Second Year Seminars Course Descriptions
Fall 2013

Catalog Description: Second Year Seminars (SYS) are speaking-intensive (298) or writing intensive (299) topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit.

Prerequisites for 298 courses: First Year Seminar or more than 24 earned credits, ENGL 101 and either COMM 130 or THEA 210. These courses are speaking intensive.

Prerequisites for 299 courses: First Year Seminar or more than 24 earned credits, ENGL 101 and ENGL 102. These courses are writing intensive.

Students with 54 or more transfer credits will have this requirement waived.

ANTH 298-001 Biosocial Aspects of Female Sexuality
MWF 11:15-12:05 Dr. E. Ingmanson
In this seminar, we will examine what it means to be biologically female, and the social consequences of this: how modern women’s lives are affected by biological and life-history processes. Throughout the course, we will be taking a holistic anthropological approach to being female, using an evolutionary and comparative framework. Thus we will examine what is unique about human female sexuality, how it is similar to other species, how it may have evolved, how it differs for women in various cultural contexts, and how culture constructs meaning around biological phenomena. As a speaking intensive seminar, students will need to become comfortable with openly speaking about and discussing sensitive topics. (Social and Behavioral Science Core Distribution)

ANTH 298-002 Dig the Past! Archaeology of the Ancient Near East
MW 12:20-1:35 Prof. T. Thorpe
In this speaking intensive course we will learn about the archaeology, history, geography, and socio-religious practices of the Ancient Near East. In geographical terms, this means we will investigate the Sumerian, Babylonian, and Assyrian empires of Mesopotamia (areas in and around modern-day Iraq), the ancient Israelite kingdom of Syria-Palestine, and the ancient Egyptians. We will begin our analysis in the so-called Bronze Age, circa 3,300 B.C.E., which marks a revolutionary time when there was a noticeable shift from itinerant hunter-gatherer societies to the rapid growth of settled cities and ultimately large-scale empires. We will follow the trajectories of these "empires" up to the death of Alexander the Great in 323 B.C.E. (Social and Behavioral Science Core Distribution)

ARTS 298-001 Art as Activism
T 4:45-7:25 Prof. M. Bellafiore
A Second Year Seminar with presentations, readings and video exploring the work of international contemporary artists practicing socially engaged art. Topics for oral presentations will be on the work of these artists. Students will meet with several artists from the Boston area who are currently using social justice, community-based art, politics, etc. in their work. A collaborative project involving civic engagement will be developed by the class. (Fine and Performing Arts Core Distribution)

ARTS 299-W01 or W02 Contemporary Sculpture
Web Course Prof. R. Lorenson
This course will explore current works in contemporary sculpture – a nexus where a number of media converge. Site, materials and form become part of the content. It is through this lens that works of public art, gallery shows
and installations will be discussed. Students will create works in relation to artwork discussed. (Fine and Performing Arts Core Distribution)

AVSC 299-X01  Aviation History
W 2:00-2:50  Prof. V. Cote
In this class we will explore aviation history from before the Wright Brothers to the Apollo moon landings. We will explore the rapid journey of the most significant event of humankind – taking to the air and leaving our home planet and walking on the surface of another celestial body. The writing assignments are designed for you to imagine yourself witnessing aviation history the twentieth century.

CHEM 298-001  Environmental Degradation and Global Concerns
TR 8:00-9:15  Dr. V. Marganian
“Think Globally, Act Locally,” as related to our physical environment, will be the central motif in this course. Students will learn about clean vs. polluted air, water and land. Economic and political factors which influence policies on pollution control, both locally and globally, including those of China, India, Russia, and the U.S. will be discussed. Students will deliver brief oral reports on a topic based on their readings of articles/books, provided by the instructor. (Natural Sciences – Non Lab Core Distribution)

