Histories of India. Fall 2017. Sturman, Rachel***

What kinds of meanings and histories are held within objects? Uses the lens of four objects in the Indian subcontinent—rice, textiles, yoga, and photography—to trace histories of knowledge and skill, of commodification and global circulation, of power relations, and of personal attachments that these objects have generated. Central is thinking through the creative but also power-laden processes of making, using, and interpreting. This approach to the creative potential of analysis infuses class writing, revision, and discussion. (Same as HIST 1039)

### ***ASIAN STUDIES 1046 b. Global Media and Politics. Fall 2017. Laurence, Henry***

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 television and the Internet on rural societies and authoritarian governments. (Same as GOV 1026)

### ***ASIAN STUDIES 1048 b. Class, Identity, & Inequality. Fall 2017. Dickey, Sara***

Our socioeconomic class shapes who we are. At the same time, class is a powerful form of inequality. We use three ethnographic case studies of class (in China, India, and in the U.S.), along with fiction, poetry, and film, to explore the following questions: How is class "performed" and interpreted in different cultures? How do class identities feed back into systems of inequality? How does class intersect with other forms of identity and inequality, such as gender, race, and caste? Key theorists are also brought into play. (Same as ANTH 1029)

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## First-Year Seminars

### BIOLOGY

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#### ***BIOLOGY 1023 a. Personal Genomes. Fall 2017. Bateman, Jack***

An introduction to the field of genetics and its impact on the modern world. As the cost of DNA sequence analysis plummets, many believe that sequencing entire genomes of individuals will soon become part of routine preventative health care. How can information gleaned from genome affect decisions about health? Beyond medical applications, how might personal genetic information be used in other areas of life, and society as a whole? What ethical, legal, and social issues are raised by widespread use of genetic information? These questions are explored through readings, discussion, and writing assignments. (Same as )

### CINEMA STUDIES

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#### ***CINEMA STUDIES 1031 c. Intro Documentary Film Studies. Fall 2017. Middleton, Jason***

The period since the advent of reality television has seen an unprecedented proliferation of film and media forms that claim to represent the “real.” When more conventionally serious fare like Citizenfour, Laura Poitras’ investigative portrait of Edward Snowden, shares the nonfiction media landscape with hoax films like Banksy’s Exit Through the Gift Shop, television docudramas, and sensational short videos on YouTube, “documentary” has become increasingly hard to define. Examines major historical movements and styles in the documentary film tradition, with the goal of critically understanding documentary’s varying meanings and social and political functions. Studies the expository documentary, ethnographic film, the direct cinema and cinéma vérité movements, mock documentary and hoax films, personal and autobiographical film and video, animated documentary, and digital interactive documentary media. Films to be screened and discussed include: Fahrenheit 9/11, Nanook of the North, Titicut Follies, Man with a Movie Camera, Grizzly Man, The Act of Killing, Waltz with Bashir, The Watermelon Woman, and others. (Same as )

### CLASSICS

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#### ***CLASSICS 1010 c. Ancient Mediterranean Identity. Fall 2017. 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. Questions why the Egyptians seemed 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? Considers how women or freed slaves chose 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 study how identities could be created and negotiated in the ancient world. (Same as )

### EARTH & OCEANOGRAPHIC SCIENCE

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#### ***EARTH & OCEANOGRAPHIC SCIENCE 1030 . Addressing Sea Level Rise. Fall 2017. Lea, Peter***

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## First-Year Seminars

Sea-level rise is accelerating due to climate change. Such a rise, combined locally with sinking land and/or trapping of coastal sediment, creates dramatic impacts on human lives and property and on coastal ecosystems and the services they provide. Explores the scientific basis for sea-level rise, projections of future impacts, and options for policy responses over decadal and single-event (disaster) time scales. Topics include: identifying the trade-offs between armoring and retreating from the coast; examining whether disasters are natural or human-caused; considering how race and socioeconomic status influence risk and recovery; questioning who controls the planning process; and exploring how science should be communicated in times of hyper-partisanship. (Same as )

