# Fall 2020 First-Year Seminar Offerings

## AFRICANA STUDIES


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 )

**AFRICANA STUDIES 1026 c. Fictions of Freedom. Fall 2020. Chakkalakal, Tess**

Explores the ways in which the idea of American freedom has been defined both with and against slavery through readings of legal and literary texts. Students come to terms with the intersections between the political, literary, and historical concept of freedom and its relation to competing definitions of American citizenship. (Same as ENGL 1026)

**AFRICANA STUDIES 1044 c. Why are You Here?. Fall 2020. Ogunnaike, Deji**

This interdisciplinary course poses the central question of “why are you here” to first-year students with respect to their education at Bowdoin and their broader lives in general, providing tools from Africana traditions to help them develop their own answers. In a moment of moral, ecological, and political uncertainty, it can be difficult to know what it means to be a good person, how to live a good life, and what “the common good” actually is. We begin by studying the genealogy of the particular Western, secular, modern education and the forms of knowledge, culture, and humanity that it has both produced and undermined within Africana societies. After positioning ourselves and our educational tradition in perspective, we explore indigenous and Islamic forms of education and person formation and the various ways that they answer questions such as “who are you?”, “why are you here?”, and “what should you do with your life?” (Same as )

## ANTHROPOLOGY

The Class Finder is the official source for the most current course offering details.
ANTHROPOLOGY 1025 b. Anthropology of Relatedness. Fall 2020. Van Vleet, Krista

Understanding relatedness, or kinship, illuminates the intimate and hierarchical relationships through which human beings, across time and place, live their lives. Drawing cases from small-scale indigenous societies and industrialized states across Africa, Asia, North and South America, and Oceania, the course challenges assumptions about “natural” relationships and biological givens. Introduces concepts, methods, and ethics in anthropology and encourages students to critically reflect on emergent global issues. Topics may include fosterage and adoption; reproductive governance, rights, and technologies; migration and transnational care networks; intimate violence; aging and personhood; and/or human/non-human relations. Incorporates attention to gender, race, ethnicity, age, and sexuality as dimensions of inequality that intersect with relatedness. Shows how relatedness is vital to understanding our personal dilemmas and relations that structure the global political economy. (Same as )

ART HISTORY

ART HISTORY 1017 c. Envisioning Japan. Fall 2020. Wang, Peggy

How do pictures of places incite pride, wonder, desire, or fear? How can they be mobilized to promote national unity or invite social disintegration? From images of the urban pleasure quarters to scenes of sacred mountains, Japanese artists during the Edo period (1603–1868) produced landscapes, cityscapes, and seascapes to enable people to see and consume the country in new ways. This course focuses on Japanese woodblock prints to unpack how artists invested pictures—such as the renowned Great Wave—with the power to shape attitudes towards nature, belonging, and Japan’s place in the world. (Same as ASNS 1014)

ART HISTORY 1020 c. Defining Contemporary Art. Fall 2020. Fletcher, Pamela

Contemporary art can be challenging. Black squares, white cubes, appropriated advertising images, activist posters, street art, and performances all pose to viewers questions of intention, interpretation, and evaluation. Why did twentieth- and twenty-first-century artists redefine traditional media and invent new forms of artistic practice and experience? How do we know when something is “art?” How do we know if it is good art? Topics covered include: abstraction, appropriation, performance, activism, the workings of the contemporary art market, and theories of value and taste. (Same as )


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Exams crimes against art, including acts of theft, vandalism, and forgery representing challenges to our shared heritage. Students develop skills in art historical interpretation and ethical reasoning as they engage with historical examples including the history and controversies of such noted stolen cultural artifacts including the Elgin Marbles, the Benin bronze plaques, and Chugach burial masks. Examines the billion dollar “black market” for stolen art, and the legal tools for restoring plundered goods through repatriation. (Same as)

**ASIAN STUDIES**

**ASIAN STUDIES 1014 c. Envisioning Japan. Fall 2020. Wang, Peggy**

How do pictures of places incite pride, wonder, desire, or fear? How can they be mobilized to promote national unity or invite social disintegration? From images of the urban pleasure quarters to scenes of sacred mountains, Japanese artists during the Edo period (1603–1868) produced landscapes, cityscapes, and seascapes to enable people to see and consume the country in new ways. This course focuses on Japanese woodblock prints to unpack how artists invested pictures—with the power to shape attitudes towards nature, belonging, and Japan’s place in the world. (Same as ARTH 1017)