CHEM 298-002  Food, Science, and our Culture of Cooking and Eating
TR 9:30-10:45  Dr. S. Morse
This Second Year seminar asks the students to consider the link between food, eating and science. Students will be exposed to the basic chemistry and biochemistry of food, cooking and dietary research. Classes will involve lectures, demonstrations, cooking and student presentations. We will start to ask what a food is. Why is it not obvious what we should eat? Why do we consider nutrition a separate topic from cooking or eating? People have to eat, and we have developed many methods of finding, preparing and storing food. This class will make connections between these practices and the science behind them. Texts will include On Food and Cooking (McGee), The Omnivore’s Dilemma (Pollan), and Animal, Vegetable, Miracle (Kingsolver). (Natural Sciences – Non Lab Core Distribution)

CHEM 298-003  Chemistry in Art
T 4:45-7:25  Prof. I. Mandravel-Hutchins
Are you interested in the Great Pyramid, Mona Lisa, Statue of Liberty, famous white dress of Marilyn Monroe, a Windsor chair or the Hope Diamond? Have you ever wondered that behind their beauty symbol and art value there is a lot of chemistry?! Why certain art fields present a certain chemical danger, how art conservation is applied chemistry and how art forgery can be used and revealed by using chemistry? Take this course and discover how art and chemistry intermingle. NO prior chemistry required. NO mathematical manipulations used. Any major will gain from taking this course. Group and individual presentations required. (Natural Sciences – Non Lab Core Distribution)

COMM 298-X01  How Facebook, Twitter, and other Social Media Transform Communication
T 6:00-8:40  Mr. E. LePage
Many of today’s students are digital natives who have grown up in a technology-ubiquitous culture made possible by advances in mobile devices, internet bandwidth, social networking tools, web-conferencing, cloud computing, and other communication technologies. In this hybrid web seminar, students will learn about Web 2.0 technologies and their effect on social, academic, and business communications. The seminar will address the impact of digital communications on social interactions, privacy issues, teaching and learning, and writing/language development. Students will communicate with the instructor and classmates using social media tools. Students will research emerging trends in social media and develop competencies in using social media tools. (Social and Behavioral Science Core Distribution)

COMM 299-002  Social Media and Journalism
MWF 8:00-8:50  Prof. D. Copeland
The Mexican drug war, Arab spring, Occupy Wall Street and even riots in Vancouver following the 2011 NHL playoffs have all been covered live on social media platforms like Twitter and Facebook as they unfolded. This rise of citizen journalism often blurs the line between news reporting and activism, and often presents problems for the end user when news is being reported at a rate of thousands of messages per second. In this class, students will study
the role social media has played in key national and international events between 2010 and 2012 while understanding how journalists are trying to use social media in their work without compromising it. *(Social and Behavioral Science Core Distribution)*

**COMM 299-003 Social Justice and Globalization in the 21st Century**

T 2:00-4:40  Dr. N. Street

The current globalized economy requires extensive cross-cultural communication skills and knowledge of other countries. This course provides the student with a fundamental understanding of the difficulties and rewards of cross-cultural knowledge enabling them to better transverse differences amongst cultures. Within the post-colonial globalization context, we will read, discuss and write about specific theoretical concepts as they apply to various cultures and countries including, but not limited to: China, Mexico, Norway, Russia and indigenous peoples, e. g., the American Indian and the Kenyan Masai. The readings, discussions and writing assignments enable critical thinking with informed perspective on similarities, differences and social justice issues pervasive in the 21st century. This approach enables participants in their college careers and critical choices. *(Social and Behavioral Science Core Distribution)*

**COMP 298-001 Friends and Survivors**

TR 3:25-4:40  Dr. L. Mondshein

How resilient are we when faced with personal and community stresses and crises? Why? The answers might hold the key not only to your growth opportunities in normal times, but also your survival capacities in crises. This seminar will guide you through an exploration of the ways in which popular Internet-based communications increasingly shape our relationships. You will hear and analyze a wide variety of audio recordings pertaining to normal campus life as well as exceptional campus violence around the country. You will have an opportunity to deepen your own capacities as both listener and speaker. No computer science background is required. Podcast technology will be used to record and distribute your oral presentations on the Internet, and to assist you in analyzing your own and others’ communication effectiveness.