### ECONOMICS

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#### *ECONOMICS 1018 b. Art of Deal:Commerce & Culture. Fall 2017. Khan, Zorina*

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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 )

### ENGLISH

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#### *ENGLISH 1006 c. Seeing Whiteness. Fall 2017. McCarroll, Meredith*

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What does “white” mean as a racial identity? How do film, television and literature hold up and construct whiteness? Do we need whiteness? Film scholar and cultural critic Richard Dyer calls us to “see whiteness” as a social construction by “making it strange”. Students in this class will make whiteness strange through a study of the historical meaning(s) of American whiteness and the representations of whiteness , as well as a personal engagement with whiteness at Bowdoin. Anti-racist whiteness, multiraciality and whiteness, a contemporary rise in white supremacy, and Black conceptions of American whiteness will all be topics of this course.  
(Same as )

#### *ENGLISH 1009 c. The Ravages of Love. Fall 2017. Collings, David*

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Examines examples of overwhelming love in eighteenth and nineteenth century novels from England, France, and Germany. Through close reading and intensive writing, considers the intersection of love with the difficulties created by class and gender difference; the power of desire to challenge social convention and the terms of ordinary reality; the confrontations between love, egotism, and seduction; and the implications of love’s attempt to dare all, even at the risk of death. Discusses the political overtones of these narratives of love and their place within the construction of gender, sexuality and subjectivity in Western culture. Authors may include Prevost, Goethe, Laclos, Hays, Austen, Bronte, and Flaubert. (Same as GSWS 1009)

#### *ENGLISH 1019 c. Becoming Modern. Fall 2017. Kibbie, Ann*

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## First-Year Seminars

An examination of early modernity from 1500 to 1800. Topics include modern doubt and skepticism; the quest for certainty; the rise of science; the emergence of individuality and its impact on ethics, politics, and religion; the Reformation; the Enlightenment; and the beginnings of Romanticism. Authors may include Descartes, Milton, Hobbes, Locke, Defoe, Rousseau, and Mary Shelley. (Same as )

### ***ENGLISH 1033 c. Modernity at Sea. Fall 2017. 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 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 1034 c. America in the World. Fall 2017. Hansen, Morten***

Examines America as it is seen in literature from home and abroad. How have American authors described America's place in the world? How has America's present role as the sole global superpower affected how we view its past? What does America look like today from the perspective of the third world? Explores the way literature represents space and time, from current events to world history. Authors include Henry James, James Baldwin, Toni Morrison, Jamaica Kincaid, and Junot Díaz. (Same as )

### ***ENGLISH 1039 c. Victorian Coming of Age. Fall 2017. Briefel, Aviva***

Examines the Victorian Bildungsroman, or coming-of-age novel. Considers how this genre of narrative depicts childhood, adolescence, and adulthood. Questions if an individual changes in passing through these various stages or whether there are elements of constancy. Asks if growth is the same thing as transformation. Authors may include Charlotte Bronte, Lewis Carroll, Charles Dickens, George Eliot, and Oscar Wilde. (Same as )

### ***ENGLISH 1043 c. Fact and Fiction. Fall 2017. 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 )

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## First-Year Seminars

### *ENGLISH 1046 c. After Kafka. Fall 2017. Thompson, Hilary*

A look at contemporary global fiction with an eye for the influence of Franz Kafka (1883-1924). Investigates how and why current writers from around the world have acknowledged Kafka's work as they have engaged with themes of modern alienation, modes of magical realism, ideas of existence's absurdity, images of arbitrary authoritarian power, and questions of human/animal difference. Considers what it means for a writer to spawn an adjective as well as whether an international literary world grown ever more Kafka friendly is necessarily evidence of a world grown ever more Kafkaesque. Authors, in addition to Kafka, may include Jorge Luis Borges, Italo Calvino, Can Xue, J. M. Coetzee, Yiyun Li, Haruki Murakami, and Jonathan Tel. (Same as )

## ENVIRONMENTAL STUDIES

### *ENVIRONMENTAL STUDIES 1016 c. Art and the Environment. Fall 2017. 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)