Animation is a dominant cultural force in Japan and perhaps its most important cultural export. Examines the ways Japanese animation represents Japan's history and society and the diverse ways in which it is consumed abroad. How does animation showcase Japanese views of childhood, sexuality, national identity, and gender roles? How does its mode of story-telling build upon traditional pictorial forms in Japan? Focuses on the aesthetic, thematic, social, and historical characteristics of Japanese animation films; provides a broad survey of the place of animation in twentieth-century Japan. Films include “Grave of Fireflies,” “Spirited Away,” “Ghost in the Shell,” “Akira,” and “Princess Kaguya.” (Same as CINE 1020)

**BIOLOGY**

**BIOLOGY 1023 a. Personal Genomes. Fall 2020. 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
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<tr>
<td>BIOS 1026</td>
<td>Approaches to Neuroscience. Fall 2020. Horch, Hadley</td>
<td>Students will be introduced to the basics of neurobiology, and begin to understand the challenges inherent to studying the brain. Topics will include basic neuronal function, animal behavior, mutations and mental illness, drugs and addiction, neuroethics, and consciousness. Readings from journal articles, websites, and popular press science books will be used. Critical thinking skills will be practiced through several writing assignments as well as in-class discussions and debates. (Same as )</td>
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<tr>
<td>CNS 1020</td>
<td>Japanese Animation. Fall 2020. Selinger, Vyjayanthi</td>
<td>Animation is a dominant cultural force in Japan and perhaps its most important cultural export. Examines the ways Japanese animation represents Japan's history and society and the diverse ways in which it is consumed abroad. How does animation showcase Japanese views of childhood, sexuality, national identity, and gender roles? How does its mode of story-telling build upon traditional pictorial forms in Japan? Focuses on the aesthetic, thematic, social, and historical characteristics of Japanese animation films; provides a broad survey of the place of animation in twentieth-century Japan. Films include “Grave of Fireflies,” “Spirited Away,” “Ghost in the Shell,” “Akira,” and “Princess Kaguya.” (Same as ASNS 1020)</td>
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<tr>
<td>CLS 1011</td>
<td>Shame Honor &amp; Responsibility. Fall 2020. Kosak, Jennifer Clarke</td>
<td>Examines Greek and Roman notions of responsibility to family, state, and self, and the social ideals and pressures that shaped ancient attitudes towards duty, shame, and honor. Readings may include works by Homer, Sophocles, Euripides, Virgil, Ovid, and Petronius. (Same as )</td>
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<tr>
<th>CLASSICS 1017 c. Ancient Supermen &amp; Wonder Women. Fall 2020. Nerdahl, Michael</th>
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<td>The modern concept of the superhero is an enduring vestige of the ancient concept of the hero, the ancient Greek word used to describe men of exceptional ability. Looks at heroes and heroines in ancient literature and culture, considering a range of sources from ancient Babylon to imperial Rome. Considers the changing definition of hero, the cultural values associated with heroism, the role played by gender and sexuality in the definition of the hero, and analogues to ancient heroes in modern cinema. Examines more nebulous and problematic models for the ancient villain and considers how contrasting definitions of hero and antihero can be used to understand ancient thought concerning human nature. (Same as )</td>
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<tr>
<th>DIGITAL COMPUTATIONAL STUDIES 1020 c. How to Read a Million Books. Fall 2020. Hall, Crystal</th>
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<td>Confronts the challenges of having too many things to read and limited attention spans to persuade someone that a written interpretation is valid. Explores different methods of reading (i.e. close, surface, text mining, thematic) at different scales, from 1 book to millions of data points from Bowdoin's library collections. Activities evaluate both the process and rationale for different reading and writing methods. Assumes no knowledge of programming. (Same as )</td>
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<th>ECONOMICS 1013 b. The Moral Economy. Fall 2020. Meardon, Stephen</th>
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<td>An examination of the moral questions arising from economic analysis during the industrial revolution. Readings include original texts by Adam Smith, Karl Marx, and Henry George, and historical treatments of their lives and circumstances; also the late nineteenth century fictional treatment of novelist and editor William Dean Howells. The authors' rhetorical strategies as well as their moral premises and political-economic ideas will be studied. (Same as )</td>
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<td>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</td>
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<th>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</th>
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**EDUCATION**

**EDUCATION 1020 c. The Educational Crusade. Fall 2020. Dorn, Charles**

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? 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, highlights enduring tensions in the development and practice of public schooling in a democratic republic. (Same as )


Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that elite colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the history and consequences of affirmative action; how and why historically white colleges and universities have diversified their student bodies; the challenges and benefits of diversity and inclusion on campus; and other topics. Emphasis on writing sociologically for public and academic audiences (Same as SOC 1028)

**ENGLISH**

**ENGLISH 1003 c. Shakespeare's Afterlives. Fall 2020. Kitch, Aaron**

Romeo and Juliet as garden gnomes, Richard III as Adolf Hitler, King Lear as aging patriarch of an Iowa family farm...these are just some of the ways that

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Shakespeare’s plays and characters have been reimagined in literature produced in the time since he lived and wrote for the London stage. Placing individual plays by Shakespeare in conversation with particular adaptations, we examine the aesthetic, cultural, and political dimensions of Shakespearean drama and his literary and cultural legacy as found in later fiction, drama, and film. Plays by Shakespeare may include 1 Henry IV, Twelfth Night, Hamlet, King Lear, and The Tempest, together with adaptations by Oscar Wilde, Tom Stoppard, Jane Smiley, and Arthur Philips. (Same as )

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<tr>
<td>ENGLISH 1006 c.</td>
<td>Whiteness and Antiracism. Fall 2020.</td>
<td>McCarroll, Meredith</td>
<td>What does “white” mean as a racial identity? What are the differences in white privilege and white supremacy? How do film, television and literature hold up and construct 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 non-white conceptions of American whiteness will all be topics of this course. (Same as )</td>
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<tr>
<td>ENGLISH 1011 c.</td>
<td>Fairy Tales and Retellings. Fall 2020.</td>
<td>Muther, Elizabeth</td>
<td>Explores the resiliency of fairy tales across cultural boundaries and historical time. Traces the genealogical origins of the classic tales, as well as their metamorphoses in historical and contemporary variants, fractured tales, and adaptations in literature and film. The class is designed to help students write confidently and with power in a variety of contexts, harnessing the resources of grammar, style, rhetorical form, persuasion, argumentation—and magic, of course. (Same as )</td>
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<tr>
<td>ENGLISH 1018 c.</td>
<td>Jane Eyre, Everywhere. Fall 2020.</td>
<td>Briefel, Aviva</td>
<td>Charlotte Brontë's 1847 novel, “Jane Eyre,” had a profound impact not only on subsequent nineteenth-century fiction, but also on twentieth- and twenty-first century literary representations of female experience. Begins with a close reading of Brontë’s novel and then moves on to exploring modern literary rewritings of this narrative. Considers both how Brontë’s themes are carried out through these various texts and why her narrative has been such a rich source of</td>
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reinterpretation. In addition to Brontë, authors may include Du Maurier, James, Messud, Park, and Rhys. (Same as GSWS 1018)

Explores the ways in which the idea of American freedom has been defined both with and against slavery through readings of legal and literary texts. Students come to terms with the intersections between the political, literary, and historical concept of freedom and its relation to competing definitions of American citizenship. (Same as AFRS 1026)

ENGLISH 1043 c. Fact and Fiction. Fall 2020. 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. (Same as )

ENVIRONMENTAL STUDIES

Provides an overview of the major actors engaged in climate politics, ranging from governments to NGOs and corporations. Examines the politics of climate change at multiple levels—from the individual to global governance—and reviews climate policy in different countries. Pays particular attention to cases where active policy making or public mobilization around climate is occurring, asking why we see initiative and innovation in climate policy in these venues and less action in other spaces. Considers themes such as how climate policy is developed differently in democracies and authoritarian regimes, how climate policy may affect economic development, the role of non-state actors such as citizens, social movements, and industry in climate politics, and the ethical implications of different climate policy options. (Same as GOV 1027)

GENDER, SEXUALITY AND WOMEN'S STUDIES

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**Fall 2020 First-Year Seminar Offerings**

**GENDER, SEXUALITY AND WOMEN'S STUDIES 1006 b. Global Queer Ethnography. Fall 2020. Sosa, Jay**

Draws from case studies around the world to understand the contemporary conditions under which queer and trans people live, identify themselves, make community (or not), and (sometimes) mobilize for change. We consider the distinct cultural dimensions of queer and trans life in different locations as well as global forces that make LGBTQ identity appear at times so uniform across different settings. Most readings are ethnographic reporting on queer or trans communities, and consider how gender and sexuality are conditioned by a variety of institutions (e.g. medicine, religion, activism). There are additional readings on theories of globalization and sexuality as well as occasional film viewings. Students will have weekly short writing prompts, culminating in a term paper that researches a particular queer or trans community outside of the U.S. (Same as )