**DANC 298-001 Dance/Theater Arts and the Human PSyche**

TR 2:00-3:15  Prof. S. Haag

In this seminar we will examine the inner recesses of the human psyche as explored by some of the greatest choreographers and writers of the 20th and 21st centuries. Throughout the course we will look at choreography and 10 minute/one act plays which specifically dealt with investigating the human soul and mind by such artists as Martha Graham, Walter Wykes, Jose Limon, Doris Humphrey, Jeannette Farr and Eugene O’Neill. We will use Anna Sokolow’s Theater/dance work *Rooms*, which focuses on isolation alienation and loneliness, for an in-depth study. The class will learn the *Room’s Etude*, a shortened version of the larger work. Each student will create a movement study or monologue using *Rooms* as inspiration. Students will perform the etude and their creations in a studio showing at the end of the semester. This is a speaking and movement intensive course which also involves writing, research and discussion. *(Fine and Performing Arts Core Distribution)*

**ECON 299-001 Art of Economics**

TR 8:00-9:15  Dr. M. Brooks

This Writing Intensive Second Year Seminar will offer students creative opportunities to explore economics concepts as presented within the arts. Students will be encouraged to interpret scenes that are depicted in art and music through the lens of economics. Economics concepts will be explored through reviews of activities that are shown in paintings such as fishing, farming, trading, and family life. Economics concepts will also be discovered through musical lyrics, with an emphasis on songs relating to work, money, and travel. This seminar will encourage students look, listen, and share their economic interpretations of various arts through written analysis and class discussion.

**EDHM 298-001 Bridging the Gap with Teens**

W 1:50-4:30

Through the process of interacting with inner city youth, students will gain practical skills in oral discourse, lesson planning, and presentations geared toward teenagers. In addition, the seminar provides hands-on experiences working with students from urban environments and English language learners. Issues pertaining to this population will be explored and activities will be developed to address the academic, social, and vocational needs of teens from diverse backgrounds. This seminar will offer specific training in selecting materials, preparing activities, and
engaging in discourse with adolescents focused on the value of education and exposing them to the college experience.

ELED 298-001  Storytelling Literacies: Teaching and Learning around the World
MWF 10:10-11:00  Dr. R. Sylvestor
Through the process of storytelling, students will gain practical skills in oral discourse. In addition, the seminar provides a global content to the context of the material which the storyteller employs. The consideration of teaching and learning the basic skills of reading and writing are, by all conventional means, considered to be at the heart of a modern definition of literacy. However, measured in simple terms of time spent on task, the value of the teacher’s role as a storyteller and narrator of learning has been undervalued. This seminar will offer specific training in selecting, preparing and engaging in a storytelling discourse with a global context to the material.

ELED 299-001  The Three Little Pigs to Calvin and Hobbes: Writing Through Mentor
MWF 11:15-12:05  Dr. J. Manak
In this Writing Intensive Second Year Seminar students will explore a variety of genres within a writing workshop format, including fairytales/fractured fairytales, personal narratives, cartoons/comics, and poetry, as both readers and writers. Students will have the opportunity to immerse themselves in each genre as they read, notice, and examine the author’s craft in mentor texts prior to crafting their own writings. Throughout the semester, students will read and write in various genres, share their writing with their peers, and celebrate their writing.