## GENDER, SEXUALITY AND WOMEN'S STUDIES

### *GENDER, SEXUALITY AND WOMEN'S STUDIES 1009 c. The Ravages of Love. Fall 2017. Collings, David*

Examines examples of overwhelming love in eighteenth and nineteenth century novels from England, France, and Germany. Through close reading and intensive writing, considers the intersection of love with the difficulties created by class and gender difference; the power of desire to challenge social convention and the terms of ordinary reality; the confrontations between love, egotism, and seduction; and the implications of love's attempt to dare all, even at the risk of death. Discusses the political overtones of these narratives of love and their place within the construction of gender, sexuality and subjectivity in Western culture. Authors may include Prevost, Goethe, Laclos, Hays, Austen, Bronte, and Flaubert. (Same as ENGL 1009)

### *GENDER, SEXUALITY AND WOMEN'S STUDIES 1021 c. Bad Girls of the 1950s. Fall 2017. Scanlon, Jennifer*

Explores the representation and life experiences of women who did not fit the cultural norm of suburban motherhood in 1950s America. Focuses on issues of class, race, sexuality, and gender in a decade shaped by fears about nuclear war and communism, and by social and political conformity. Topics include teenage pregnancy, women's grassroots political leadership, single womanhood, civil rights, emergent feminism, and, finally, the

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## First-Year Seminars

enduring cultural resonance of the apron-clad 1950s mom. Engages a variety of primary and secondary sources. (Same as HIST 1001)

### GOVERNMENT

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#### ***GOVERNMENT 1001 b. Amer Gov: Represen & Particip. Fall 2017. Martin, Janet***

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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 1004 b. Supreme Court & Social Change. Fall 2017. Sorenson, Maron***

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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 1005 b. Women of Color in Politics. Fall 2017. Laird, Chryl***

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Explores the significant roles that women of color have played in American politics and around the world. Begins with the US context, starting in the antebellum era and moving forward by reading biographies/autobiographies that provide voice to the experiences faced by women of color in both traditional and non-traditional political spaces. These include women of color as close confidants to male political figures (first ladies, wives, and mistresses) and as politicians, judges, activists, and revolutionaries. Then shifts to a more global context considering the perspectives of women of color in countries where they have championed gender equality and feminism, and where they have become powerful political actors. (Same as AFRS 1005)

#### ***GOVERNMENT 1011 b. Exercises in Political Theory. Fall 2017. Yarbrough, Jean***

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Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even

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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 2017. 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 )

### ***GOVERNMENT 1026 b. Global Media and Politics. Fall 2017. Laurence, Henry***

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 television and the Internet on rural societies and authoritarian governments. (Same as ASNS 1046)

### ***GOVERNMENT 1028 b. Women at War. Fall 2017. 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 1029 b. Resource Extraction in Africa. Fall 2017. Albaugh, Ericka***

Oil, diamonds, gold. . . riches in the midst of poverty. How can Africa boast so many natural resources and yet remain the poorest continent on earth? What is the “resource curse?” Begins by putting Africa in the context of global resource extraction, oil in particular. Establishes Africa’s long pre-colonial experience with trade in iron, gold, salt, and slaves. The colonial period deepened the reliance of many territories on specific resources, a pattern that continues to the present. Uses Burkina Faso as a specific example of gold extraction, contrasting industrial and artisanal mining. Modern streams of prospectors throughout West Africa echo the California gold rush, but with important distinctions. An introduction to political science, the interplay between national and foreign governments, international and domestic firms, and local and migrant prospectors as they vie for access to

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valuable resources are highlighted. (Same as AFRS 1029)

### ***GOVERNMENT 1030 b. The Pursuit of Peace. Fall 2017. 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 1001 c. Bad Girls of the 1950s. Fall 2017. Scanlon, Jennifer***

Explores the representation and life experiences of women who did not fit the cultural norm of suburban motherhood in 1950s America. Focuses on issues of class, race, sexuality, and gender in a decade shaped by fears about nuclear war and communism, and by social and political conformity. Topics include teenage pregnancy, women's grassroots political leadership, single womanhood, civil rights, emergent feminism, and, finally, the enduring cultural resonance of the apron-clad 1950s mom. Engages a variety of primary and secondary sources. (Same as GSWS 1021)