Charlotte Brontë's 1847 novel, “Jane Eyre,” had a profound impact not only on subsequent nineteenth-century fiction, but also on twentieth- and twenty-first century literary representations of female experience. Begins with a close reading of Brontë’s novel and then moves on to exploring modern literary rewritings of this narrative. Considers both how Brontë’s themes are carried out through these various texts and why her narrative has been such a rich source of reinterpretation. In addition to Brontë, authors may include Du Maurier, James, Messud, Park, and Rhys. (Same as ENGL 1018)

**GOVERNMENT**

**GOVERNMENT 1001 b. Amer Gov: Represen & Particip. Fall 2020. 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 1004 b. Supreme Court & Social Change. Fall 2020. 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

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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.

GOVERNMENT 1006 b. Presidential Elections. Fall 2020. Rudalevige, Andrew

This course explores key questions about American presidential elections and how they have been resolved – usually, temporarily -- from 1787 to the present day. The framers of the U.S. Constitution wanted to create a presidency that would be accountable to the public but not beholden to its “passions”; the choices they made, and didn’t make, have been open for debate ever since. This course covers electoral institutions and the candidate strategies and voter behavior they shape: both systematic factors and campaign idiosyncrasies. Topics for discussion include the development of the nominating process; the electoral college (should it stay or should it go?); campaign finance laws; voter registration and turnout; the components of voting decisions; and the role of political parties and the media in the electoral process over time. (Same as )

GOVERNMENT 1011 b. Exercises in Political Theory. Fall 2020. 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 2020. 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 )

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GOVERNMENT 1027 b. Politics of Climate Change. Fall 2020. Henry, Laura

Provides an overview of the major actors engaged in climate politics, ranging from governments to NGOs and corporations. Examines the politics of climate change at multiple levels—from the individual to global governance—and reviews climate policy in different countries. Pays particular attention to cases where active policy making or public mobilization around climate is occurring, asking why we see initiative and innovation in climate policy in these venues and less action in other spaces. Considers themes such as how climate policy is developed differently in democracies and authoritarian regimes, how climate policy may affect economic development, the role of non-state actors such as citizens, social movements, and industry in climate politics, and the ethical implications of different climate policy options. (Same as ENVS 1027)

GOVERNMENT 1031 b. Weapons of the Weak. Fall 2020. Elias, Barbara

Despite enjoying a preponderance of resources, the rich and mighty don’t always win in life, or in war. Why? How do peasants and insurgents impose their will on more powerful organizations? How do wealthy armies at times lose wars to impoverished rebels? Whereas money and material can be measured, divided and counted in a spreadsheet, less quantifiable factors of conflict such as ideas, identity, legitimacy, will power and fortitude are too often discounted as secondary factors. But these may, in truth, be at the heart of war, and weapons for the weak to bring down the mighty. (Same as )

HISTORY

HISTORY 1006 c. Monsters, Marvels, & Messiahs. Fall 2020. Denery, Dallas

Examines how Europeans have sought to understand themselves and the world around them through travel and travel literature. Particular attention paid to the fascinating ways in which Europeans have used travel narratives to define and distinguish themselves from others. Note: This course fulfills the pre-modern requirement for history majors. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement. (Same as )


Just over a century ago, Russian revolutionaries promised to turn the capitalist world upside down and replace it with a modern socialist order based on the