ENGL 298-001  Global Languages
T 2:00-4:40  Dr. Y. Stakhnevich
In this course, students explore how various global languages co-exist, impact each other, survive, perish, and sometimes might be revived. Special attention is paid to language contact situations, endangered languages, and language policies. Students learn how linguistics can facilitate preservation of global linguistic diversity and discuss roles that various communities might play in language shift and language revival. Examples are drawn from various linguistic environments around the globe. (Humanities Core Distribution)

ENGL 299-001 or 002  Suburban America Cultural Images
MWF 9:05-9:55 or 11:15-12:05  Dr. H. Bean
The movement to the suburbs in the twentieth century has been called the most transformative migration in American history – a migration that has been championed as a cultural triumph and derided as form of cultural policing. This writing-intensive second-year seminar looks at the American suburb through both its history and its cultural representations to consider Americans' changing, and often contentious, attitudes towards suburbia. Assignments will encompass history, film, prose fiction, memoir, and drama – including, for example, Crabgrass Frontier: The Suburbanization of the United States, archival footage on the original Levittowns, The Stepford Wives (film), A Raisin in the Sun (drama), and Holy Land: A Suburban Memoir. (Humanities Core Distribution)

ENGL 299-003 or 004  Literary Thrillers
TR 8:00-9:15 or 9:30-10:45  Dr. M. Boyd
We will study quality contemporary fiction that creates and sustains a sense of suspense and foreboding and examine the ways in which these feelings are produced in the reader. We will also attempt to make meaningful the frequently contested term, "the literary." The writer of a literary thriller should work hard to avoid the clichés of formulaic fiction, creating fully rounded characters who find themselves enmeshed in intricate and realistic plots. The works read in the course--by writers such as Gabriel Garcia Marquez, William Trevor, Don DeLillo, and Cormac McCarthy--deal directly with problems and moral issues that we face in everyday life. (Humanities Core Distribution)

ENGL 299-005  What is an “American”? Early 19th Century Visions of the American Self
TR 12:30-1:45  Prof. R. Somers
In this writing intensive second-year seminar, we will explore nineteenth century writers’ and thinkers’ attempts to define that most fluid of subjects, the American. We will read short stories, slave narratives, essays, and poetry by writers including (but not limited to) Walt Whitman, Harriet Jacobs, Henry David Thoreau, and Herman Melville. How do gender, class, and race affect American identity in the nineteenth century? How do these writers navigate the competing demands of individual freedom and community? Which of their visions of “the American” look most like yours? We will write short and longer papers, and read and talk about some of the most intriguing,
exciting, and challenging texts in American literature.  (Humanities Core Distribution)

ENGL 299-006  Anti-heroes
TR 9:30-10:45  Prof. J. McDonough
The course will focus on common individuals caught up in stress-filled situations.  (Humanities Core Distribution)

ENGL 299-007 or H01  Tolkien, Lewis, and the Inklings
MW 12:20-1:35 or 1:50-3:05  Dr. J. Sexton
This writing intensive second year seminar will explore the world, work, and influence of the Oxford Inklings, an informal literary group that met for nearly twenty years beginning in the 1930s. The members (including C.S. Lewis, J.R.R. Tolkien, Owen Barfield, Charles Williams, Nevill Coghill, J.A.W. Bennett, Hugo Dyson, R.A. Havard, Warren Lewis, and Christopher Tolkien) met twice a week to discuss philosophy, religion, literature, current events, and their own writing. Tolkien’s Lord of the Rings and Lewis’ Chronicles of Narnia were only two of the literary creations, scholarly projects, and religious works influenced by these meetings. "Tolkien, Lewis, and the Inklings" will investigate the importance to the Inklings of their religious debates, their experiences in the World Wars, their lives in the Oxford community, their contentious disagreements over the value of literature, and finally the friendships and rivalries that ushered a new kind of storytelling into being.  (Humanities Core Distribution)

ENGL 299-008  Asian Popular Culture
TR 8:00-9:15  Prof. R. Tierney
In the seminar Asian Popular Culture we will examine cultural products from Asia that are embraced around the world. From manga to anime to horror films and cell-phone novels, we will ask the question of why these media are experiencing such popularity and in what ways they are specific to their culture of origin and in which ways they are universally appealing. We will also be exploring American culture to look for evidence of Asian popular culture that might not initially appear "Asian." The Super Mario Brothers video game, for example, is a creation of the Japanese company Nintendo even though the game features Italian characters and bears little sign of Japanese culture. Students will present on a topic of their choice and write a paper on a cultural product examined in the course.  (Humanities Core Distribution)