### ***HISTORY 1037 c. Food and Foodways in China. Fall 2017. Zuo, Leah***

A cultural history of what, when, why, and how people eat in China. Explores a history of Chinese food, and more importantly, a history of China through its food. Structured around four historical periods (antiquity, middle period, late imperial, and modern), studies the connections between food and agriculture, politics, religion, health, technology, and literature. From one perspective, examines foodways in China as cultural constructs and introduces topics such as the human adaptation, experimentation, knowledge formation, technological development, cultural appropriation, and value judgment of food. From another, discusses the material aspects of a culinary history, e.g., the biological facts, ecological sensitivities, environmental adaptation, and historical evolution of foodstuffs. In correspondence with the four historical periods, provides opportunities to prepare and eat four meals, each of them designed to convey a broader sense of historical context. The meals include: Han aristocrat's feast (ancient), Song literati party (middle period), Hubei peasant meal (late imperial), and American Chinese takeout (modern). Meals are scheduled on Friday afternoons throughout the semester (not on regular class-meeting days). Attendance at these meals is not mandatory, but provide additional context and experience. Taken together, students are encouraged to reflect both on what food tells us about Chinese history, and how it causes us to reflect on our own everyday lives. (Same as ASNS 1007)

### ***HISTORY 1039 c. Objects and Histories of India. Fall 2017. Sturman, Rachel***

What kinds of meanings and histories are held within objects? Uses the lens of four objects in the Indian subcontinent—rice, textiles, yoga, and

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photography—to trace histories of knowledge and skill, of commodification and global circulation, of power relations, and of personal attachments that these objects have generated. Central is thinking through the creative but also power-laden processes of making, using, and interpreting. This approach to the creative potential of analysis infuses class writing, revision, and discussion. (Same as ASNS 1036)

### MUSIC

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#### *MUSIC 1017 c. Music and Technology. Fall 2017. Thomas, Christy*

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How did the development of the internet, sound recording, and printing change how music is exchanged? How is music experienced in different spaces? How do instruments create different sounds? In this course students investigate historical and contemporary intersections between music and technology in three areas: 1) Instrument Development, 2) Print, Notation, and Recording Technologies, and 3) Space, Place, and Acoustics. Examining technologies that have impacted music for millennia, students interrogate their conceptual understanding of the relationship between music and technology and analyze the relationship between contemporary music technologies and their historical predecessors. (Same as )

### PHILOSOPHY

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#### *PHILOSOPHY 1045 c. Strange Worlds. Fall 2017. Stuart, Matthew*

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Philosophy challenges us to justify the beliefs that we ordinarily take for granted. Some philosophers argue that commonsense beliefs cannot meet this challenge, and that reality is very different from how things seem. Parmenides argues that there is only one thing. Sextus Empiricus tries to convince us that nobody knows anything (not even that nobody knows anything!). Gottfried Leibniz argues that only minds exist. J. M. E. McTaggart contends that time is unreal. C. L. Hardin denies that anything is colored. Examines these and other strange conclusions and the arguments offered in support of them. (Same as )

### RELIGION

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#### *RELIGION 1010 c. Religion & Identity in India. Fall 2017. Golovkova, Anna*

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Examines dynamic interrelationships between religious beliefs, practices, codes of behavior, organizations, and places and identity in India. We survey religious texts, such as the Bhagavad Gita and the Qur'an, which have shaped India's competing political identities, and study nationalist and revivalist movements leading up to India's independence. The course culminates in a role-playing game set in 1945 India, which uses innovative methodology called Reacting to the Past. Students argue in character adhering to religious and political views of historical figures to improve their skills in speaking, writing, critical thinking, problem solving, leadership, and teamwork. (Same as ASNS 1026)

### SOCIOLOGY

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# 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 Sep 1, 2017 - Subject to change

## First-Year Seminars

*SOCIOLOGY 1010 b. Racism. Fall 2017. Partridge, H.*

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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)