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<tr>
<td>HISTORY 1014 c.</td>
<td>Utopian Communities in America. Fall 2020. McMahon, Sarah</td>
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<td>An examination of the evolution of utopian visions and communal experiments that begins in 1630 with John Winthrop’s “City upon a Hill” sermon, explores the proliferation of both religious and secular communal ventures between 1663 and 1920, and concludes by examining twentieth-century counterculture communes, intentional communities, and dystopian separatist communities. Readings include primary source accounts by leaders and members (statements of vision, letters, diaries, essays, etc.), community histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions focus on teaching students how to subject primary and secondary source materials to critical analysis and pursue historical research, and the essays provide multiple opportunities for students to strengthen their writing skills. This course is part of the following field of study: United States. (Same as )</td>
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<tr>
<td>HISTORY 1040 c.</td>
<td>Civilizations and Barbarians. Fall 2020. Gordon, David</td>
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<td>How do societies through history encounter and understand others? And how have such interactions shaped modern history? In studying global encounters between societies and across history, this seminar explores the language of identifying and describing others, particularly ideas of “civilization” and “barbarian.” Can historians write about such encounters in an objective fashion, rendering exotic societies in non-exotic terms? Our discussions take us to various encounters between European, African, American, and Asian societies, ranging from the Spanish conquest of Mexico to present-day responses to globalization. We read primary accounts of these encounters, along with scholarship about them. Note: This course is part of the following field(s) of study: Colonial Worlds. It also fulfills the non-Euro/US requirement for the history major. (Same as )</td>
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<td>LATIN AMERICAN STUDIES 1018 c.</td>
<td>8 Centuries of Spanish Songs. Fall 2020. Chavez-Barcenas, Ireri</td>
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Songs are effective mediums to tell stories, communicate ideas, and convey emotions. In this course we will explore the long and widespread practice of singing Spanish Songs. We will engage with a variety of sources and methodologies that trace different forms of preservation, transmission, and circulation from thirteenth-century cantigas to Billboard hits enjoyed today in personal portable devices. The song repertory will give you the opportunity to develop critical thinking and analytical writing as you engage with a variety of ideas including memory, love and desire, race and identity, power and propaganda, cultural resistance and protest. We will consider narratives of music, musicians, and musical instruments that illustrate transcultural musical encounters around the globe, covering topics from the Spanish Reconquista to the Latinx and Caribbean diasporas in the US. (Same as MUS 1018)

MUSIC

MUSIC 1018 c. 8 Centuries of Spanish Songs. Fall 2020. Chavez-Barcenas, Ireri

Songs are effective mediums to tell stories, communicate ideas, and convey emotions. In this course we will explore the long and widespread practice of singing Spanish Songs. We will engage with a variety of sources and methodologies that trace different forms of preservation, transmission, and circulation from thirteenth-century cantigas to Billboard hits enjoyed today in personal portable devices. The song repertory will give you the opportunity to develop critical thinking and analytical writing as you engage with a variety of ideas including memory, love and desire, race and identity, power and propaganda, cultural resistance and protest. We will consider narratives of music, musicians, and musical instruments that illustrate transcultural musical encounters around the globe, covering topics from the Spanish Reconquista to the Latinx and Caribbean diasporas in the US. (Same as LAS 1018)

PHILOSOPHY

PHILOSOPHY 1026 c. Utopias and Dystopias. Fall 2020. Conly, Sarah

Looks at and evaluates different theories of political and social organization. We will read classics of philosophy, but we will also look at works of fiction. In science fiction authors explore ideas of government and social organization which are relevant to the philosophical theories, and present these with more attention to the details and possible ramifications of such theories than works of theory can easily do. We will, for example, read John Locke on our inherent right to private property, and then read Ursula K. LeGuin's The Dispossessed, which presents a society in which property has been abolished. We will consider whether and when government interference in family life is justified, examining fictional and philosophical portrayals of population control. One pervasive theme will be the value or lack of value of liberty in different areas of action, and we will end by giving special attention to considerations personal and political freedom. (Same as )
## PHILOSOPHY 1040 c. Personal Identity. Fall 2020. Stuart, Matthew

What is it that makes you a person, and what is it that makes you the same person as the little kid in your parents' photo album? Philosophers have defended a number of different answers to these questions. According to some, it is persistence of the same soul that makes for personal identity. Others argue that it is persistence of the same body that matters, or the continuity of certain biological processes. Still others contend that it is psychological relations that matter. Canvases all of these answers and considers thought experiments about soul swapping, brain transplants, and Star Trek transporters. Readings from both historical and contemporary sources. (Same as )

## RELIGION


Environmental degradation and climate change have become matters of deep concern to the leaders, institutions, and practitioners of many religious traditions. Practitioners and leaders' words and actions have a history in how nature has been understood as a space in which humans might learn about themselves, about the divine, and about their ethical responsibilities. Sometimes nature has been understood as divine, sometimes independent of divine control, and sometimes just as God's creation. With case studies taken from a variety of religious traditions, this course surveys changes in religions' views of nature and humanity's responsibilities to nature and, more recently, the environment. This course pays special attention to groups on the racial, socio-economic, and political margins. (Same as )

## SOCIOLOGY


Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that elite colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the history and consequences of affirmative action; how and why historically white colleges and universities have diversified their student bodies; the challenges and benefits of diversity and inclusion on campus; and other topics. Emphasis on writing sociologically for public and academic audiences (Same as EDUC 1028)

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