ENGL 299-009 or 010  Narratives of Former Slaves
TR 3:25-4:40 or R 4:45-7:25  Dr. T. Trask
You’ve heard about slavery, and you’ve read about slavery, but have you read and heard the stories from people who were actually slaves? This writing-intensive seminar gives you the opportunity to hear recordings and to read the first-hand accounts of what it was like to be a slave from some of the people who survived it. The narratives to be examined in this seminar will include classic texts (Douglass, Truth, Equiano, Jacobs, & Washington) as well as more obscure texts collected by oral historians working well after the end of legal slavery in the Americas. Students will also consult background histories and secondary sources based on these artifacts and will present written and oral reports that are the fruits of their research.  (Humanities Core Distribution)

ENGL 299-011 or 012  Sherlock Holmes
TR 2:00-3:15 or 12:30-1:45  Prof. E. Veisz
This writing-intensive seminar combines analysis of Arthur Conan Doyle’s Sherlock Holmes texts with exploration of Holmes’ afterlife in 20th- and 21st-century novels (such as Mark Haddon’s The Curious Incident of the Dog in the Night-Time and Laurie King’s The Bee-Keeper’s Apprentice),as well as film and television adaptations. Through class discussion and written work, we will consider what the ongoing popularity of Holmes tells us about contemporary culture and will ask what the choices of adapters tells us about changing (or perhaps unchanging) ideas about crime, class, work, gender, science, and the very nature of reading practices and cultural consumption.  (Humanities Core Distribution)

GEOG 298-001  Geography of the News
M 1:50-4:30  Dr. R. Amey
This seminar will look at the information printed in the daily news about different countries across the globe. Students will be directed to uncover basic information about a country (each student will cover a different nation), historical data and look at not only how the news covers his or her country, but also the extent to which the news describes a country's internal affairs, relationships with its neighbors and its connections to global issues. Please note that this is a speaking-intensive seminar! Most of the material covered in this course will be presented by fellow students, with 4-5 presentations expected from each student (country information, history, internal affairs,
relationships with neighbors, and connections to global issues). There is no textbook required, but students will need to follow the daily news about their nation through several selected internet news sources. (Social and Behavioral Science Core Distribution)

**GEOG 299-001** Geography of Boston  
**MWF 12:20-1:10** Dr. P. Birge-Liberman  
What makes the North End so special? If there is a North End and South End, where is the West End? Why is the Back Bay called the Back Bay? Why did we have the Big Dig? To answer these questions, this writing-intensive second-year seminar will take a geographic, or spatial, approach to the study of Boston. A conceptual overview of urban and cultural geography will be discussed. Major course themes will focus on the culture of cities, issues of public space, spatial patterns of urban life, urban redevelopment, and social justice and the city. This course will examine these issues within the context of Boston by exploring its history, architecture, neighborhoods, public parks, politics, economics, and cultural institutions. There is a field component to this course and students will make at least four trips to a study site in Boston at various times throughout the semester. (Social and Behavioral Science Core Distribution)

**HIST 298-001** America and the Automobile  
**MW 3:20-4:35** Dr. P. Rubinson  
America invented rock ‘n’ roll, cheeseburgers, and the atomic bomb. But of all the icons of America, none has transformed the United States quite like the automobile. Representing freedom, mobility, big business, bigger oil, suburban flight, environmental degradation, industrialization and postindustrialization, consumption, life, sex, and death, cars enable our world even as they threaten to destroy it. This speaking-intensive course will explore the history of the 20th century United States by looking at Americans’ – and students’ – unique relationship with their cars. (Humanities Core Distribution)

**HIST 299-001** Writing Canada  
**TR 11:00-12:15** Dr. A. Holman  
In this course, students explore how Canadian writers have invented and reinvented, iterated and performed “Canada” throughout its history. The course will emphasize the relationships between texts and changing contexts; how Canadian letters illuminate Canadian history and identity, and vice versa. This course will introduce students to the historical wealth of Canadian literature in prose and poetry. After introductory sessions outlining Canadian history, Canadian national identity and “CanLit,” the course will follow six main themes in the history and literature of Canada: North and noricity, Empire and colonial identity, the American bugbear, regionalism, the French fact and the voice of the Emigrant. (Humanities Core Distribution)

**LIBR 299-X01** GLBTQ Teen Experiences in Young Adult Literature  
**R 12:30-1:45** Dr. M. Kocet  
Is school really safe? Where do I go if I can’t go home? How do I know who to trust? Why can’t I just be “normal”? In this course, we will use contemporary books written for, about, and, in some cases, by teens to explore the challenges and issues GLBTQ youth face during their teen years. YA literature will be supplemented with current research, Web sites for GLBTQ youth, community resources, and a password-protected, online class discussion board. This course is relevant for students who struggle with these issues themselves and/or come into contact with GLBTQ teen through personal, professional, parenting or teaching relationships.

**MGMT 298-001** Why Can’t we Get Along  
**R 2:00-4:40** Prof. D. Litvin  
This seminar will provide students opportunities to enhance your interpersonal and teamwork skills, and increase your effectiveness – and confidence – in your ability to plan, coordinate, and deliver competent, informative, team presentations. In our globalized service- and information-focused economy, employers’ demand for individuals with such well-developed skills is high. Technical skills might get you in, but outstanding interpersonal skills will get you up! This SYS provides a safe space to let yourself risk messing up, falling on your face (so to speak!) – or otherwise embarrassing yourself by your utter incompetence – all with the purpose of getting better, and so, gaining confidence. To learn from your mistakes, your semester-long team will create and deliver several presentations – and we will all practice providing one another constructive feedback. We’ll spend class time discussing readings about effective and ineffective workplace behaviors, and the differences among people that can create conflict. We’ll also analyze relevant business cases, engage in role-playing, and practice disagreeing with one another, without being disagreeable.
An “intersection” can be a dangerous place, where things collide – but in the arts, those collisions can be productive and exciting. Where music and literature intersect, the results include songs, musical works inspired by literature, and literary works inspired by music. An intersection can also be more abstract – a point where one way of thinking and perceiving meets another, apparently different, way. In the case of music and literature, that intersection reveals a large number of shared elements, including rhythm, meter, and form. This seminar explores many of those intersections, while considering a diverse range of music and literature, including masterpieces such as Debussy’s Prelude to the Afternoon of a Faun and Leo Tolstoy’s The Kreutzer Sonata. (Fine and Performing Arts Core Distribution)

MUSC 299-002 Native American Music
TR 12:30-1:45 Dr. T. Johnson
This course explores the music, culture, and history of Native American (First Nation) peoples in North and South America. An emphasis is placed on recognizing the diversity and complexity of Native American traditions. Traditional as well as new music will be included in listening and research. In addition, students will explore Native American history, culture, society, expression, and contemporary issues through music. A major goal is for students to gain literacy in music. Students will write 2 papers and one detailed research paper. (Fine and Performing Arts Core Distribution)

MUSC 299-003 Musician Multimedia
MW 3:20-4:35 Prof. J. Bishop
In this course we will investigate music and multimedia through five constituent aspects: integration, interactivity, hypermedia, immersion, and narrativity. We will examine the evolution of these topics through source readings, and examine art through this perspective. Diverse examples of Multimedia will be explored as a class, including the works of Richard Wagner, “The Rocky Horror Picture Show”, Rock Band, and “Dr. Horrible's Sing Along Blog”. (Fine and Performing Arts Core Distribution)

PHIL 299-001 Paradoxes
TR 12:30-1:45 Dr. T. Johnson
Is the following sentence true or false: This sentence is false? What is the smallest number that can’t be described in less than fourteen words? If you change every part of your car over a ten year period is it the same car? Could you go back in time and kill your grandfather? If God knows you’re going to take this class then do you really have a choice? If reason is the principle tool of Philosophy, then paradoxes are its principle foil. This course will introduce the student to many of the most interesting and perplexing puzzles and paradoxes throughout history. These paradoxes span topics such as, infinity, morality, vagueness, self-reference, material constitution, decision theory, and much more. Our investigation into these deep questions will help the student develop their critical thinking and problem solving talents, as well as greatly increasing their writing skills. It won’t be easy, but it will be fun. (Humanities Core Distribution)

PHIL 299-002 Ethics and Politics in The Hunger Games
T 6:00-8:40 Dr. J. Mogg
Suzanne Collin's The Hunger Games trilogy provides an extended treatment of fear as it applies to both political and ethical questions. For example, is fear a legitimate source of power and/or an effective way to maintain control? In the presence of fear, are one’s actions limited by an understanding of right and wrong? In this course, we will address questions such as these through a close analysis of the trilogy. Our reading of The Hunger Games will be informed by the philosophies of Thomas Hobbes and Niccolo Machiavelli. (Humanities Core Distribution)

PHIL 299-F01 Religious Experience and Mysticism
W 6:00-8:40 in ATTLEBORO Dr. K. Wallace
What exactly is religious experience, and how ought we best understand its epistemic status as a source of religious truth? Often beyond the bounds of ordinary description, mysticism typically entails a transformative (even ecstatic) encounter of the individual person with transcendent reality. As a special type of religious experience, what do the common features of mysticism reveal about the human condition, intellectually, morally, and existentially, on both a universal and individual level? Following a rational approach to this intriguing aspect of our spiritual awareness as human beings, this course will advance a philosophical analysis of the various expressions of religious experience.
In so doing, we will undertake a close examination of some of the most significant examples of mysticism in both Western and Eastern religious traditions. This seminar course will be discussion-based. There will be an emphasis on expressing the discussion topics through critical writing. This will consist of a total of three writing assignments. Each assignment will be five to six pages in length and will focus on the central questions addressed in selected readings. The objective of these assignments, as guided by the instructor's feedback, will be to demonstrate one's understanding of the subject as well as to cultivate the skills necessary for clearly articulated writing. (Humanities Core Distribution)

POLI 298-001 Public Policy and Courts
MWF 9:05-9:55 Dr. M. Kemper
This speaking intensive second year seminar explores the important role that lawyers and judges play in creating and developing public policy through their interpretation of constitutions, statutes, treaties, international laws, and judicial precedents. Particular emphasis will be placed on how these sources of law, as interpreted by participants in the judicial process, protect fundamental human rights and liberties, facilitate the democratic process, reduce the likelihood of international conflict, and safeguard the natural environment. (Social and Behavioral Science Core Distribution)

PSYC 298-001 Testosterone
MW 12:20-1:35 Dr. M. Johnson
This steroid hormone, which plays important roles in our health and well-being, has fascinated us ever since it was first synthesized in the laboratory back in the 1930s. Testosterone occurs naturally in both males and females; it “bathes” the brains and bodies of male embryos several weeks after conception, and is thought to affect brain organization. Not surprisingly, this intriguing substance has been surrounded by popular misconceptions, in part due to oversimplified media reports. We will critically examine the role of testosterone – direct and indirect – across several categories of human behavior, including communication, empathy, risk-taking, dominance, child-raising, and aggression (among females as well as males); cultural context will be emphasized. Our sources will be drawn not only from psychology but also from evolutionary biology, anthropology, and sociology. The course will be discussion-based, and students will give frequent presentations on what they are learning. (Social and Behavioral Science Core Distribution)

PSYC 298-002 Gesture: Communicating with Your Hands
MWF 11:15-12:05 Dr. M. Singer
Have you ever noticed that people move their hands when they talk? Have you ever wondered what people are trying to communicate with their hands? Sometimes what we say with our hands is not what we say with our words. This speaking intensive seminar will introduce students to the role of hand gestures in communication for both the listener and the speaker in various contexts (e.g., development, learning, social interactions, etc.). We will also address issues surrounding the origin of gesture by studying other cultures, species, and special populations. This course will provide students with the experience of making systematic observations of gestures in various settings. Students will also conduct several observational research projects and present their findings through oral presentations to the class. (Social and Behavioral Science Core Distribution)

SOCI 299-001 or 002 Globalization: Cultural Conflict and Integration
TR 11:00-12:15 or 12:30-1:45 Dr. F. Deng
This course is designed to inform students about globalization, or more specifically, cultural conflict and integration. The clash of civilizations is a central issue, not only in social sciences, but also in national security, international affairs and professional studies such as education and social work. Samuel P. Huntington, Chairman of the Harvard Academy of International and Areas Studies, argued: “In this new world, the most pervasive, important, and dangerous conflicts will not be between social classes, rich and poor, or other economically defined groups, but between people belonging to different cultural entities.” Are these dangerous conflicts inevitable? What is the root cause of the clash of civilizations? What are conditions under which global integration of different cultural entities takes place? The course addresses these issues by introducing different cultures, understanding cultural diversity, and discussing policy implications. (Social and Behavioral Science Core Distribution)

SOCI 299-Y01 (Mis)Representations of Africa on Film
M 4:45-6:45 Prof. N. Anderson
This class is a writing intensive, second-year seminar. Students will explore power and inequality between Africa and the rest using media representations of the continent (including movies, documentaries, current news trends,
stories, and NGO testimonials/videos). By looking at different types of media produced in different locations (for example, movies made on the continent versus Hollywood movies) students will examine how culture influences different representations of sub-Saharan Africa as well as why those differing representations matter. (Social and Behavioral Science Core Distribution)

**SPED 298-001 Images of Disability**  
R 4:45-7:25  
Dr. A. Rodrigues

In this course we will investigate individuals with disability through mass media, particularly film. Students will engage in exploring these different media and analyzing of the images that are portrayed. Students will be expected complete 20 hours of community service in agencies that provide services to children and adults with disability and compare real life experiences to those we see and read about every day in various media. Active student participation will be the emphasis of instruction in this course. Individual oral and written presentations, related readings and reactions, and peer interactions will be utilized to present the various topic areas. In addition, service to the community will be undertaken in a specific and relevant manner.

**SPED 298-002 Cell Phones in Class?**  
T 4:45-7:25  
Dr. K. Rogers

This class isn’t what you think! We won’t be discussing ways to stop students from using their cell phones in the class room – we will be encouraging it! The first requirement is that you have your own cell phone. After that you will enjoy discovering various ways of allowing the use of cell phones in the classroom setting! If you enjoy Facebook, Twitter and texting in class, this is the class where you can do all three without being reprimanded!

**THEA 298-001 Theater Strategies in the K-8 Classroom**  
TR 11:00-12:15  
Prof. L. Troy

In this seminar, students will be introduced to a variety of dramatic games, exercises, and theater strategies that support the teaching of core content in the elementary/middle school classroom. Students will first develop a foundation of drama skills (physical & vocal expression, spontaneity, sensory & emotional awareness, and character building) and then infuse these skills into creative lesson plans (and longer units of study) where theater is the primary medium for teaching curriculum. Sample theater topics covered include: Puppetry; Playmaking; Storytelling; Improvisation & Theater Games; Readers Theater; Directing in the Classroom; the Possibilities in Poetry; and Narrative Pantomime. (Fine and Performing Arts Core Distribution)

For more information on the Core Curriculum see  
[www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum)