College of Arts and Letters

The College of Arts and Letters is the oldest, and traditionally the largest, of the four undergraduate colleges of the University of Notre Dame. It houses 17 departments and several programs through which students at both undergraduate and graduate levels pursue the study of the fine arts, the humanities and the social sciences.

Liberal Education. The College of Arts and Letters provides a contemporary version of a traditional liberal arts educational program. In the college, students have the opportunity to understand themselves as heirs of a rich intellectual and spiritual tradition and as members of a complex national and international society. The faculty of the college are committed to the life of the mind, to the critical and constructive engagement with the whole of human experience. On the basis of a firm yet broad foundation, graduates of the college are equipped for a lifetime of learning in an ever-changing world. The overall curriculum and the specific major programs encourage students to approach issues reflectively, to analyze them carefully and to express their reasoned conclusions with clarity.

The intellectual quest conducted in the College of Arts and Letters takes place in an explicitly Catholic environment. Here ultimate questions of the meaning and value of human life before God are welcome, and efforts to deal with such questions utilize the immense resources of the Catholic tradition. Inquiry and faith are seen not as opposing forces but as complementary elements of the fully human pursuit of truth.

Organization. The college’s administrative center, the Office for Undergraduate Studies, is located in 104 O’Shaughnessy Hall. Sophomores who have not yet declared a major and students of all levels in the college with questions about college or University requirements should seek advising there. Staff members are also available to discuss academic progress, problems or career goals with all students. Pre-law and preprofessional advisors are also available in this office.

Because education is not limited to the classroom, the college also sponsors or helps to subsidize events which are intended to enrich the undergraduate experience and facilitate faculty-student interaction both on and off campus.

Curricula and Degrees. The College of Arts and Letters offers curricula leading to the degree of bachelor of fine arts in Art (Studio and Design) and of bachelor of arts in:

- American Studies
- Anthropology
- Arabic Studies
- Art: Art History
- Design
- Studio
- Classics:
  - Arabic
  - Classical Civilization
  - Greek
  - Latin
- East Asian Languages and Literatures:
  - Chinese
  - Japanese
- Economics
- English
- Film, Television, and Theatre
- German and Russian Languages and Literatures:
  - German
  - Russian
- History
- Mathematics (honors only)
- Medieval Studies
- Music
- Philosophy
- Philosophy/Theology (joint major)
- Political Science
- Program of Liberal Studies
- Psychology
- Romance Languages and Literatures:
  - French and Francophone Studies
  - Italian
  - Romance Languages and Literatures
- Spanish
- Sociology
- Theology

The college also offers supplementary majors, but not stand-alone first or degree-yielding majors, in:

- Arts and Letters Preprofessional Studies (ALPP)
- African and African American Studies, Africana Studies
- Art History (24 hours)
- Chinese (24 hours)
- Classical Civilization
- Computer Applications (CAPP)
- French and Francophone Studies (24 hours)
- FTT–Theatre (24 hours)
- Gender Studies
- German (24 hours)
- Greek (24 hours)
- French (24 hours)
- History (24 hours)
- Italian (24 hours)
- Japanese (24 hours)
- Latin (24 hours)
- Mathematics (42 hours)
- Medieval Studies (24 hours)
- Peace Studies (24 hours)
- Philosophy (24 hours)
- Russian (24 hours)
- Spanish (24 hours)
- Theology (25 hours)

Admission Policies. Admission to the College of Arts and Letters takes place at the end of the first year. The student body of the College of Arts and Letters thus comprises sophomores, juniors and seniors.

The prerequisite for admission of sophomores into the College of Arts and Letters is good standing at the end of the student’s first year.

The student must have completed at least 24 credit hours and must have satisfied all of the specified course requirements of the First Year of Studies Program: University Seminar; Composition; two semester courses in mathematics; two semester courses in natural science; one semester course chosen from history, social science, philosophy, theology, literature or fine arts; and two semester courses in physical education or in ROTC. (The University seminar will satisfy the relevant requirement in fine arts, literature, history, social science, philosophy or theology.) Two semesters of physical education are also required. A student who does not meet all of these conditions is retained in the First Year of Studies until all of the conditions are met. The deficiencies must be removed at the Notre Dame Summer Session or in the student’s third semester at Notre Dame.

Description of General College Requirements.

Every student graduating from the College of Arts and Letters must have a minimum of 120 credit hours and must have fulfilled all University, college and major requirements. Unless special permission has been obtained from the Office for Undergraduate Studies, special studies and directed readings courses do not satisfy university or college requirements.

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Composition</td>
<td>1</td>
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<tr>
<td>Mathematics</td>
<td>2</td>
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<tr>
<td>Natural Science</td>
<td>2</td>
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<tr>
<td>History</td>
<td>1</td>
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<tr>
<td>Social Science</td>
<td>1</td>
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<tr>
<td>Theology</td>
<td>2</td>
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<tr>
<td>Philosophy</td>
<td>2</td>
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<tr>
<td>Fine Arts or Literature</td>
<td>1</td>
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<tr>
<td>(Physical Education-two hours)</td>
<td>2</td>
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</tbody>
</table>

14 courses

* One of these requirements must be a University Seminar 180.

Arts and Letters Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
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<tbody>
<tr>
<td>College Seminar</td>
<td>2</td>
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<tr>
<td>Language</td>
<td>1–3</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>1</td>
</tr>
<tr>
<td>Literature or Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>(whichever is not taken above)</td>
<td>1</td>
</tr>
<tr>
<td>Major</td>
<td>8–12</td>
</tr>
<tr>
<td>+ In addition to the University requirement of one history and one social science course, the college requires a third course, which can be either history or social science.</td>
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</tr>
<tr>
<td>* The arts and letters student is required to complete one fine arts and one literature course.</td>
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</tbody>
</table>

University requirements are described under “Degree Requirements,” in the front section of this Bulletin.

Course Load. The normal course load in the College of Arts and Letters is five courses. The maximum number of credit hours per semester is 17. Overloads for juniors and seniors are accepted only with the
permission of the deans in the Office for Undergraduate Studies and only during the designated days of the enrollment period.

**Writing Requirement.** Students in arts and letters are required to complete one course in their major at the 30000 or 40000 level designated as a writing intensive course. This course may satisfy other distributional requirements within the major. Writing intensive courses require the student to work closely with a professor throughout the semester on a significant written project.

**Activity and Experiential Learning Courses.** Three elective credits of the required 120 hours can be derived/obtained from the following activity courses:

- Band (Marching and Concert)
- Orchestra
- Chorale
- Glee Club
- Liturgical Choir
- Folk Choir
- Music Lessons and Ensembles
- Ballet
- Debate
- Social Concerns Seminars

Exceptions will be made for music majors. Registering for these courses will not affect a student's overload status. These credits do not count toward a student's 17 semester hours. If students complete more than three of these courses, these will appear on a student's transcript, but the extra credits will be subtracted from the student's total number of hours at the time the graduation check is made; hence, these will not count toward the 120 hours needed to graduate.

**Pass-Fail.** Juniors and seniors may take one non-major, non-required elective course each semester on a pass-fail grading basis. These declarations must be made during the enrollment period of each semester, and once made, these declarations are irreversible.

**Arts and Letters Degree Credit.** Students should not have both examination and degree credit for the same course. For example, students should take either Theology 10001 or 20001 and Philosophy 10101 or 20101, but not both. Economics 10015 and 20015 are considered to be equivalent courses, as are Economics 20020 and 20101. Students should take only one of each pair but not both. In cases where students have double credit for the same course, the credits for only one course will be counted toward a student's degree credit despite the fact that credits for both will appear on the student's transcript. A list of equivalent math and science courses can be found under “Mathematics,” later in this section of the Bulletin. The same rules about double credit apply to them.

No courses in logic will satisfy the University philosophy requirement for students in arts and letters. After matriculation into the college, it is the expectation that arts and letters students will complete any outstanding math or science requirements at Notre Dame.

**ROTC.** First-year students enrolled in any of the three ROTC programs are exempted from the University's physical education requirement. Credits received for 10000- and 20000-level ROTC courses do not count toward a student's 120 credit hours, despite the fact that they appear on the transcript. They will be manually subtracted from the student's total number of hours appearing thereon. The College of Arts and Letters accepts a maximum of 12 free elective credits only for ROTC students from the 30000- and 40000-level military sciences only. Non-ROTC students may not take ROTC courses for credit toward graduation except by special permission obtained in advance of registering for the course from the deans in the Office for Undergraduate Studies. If a non-ROTC student registers in ROTC classes without first acquiring permission, these credits will appear on the student's transcript, but the credits will be subtracted manually from the student's total hours at the time the graduation check is made.

**Dual Degree.** Programs leading to dual degrees (two undergraduate degrees, such as a bachelor of arts and a bachelor of business administration) are distinct from programs in which a student receives one degree with two majors (such as a bachelor of business administration with a major in finance and a major in political science). Dual degree programs require the permission of the deans of both colleges. There are additional requirements which usually result in the need for a fifth year. Dual degree students in the college are required to take the Arts and Letters College Seminar.

The requirements for a dual degree generally are as follows: The student completes all of the University requirements, all of the requirements for both colleges, all of the requirements for both majors, and the total number of degree credits specified for a dual degree in two colleges. While the total number of hours required does depend on the two major programs, the minimum required total number of degree credits is set to be 30 degree credits beyond the college total for the college with the greater number of degree credits.

**International Studies.** In light of the expansion of Notre Dame's international study programs, the provost's office has asked that students be encouraged to participate in University programs whenever possible. Limited exceptions, however, will be made for students whose academic or programmatic needs cannot be met through existing Notre Dame programs, i.e., Chinese or Russian majors who wish to pursue language instruction in Beijing or St. Petersburg, or art history majors who may require a semester in Florence. These exceptions will be made on an individual basis after extensive consultation with both the students and their faculty advisors.

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**Student Awards and Prizes**

**COLLEGIANE AWARD IN MODERN AND CLASSICAL LANGUAGES**

The Robert D. Nunen Modern and Classical Language Award—presented to the graduating senior in the College of Arts and Letters with a first or second major, in any classical or modern foreign language, who has earned the highest cumulative grade point average.

**AMERICAN STUDIES**

James E. Murphy Award for Excellence in Journalism—open to graduating American studies majors or non-majors with an interdisciplinary minor in Journalism, Ethics and Democracy.

Paul Neville Award for Journalism—awarded to a senior in American studies for excellence in journalism.

Hugh A. O'Donnell Award in American Studies—awarded to a senior in American studies for superior academic achievement.

Prof. James Wishey Award—awarded to a senior in American studies for notable achievement in writing.

**ANTHROPOLOGY**

The Kenneth E. Moore Founding Chair Award—awarded to the outstanding senior in cultural anthropology.

The Rev. Raymond W. Murray, CSC, Award in Anthropology—awarded to the outstanding senior majoring in anthropology.

**ART, ART HISTORY, AND DESIGN**

Grief Art Awards—awarded to outstanding senior BFA students to defray the cost of their thesis exhibitions.

Emil Jacques Medals for Work in the Fine Arts—The department awards a gold medal and a silver medal for excellence in studio art to undergraduates pursuing a BFA.

Mabel L. Mountain Memorial Art Award—awarded for excellence in studio art.

The Radwan and Allan Riley Prize in Design—awarded to a senior design major for excellence in his or her respective field.

The Radwan and Allan Riley Prize in Studio Art—awarded to a senior studio art major for excellence in his or her respective field.

The Radwan and Allan Riley Prize in Art History and Criticism—awarded for the best essay in art history or criticism submitted by an undergraduate or graduate student.
The Richard T. Sullivan Award for Fiction Writing—awarded to the undergraduate who submits the best original fiction manuscript.

**FILM, TELEVISION, AND THEATRE**

Joseph P. O'Toole Jr. Award—The award was established by Joseph P. O'Toole Jr. (BA, 1948) of San Jose, California, and goes to the outstanding graduating senior in film and television.

Catherine Hicks Award—This award was established by Catherine Hicks (BA '74—Saint Mary's) of Los Angeles and goes to the outstanding graduating senior in theatre.

**GERMAN AND RUSSIAN LANGUAGES AND LITERATURES**

The Rev. Lawrence G. Broeze, CSC, Award—presented to the graduating senior with the best academic achievement in German.

Jeffrey Engelniekr Award—presented to the outstanding student of German whose leadership and contribution to the life of the department are especially conspicuous.

Delta Phi Alpha German Honor Society Award—awarded to a graduating senior for outstanding achievement in the study of German language and literature.

The Russian Language and Literature Award—presented to the graduating senior with the best academic achievement in Russian.

The Lauren B. Thomas Scholarship—Awarded by the Russian faculty to an outstanding Russian major who exhibits financial need.

**HISTORY**

The Monsignor Francis A. O'Brien Prize—presented to the senior who has achieved distinction in the best essay in history.

The O'Hagan Award—awarded to the undergraduate who has submitted the best original essay on a phase of Irish history.

The O'Connell Award—presented to the senior submitting the best essay on a phase of Irish history.

**ENGLISH**

The Academy of American Poets Award—awarded to the undergraduate or graduate student submitting the best collection of original poetry.

The Ernest Sandeen Poetry Award—awarded to the best original poetry submitted by an undergraduate.

Eleanor Meehan Medal for Literary Merit—presented to the English major who submits the best original critical essay written for an English course.

**LATIN AMERICAN STUDIES**

John J. Kennedy Prize for Latin American Studies—awarded to the senior who has written an outstanding essay on Latin America. (Occasionally there is a runner-up award.)

**MUSIC**

Department of Music Senior Award—awarded to the outstanding senior in the Music Department.

**PHILOSOPHY**

The Dockweiler Medal for Philosophy—presented to the senior submitting the best essay on a philosophical subject.

**POLITICAL SCIENCE**

Paul Bartholomew Essay Prize—awarded to the senior major submitting the best senior honors essay in the fields of American politics or political theory.

The Stephen Kereza Prize—awarded to a senior major submitting the best senior honors essay in the fields of international relations or comparative politics.

**PROGRAM OF LIBERAL STUDIES**

The Edward J. Cronin Award—awarded annually to a student in the Program of Liberal Studies for excellence in writing in regular course work.

The Willis D. Nutting Award—given to the senior major who has contributed most to the education of fellow students.

The Otto A. Bird Award—awarded to the senior in the Program of Liberal Studies who has written the best senior essay.

**PSYCHOLOGY**

Senior Recognition Award in Psychology—given in recognition of outstanding achievement in research, academic performance, and student-life activities, while pursuing a major course of study in psychology.

The John F. Santos Award for Distinctive Achievement in Psychology—to a senior psychology major in recognition of outstanding achievement in research, academic performance, and student-life activities.

**ROMAN STUDIES**

Walter Langford Awards for Excellence in Latin Literature and Excellence in Latin Literature—two awards—to the graduating senior majors in Latin and Spanish literature whose work was deemed most outstanding by the Romance languages and literatures faculty.

The Joseph Iraldo Bosco Senior Award—awarded to a graduating senior for excellence in Italian studies.
SOCIOLGY

The Margaret Eich Memorial Prize in Sociology—awarded to the outstanding graduating senior majoring in sociology.

The Sociology Major Essay Award—presented to the senior sociology major who has written the best essay.

THEOLOGY

The Gertrude Austin Marthi Award in Theology—presented to a graduating senior who has evidenced qualities of personal character and academic achievement in theological studies.

The Rev. Joseph H. Cavanaugh, CSC, Award—awarded to the senior who has evidenced high qualities of personal character and academic achievement, particularly in theological studies.

Service Awards

AMERICAN STUDIES

J. Sinton Meyers Award—awarded to a senior in American studies for outstanding service to the academic community.

ECONOMICS

Lawrence J. Lewis Award—awarded to the senior in the Department of Economics who has best distinguished himself or herself in community service.

MUSIC

The Daniel H. Peckover Memorial Award—presented to two underclassmen in the Notre Dame Glee Club in recognition of musical leadership, exemplary personal character and overall contribution to the success of the group.

Outstanding Band Member—for loyalty, dedication, and leadership.

Gerald J. Smith Memorial Award—awarded for citizenship and loyalty to band.

Outstanding Marching Band Award—awarded for dedication, ability, and leadership during marching band season.

The Kobak Memorial Scholarship—for outstanding instrument achievement for band.

Robert F. O’Brien Award—for outstanding service and dedication to the band.

Thomas J. Korschmer Band Treasurer Prize—annual award to the elected band treasurer.

Band Vice President Prize—annual award to the elected vice president of the band.

Terry Baum Secretary Prize—awarded to the secretary of the band and presented by the University of Notre Dame.

Holland President’s Prize—annual award for the outgoing president of the band.

Social Chairperson Award—plaque given annually to the social chairperson in appreciation for dedication and service to the Notre Dame bands.

POLITICAL SCIENCE

George Brinkley Service Award—awarded to the student who best exemplifies the Political Science Department’s ideal of public service through service to the department, the University, or the wider community.

ROMANCE LANGUAGES AND LITERATURES

William Richardson Award in Hispanic Culture for an African American Student—given to a graduating African American student who has shown an unusually strong interest in Hispanic culture through his or her active participation in campus and/or community projects or activities.

José Tito Sigüenza Award for Service to Hispanic Youth—awarded to the senior who has studied Spanish at Notre Dame and contributed outstanding service to Hispanic youth.

Carlos Aballi Award in Hispanic Cultural Awareness—given to a graduating Hispanic student who has taken Spanish at Notre Dame and has been active in promoting Hispanic cultural awareness at Notre Dame.

The Mara Fox Award for Service to the Hispanic Community—awarded to a graduating senior who has performed outstanding service benefiting the Hispanic community.

Special Arts and Letters Requirements

Language Requirement. Students in arts and letters are required to reach intermediate proficiency in a foreign language, but “intermediate proficiency” is defined differently in each of the languages, depending on the complexity of the language itself and the intensity of the course. Students without Advanced Placement or SAT II credit, but who come with some background in the language they elect will be placed by examinations given during first-year orientation and prior to spring preregistration. Departmental placement exams will not be credit-bearing. Students may receive up to six hours of credit based on their scores on the AP and SAT II tests. If, for some reason, a student receives more than six hours of credit that appear on the transcript, the credits beyond six will be non-counted and will be manually subtracted from the total number of degree credits counting for graduation. Regardless of the scores on these exams, it is impossible for a student to test out of the language requirement in the College of Arts and Letters. Every student in arts and letters must take at least one course at the appropriate level that deals with texts in the original language. For the specific details of a given language offering or program, check with the relevant department.

College Seminar. The College Seminar is a unique one-semester course experience shared by all sophomores majoring in the College of Arts and Letters. The course offers students an introduction to the diversity and distinctive focus of arts and letters at the University of Notre Dame. Specific sections of the College Seminar vary in their topics and texts, but all feature an interdisciplinary approach, commitment to engaging important questions, employment of major works, and emphasis on the development of oral skills. Every College Seminar syllabus will include works that approach the topic from the perspective of each of the three divisions of the college: the arts, humanities, and social sciences.

For descriptions of the University and other colleges’ requirements, see “Degree Requirements” in the front section of this Bulletin.

Arts and Letters Programs

The programs offered by the College of Arts and Letters include majors, supplementary majors, and minors, which may be either departmental or interdisciplinary. The latter includes what were formerly called concentration and area study programs. Every student in the college must complete one major sequence. Supplementary majors and minors are optional and may be taken to supplement or enhance a student’s major but do not lead to graduation in and of themselves.

Double-Counting

One course may be double-counted one time to fulfill a second major, supplemental major, or minor requirement and a University or college requirement. No course may be double-counted between majors or minors or between a major and University and college requirements. University Seminar, by definition, fulfills a University or college requirement and is not considered a double count under this rule.

Majors

A major sequence is a carefully chosen combination of courses from an individual department or program that stand alone in qualifying students for an undergraduate degree. They usually consist of between eight and 12 courses. In contrast to the University and college requirements that provide students with broad exposure to a variety of the liberal arts and sciences, the major affords the student an opportunity to gain more specialized knowledge of a particular field or discipline.

The major in liberal arts programs is normally chosen during the sophomore year and is completed during the junior and senior years. Each spring before preregistration, the college holds a series of programs and meetings to inform the students about the various majors so that they may make intelligent
choices. Students pursue their majors under the direction of the departmental or program chair and its advising staff.

Supplementary majors are those that cannot stand alone in qualifying a student for an undergraduate degree but must be taken in conjunction with a primary major. They include both interdisciplinary and departmental offerings.

Arts and Letters Preprofessional Studies (ALPP)
African and African American Studies
Art History (24 hours)
Chinese (24 hours)
Classical Civilization
Computer Applications (CAPP)
Gender Studies
German (24 hours)
Greek (24 hours)
French (24 hours)
History (24 hours)
Italian (24 hours)
Japanese (24 hours)
Latin (24 hours)
Latino Studies (24 hours)
Medieval Studies (24 hours)
Philosophy (24 hours)
Russian (24 hours)
Spanish (24 hours)
Theology (25 hours)

Self-Designed Majors. A new program for a special self-designed major was approved by the college council during the 1994–95 year. This is a special program for self-designed majors that will be conducted on a limited, experimental basis. While it is not the intent to predetermine the kind and nature of majors to be proposed, it is the expectation that they will involve substantive integration of the subject matter in ways that cannot be undertaken within any existing major, minor, area studies or concentration program.

The Process:
1. Interested students, in consultation with three faculty sponsors from at least two departments, should present a detailed written proposal of their major (which has been signed by their faculty sponsors) to the Undergraduate Studies Advisory Committee no later than Friday before the midsemester break of each semester. One of the faculty sponsors should be identified as the chair of the supervising committee.

2. Approval of the special major will be granted by the dean, on the recommendation of the Undergraduate Studies Advisory Committee. The committee will review the proposals and communicate their recommendations to the students before the preregistration period begins. As it deliberates, the committee may ask for additional information from the student, faculty sponsors and other colleagues in related areas to assist in further refining and rewriting the original proposal. It is the expectation that the on-campus portions of the major will rely heavily on existing courses.

3. Special majors must culminate in a capstone essay or where appropriate, other work, which will be evaluated by more than one faculty member. (In most cases, it is assumed that the faculty evaluators will be the faculty sponsors). A detailed proposal of the capstone project must be submitted to the faculty sponsors by November 1 of the senior year. It is expected that a capstone essay will consist of between 30 and 50 pages (7,500–15,000 words).

4. Changes in an individual program need the approval of the chair of the supervising committee and the dean. If students discover midstream that they are unable to complete the special major, it may be “dropped,” but they must then complete one of the traditional departmental majors. Retroactive proposals will not be considered. Thus, these programs should be well under way by the middle of the junior year.

5. Administration of special majors will take place through the Office of Undergraduate Studies in a manner similar to that of the ALPP program; i.e., students will pick up their PINs in 105 O’Shaughnessy.

6. The college council will periodically review the special major program.

Electives
In addition to the University and college requirements and the major, the balance of a student’s usual five-course-per-semester program consists of elective courses, which can be drawn from the offerings of any department or college that are open to non-majors who have met the necessary prerequisites.

Minors
Minors are five-course sequences that can either be departmental or interdisciplinary. The college has three categories of minors: Departmental, Interdisciplinary, and Area Studies.

Departmental:
African and African American Studies
Anthropology
Art History
Classical Civilization
Classical Literature
East Asian Languages and Literature:
Chinese
Japanese
French and Francophone Studies
German
Greek
Italian
Latin
Music
Russian
Theology

For details, see the departmental descriptions in the section “Programs of Study.”

Interdisciplinary:
Catholic Social Tradition
Education, Schooling, and Society
Gender Studies
Hesburgh Program in Public Service
Journalism, Ethics, and Democracy
Medieval Studies
Peace Studies
Philosophy and Literature
Philosophy, Politics, and Economics (PPE)
American Studies

Chair: Benedict F. Giamo

Professors: F. Richard Ciccone (adjunct); Eugene Halton (concurrent); Thomas J. Schlereth; Robert P. Schmuhl; H. Ronald Weber (emeritus)

Associate Professors: Elizabeth Christman (emerita); Walton Collins (adjunct); Jack Colwell (adjunct); Benedict F. Giamo; Matthew Storin (adjunct); Don Wycliff (adjunct)

Assistant Professors: Heidi Ardzzone; Collin Meissner

Visiting Welch Chair Professor: Alex Kotlowitz (fall semesters only)

Professional Specialist: Ruthann Johansen (concurrent, Arts and Letters)

The Department of American Studies provides students with a unique opportunity to study American culture and society in challenging and innovative ways. Students majoring in American Studies explore the American experience from both integrative and disciplinary perspectives by selecting interdisciplinary courses taught by the Department’s faculty as well as crosslisted classes offered by Anthropology, English, Political Science, History, and Sociology. With help from a faculty advisor, a student plans a curriculum of 12 courses, six from within American Studies and six in American subjects offered in cognate departments. The interdisciplinary courses housed in the Department of American Studies span a broad range of academic interests: Arts and Material Culture; Journalism and Media Studies; Literature and Society; and Social History/Movements. Courses in these academic areas typically include an historical dimension, insights gathered from a variety of sources, perspectives drawn from traditional disciplines, and an integrative approach that complements specialization. Because of its breadth, the major enables students to experience much of the richness of the College of Arts and Letters. Internships are available which offer practical experience in the potential career areas of historical research, journalism, publishing, and social service. Special features include an affiliated interdisciplinary minor in Journalism, Ethics, and Democracy.

The American Studies curriculum concentrates on the writing process at all levels of instruction. For 20000-level courses, a minimum of 8–10 pages of written work is required in addition to reader response, midterm, and final exam assignments. For 30000-level courses, a minimum of 10–12 pages is required. For 40000-level senior seminars taught by our teaching and research faculty, a minimum of 20 pages of written work (one research paper due at the end of the semester) is required; these senior seminars will be guided by a writing-intensive process (i.e., drafts, revisions, peer review when appropriate, and individual consultations between professors and students). Every American studies major must take at least one 40000-level senior academic seminar.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

BEGINNING COURSES

AMST 13101. History University Seminar (3-0-3)
This course provides a social and cultural history of American domestic responses to war and threats of war throughout the 10th century and into the 21st. Scheduled readings will include historical scholarship, primary documents, media, and popular culture, personal narratives, and fiction. Our discussions and writings will focus on five periods: WWI, WWII, Cold War, Vietnam, and the Gulf War. Issues covered include meanings of patriotism, pacifist movements and challenges to American military activities; perceptions of soldiers; images of the enemy and their impact on Americans identified with national enemies; the role of media in influencing public perception of war, and war memorials. Throughout, we will examine not the battles and factors that determined the military outcomes, but the domestic struggles that have defined our national experience.

AMST 13120. American Culture and Community (3-0-3)
Freshman seminar in American culture and community.

AMST 13186. Literature University Seminar (3-0-3) Schmuhl
Henry James once remarked that Americans “are the only great people of the civilized world that is a pure democracy, and we are the only great people that is exclusively commercial.” For James, New York City defined the spot where everything modern and distinctly “American,” everything about money and about politics, everything about the individual and about society came together as a formed, physical identity for good and bad. These tensions are endemic to the notion of the city itself. For many, cities such as New York and Chicago were places to despise, places of suspicion, of immigration, of ethnicity, places which were distinctly un-American and that challenged America’s conception of itself as a country founded upon and guided by rural principles. But the democracy and commerce James identified as specifically American is a combination that depends upon the city in all its variegated senses. Using James’s comment as a beginning this course will examine the relationship between the development of the American city and the emergence of a metropolitan consciousness. The course will be thematically driven and will focus on the roles of money, democracy, culture, and politics and will examine how these forces coalesced through the process of urbanization and become embedded in the distinctively modern American identity. While the bulk of the course will deal with the late 19th and early 20th century, we will look back to the country’s early urban development and forward to its most recent urban Metamorphoses.

AMST 20100. The Rise and Fall of the Modern Racial Order: Race and Ethnicity in the Twentieth-Century US (3-0-3)
A mixture of lecture, discussion, and in-class group projects, this course is an introduction to the history of race and ethnicity in the 20th-century United States. The key questions of the course will be: How has race, as a “social construction,” been made and unmade over the years? That is, how have the “south Italian race” and the “Anglo-Saxon race” come and gone, while the “white race” and “black race” have stayed with us? How have these groups and others encountered the nation’s racial order over the years, with some attempting to dismantle it to gain greater equality (e.g. the Civil Rights Movement) and others attempting to shore it up to protect their own privileges (e.g., the KKK and the Zoot Suit Riots)?

AMST 20101. American Political Life (3-0-3)
An introductory and interdisciplinary examination of American political culture, particularly contemporary political thought and behavior. Although we will trace the development of our political culture from the nation’s beginning to the present, a principal concern of the class will be the involvement of the mass media in recent political history. In short, we will attempt to come to terms with questions about the role and influence of mass communications in modern politics.

AMST 20102. Visual America I: Art, History, Culture (3-0-3) Schlereth
A course that provides an introduction, for prospective majors and electors, to the theory and methods of American studies scholarship by using several types of visual culture—landscape painting, portraiture, public sculpture, domestic architecture and genre painting—as historical evidence. A sequel course, Visual America II, interpreting different visual culture, will be offered in the spring semester.

The course has two basic purposes. First, to introduce students to the various methods scholars have
developed to use visual evidence in cultural history research; second, to provide students with a content
course in United States cultural history, one where they receive an overview of the various roles that the art
forms noted above have played in American life, 1700–1950.

Students prepare and submit three types of written
cultural history research: (1) an historical interpreta-
tion of an American master art work; (2) a critical
review of an American art museum exhibition; (3)
an interdisciplinary, interpretative visual portfolio
analyzing a major figure, event or theme in American
visual history. Two examinations, a midterm and a
final, are also required. An online visual archive,
containing all the graphic evidence and research
methods used throughout the course will be always
accessible to students for pre-class preparations,
research and writing projects, and pre-examination
review. Fieldwork class meetings will be held at the
Native American Gallery (Snite Museum), W. Wash-
ington Historical District (South Bend), and the
American Art Gallery (Snite Museum).

AMST 20103. American Men, American
Women
(3-0-3)
What does it mean to be male or female in America? How
different are our ideas about gender from those
of other cultures? This course will focus on the 20th
century and look at the origins and development of
masculine and feminine roles in the United States.
How much have they changed over time and what
aspects have been retained? We will explore the ways
that cultural images, political changes, and economic
needs have shaped the definition of acceptable be-
havior and life choices based on gender. Topics will
range from Victorian ideals through the Jazz Age and
war literature to movie Westerns, '50s television fam-
ilies, and '60s youth culture; and into recent shifts
with women's rights, extreme sports, and talk shows.

AMST 20105. Visual America II
(3-0-3)
An introductory course, offered as a sequel to Visual
America I (AMST 20201), that will explore dimen-
sions of several types of visual expression—popular
photography, cartography, genre and historical paint-
ing, chromolithography, the commercial and graphic
arts—in American cultural history from Louis
Daguerre's development of photography in 1839 to
the public exhibition of television at the 1939 New
York World's Fair.

AMST 20107. American Art: History, Identy,
Culture
(3-0-3)
Introductory and historical overview of the role that arts—architecture, painting, and sculpture—played
in American cultural history, 1640–1940. In addi-
tion to surveying major high-style trends, attention
is given to selected regional, folk, and vernacular
artistic traditions.Basically a lecture-format course
in which students prepare two short papers, research,
and assemble a 15-page visual portfolio, and take
two exams: a midterm and a final.

AMST 20109. The Millionaire in American
Literature and Culture
(3-0-3) Meissner
Few figures in American history have so defined the
nation as the millionaire. For good or bad, the
millionaire has been an object of equally intense
scrutiny and fascination. This course will examine
the role of the millionaire in fiction by writers such
as Wharton, James, and Fitzgerald. We will also look
at the millionaire as savior and agent of corruption
in children's literature by writers such as Margaret
Sidney and Louisa May Alcott. In looking at the mil-
liionaire historically, we will devote special attention
to the Gilded Age with its "robber barons" such as
Andrew Carnegie, Cornelius Vanderbilt, and Henry
Ford, figures whose industry and greed also fueled
the establishment of vast charitable enterprises that
helped define American culture. In politics we will
pay special attention to Theodore Roosevelt who
harbored a deep suspicion of inherited wealth and
questioned whether or not the "virtuous republic"
could sustain the presence and efforts of so many
men of "inherited wealth." And in contemporary
society, we will try to understand how the celebrity
millionaire, i.e., Donald Trump, Paris Hilton, Ivan
Boesky, has become a celebrated cultural icon.

AMST 30100. Fundamentals of Journalism
(3-0-3)
What is news? What are the most effective ways of
presenting news to the public? What ethical deci-
sions are involved in gathering and reporting news?
These are a few of the questions addressed in this
course.

AMST 30101. Introduction to Broadcast
Journalism
(3-0-3)
How have Americans responded at home to war and
threats of war throughout the 20th century and into
the 21st? What internal divisions and shared identi-
ties has war inspired or revealed? We will examine
not the battles and factors that determined the
military outcomes, but the domestic struggles that
have defined our national experience and informed
many of our responses to current events. Topics will
include critiques of democracy and civil rights inclu-
sion during WWII; treatment of Japanese Americans
during WWII; development of peace movements,
and antinuclear movements; cold war politics and
fears of American communism; and debates over the
draft, just-war, racism at home, and U.S. policies
abroad in the wake of Vietnam. The final unit will
focus on the Gulf War, terrorism, and developments
since September 11, 2001.

AMST 30102. American Utopias
(3-0-3)
From our colonial roots to the present day, from the
Puritans "City Upon a Hill" to the Branch Davi-
dians and the Waco compound, Americans have been
trying to create ideal communities based on their
particular version of the truth. In this course, we will
survey a wide variety of utopian communities, some
based on protection from the world, others based
on free love and/or perfection of human relations,
some now considered cults, and others mainstream
religions. We will examine how they were supposed
to work versus how they worked in reality, and the
dreams and beliefs upon which they were based. We
will explore the ways these experiments in living
were created by American culture and have, in turn,
transformed it.

AMST 30104. The American Scene
(3-0-3)
"To make much so much money that you won't,
that you don't mind, don't mind anything that is
absolutely, I think, the main American formula. "
Henry James, The American Scene, 1907. "Greed,
for lack of a better word, is good, is right, it works,
and it will save that malfunctioning corporation
called the U.S.A.," Gordon Gecko, Wall Street,
1987. After a 20-year absence, Henry James returns
to America to examine the country of his birth. His
tour brought him to the above quote and dismay-
ing conclusion. This course tries to contextualize
and understand James's remark by placing it within
a broader atmosphere of late 19th- and early 20th-
century American culture. We will look at works that
predate, are contemporary with, and follow James's
American tour. We will look at works of literature
and biography, of politics and philosophy, of theology
and economics. Throughout, we will keep circling
around and back to James's notion of "The Main
American Formula" and asking not only what
exactly he meant, but how other major thinkers of
the age understood or conceived of an "American
Formula," and how that "formula" could be mea-
sured at the level of the individual, the corporation,
the country, and, with Conrad's Nostromo, the world.
Readings will include works of Joseph Conrad,
Theodore Dreiser, Henry Ford, Henry James,
Theodore Roosevelt, Thorstein Veblen, and Edith
Wharton. In addition, we will view several movies,
the focus of which is directly related to the course's
central questions.

AMST 30107. World War II America: History
and Memory
(3-0-3)
Exploring a wide range of primary and secondary
sources from the 1940s and today (e.g., novels, films,
ads, posters, poetry, art, museum exhibitions, and
memorials), this course will examine the history of
America's World War II experience and how this
history is remembered and memorialized today. Areas
of study will include D-Day and Pearl Harbor; the
bombing of Hiroshima and Nagasaki; the Holocaust;
the emerging African-American and Mexican-Ameri-
can civil rights movements; the Americanization of
European immigrants; Japanese-American intern-
ment and redress; and "Rosie the Riveter" and other
women's experiences as paid workers.

AMST 30108. American Social Movements
(3-0-5)
This interdisciplinary survey of civil rights and social
protest movements in the United States examines
suffrage inclusion, abolitionism and black civil rights
movements, labor organizing, and women's rights
in the 19th and 20th centuries, as well as several
contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiography to trace a tradition of protest that both depends on and offers challenges to a democratic society.

AMST 30109. Who is an American? (3-0-3)
Focusing on the 20th century and examining a wide range of material from novels and movies to history and the law, this class charts the various struggles to define who is an American. Who gets to decide? What is the criteria? What difference does the “Americaness” and “un-Americaness” make in people’s everyday lives? To what extent and how have these issues changed over the course of the 20th century?

AMST 30112. Witnessing the Sixties (3-0-3) Giamo
The purpose of this interdisciplinary course is twofold: to examine the social context and cultural change of the sixties, on the one hand, and on the other to explore the various journalistic and aesthetic representations of events, movements, and transformations. We will focus on the manner in which each writer or artist witnessed the sixties and explore fresh styles of writing and cultural expression, such as the new journalism popularized by Tom Wolfe and the music/lyrics performed by Bob Dylan. Major topics for consideration include the counterculture and aesthetic responses to particular social movements and the conflict—a combination of civil rights and anti-war protest.

AMST 30113. American Identities (3-0-3)
Prerequisite(s): See online Course Catalog for details. This course surveys the development of American culture and society by examining constructs of identity. The course explores such questions as: What is a nation? How is national identity determined? What constitutes American identity, and how has it changed over time? Who has been included and excluded from full citizenship in the past, and why? How do multicultural societies reconcile national and group identities? Where is the United States headed as a society? The course adopts historical and sociological approaches to examine such topics as the creation of national consciousness; Manifest Destiny and ‘the mission of America;’ sectionalism and the Civil War; the West as a region; problems of immigration and citizenship; American identity and foreign policy; the struggle for civil rights and minority identities in the United States; recent multiculturalism issues: “Americanization” and the globalization of culture. Course format includes lectures, discussion, and screenings of feature and documentary film segments. Materials cover a wide range of visual and print media.

AMST 30115. Visual America I (3-0-3)
The course has two objectives: First, to introduce students to the various methods scholars have developed to use visual evidence in cultural history research; and second, to provide students with a content course in United States history, one where they receive an overview of the various roles that the art forms noted above have played in 19th- and 20th-century American life. Iconographic analysis—the uncovering of past and present, conflicting and paradoxical layers of cultural meanings within an image or assemblage of images—will be an important part of the course.

AMST 30118. The Craft of Journalism (3-0-3) Schmuhl
This class will focus on how print and broadcast journalists work—how they think and act as well as the dilemmas they face in delivering news, analysis, and commentary. Several sessions will be devoted to presentations by visiting correspondents, editors, and producers, explaining their approaches to specific stories and circumstances. In addition, students will discuss the issues and questions raised in a few books.

AMST 30119. Perspectives on Nature and Environment in America (3-0-3) Doppke
Throughout American history, those who took a hand to alter nature—or raised one to preserve it—have rarely been concerned exclusively with the continent’s ecosystems. Rather, they saw themselves as advancing lofty ideals, such as progress or freedom. After a general introduction to American environmental history, this course examines how nineteenth and twentieth century American explorers, activists and writers have understood our alterations to landscape and river, and what the stakes are for modern environmentalists who seek to preserve what wilderness remains.

AMST 30120. Race, Ethnicity, and Racism in Modern American History and Culture (3-0-3) Mason
This course will survey American attitudes, beliefs, and practices regarding race and ethnicity from the late 19th century to the present, including a consideration of the development and changing meaning of the concept of “racism.” A major emphasis will be to trace the shifting constructions of ethnicity over time and the constantly evolving understandings of what race entails, how racial boundaries are demarcated and crossed, and how all these definitions are historically and culturally flexible. Another central theme will be to trace how various European groups transformed themselves from racial-ethnic outsiders to being “white,” a process that simultaneously expanded the bounds of inclusion for some and solidified the terms of exclusion for others.

AMST 30121. Violence in American History and Culture (3-0-3) Mason
In the late 1960s, black militant H. Rap Brown exclaimed, “Violence is as American as cherry pie.” It might be said that the purpose of this entire course will be to evaluate the truth of Brown’s statement. This will be accomplished in two ways: first, by surveying some of the major episodes and themes of violence in American history, from its colonial origins through contemporary issues; and second, by assessing the meaning of that violence as it simultaneously reflects and shapes American society, culture, and values. Our focus will be on social violence, including riots, lynchings, revolutionary violence, vigilantism, identity-based violence (religious/racial/ethnic), and war. We will also consider the structures and cultural assumptions and prejudices that lead to these forms of physical violence.

AMST 30200. Literary Outsiders (3-0-3)
A close study of the motif of the outsider, in his and her various guises, primarily from literary but also philosophical, sociological, and psychological perspectives, with the goals of identifying what historical literary spaces outsiders inhabit and whether these spaces are still available to literary expression in the 21st century.

AMST 30201. American Women Writers to 1930 (3-0-3)
A close reading of “major” and “minor” American women writers of the 18th, 19th, and early 20th centuries.

AMST 30202. Latino Poetry (3-0-3)
This course will focus on several prominent contemporary Latino poets whose work has enriched and diversified the canon of American poetry in the last 20 years. Among them are such established and acclaimed authors as Gary Soto, Lorna Dee Cervantes, Pat Mora, Martin Espada, and Victor Hernández Cruz. Because Latinos are not homogeneous, emphasis will be given to these poets’ diverse ethnic and cultural origins. In this regard, one important component of the course is the various ways that Latino poets respond to the spiritual and the sacred. Other topics to be discussed include social justice, the family, identity (in its multiple forms), and, of course, poetics. Readings will be assigned in individual poetry collections and in one anthology. Assignments include group presentations, response papers, three short academic papers, and regular attendance.

AMST 30203. The City in American Literature (3-0-3)
Literary representations of the city and social identity in American texts from the 1890s to the present, including Riis, Dreiser, Wharton, Sinclair, Yeierska, Wright, Paley, and Cisneros, as well as contemporaneous nonfiction and films.
AMST 30204. Latin-American Images of the US
(3-0-3)
Crosslisted with ENGL 20806.

AMST 30205. Harlem Renaissance
(3-0-3)
A study of the historical, cultural, and political circumstances that led to the flowering of African-American literature in the '20s and early '30s and the writers it fostered: Hughes, Hurston, Toomer, Redmon Fauset, Larson, Thurman.

AMST 30206. Icons and Action Figures in Latino/a Literature
(3-0-3)
Understanding US Latino/Latina literature, art, and film through its many allusions to and reinterpretations of traditional icons and historic figures as well as legends, myths, popular figures, and action heroes/heroines of the Americas (including those with origins in Native American, Latino/Latina, African, Asian, and European cultures).

AMST 30207. Readings in American Novel
(3-0-3)
Novels from Hawthorne to Morrison.

AMST 30208. American Literature: Varieties of Religious Experience
(3-0-3)
Many American authors are skeptical toward religion, yet they are, nonetheless, preoccupied with the religious experience. This course explores the relationship between these attitudes in American literature.

AMST 30209. Contemporary Short Fiction
(3-0-3)
A study of short stories and novellas written in the last half of the 20th century.

AMST 30210. African-American Migration Narratives
(3-0-3)
This course will explore life writings and issues of self-representation in the African-American expressive cultural tradition in the 19th and 20th centuries. We will pay special attention to questions of gender, audience, authenticity, and competing feminist and nationalist ideologies. How do we define freedom, and what role do art and culture play? What does it mean to be a black intellectual? Can aesthetics stand in for activism? Is feminism relevant for black women in America? To what extent is self-fashioning synonymous with public responsibility? These are a few of the questions that will drive the semester.

AMST 30211. Latino/Latina American Literature
(3-0-3)
Studies of Latino and Latina authors, including Chicanos, Caribbean, or South American.

AMST 30212. Twentieth-Century Ethnic American Novels
(3-0-3)
In this class we will explore several ethnic American novels by focusing on the theme of memory, specifically on the ways in which remembering one's own or one's ancestors' past becomes part of one's self-identification as an ethnic American. Since the ties between past and present are rarely straightforward, remembering one's family history is often a painful, haunting experience. Yet facing the ghosts of one's past can be a liberating process, too, allowing for self-invention. The question of memory will also highlight how the promises of the "American dream" continue to be problematic for immigrants. What does it mean to become American? Can one be fully free in the “land of freedom”?

Readings will include: F. Scott Fitzgerald, The Great Gatsby; Anzia Yezierska, Bread Givers; James T. Farrell, Young Lonigan; John Okada, No-No Boy; Toni Morrison, Beloved; Art Spiegelman, Maus I and Maus II; Maxine Hong Kingston, The Woman Warrior; Louise Erdrich, Love Medicine; and Julia Alvarez, How the Garcia Girls Lost Their Accents.

Requirements: Regular attendance and participation, group presentation, several response papers, one final (5-page) paper, and a final exam.

AMST 30213. Introduction to Post-Colonial Literature
(3-0-3)
Traces the development of literatures from the former colonies of various empires, but principally the British and French. An essential concern of the material is how individual identities or (neo)national subjectivities remain continually in a state of formation. Major regions include Africa, India, the Caribbean, and Southeast Asia. Authors may include Chinua Achebe, Mariama Ba, Buchi Emecheta, Anita Desai, Bessie Head, George Lamming, Salman Rushdie, Wole Soyinka, Vikram Chandra, and Derek Walcott among others. Theorists include Franz Fanon, Edward Said, Gayatri Spivak, and Ngugi wa Thiong'o.

AMST 30214. Early Modern American Fiction
(3-0-3)
This course explores literature written between the Civil War and World War II. This is, of course, a dynamic century of American (not to mention world) history; the result is an equally dynamic century of American fiction. Our course will examine how this fiction shows the impact of economic and technological transformations on religious beliefs, conceptions of human identity, work environments (and men and women’s places in them), etc. We will not only read several important 20th-century novels, but we will also come to a better understanding of our own capitalist and technology-driven culture. In addition to a few short stories and critical essays, which will be collected in a course packet, we will read the following: Herman Melville, Bartleby, the Scrivener; Theodore Dreiser, Sister Carrie; Edith Wharton, The House of Mirth; Frank Norris, The Octopus; Upton Sinclair, The Jungle; John Dos Passos, The Big Money; and Ralph Ellison, Invisible Man. Course Requirements: Several brief response papers, one short (four- to six-page) paper, one longer (10-page) research paper, an oral presentation, and midterm and final exams.

AMST 30215. Border Crossings: Mexican and Canadian Literature
(3-0-3)
Mexican and Canadian literature emphasizing cultural interaction between the US and its southern and northern neighbors.

AMST 30216. African-American Literature
(3-0-3)
This course is designed to familiarize students with the diverse concerns of black women's writing from the first novel written in 1854 through the present.

AMST 30217. Readings in Nineteenth-Century American Literature
(3-0-3)
Long before the automobile became a symbol of American life, travel has been a defining aspect of many sorts of American experience. For the slave seeking freedom, the settler in search of fertile land, or the Native American forced from his ancestral home, travel has necessitated fundamental transformations in the individual and the community. Often travel and mobility are identified with the freedom and social flexibility that historically have distinguished the “new” world from Europe. But travel can be punishing rather than liberating when it is undertaken out of desperation or under force. We will begin the course with a careful reading of Jack Kerouac’s classic travel novel, On the Road. Kerouac’s work develops a range of themes and concerns that we will then trace through American literature from the Puritans to the present. These will include the meaning of wilderness; pilgrimage as a search for a higher truth; the experience of freedom; the problems of identity raised by the Confidence Man; the relationship to the other; the search for the father. Our readings will include Mary Rowlandson’s captivity narrative; selections from the journals of Lewis and Clark; Caroline Kirkland’s A New Home, Who’ll Follow? the autobiographies of William Apess and Frederick Douglass; Thoreau’s Walden, Melville’s Confidence Man, Morrison’s Beloved, and a short story by Sherman Alexie. We will also view several films.

Course requirements include regular attendance and active participation, two short (five-page) papers, and a final exam.

AMST 30218. Travel in American Literature
(3-0-3)
Long before the automobile became a symbol of American life, travel has been a defining aspect of many sorts of American experience. For the slave seeking freedom, the settler in search of fertile land, or the native American forced from his ancestral home, travel has necessitated fundamental transformations in the individual and the community. Often travel and mobility are identified with the freedom
and social flexibility that historically have distinguished the “new” world from Europe. But travel can be punishing rather than liberating when it is undertaken out of desperation or under force.

We will begin the course with a careful reading of Jack Kerouac’s classic travel novel, *On the Road*. Kerouac’s work develops a range of themes and concerns that we will then trace through American literature from the Puritans to the present. These will include the meaning of wilderness; pilgrimage as a search for a higher truth; the experience of freedom; the problems of identity raised by the *Confidence Man*; the relationship to the other; the search for the father. Our readings will include Mary Rowlandson’s captivity narrative; selections from the journals of Lewis and Clark; Caroline Kirkland’s *A New Home, Who’ll Follow?*; the autobiographies of William Apess and Frederick Douglass; Thoreau’s *Walden*; Melville’s *Confidence Man*; Morrison’s *Beloved*; and a short story by Sherman Alexis. We will also view several films.

Course requirements include regular attendance and active participation, two short (5-page) papers, and a final exam.

**AMST 30221. Tropical Heat Waves: Contemporary Latino/a and Caribbean Literature**
(3-0-3) Rohleitner
A review of selected contemporary Latino/a and Caribbean novels.

**AMST 30222. Twentieth-Century American Feminist Fiction**
(3-0-3) Brogan
Close readings of major 20th-century novels, written by both men and women, which may be accurately described as “feminist.”

**AMST 30223. Beats, Rhymes, and Life: An Introduction to Cultural Studies**
(3-0-3) Irving
An introduction to cultural studies using a variety of media: literature, film, and music.

**AMST 30300. Latino/a History**
(3-0-3)
This is an interdisciplinary history course examining the Latino experience in the United States after 1848. We will examine the major demographic, social, economic, and political trends of the past 150 years with an eye to understanding Latino/a America. Necessarily a large portion of the subject matter will focus on the history of Mexican-Americans, and Mexican immigrants in the Southwest, and Midwestern United States, but we will also explore the histories of Puerto Ricans, Cubans, and Latin Americans within the larger Latino/a community. Latinos are US citizens, and the course will spend significant time on the status of these groups before the law and their relations with the state, at the federal, local, and community level. To explore these issues within the various Latino communities of the US, we will explore the following key topics: historical roots of “Latinos/as” in the US; the evolution of a Latino/a ethnicity and identity within the US; immigration, transmigration, and the shaping of Latino/a communities; Latino/a labor history; segregation; civil rights; nationalism and transnationalism; the Chicano Civil Rights Movement; Latinos in film; and post-1965 changes in Latino/a life.

**AMST 30301. Violence in US History**
(3-0-3)
In the late 1960s, black militant H. Rap Brown exclaimed, “Violence is as American as apple pie.” It might be said that the purpose of this entire course will be to evaluate the truth of Brown’s statement. This will be accomplished in two ways: first, by surveying of some of the major episodes and themes of violence in American history, from its colonial origins through contemporary foreign policy and domestic debates; and second, by assessing the meaning of that violence as it simultaneously reflects and shapes American society, culture, and values. This course will include significant reading and writing components, as well as a group project.

**AMST 30302. Era of US Civil War, 1848–77**
(3-0-3)
In the mid-19th century, the American political system collapsed. Divergent visions of the American ideal plunged North and South into the bloodiest war in the Republic’s history. This lecture course examines the roots of the nation’s sectional division, the disintegration of mechanisms for political compromise, the structures and policies of the wartime Confederate and Union governments, the strategic conduct of the armed conflict, the societies at war, and the Union’s first hesitant steps toward reconstruction and recovery.

**AMST 30303. African-American History I**
(3-0-3)
This course is a survey of the history of African Americans, beginning with an examination of their West African origins and ending with the Civil War era. We will discuss the 14th and 15th centuries, West African kingdoms, forms of domestic slavery and West African cultures, the Atlantic slave trade, early slave societies in the Caribbean, slavery in colonial America, the beginnings of African-American cultures in the North and South during and after the revolutionary era, slave resistance and rebellions, the political economy of slavery and resulting sectional disputes, and the significance of “bloody Kansas” and the Civil War.

**AMST 30304. US Presidents: FDR to Clinton**
(3-0-3) DeSantis
A study of the personalities, style, policies, and performances of American presidents from Franklin D. Roosevelt to Bill Clinton as they developed the modern American presidency and made it the most important elective office in the world.

**AMST 30305. British-American Intellectual History, 1650-1900**
(3-0-3)
A survey of the intellectual history of Britain and English-speaking America from around 1600 to the mid-19th century, including European backgrounds and contexts. Emphasis on writings about religion, government, natural science, education, and human nature.
AMST 30309. US Labor History
(3-0-3) Graff
This course will examine the history of paid and
unpaid labor in the United States from colonial
times to the near present. We will seek to understand
how working people both shaped—and were shaped by—the American Revolution, the debates over
slavery and free labor culminating in the Civil War
and Reconstruction, the rise of big business, the
creation of a national welfare state, the Cold War-era
repression of the Left, and continuing debates over
the meanings of work, citizenship, and democracy.
Throughout the course, we will devote considerable
time to the organizations workers created to advance
their own interests, namely the labor movement. We
will also pay special attention to the complicated yet
crucial connections between work and racial and
gender identities. Specific topics may include slavery,
farm labor, women's domestic work, trade unions,
questions of industrial democracy, the role of radical-
ism, and the challenges confronting workers in the
current era of corporate globalization and anti-sweat-
shop activism.

AMST 30310. American Peace Movement
since World War II
(3-0-3)
This course examines the emergence of the modern
American peace movement between the two World
Wars and its development in the Nuclear Age since
World War II. It examines the shifting patterns of
support for the peace movement, the curious ways
Americans have searched and worked for peace,
and some of the important peace groups and leaders.

AMST 30311. Survey of African-American
History II
(3-0-3)
Corequisite(s): HIST 32800
This course will survey the history of African
Americans from 1865 to 1980. Specifically, this
course will focus on the problems of Reconstruction
in the South after the Civil War, the adjustments
and reactions of African Americans to freedom,
the economic exploitation of sharecropping, northern
black communities at the end of the 19th century,
the migration of black Southerners to northern urban
areas, black political leadership, the Civil Rights
Movement, current examples of institutional racism,
and affirmative action in America.

AMST 30312. The United States since WWII
(3-0-3)
The purpose of this course is to study the political,
diplomatic, economic, social, and cultural develop-
ment of the United States from 1945 through the
presidency of Ronald Reagan. Although the military
and diplomatic history of World War II will be
considered by way of background, the principal top-
ics of investigation will be the Fair Deal Program of
President Truman, the Cold War, the Korean Con-
flict, the Eisenhower Presidency, the New Frontier,
Vietnam, President Johnson’s Great Society, the Civil
Rights Movement, the Nixon years, the social and
intellectual climate of this postwar era, and the presi-

AMST 30313. US Gilded Age/Progressive Era
(3-0-3)
Through discussion and lectures, students examine
the emergence of a recognizable modern United
States. Topics examined will include the emergence
of the corporation, progressive reforms, the changing
contours of American religion, the character of the
New South, the battle for women’s suffrage, develop-
ments in the arts, and American involvement in the
First World War.

AMST 30314. Media and American Culture
(3-0-3)
This course examines the myths and realities of
media in the American past and present, paying
particular attention to the ways in which old media
and new have combined to change our lives, and the
ways different groups of Americans have used various
media to make history.

AMST 30315. American Political Traditions
since 1865
(3-0-3)
Students will investigate the political debates—and
simultaneous examinations of democracy’s charac-
ter—that have animated American reformers and
intellectuals since the Civil War. The focus will be
on these political traditions, not the studies of
voter behavior or policy implementation, that also
constitute an important part of political history. The
course will begin with discussion of the character
of Reconstruction, and move through the “social ques-
tion” of the late 19th century, Progressive reform in
the early 20th century, the New Deal, the origins of
modern conservatism, and various post-World War
II social reform movements. Readings will include
court cases, memoirs, speeches, and a sampling of
the philosophical and historical literature.

AMST 30316. US Foreign Policy since 1945
(3-0-3)
This course covers the main developments in Ameri-
can foreign policy from World War II through the
Bush presidency. The principal topics of investiga-
tion will be wartime diplomacy and the origins of
the Cold War; the Cold War and containment in
Europe and Asia; Eisenhower/Dulles diplomacy;
Kennedy-Johnson and Vietnam; Nixon-Kissinger
and detente; Carter and the diplomacy of Human
Rights; Reagan and the revival of containment; Bush
and the end of the Cold War.

AMST 30317. Southern History, 1876 to the
Present
(3-0-3)
This survey relies on cultural, social, and political
analysis to develop an understanding of the region
and its identity. Circumstances and events unique to
the South will be evaluated in context of the com-
mon experiences of the United States.

AMST 30318. Race in American Culture
(3-0-3)
Although it seems counterintuitive, a person’s race
is not a biological fact, but, rather, a socially con-
structed idea. However, for all its genetic invisibility,
race and racial identity have produced visible con-
sequences for people in the United States. This class
will examine why race has played such an important
role in American culture from 1877 to the present.
Throughout this class, we will examine how race and
racial identity have come to define the legal, social,
and economic status of American men and women.
The requirements for this class include a midterm,
final, and a paper.

AMST 30319. Environmental History
(3-0-3)
This course is an introduction to the new field of
environmental history. In recent decades, historians
have begun to actively explore the past sensibilities
of various groups toward the quality of their air, water,
and land; the passionate discussions of philosophers,
theologians, and social and natural scientists about
resource use, the safety of the environment, and
long-term prospects for humanity; and the customs,
laws, and managerial systems that guided use of the
environment. Historians have also increasingly paid
attention to the ways environmental factors have
affected the course of history: the effects of the distri-
bution of water, wood, and minerals and of changes
in climate or endemic disease. This course ranges
widely in methodology from the history of ideas to
paleoclimatology, geographically from the ancient
Near East to modern America, topically from wood-
cutting rights in medieval France to the rise of the
organic farming movement and water-allocation laws
in the 20th-century American West.

AMST 30320. US-Native American Relations:
Revolution to Removal
(3-0-3)
Native Americans in the Eastern US remain obscure
in the historical imaginations of most Americans.
Their is not the story of riding horseback across
rolling plains, hunting buffalo, or shooting at John
Wayne in movies about the Old West. Neither are
the romanticized tales of suffering like in the “Trail
of Tears” their only American experience. Theirs
is rather the story of persistence through change
in their ever-shrinking, yet increasingly crowded,
woodland homes. This course is designed to expose
students to the peoples of the Trans-Appalachian
West—in particular, how they initiated, engaged,
manipulated, and/or accommodated the policies,
practices, and presence of the Euro-Americans and
US, from European Colonization to the 1840s.

AMST 30322. Colonial America
(3-0-3) Slaughter
This course considers the history of New World
exploration and settlement by Europeans from the
15th century to the 18th century. It examines the
process of colonization in a wide variety of cultural
and geographic settings. It explores the perspectives
of Indians, Europeans, and slaves with a particular
emphasis on the consequences of interracial contacts.
We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and de-peopling) of English North America.

AMST 30323. American Legal History
(3-0-3) Rodriguez
This seminar-style course deals with the interaction between the legal system and social change in the United States from the 1600s to the 1980s. Primary emphasis is given to the 19th century. Two periods are covered: the early years of the post-New Deal state and the various US "rights" movements. Reading consists of primary sources documents and a short survey text. Grades will be based on a series of short papers and classroom discussions. Prior knowledge of American history is helpful but not required.

AMST 30324. History of the American West
(3-0-3) Coleman
Few American regions have generated as many cultural narratives, myths, and icons as the trans-Mississippi West. This course takes both the reality and the romance of the West seriously, asking students to examine how the American conquest of the West inspired storytelling traditions that distorted and shaped the region's history. To get at this interaction, we will read novels, histories, and first-hand accounts as well as view several Hollywood westerns. The class is reading and discussion intensive. Students will write several short papers as well as a longer final essay.

AMST 30325. US Foreign Policy to 1945
(3-0-3) Brady
This course covers the main developments in American foreign relations from the Spanish-American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in the two world wars. A recurring theme will be the major traditions in America foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

AMST 30326. US Sex/Sexuality/Gender to 1890
(3-0-3) Bederman
Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes towards sexuality (the Puritans were not anti-sex); how different cultures' views of sex shaped relations between colonists and Indians; why sex was an important factor in establishing laws about slavery in Virginia; birth control and abortion practices; changing patterns of courtship; men who loved men and women who loved women; and why the average number of children in American families fell by 50 percent between 1790 and 1890. Over the course of the semester, students will also design a small research proposal on some aspect of the history of American sexuality prior to 1890. Written assignments will include a weekly journal, midterm and final examinations; a book review; and a small research project.

AMST 30327. American Political Traditions since 1865
(3-0-3) McGreevy
Students will investigate the political debates—and simultaneous examinations of democracy's character—that have animated American reformers and intellectuals since the Civil War. The focus will be on these political traditions, not the studies of voter behavior or policy implementation that also constitute an important part of political history. The course will begin with a discussion of the debate over slavery and Reconstruction, and move through the "social question" of the late 19th century. Progressive reform, the development of the legal profession; the post-New Deal period; and the various US "rights" movements. Readings will include court cases, memoirs, speeches, and a sampling of the philosophical and historical literature.

AMST 30328. American Intellectual History I
(3-0-3) Turner
This lecture course will survey major developments in American thought from the first English contacts with North America to the mid-19th century. Emphasis will fall on ideas about religion, society, politics, and natural science and on the institutions and social contexts of intellectual life, with an eye towards understanding the roots of our own ways of thinking. Especially in the first weeks of the course, European backgrounds will also receive attention. Students will write a midterm and final exam, as well as a 10-page research paper.

AMST 30329. Sport in American History
(3-0-3)
Sport, a major part of American entertainment and culture today, has roots that extend back to the colonial period. This course will provide an introduction to the development of American sport, from the horse-racing and games of chance in the colonial period through to the rise of contemporary sport as a highly-commercialized entertainment spectacle. Using a variety of primary and secondary sources, we will explore the ways that American sport has influenced and been influenced by economics, politics, popular culture, and society, including issues of race, gender and class. Given Notre Dame's tradition in athletics, we will explore the University's involvement in this historical process.

AMST 30330. Morality and Social Change in US History
(3-0-3) Abruzzo
How do we explain sweeping moral changes in society? Why did so many people support legal slavery for so long, and what motivated others to turn against it? What is the relationship between social change and moral theory? The purpose of this class is to examine the moral frameworks that Americans have used to understand—and to change—their society. We will focus on hotly debated issues in American history, looking at the way that Americans thought about issues such as slavery, animal cruelty, sex, family roles, labor, economics, war and citizenship, and civil rights. We will look at both sides of debates to understand the values and beliefs that shaped traditions of social change and resistance to that change.

AMST 30331. US Civil War and Reconstruction, 1848-77
(3-0-3)
Arguably the study of the American Civil War is a suitable training ground for novice historians, for traditionally, a historian must learn to examine events and issues from varying perspectives. Indeed, in this course, emphasis lies not only on the events of the period, but also on the interpretation of those events by different interest groups. Students are expected not only to learn the facts of the era, but also to think about the consequences of events on different sections and different peoples. This course divides the period into three sections: the coming of the Civil War, the War, and Reconstruction. A test follows the end of each section; half of the final exam will be on the Reconstruction section and the rest will be comprehensive. In addition to the tests, students will write a short paper and a short book review.

AMST 30332. Crime, Heredity, and Insanity in American History
(3-0-3)
The 19th century witnessed a transformation in the understanding of the origins of criminal behavior in the United States. For many, a religious emphasis on humankind as sinful gave way to a belief in its inherent goodness. But if humans were naturally good, how could their evil actions be explained? Drawing on studies done here and abroad, American doctors, preachers, and lawyers debated whether environment, heredity, or free will determined the actions of the criminal. By the early 20th century, lawyers and doctors had largely succeeded in medicalizing criminality. Psychiatrists treated criminals as patients; judges invoked hereditary eugenics in sentencing criminals. Science, not sin, had apparently become the preferred mode of explanation for the origins of crime. But was this a better explanation than what had come before? Discussion will be the primary form of instruction.

AMST 30400. Presidential Leadership
(3-0-3)
This course examines the role of the presidency in the American regime and its change over time.
Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.

AMST 30401. American Congress
(3-0-3)
This class will expose the student to the practical workings of the US Congress, some major theories attempting to explain those workings, and some of the methods and materials needed to do research on Congress. It will place the study of Congress in the context of democratic theory, and in particular the problem of the way in which the institution across time grapples with the problem of the common good.

AMST 30402. Race/Ethnicity and American Politics
(3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American politics? How do race and ethnicity link up with other identities animating political action? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

AMST 30403. Constitutional Interpretation
(3-0-3)
Prerequisite(s): See online Course Catalog for details. The objective of this course is to introduce students to the process of public policy formation in American politics. The course will be divided into three parts. The first section will encompass a brief overview of some of the more important mechanisms of American politics that affect the legislative process (political participation, interest groups, congressional elections, etc.). We will then engage in a general review of how such factors have affected the direction and tone of federal public policy over the past 30 years. The final two sections of the course will be devoted to detailed analysis of two public policy areas of particular interest to younger voters: education reform and drug laws. Building on the earlier readings and the analytical tools developed, we will examine the current debates and prospects for reform in these policy areas, with an eye toward understanding the political realities of public policy formation.

AMST 30404. Race/Ethnicity and American Politics
(3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political action? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

AMST 30405. American Voting and Elections
(3-0-3)
This course will examine voting and opinions, and the linkage between political leaders and the mass public. Possible topics include an introduction to electoral analysis; the history of recent electoral politics; the nature of political participation, especially the rationality of voting turnout and non-electoral specialization; party identification and opinions, attitudes and ideology; social groups and cultural identities; mass media and image campaigns; and differences between presidential and congressional elections.

AMST 30406. Introduction to Public Policy
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course introduces students to the practical workings of American public policy formation in the context of democratic theory. The course will examine the points of division in American society?

AMST 30407. Political Participation
(3-0-3)
This course is intended to explore some of the causes of citizens’ differentiated rates of political participation in American politics, as well as the impact that this has on the representational relationship between constituents and legislators. We will begin with a theoretical overview of some of the unique aspects of our representational system. Next, we will analyze the factors that influence the formation of individuals’ political preferences, and their propensity to undertake various forms of political participation. Then we will turn to an analysis of the formation and uses of public opinion. Finally, the class will investigate the consequences of using institutional reforms geared toward “direct democracy” to increase political participation and/or the weight of public opinion on the legislative process.

AMST 30408. Race/Ethnicity and American Politics
(3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political action? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

AMST 30409. Latin American International Relations
(3-0-3) Hagopian
This course examines the international relations of Latin America with an emphasis on what determines US policy toward Latin America, and the policies of Latin American states toward the United States, other regions of the world, and each other. It analyzes recurring themes in US-Latin American relations, including the response of the United States to dictatorships, expropriations of US-owned property, and revolution. It also studies new directions and issues in Latin America’s international relations, e.g., trade policy, the environment, migration, and drugs in a post-Cold War world.

AMST 30410. American Political Thought
(3-0-3)
This course will examine different ideas, approaches, and issues within feminist political thought. The first part of the course will compare different theoretical perspectives, from liberalism to Marxism, that have been employed by contemporary feminists. The second part of the course will examine how women have been represented throughout Western political thought, and the values ascribed to them by political theorists. Finally, in the last part of the course, we will turn to an examination of several contemporary political issues particularly relevant to feminist thought.

AMST 30412. Race/Ethnicity and American Politics
(3-0-3)
This course examines the role that race and ethnicity play in American political life. Among the key questions it seeks to address are: What are the origins of racial and ethnic categories (white, Irish American, African American, Latino, Asian, etc.)? What role have political institutions and group behavior played in effecting the transformation and sometimes destruction of racial categories? What role do patterns of racial and ethnic formation (the values that we attach to certain identities) play in structuring
American politics? What role do race and ethnicity play in the generation of public policies in America? Is an America where race is irrelevant possible?

AMST 30413. Presidential Leadership (3-0-3)
This course examines the role of the presidency in the American regime and its change over time. Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.

AMST 30414. Religion and Politics (3-0-3)
Voters hear increasing amounts of religious discourse in American political campaigns and administrations are turning to religious institutions for social service delivery. The linkages between religion and politics, however, are very complex and constitutionally delicate. This course utilizes a burgeoning body of empirical studies, drawn from political science, sociology, and psychology, that address relationships among religious beliefs and organizations on the one hand, and political attitudes and actions, on the other. Topics include the meaning and measurement of religiosity; linkages between religion and politics at the level of the individual, the local community of faith, and the policy maker; foundational beliefs, images of God, conceptions of human nature, and their consequences for the political order; religious values embedded in the American political system; religion and the state, as seen in selected court cases; and denominational bodies, interest groups, and religious movements in American politics. Students will be responsible for one or two exams, oral presentations, and an original research paper. Depending on class size, either a lecture-discussion or a seminar-tutorial mode of teaching will be used. Students will read books by Wald, Benson and Williams, and several other authors, and may do directed research on NES or GSS datasets. (Also open to graduate students.)

AMST 30415. Latino Politics (3-0-3)
This course provides a careful and “critical” analysis of the political status, conditions, and the political activities of the major Latino (or “Hispanic”) groups in the United States—Mexican Americans, Puerto Ricans, and Cuban Americans. To provide a context and grounding, various theoretical perspectives are first considered, followed by discussions of the historical experiences and contemporary socioeconomic situations of the several Latino groups. Attention then turns to a number of issues concerning political attitudes, behaviors, and activities. Assessments of Latino influence upon the major local, state, and national institutions of the political system, and vice versa, are then considered. Policy areas particularly significant for Latinos are also examined. Finally, the major issues, questions, and themes considered throughout the semester are “revisited” and reconsidered.

AMST 30416. Constitutional Law (3-0-3)
This course examines the main principles of American Constitutional Law, the process of constitutional interpretation, and the role of the Supreme Court in the American political system. Topics covered are presidential war powers and impeachment, congressional-executive relations, free speech, church-state relations, the right to life (abortion, right to die, and death penalty), race and gender discrimination, taxing and spending power of the national government, and the American federal system. A great deal of attention will be given to the evolving constitutional policies of the Rehnquist court and the “great debate” currently taking place, inside and outside the judiciary, over the interpretation of our written constitution. Required text is Kommers and Finn, American Constitutional Law, Essays, Cases, and Comparative Notes (Boston: West-Wadsworth, 1998). This course is a University elective. Requirements are a midterm and final examination and possibly, depending on enrollment, a short paper.

AMST 30417. American Political Thought (3-0-3)
This course examines the ideas that form the foundations of American politics. We will read the Declaration of Independence, selected Federalist and Anti-Federalist writings, Tocqueville’s Democracy in America, and the Lincoln-Douglas debates with the goal of exploring and assessing competing definitions of liberty, democracy, and human nature within the American tradition. Requirements include four short papers, class participation, and a final exam. This course assumes you are familiar with the structure of American government and the basic history of the period. If you have background in political theory, you should find it useful.

AMST 30418. Introduction to Public Policy (3-0-3) Ayala
The objective of this course is to introduce students to the process of public policy formation in American politics. The course will be divided into three parts. The first section will encompass a brief review of some of the more important mechanisms of American politics that impact on the legislative process (i.e., political participation, interest groups, congressional elections, etc.). We will then engage in a general review how such factors have impacted the direction and tone of federal public policy over the last 30 years. The final two sections of the course will be devoted to detailed analysis of two public policy areas of particular interest to younger voters, education reform and drug laws. Building on the earlier readings and the analytical tools developed, we will examine the current debates and prospects for reform in these policy areas, with an eye towards understanding the political realities of public policy formation.

AMST 30500. Race and Ethnicity in America (3-0-3)
This course focuses on race and ethnic relations in the United States. Current cases involving racial and ethnic issues will be presented and discussed in class. Readings and materials will present three approaches to the study of majority-minority group relations, the emergence and maintenance of group dominance, and minority-group adaptations to modes of dominance, including separation, accommodation, acculturation, and assimilation. Class participation and students’ experiences will be emphasized.

AMST 30501. Social Movements (3-0-3) Summers-Effer
How is social change possible? This is one of the central questions for the study of social movements, as well as the organizing theme of this course. In this course we will consider the ways in which difference sociological theories of social movements have asked and answered this question, paying particular attention to theories of identity, emotion, and networks.

AMST 30502. Catholicism in Contemporary America (3-0-3)
This course offers a sociological overview of the Roman Catholic Church in the United States since World War II. Recent trends will be examined at the societal, organization, and individual levels of analysis. Topics include: the involvement of the Church in public life, the causes and consequences of the priest shortage, and increasing individualism and personalism among lay Catholics.

AMST 30503. Social Deviance (3-0-3)
In this course, students will discuss deviant people and activities with special attention paid to the processes whereby deviance is defined. Discussions will focus on issues of social power, moral entrepreneurship, and human variation.

AMST 30504. Poverty, Inequality, and Social Stratification (3-0-3)
Social inequality is a prominent and persistent feature of modern society. Social stratification theory attempts to explain the causes of inequality and the reasons for its persistence. This course will address such questions as: Why are some people rich and some people poor? Why does inequality persist? Who gets ahead? Can men and women get the same jobs? Do different races have the same opportunities? Is inequality necessary? Potential topics include inner-city and rural poverty, welfare dependency, homelessness, status attainment and occupational mobility, racial and ethnic stratification, gender stratification, and class theory.

AMST 30506. Criminology (3-0-3) Welch
This course will introduce you to theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will
be to raise critical questions and to challenge com-
monly—held views about the nature of crime and
punishment in the United States today. As students
of sociology, we will operate under the assumption
that crime and punishment are social phenomena;
they can only be understood by analyzing their
relationship to the broader social, political, and cul-
tural context in which they exist. With a particular
emphasis on race, class, and gender, we will explore
crime and practices of punishment in three social
contexts: the street, paid work settings, and intim-
ate and family relations. Cannot take if previously
taken SOC 43752; content overlap.

AMST 30600. Prehistory of Western North
America (3-0-3)
Archaeological data and cultural life of prehistoric
Western North America over the last 20,000 years
will be covered. This course emphasizes origins and
cultural development from an early pioneer stage
to the later, sophisticated, diverse cultures of Native
Americans.

AMST 30601. Prehistory of Western North
America (3-0-3)
Tremendous variation exists between the cultures
of the peoples of North America. This course will of-
fer an opportunity to glimpse this variation, which
occurs in technology, social organization, economic,
political, and religious systems, and in the arts.
A brief introduction of the archaeological and
linguistic evidence will provide information on the
debate as to when and by what means people ente-
dered America and spread throughout its vast area.
The course will then move on to consider the many
different cultural adaptations to the various envi-
ronments of North America. The comparative approach
will be used to discuss the similarities and differences
between specific cultures. The readings will focus
upon particular groups (i.e., Eskimo, Cahuilla, Da-
kota, Navajo, etc.).
The course will also be concerned with the cultural
changes that occurred within Native American cul-
tures during the colonial and expansion periods of
Euro-American cultures. The course will end with
consideration of the current issues significant to
Native-American cultures.
Lectures, film, discussions of readings, and research
will allow students a range of learning experiences.
Both exams and short papers, as well as a research
paper provide students with an opportunity to dem-
strate their understanding of the basic information
and issues.

AMST 30602. American Social Movements
(3-0-3)
This interdisciplinary survey of civil rights and social
protest movements in the United States examines
suffrage inclusion, abolitionism and black civil rights
movements, labor organizing, and women’s rights
in the 19th and 20th centuries, as well as several
contemporary protest movements. These movements
certainly question selected American ideologies, but
they also draw on American values and practices. We
will use history, film, fiction, journalism, and auto-
bioographies to trace a tradition of protest that both
depends on and offers challenges to a democratic
society.

AMST 30606. Prehistory of the American
Southwest (3-0-3)
This course uses archaeological data and theory to
explore the cultural life of prehistoric Southwest
Americans over the last 12,000 years. The course
emphasizes origins and cultural development from
an early pioneer stage to the later, sophisticated and
diverse cultures of the American Southwest. The
descendants of these cultures include the Pueblo
peoples, the Dene, and the O’odham peoples. In the
course students will explore cultural change, land-use
patterns, economics, and political complexity, using
information on environmental relationships, tech-
nology, and other aspects of material culture.

AMST 30607. Native Peoples of North America
(3-0-3) Mack
Tremendous variation exists between the cultures of
the peoples of North America, both in the past and
today. This course will offer an opportunity to
glimpse at this variation, which occurs in technol-
ogy, social organization, economic, political, and
religious systems, and in the arts. A brief introduc-
tion of the archaeological and linguistic evidence will
provide information on the debate as to when and by
what means people entered America and spread
throughout its vast area. The course will then move
on to consider the many different cultural adapta-
tions to the various environments of North America.
The comparative approach will be used to discuss
the similarities and differences between specific
cultures. The readings will focus upon particular
groups (i.e., Eskimo, Cahuilla, Dakota, Navajo, etc.).
The course will also be concerned with the cultural
changes which occurred within Native American
cultures during the Colonial and Expansion periods
of Euro-American cultures. The course will end with
consideration of the current issues significant to Na-
te American cultures.
Lectures, film, discussions of readings, and research
will allow students a range of learning experiences.
Both exams and short papers, as well as a research
paper provide students with an opportunity to dem-
strate their understanding of the basic information
and issues.

AMST 40100. Writing Nonfiction
(5-0-3) Temple
The techniques of nonfiction writing from the basic
journalistic news story to the magazine feature to the
personal essay. Students will complete a wide range
of assignments and also discuss examples of various
kinds of nonfiction prose.

AMST 40105. The Craft of Journalism
(3-0-3)
This class will focus on how print and broadcast
journalists work—how they think and act as well as
the dilemmas they face in delivering news, analysis,
and commentary. Several sessions will be devoted to
presentations by visiting correspondents, editors, and
producers, explaining their approaches to specific
stories and circumstances. In addition, students
will discuss the issues and questions raised in a few
books.

AMST 40108. Media Criticism
(3-0-5)
This course will explore the work of several seminal
American media critics as A.J. Liebling and Walter
Lippmann, as well as the plethora of contemporary
critics in newspapers, magazines, television, and
Web publications. It will examine the philosophical
principles against which journalism in the American
democracy ought to be measured. It also will explore
the phenomenon of the ombudsman, or reader
representative, in modern American media, with a
particular focus on whether ombudsmen have been
able to build or buttress the credibility of news orga-
nizations. And it will challenge students to write on a
regular basis their own media criticism.

AMST 40200. African-American Literature
(3-0-3) Wilson
A historical and thematic account of the rise and
achievement of African-American authors over sev-
eral centuries.

AMST 40201. American War Literature
(3-0-3)
American War Literature is multifaceted, highly
charged with personal agonies and national inter-
rogations. Viewed as a broad field, these texts offer
opportunities for diverse research into national
ideology, the views and interpretations of the enemy,
the accounts of interior conflicts, and the historical
moments that shape these tales. How should we read
works that contemplate collective and individual vio-
lence? What kinds of analysis and historical recovery
bring us to points of understanding and meaning?
Our panoramic explorations will include the canon-
ically familiar such as Mary Rowlandson’s captivity
narrative; the Civil War poetry of Whitman and
Melville, The Red Badge of Courage by Stephen
Crane, the more recent such as Kurt Vonnegut’s Slaugh-
terhouse-Five, and Tim O’Brien’s The Things They
Carried; and the ongoing such as writings from the
wars in Iraq. Our texts will serve as entry points for
aesthetic, historical, and theoretical studies aimed at
illuminating the functions and values of war writing
in the United States. This course will require several
short papers, a long final essay, and active student
participation.

AMST 40202. Crossing Color Lines
(3-0-3)
This class will explore the conflicted and contradic-
tory ways in which racial and ethnic identities have
been constructed and mediated in American culture.
We will specifically focus on what the psychology
and performance of “Passing” reveal about the limita-
tions and possibilities of what we often generically
understand as “American” identity. We will thus be
able to question essentialist notions of “whiteness”
and “race,” and raise questions such as: Who gets
to be American? Who doesn’t? How does popular culture construct and perpetuate racist stereotypes, and how can it at other moments resist, critique, and deconstruct such practices? Readings may include The Autobiography of an Ex-Colored Man (James Weldon Johnson), The Great Gatsby (F. Scott Fitzgerald), Passing (Nella Larsen), Abolition, Abolition! (William Faulkner), George Washington Gomez (Americo Paredes), Black Like Me (John Griffin), and Cautacita (Danzê Senna). Films may include: The Jazz Singer, Six Degrees of Separation, Imitation of Life, and Bamboozled. Requirements: active participation, group presentation, short paper (five to six pages), final exam, and final research paper (10 pages).

AMST 40203. African-American/American Poetry and Poetics (3-0-3)
An examination of poetry and poetics by black Americans from the beginnings to the present. Formal attention concerning the aesthetics of poetry are considered within their historical and intellectual contexts. Poets include Phillis Wheatley, Paul Laurence Dunbar, Claude McKay, Langston Hughes, Robert Hayden, Gwendolyn Brooks, LeRoi Jones, Audre Lorde, Michael Harper, Yusef Komunyakaa, and Rita Dove.

AMST 40204. Mark Twain (3-0-3)
A study of Twain’s life and writings in light of the history of ideas and the literary, political, philosophical, and religious currents of 19th-century American culture. We will also consider such figures as Harte, Stowe, Douglass, and Lincoln, who illuminate Twain’s style and social and moral preoccupations as well as compelling questions centering on the nature of an American identity. Special concerns: Twain’s place in the tensions between conventional literary forms and the emerging American vernacular; his vision and critique of American democracy, slavery, “exceptionalism,” and later geopolitical expansionism; his medievalism, including Joan of Arc, and larger interpretations of history; his treatment of women, individualism, and the family; and the later gnosticism of #44, The Mysterious Stranger. We will also address the current (and perennial) discussions of unity and pluralism in American culture, as in Garry Wills’s delineation of an underlying American identity in Under God and Arthur Schlesinger Jr.’s fear of “balkanization” in The Disuniting of America. Readings: selected shorter works, including Diary of Adam and Eve, Innocents Abroad, Life on the Mississippi, Tom Sawyer, Huckleberry Finn, A Connecticut Yankee, Pudd’nhead Wilson; #44, The Mysterious Stranger; and selections from the autobiography.

AMST 40205. American Film (3-0-3)
Presentations and discussions of the several genres of film produced in America since the early 1900s.

AMST 40206. Constituting Americans (3-0-3)
This course will explore life writings and issues of self-representation in the African-American expressive cultural tradition from 1850 to 1905. This course is concerned with the concept of citizenship, its implied universalism, and the necessity of critiquing this universalism that maintains a unified notion of democracy.

AMST 40207. The City in American Literature (3-0-3)
An exploration of the connections between literary representations of the city and social identity in a variety of American literary texts from the 1890s to the present.

AMST 40208. Mark Twain (3-0-3)
We will discuss the literary and political life and works of Mark Twain in light of the history of ideas and the literary, political, philosophi
cal, and religious currents of 19th-century American culture. We will also consider such figures as Harte, Stowe, Douglass, and Lincoln, who illuminate Twain’s style and social and moral preoccupations as well as compelling questions centering on the nature of an American identity. Special concerns: Twain’s place in the tensions between conventional literary forms and the emerging American vernacular; his vision and critique of American democracy, slavery, “exceptionalism,” and later geopolitical expansionism; his medievalism, including Joan of Arc, and larger interpretations of history; his treatment of women, individualism, and the family; and the later gnosticism of #44, The Mysterious Stranger. We will also address the current (and perennial) discussions of unity and pluralism in American culture, as in Garry Wills’s delineation of an underlying American identity in Under God and Arthur Schlesinger Jr.’s fear of “balkanization” in The Disuniting of America. Readings: selected shorter works, including Diary of Adam and Eve, Innocents Abroad, Life on the Mississippi, Tom Sawyer, Huckleberry Finn, A Connecticut Yankee, Pudd’nhead Wilson; #44, The Mysterious Stranger; and selections from the autobiography.

AMST 40209. Our America/African-American Literature (3-0-3)
This course is interested in the shaping of national identity and the historical, cultural, and moral assumptions about America that facilitate such a shaping. How does one become American? We will read 20th-century African-American literature with focus on how “black subjectivity” is created. How does an author’s literary imagination construct a character and a reader? We will explore the relationship between literature, history, and cultural mythology; the American obsession with race; sexual ideology and competing representations of domesticity. In light of the way blackness is often construed as the ultimate sign of race in America, how do these texts approach the American political landscape to offer a critique of power, identity, and social subjectivity in a manner that interrogates whiteness and its ascribed universality?

AMST 40210. Native American Literature (3-0-3)
This course serves as an introductory exploration of the literatures written by Native American authors—oral literatures, transitional literatures (a combination of oral and written expression), and contemporary poetry and prose.

AMST 40221. American Fiction (3-0-3)
A close examination of major mid-20th-century American novelists.

AMST 40212. Our America/African-American Literature (3-0-3)
I will tell you something about stories, [he said]
They aren’t just entertainment.
Don’t be fooled.
They are all we have, you see, all we have to fight off illness and death.
You don’t have anything if you don’t have the stories.
Their evil is mighty but it can’t stand up to our stories.
So they try to destroy the stories, let the stories be confused or forgotten.
They would like that They would be happy
Because we would be defenseless then.
—Leslie Marmon Silko, Ceremony (2).

Autobiography and biography are modes of narrative discourse, and certain marginalized groups—women and people of color—use narratives to define questions of identity, to question power relations, to explore their own voices as writers and as learners in hegemonic institutions, like schools. And while we might critique these narratives for their “locality”—that is, these narratives are often critiqued on the basis of telling a story about an individual at a specific point in history, saying little about their ability to tell a “total story”—as the epigraph opening this description suggests, stories are much more and are sometimes “all we have” to face a world that is hostile, painful and unjust In other words, individual stories do often reflect the socio-political contexts from which they emerge.

In this course we will explore the tensions raised above by examining the ways in which narratives/stories, specifically autobiographical and biographical ones, tell an individual as well as a total story. What do the Latino/a writers say about their own identities and cultures as Chicanos/Mexicanos, as Cubanos, Puertoriqueños, and as women? How and in what ways are ethnic identities within a Latino Diaspora constructed, and what issues cut across ethnic and racial lines? How do Latinos construct race/ethnicity vis-a-vis whiteness? In other words, how do we frame ourselves and how are we framed in relation to the dominant constructions of race in this country?
AMST 40213. Nature in American Literature (3-0-3)
This course examines the central and changing role of nature in American literature, from the typological eschatology of the Puritans to the pop-culture apocalypticism of Don DeLillo’s White Noise.

AMST 40214. Voices of American Renaissance (3-0-3)
Requirements include active class participation (25 percent); one short (five-page) essay (15 percent) and two longer (eight- to 10-page) essays (20 percent each); and a final exam (20 percent).

The human voice manifested tremendous cultural, spiritual, and political power for antebellum Americans. Vox populi, vox dei ("The voice of the people is the voice of God") proclaimed the popular political slogan. Transcendentalist writers such as Emerson considered the written word to be merely the dead letter of inspired speech. Vernacular literatures, Native American and African American oral traditions, and sacred and political oratory all contributed distinctive models of voice to the antebellum babel.

In this course, we will focus on the trope of voice as it shaped the literatures of the American Renaissance period and explore the cluster of meanings that antebellum Americans attached to it. Our readings will include works by Emerson, Thoreau, Poe, Dickinson, Whitman, Douglass, Melville, Stowe, Hawthorne, and a number of lesser known authors and oral performers.

Requirements include active class participation (25 percent); one short (five-page) essay (15 percent) and two longer (eight- to 10-page) essays (20 percent each); and a final exam (20 percent).

AMST 40215. Realism and Naturalism in American Literature (3-0-3)
This course will consider American literature between the Civil War and World War I in relation to the literary movements known as realism and naturalism. We will start out by making an effort to define these terms, looking at the statements of writers and critics from those years as well as recent critical and theoretical essays on realism and naturalism. We will then read a wide range of texts from the period, discussing their relations to these literary movements. We will ask questions such as: What distinguishes novels usually referred to as realist, such as Henry James’s Portrait of a Lady, from those seen as naturalist, such as Frank Norris’s McTeague? Is it useful to apply the concepts of realism and naturalism to the 1890s explosion of writings by black women like Frances Harper (Lola Leroy) and Pauline Hopkins (Contending Forces)? How were new forms of nonfiction writing about social problems—books like Jacob Riis’s How the Other Half Lives, Jane Adams’s Twenty Years at Hull House, W.E.B. DuBois’s The Souls of Black Folk, and Thorstein Veblen’s Theory of the Leisure Class—related to realist novels dealing with similar issues, such as Stephen Crane’s Maggie: A Girl of the Streets, Charles Chesnutt’s The Marrow of Tradition, Theodore Dreiser’s Sister Carrie, James Weldon Johnson’s Autobiography of an Ex-Colored Man, and Edith Wharton’s The House of Mirth? Does the “reality” or “nature” represented in realism and naturalism look different depending on the perspective of writers who differ along lines of race, gender, ethnicity, and class, as well as in other ways? Evaluation will be based heavily on class participation in discussions of these and other questions, but also on short papers engaging with the critical essays that will supplement our literary readings, as well as on a final essay due at the end of the term.

AMST 40216. African-American Women (3-0-3)
At the end of the millennium, at a time of great anxiety for at least a portion of our society, we have also witnessed a great explosion of African-American women writers. This course will seek to understand the relation of these women to the larger American culture and what they have to say about our collective vision and future. At the same time, we will engage in an in-depth study of two of our most prominent writers within this group—specifically Alice Walker and Toni Morrison. The purpose here will be to understand individual works and the individual authors, as well as the significant ways these writers both converge and diverge. Finally, we will place these writers in the context of both poetry and essays by other African-American writers, particularly Audre Lorde and June Jordan.

Requirements include active class participation (25 percent); one short (five-page) essay (15 percent) and two longer (eight- to 10-page) essays (20 percent each); and a final exam (20 percent).

AMST 40219. Writing Harlem: Race, Renaissance, and the Modern (5-0-3)
Johnson-Roullier
A study of the historical, cultural, and political circumstances that led to the flowering of African-American literature in Harlem in the 1920s and 1930s.

AMST 40221. Great American Novels (3-0-3)
Lee
Close readings of selected classic American novels.

AMST 40222. Class, Labor, and Narrative (3-0-3)
Sayers
This course explores the works of selected American writers addressing class and labor.

AMST 40223. African American War Literature (3-0-3)
Beginning with Mary Rowlandson’s captivity narrative and ending with Tim O’Brien’s The Things They Carried, an exploration of the aesthetic, historical, and theoretical functions and values of war writing in the United States.

AMST 40224. Tragedy: Shakespeare and Melville (3-0-3)
Staud
Using concepts of tragedy as a linking principle, this course reads several Shakespearean plays and then Moby Dick, noting Shakespeare’s influence on the American novelist.

AMST 40225. Our America: Exploring the Hyphen between African and American (3-0-3)
Iring
Close readings of various 20th-century African-American literatures, with foci on how “black subjectivity” is created; the relationship between literature, history, and cultural mythology; the dialectic of freedom and slavery in American rhetoric; the American obsession with race; and the sexual ideology and competing representations of domesticity.

AMST 40300. American Thought, Belief, and Values since 1865 (3-0-3)
A study of Americans’ most characteristic American intellectual, moral, and religious beliefs, especially as expressed by leading thinkers, and of why these beliefs have flourished in the American cultural setting. Topics will include questions such as the competing authorities of faith and science, the search for truth in a pluralistic society, professional and popular philosophies including pragmatism and post-modernism, moral authority in democratic culture, social science and law, the relation of individuals to communities, the relation of American materialism to American beliefs, the outlooks of diverse sub-cultures, African-American outlooks, feminist perspectives, competing religious and secular faiths, and roles of various forms of Christianity and other religious beliefs in American life.

AMST 40301. Women and Work in Early America (3-0-3)
This course will introduce students to a broad view of early American social history that foregrounds the gendered aspects of work in Early America-defined loosely as the period from colonial settlement to 1820. On one level, this approach allows for the recovery of women and girls’ contributions to the formal and informal economies of pre-Industrial early America, including their work activities within the household. This perspective is especially crucial to the examination of white, Native American, and African servitude and/or slavery since gender ideologies dictated the work experiences of large race— and class—defined segments of the population. Yet cultural retention also played a part and this course will invite students to investigate the impact of derivative work practices (for example, examining African women’s dominance of market activities in the New World through the lens of West-African work practices). Further, while the course title emphasizes women’s experiences, the class and race implications of male work practices in early America will be similarly illuminated by a gender studies approach. Thus, an overarching purpose of the course will be to highlight the fluid and unstable conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to European versus non-European, free versus enslaved, and public versus private spheres.
AMST 40302. United States 1900–45
(3-0-3) Blantz
The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1900 to 1945. The principal topics to be investigated will be the Progressive Period legislation of Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson, the causes and effects of World War I, the cultural developments of the 1920s, the causes of the Wall Street Crash and Great Depression, the New Deal legislation of President Franklin Roosevelt, the diplomacy of the interwar period, and the home front during World War II.

AMST 40303. Women in the US South
(3-0-3)
This course introduces students to the historical study of women in the United States South. It will cover topics such as women in slavery, the transition from freedom, race relations, and social movements. Through student-centered discussions, presentations, and a variety of different writing assignments, students will analyze how race, class, and gender structured the experiences of women in southern society. At the end of the semester, students will be prepared to pursue more advanced research in the field of women's history. All are welcome.

AMST 40304. Labor Movements in Twentieth-Century US
(3-0-3)
This course explores American workers' collective efforts as workers in their search for economic security, political power, and social and cultural autonomy from the 1890s to the near present. For the most part, this course will focus on the unions and related organizations forged by workers throughout the past century—from major umbrella groups like the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important sectoral actors like the Brotherhood of Sleeping Car Porters, the United Automobile Workers, the American Federation of Teachers, and the United Farm Workers. The central questions of the course will be: When, where, and why have American workers organized collectively in the 20th century? And how successful have they been? What has been the response of employers, the government, and the public at large to these collective efforts of workers, and how and why have those responses changed over time? What has been the relationship between organized labor and racial and gender discrimination, as well as the causes of racial and gender equality? And how do American women, and workers in particular, understand the labor movement in relation to capitalism, freedom, and democracy? Students will be expected to write several short papers, engage in regular classroom discussion, and screen several films outside of class.

AMST 40305. Colonial America
(3-0-3)
This course considers the history of New World exploration and settlement by Europeans from the 15th to the 18th century. It examines the process of colonization in a wide variety of cultural and geographic settings. It explores the perspectives of Native Americans, Europeans, and slaves with a particular emphasis on the consequences of intercultural contacts. We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and de-peopling) of England North America.

AMST 40306. Catholicism in Twentieth-Century America
(3-0-3)
The course examines the patterns of Catholic intellectual life, religious culture, social engagement, and public presence in the United States throughout the 20th century. Themes receiving special attention in the lectures and class discussions will include the US Catholic response to the theory of evolution and to the social sciences, the rise and decline of Thomism as the philosophical framework of Catholic thought and education, Catholic participation in the labor movement and the Civil Rights Movement, the new theologies, and social ethics of the 60s, the impact of the Second Vatican Council, shifting modes of public Catholicism, and the Catholic Church's efforts at the 1980s and 1990s.

AMST 40307. Sex, Sexuality, and Gender in the United States to 1890
(3-0-3)
Corequisite(s): HIST 32706
Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will both introduce students to a variety of current topics in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religious attitudes toward sexuality (the Puritans were not anti-sex), how different cultures' views of sex shaped relations between colonists and Indians, why sex was an important factor in establishing laws about slavery in Virginia, birth control and abortion practices, changing patterns of courtship, men who loved men and women who loved women, and why the average number of children in American families fell by 50 percent between 1790 and 1890.

AMST 40308. Latinos and Religion
(3-0-3)
This course examines the unique religious history of US Latinos/as, starting with the Spanish and Latin American colonial origins and outlining the rise of parishes and congregations north of Mexico. Readings and lectures will present historical, sociological, and theological methods for examining contemporary issues facing Latino Catholics and Protestants, such as social justice movements, religion in the thought of prominent Latino/a writers and commentators, and ecumenical trends in Latin American and US Latino Christianity. Other important themes include the changing role of Latinos in the US immigrant church, the impact of Latin American liberation theology on US Latinos, and the linkages between religion and cultural identity among peoples with roots in Mexico, the Hispanic Caribbean, and Central and South America presently living in the US. Lectures and discussions will be supplemented with visual material. Grading will be based on midterm essay exams, class discussion, and a final research paper (12 pages).

AMST 40309. US Foreign Policy before 1945
(3-0-3)
This course covers the main developments in American foreign policy from the Spanish-American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in two world wars.

AMST 40310. Medicine in Modern History
(3-0-3)
An exploration of themes in European and American medicine. This course integrates the perspectives and issues of social history—Who were the medical practitioners? Who were their patients? What relations existed between these groups? How have the realities of illness and death figured in the lives of ordinary people in different places and times?—with the perspectives and issues of the history of medicine as a science—What understandings of the human body and its ills have practitioners had? What tools have they developed and used for intervening in illnesses? Topics include the humoral pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory and public health, the transformation of the hospital, the history of nursing, changing modes of health care, finance and administration, and relations between “regular” doctors and sectarian medical traditions such as homeopathy and osteopathy.

AMST 40311. Moving New Directions: African Diaspora
(3-0-5)
Migration and the emergence of new identities have defined the formation and evolution of the African diaspora in the modern era. This course is designed to introduce students of African-American studies to the concept of African diaspora and to provide a framework for understanding how it has changed over time. What constitutes the African diaspora? How was it formed? How have people of African descent forged new identities in the Atlantic World and what are the implications of identity construction for people of African descent in the future? These questions form the basis of our historical study of the African diaspora. We examine themes of migration and cultural change through comparative case studies of black communities in the United States, the Caribbean, Africa, and Latin America.

The first half of the course will focus on the Atlantic slave trade, the middle passage, and slavery in the Americas. We will examine identity and culture for
people of African descent in South Carolina, Louisiana, and Jamaica. The second half of the course will deal with the problem of freedom in the 19th-century Atlantic World. We will direct our attention to free black populations and Creole communities in Louisiana, Brazil, and Sierra Leone, and West Africa. We will also consider the impact of emancipation at the end of the 19th century through an examination of black American emigration movements, “back to Africa” and to the US West, and Afro-Brazilian identity in a post-emancipation society. This course will conclude with a discussion of the state of the African diaspora today and its implications for future transformations in African-American identity.

AMST 40312. Consumers and Culture in US History (3-0-3)
This course will explore the emergence of modern consumer society in the United States. From the vantage point of the close of the 20th century, American culture seems to be defined by the conspicuous consumption of goods. It is important to remember, however, that phenomena like mass marketing, advertising, and mass distribution were not always so entrenched. A historical approach allows us to explore the changing relationship of Americans to consumer goods and the cultural transformation that went along with this change. The course is roughly chronological, with readings organized around a specific theme each week. The course will consist of both lectures and class discussions. Topics covered include the evolution of the American economy, advertising, retailing, gender and consumption, leisure, and consumer protest. There will be two short written assignments and one longer research paper.

AMST 40313. Revolutionary America (3-0-3)
This course examines the American Revolution as both a process of change and an event with profound consequences for the history of the American people. It emphasizes conditions and consequences of the Revolution for common people and for those living at the fringes of economic subsistence and political power—laborers, women, slaves, and Native Americans—in addition to the ambitions of the founding fathers. The long-term preconditions for revolution are considered within the contexts of domestic and international politics. We will focus on the conflict that was the heart of the Revolutionary experience and that was the fundamental legacy of the war for American society.

AMST 40314. History of the American Woman II (3-0-3)
This course surveys women's relationship to the social, cultural, and political developments shaping American society from 1890 to the present, concentrating on developments in women's activism and in popular culture. Topics include the new woman and progressivism, the transformation of feminism in the 1920s, women's paid and unpaid labor, the "feminine mystique," the Women's Liberation Movement of the 1960s, and changing gender roles in recent decades. Particular attention will be paid to the impact of class, race, and ethnicity on issues of gender.

AMST 40315. African-American Politics, 1900–50 (3-0-3)
This course examines the diverse struggles for full citizenship and human rights on the part of African Americans from 1900 to 1950. The topics to be studies include the Great Migration, the New Negro Movement and Harlem Renaissance, the Marcus Garvey Movement, the rise of A. Philip Randolph's Brotherhood of Sleeping Car Porters, the involvement of blacks in the Communist Party, and the transformations in black culture and politics brought about by the two World Wars. This course will examine the efforts of liberal-integrationist, socialist, communist, and Black Nationalist organizations to combat white racism and qualitatively improve the lives of blacks in various regions of the United States. It hopes to convey blacks' diverse thoughts on complex issues such as identity, politics, class, gender, race, and nationality.

AMST 40316. Women and War in US History (3-0-3)
This course will explore new perspectives on wars fought by Americans and will provide an overview of American conflicts from the colonists' wars with Native Americans to the current war on terrorism. By looking at the various roles women play in war and examining the ways in which women's lives can be shaped by war, the course will also introduce students to important themes in women's history and to new methodologies influential in the study of history. Films and documentaries, and primary and secondary readings will be used.

AMST 40319. History of Cubans in the US (3-0-3)
Cuba's national hero, José Marti, spent most of his adult life in the United States, from 1880 until shortly before his death fighting in Cuba in 1895. Ironically, his most influential writings on Cuban nationalism, still used today by the Cuban government to justify many of their political positions, were written in the United States. Despite the deeply conflictive relationship between Cuba and the United States since 1959, Cubans have always had "ties of singular intimacy" with their neighbors to the north, which explains their northward migrations. For two centuries Cubans have lived in the United States, mostly in Florida but also in many of the nation's largest cities including New York, Chicago, Los Angeles, Dallas, Houston, and New Orleans. This course will examine the Cuban experience in the United States, especially through the concept of exile. As early as 1820, Cuban exiles arrived in the United States to promote Cuban independence from Spain and, since that time, Cuban communities have consistently influenced political and socioeconomic developments in their homeland. The course will examine the history of Cuban immigration, community formation, socioeconomic integration, political development, expressions of exile and national identity, the emergence of Cuban-American identity and impact of Cuban exiles on US foreign policy towards Cuba. The course will also explore those aspects of Cuban history that have contributed historically to the creation of exile communities in the United States, including Cuba's nineteenth century wars of independence against Spain, early 20th-century efforts at political stability, and the Cuban Revolution of 1959.

AMST 40320. History of African Women I (3-0-3)
This course surveys the social, cultural, and political developments that shaped American women's lives from the colonial period to 1890. It will analyze both the ways American culture defined women's place during different historical periods and the ways women themselves worked to comply with or to resist those definitions. Topics include pre-industrial society, transformations in work and family life, industrialism and class formation, slavery, women's culture, and the emergence of a woman's movement. Throughout, stress will be laid on the importance of class, race, and ethnicity in shaping women's historical experience.

AMST 40321. America between the World Wars (3-0-3)
This course will examine the social, cultural, and political developments that occurred between the United States' entrance into World War I and the conclusion of the Second World War. Topics to be considered include the post-World War I resurgence of nativism, the changing social norms and gender roles of the 1920s, the rise of mass culture, the Great Depression, the New Deal, and of course, American involvement in both world wars, with an emphasis on the home front.

AMST 40322. Chicano History (3-0-3)
This course will trace the history of Mexican Americans from colonial times to the present. After examining Hispanic colonial origins in 16th-century New Spain, the course will trace the development of Spanish/Mexican colonial communities in what is now the US Southwest, follow their conquest and incorporation into the United States, and explore the development of a Mexican-American identity in the 19th century. Themes to be examined for the 20th century include immigration, community growth and formation, exclusion and the Civil Rights Movement, cultural expressions, and the nationalizing of the Mexican-American experience.

AMST 40323. American Indian History (3-0-3)
This course examines the complicated history of American Indian relations with the British North American colonies and the United States. Beginning with a brief survey of American Indian cultures, we will focus on relations along the moving frontier between the two peoples. Topics include mutual adaptation and exchange, invasion and resistance,
environment and economics, and racism and ethnic identity. Covering almost half a millennium, the course will give roughly equal time to the four centuries that followed the first serious attempt at British colonization (1585). Almost two-thirds of the course will, therefore, deal with peoples east of the Mississippi River in the years before 1838.

AMST 40326. African-American Resistance
(3-0-3) Pierce

AMST 40400. Constitutional Law
(3-0-3)
This course examines the main principles of American Constitutional Law, the process of constitutional interpretation, and the role of the Supreme Court in the American political system. Topics covered are presidential war powers, congressional-executive relations, free speech, church-state relations, the right to life (abortion, right to die, and death penalty), race and gender discrimination, and the American federal system. A good deal of attention is given over to recent personnel changes on the Supreme Court and the extent to which these changes are reflected in the court's opinions. A background in American national government is desirable.

AMST 40401. American Political Parties
(3-0-3)
Political parties play many vital roles in American politics: They educate potential voters about political processes, policy issues, and civic duties. They mobilize citizens into political activity and involvement. They provide vital information about public debates. They control the choices-candidates and platforms that voters face at the ballot box. They influence and organize the activities of government officials. Most importantly, by providing a link between government and the governed, they are a central mechanism of representation. These roles—how well they are performed, what bias exists, how they shape outcomes, how they have changed over time—have consequences for the working of the American political system. This class explores the contribution of political parties to the functioning of American democracy.

AMST 40402. Public Policy and Bureaucracy
(3-0-3)
This course explores the process, substance, and efficacy of public policy making and policy implementation in the United States. We begin by asking: Why do some problems become public issues while others do not? Attention is given to how government identifies and formulates policies aimed to address them. Then we ask, once formulated, how policies are implemented. The course will examine government's "menu" of options for policy implementation. Student research papers will focus on the evolution over time of a specific policy, examining how that policy's implementation affects its impact. Requirements for the course include a midterm exam, a research paper, and a final exam. During the semester, students will be required to prepare several shorter papers as progress reports on their research papers. Students taking this course already should have taken POLS 10100 or 20100, Introduction to American Government. It also will be helpful to have had an Introduction to Economics course.

AMST 40403. Field Seminar in American Politics
(3-0-3)
This is the "core" seminar in American politics, designed to provide a survey of the most important literature in the field. The seminar is intended to present the student with a broad, eclectic view of the current state of the literature in American politics. The readings attempt to provide a sampling of classic and recent theory and substance in the hope of suggesting where scholars stand, and where they seem to be headed, with respect to some major topics in the American subfield.

AMST 40404. First Amendment
(3-0-3)
This seminar offers an advanced exploration of Supreme Court jurisprudence involving freedom of speech and expression, freedom of the press, freedom of association, and freedom of religion and religious establishment. We examine the reasoning and assumptions behind these opinions, and we assess the foundations and implications of competing interpretations of cherished constitutional principles. We conclude by evaluating the effects of these decisions on American politics and American society. Requirements include midterm and final exams, a research paper, and active class participation. Enrollment is limited to students with previous course work in constitutional law or constitutional interpretation.

AMST 40405. American Constitutional Law
(3-0-3)
The focus of this course is the Constitution as interpreted by the United States Supreme Court. It covers landmark constitutional cases in leading topical areas such as abortion, death penalty, freedom of speech, church-state relations, equal protection, and the war powers of president and congress. The main goals of the course are three: (1) To introduce students to the leading principles and policies of American Constitutional Law; (2) to acquaint them with the process of constitutional interpretation; and (3) to explore with them the role of the federal judiciary, and most particularly the Supreme Court, in the American political system.

AMST 40406. Federalism and the Constitution
(3-0-3)
Beginning in 1995, the Rehnquist Court has sought to restore some of the immunities from federal power that the states had enjoyed prior to the late 1930s. These cases reflect the view that "federalism" is a fundamental feature of the American constitutional order, an institutional principle dear to the framers of the Constitution and integral to the values of "limited government" and "liberty." Critics of this view contend that the framers' first priority was a strong national government and that advances in personal and civil liberties in America historically have come at the expense of "states rights." This course asks what "federalism" is in the American context, whether "federalism" in any sense is a genuine constitutional principle, and if so, for what textual, historical, or moral reasons. The first part of the course will be concerned with questions of constitutional interpretation and the decisions of the Supreme Court in the principal areas of federal-state conflict: commerce clause, civil rights, and criminal justice. The second part of the course will turn to what statesmen and philosophers have said about our subject and related matters. In addition to around 30 Supreme Court cases, readings will include selections from The Federalist Papers and writings by Tocqueville, Calhoun, Lincoln, Martin Diamond, Herbert Storing, Charles Taylor, and John Rawls. Grades will be based on an objective exam covering the Supreme Court cases, optional oral reports in class, and a term paper. This course is available for graduate credit (as a reading course), with the instructor's approval. Interested graduate students can reach Prof. Barber at flaxbar@msn.com.

AMST 40407. Constitutional Interpretation
(3-0-3)
Americans have always debated Supreme Court opinions on specific constitutional questions involving the powers of government and the rights of individuals and minorities. The leading objective of this course is to familiarize students with the basic issues of constitutional interpretation and to show how they influence questions involving constitutional rights and powers and the scope of judicial review.

AMST 40408. Comparative Constitutional Liberties
(3-0-3)
This course is offered in the London Program. The course focuses on the civil liberties jurisprudence of England and the United States. It compares American constitutional cases with English judicial decisions and statutory policies on church-state relations, freedom of speech, political representation, sex and racial discrimination, and privacy and personhood (dealing mainly with abortion, death penalty, and assisted suicide). A major question prompted by these readings—one we will periodically explore—is whether civil liberties or fundamental rights are more effectively secured under England's unwritten or America's written Constitution. Still another question the class will explore is the manner in which English judges and parliamentarians seek to reconcile the principles of parliamentary supremacy and constitutionalism in the face of the recently enacted Human Rights Act (incorporating the European Convention on Human Rights into English law).

AMST 40409. Comparative Government
(3-0-3)
This course is offered in the London Program. Its purpose is to assess the integrity and validity of American governmental institutions and political processes in the light of the German and English models of constitutional governance. The seminar
plans to focus on executive power arrangements, executive-legislative relations, judicial review, relations between levels of government, electoral and party systems, and selected areas of public policy.

AMST 40412. Schools and Democracy
(3-0-3) Campbell
Education sits high on the public policy agenda. We are living in an era of innovations in education policy, with heated discussion surrounding issues such as vouchers, charter schools, and the No Child Left Behind Act. This course introduces students to the arguments for and against these and other educational innovations, and does so through the lens of how schools affect the civic health of the nation. Often forgotten amidst debates over school choice and standardized testing is the fact that America’s schools have a civic mandate to teach young people how to be engaged citizens. Students in this course will grapple with the civic implications of America’s educational landscape, and have an opportunity to propose ways to improve the civic education provided to young people.

AMST 40413. Race and the Constitution
(3-0-3) Zuckert
This course will cover the decisions of the Supreme Court in the area of race relations, from the 19th-century problem of fugitive slaves to current problems involving school desegregation, affirmative action and “private” acts of race discrimination. Class will focus not only on court cases but also on the broader constitutional and philosophical implications.

AMST 40414. Diplomacy of American Foreign Policy
(3-0-3) Kamman
The United States emerged from World War II in a new peacetime role as a superpower. We had to discover for ourselves how to combine diplomacy and military power in a manner consistent with our democratic principles. While the policy choices were stark in the days of the Cold War, they have become more complex in recent years. Presented by a career diplomat who headed US overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted US leaders from the end of World War II to the present. The issues treated will illustrate the height of tensions in the Cold War, the emergence of détente and deterrence, and the challenges of the global agenda after the end of the Cold War. The course aims to help the student understand current foreign policy issues, which will be discussed briefly in class. A research paper (10 pages), a midterm exam, and a final exam are required.

AMST 40500. Ethnicity in America
(3-0-3) Chobot
A study of the ethnic and racial formation of American society and cultural pluralism; a review of the theory and history of ethnicity, its policy implications for family, education, economics, religion, government, and international relations; and in-depth study of one ethnic group of choice.

AMST 40501. Theorizing Popular Culture
(3-0-3) Pressler
The first half of the course is designed to introduce a variety of theoretical perspectives to the students. We develop a historical overview of popular cultural theory and the several iterations it has taken, to include mass culture theory, Marxism, the Frankfurt Schools, Structuralism, Semiotics, Feminism, and Post-Modernism. During the first section of the course, students will be required to write a paper using one of the theories to analyze a popular culture phenomenon of the instructor’s choice. The second half of the semester is devoted to a historical analysis of the social impact and meaning of rock’n’roll. I begin with a demonstration of African music, using recordings of early chants and celebratory music, and then give the class some example of known slave songs, indicating the presence, as early as 1750, of elements that eventually became R and B, then rock’n’roll. This course is not recommended for students who have taken SOC 34151, as the content will overlap.

AMST 40502. Deviant Behavior
(3-0-3) This course is concerned primarily with the sociological conceptions and theories of deviance. At the onset, deviance is differentiated from those phenomena designated as social problems and social disorganization. The remainder of the course focuses on deviant acts and deviants. Various responses are explored to questions such as: Who are deviants? What does it mean to be a deviant—to the deviant himself, as well as to others? What common social processes and experiences do most deviants undergo? Various theories or models of delinquency, crime, suicide, sex deviation, and drug use are used to aid in constructing a sociological understanding of deviance, the analysis of deviant acts, and the formation of deviant careers or roles.

AMST 40503. Theoretical Criminology
(3-0-3) This course will introduce theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and to challenge commonly held views about the nature of crime and punishment in the United States today. As students of sociology, we will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, and cultural context in which they exist. We shall explore a variety of theoretical perspectives, both classical and contemporary, that attempt to uncover the causes, etiology, and solutions of the problem of criminal behavior. This class cannot be taken if the student has previously taken SOC 30732, because of content overlap.

AMST 40504. Meaning and Materialism in Modern Life
(3-0-3) In the 20th century, the twin problems of meaning and materialism have come to the forefront of modern civilization, forming the basis of variety of philosophies and social theories, animating revolutionary movements in art, looming as the silent specter behind mass society and its dramas of consumption. It is by no means clear that the massive technological advances and material gains in advanced industrial societies have contributed to a better way of life—many would say increased meaninglessness is the actual result.

AMST 40505. Social Demography of the US Latin Population
(2-0-2) This course is an introduction to the social demography of Latino or Hispanic populations in the United States to historical background, sociological fields, and current statistics and studies. First, in exploring the demographic perspective on the Latino population, a strikingly young and increasing segment of the US population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the US Latino population, legal frameworks for residence status of migrants, and Latinos in the context of social institutions of family, education, and government. In the future, the changing Latino population is expected to contribute to a US population profile different from the US population of the past century. Thus, the course is relevant in contemporary discussions of immigration policy, globalization, and environment.

AMST 40506. Sociology of the Body
(3-0-5) The human body, that extraordinary organic basis of the self and its sign-making abilities, remains very much present in human communication and culture. Though many of our cognitive beliefs may have been developed in civilized societies and their cultural conventions, the self reaches deep into the human body, and that body was refined over many tens of thousands of years of hunter-gatherer life, and developed over an even longer period of hominid, primate, and mammalian evolution. This course aims to focus directly on the organic human body itself as a center of self and society. We will explore a variety of readings related to the human body as organic matrix of meaning, and that reveal bodily bases of social life, such as Ashley Montagu’s Teaching: On the Significance of Skin, or issues of human development. We will also explore the body as a source of self-originated experience through class “practice” sessions, and ways contemporary techno-culture seems to seek to displace bodily based experience.

AMST 40507. Religion in Post-War America
(3-0-3) This course surveys the major developments in religious life in the United States since the 1950s through an in-depth examination of several of the most important recent books on the subject, such as Wade Clark Roof’s Spiritual Marketplace, Tom Beaudoin’s Virtual Faith, Christian Smith’s American Evangelicalism, and Helen Berger’s A Community of Witches. With these works as the backdrop, each
student will research and write his or her family's religious history across three generations.

AMST 40508. Latino Image in American Films
(3-0-3)
This course traces the historical depiction of Chicanos, Mexicanos, Puerto Ricans, Cubans, and other Latinos in Hollywood-made movies. Cinematic plots, roles, and motifs, from the earliest of silent films through the onset of the 1980s, are examined to explore the changing physical, social, and cultural definitions of Latinos in the United States. All films and filmmakers are considered within their historical context. Though the main object of study is the Latino image, the course also surveys corresponding images for other ethnic minority groups.

AMST 40509. Social Demography of the US Latino Population
(3-0-3)
This course is an introduction to the social demography of Latino or Hispanic populations in the United States as to historical background, sociological fields, and current statistics and studies. First, in exploring the demographic perspective on the Latino population, a strikingly young and increasing segment of the US population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the US Latino population, legal frameworks for residence status of migrants, and Latinos in the context of social institutions of family, education, and government. In the future, the changing Latino population is expected to contribute to a US population profile different from the US population of the past century. Thus, the course is relevant in contemporary discussions of immigration policy, globalization, and environment.

AMST 40600. Film and Society
(3-0-3)
Students will contextualize the films via a reader packet drawing on articles from anthropology, film studies, basic film production, and culture theory. Course work will include research papers and the production of a short visual narrative piece representing students' conceptualizations of a theme.

AMST 40601. Native North American Art
(3-0-3)
Traditional Native North American art will be studied through form, technique, and context, as well as the perception of this art as exemplified through form, technique, and context. Students will work with the collections in the Snite Museum of Art.

AMST 40602. Native Americans in Fact and Fiction
(3-0-3)
This course focuses on our images of Native Americans and how popular and scientific writing and film may have shaped these images. The course uses books and film displaying Indian stereotypes and compares them to ethnographic studies which reveal more realistically the diversity of Native American culture.

AMST 43108. Literary Journalism
(3-0-3)
This writing course is open by application to a few students who have shown unusual promise in other journalism courses and/or have demonstrated superior writing skills in student publications or media internships. Literary journalism is a demanding form of communication that combines fictional techniques with scrupulous adherence to fact. Students will be responsible for two to three major pieces of writing and will work closely with one another and the instructor, who is the editor emeritus of Notre Dame Magazine and an experienced freelance writer.

AMST 43109. Material America: Creating, Collecting, Consuming
(3-0-3)
A seminar exploring how historians, archaeologists, art historians, folklorists, geographers, and cultural anthropologists use material culture as important evidence in interpreting the American historical and contemporary experience. Research fieldwork in area museums and historical agencies such as the Snite Museum, the Northern Indiana Center For History, National Studebaker Museum, and Copshaholm/Oliver Mansion will be part of the seminar.

AMST 43110. Media Ethics
(3-0-3)
This course will examine the journalistic and ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Roughly half of the course will deal with case studies of ethical dilemmas and the other half will involve students in making choices for the front of the mythical newspaper. Although there will be readings from books on the topics, students will be expected to read The New York Times, The South Bend Tribune, and The Observer on a regular basis, especially on the class days when the front-page decisions will be made. The stories in those newspapers will provide the basis for those decisions. We will also consider how television deals with news on local and network levels.

AMST 43111. Whiteness Studies
(3-0-3)
Over the last decade, "whiteness studies" has been all the rage in academic disciplines as diverse as law and literature, anthropology and art. This course will be a high-level introduction to and critical appraisal of this burgeoning literature—particularly as it relates to American Studies. We will examine some of its key texts from its earliest roots among African-American scholars, to its more recent incarnations in US history, literary criticism, critical race and legal studies, sociology, anthropology, and more. We will also examine recent attempts—both scholarly and popular—to make sense of this literature. Along the way, we will focus on the following key questions: What is "whiteness studies"? Where did it come from? What is it so popular now? What are some of its contributions and limitations? What is its future?

AMST 43112. Religion and Women's Rights
(3-0-3)
This course focuses on religious aspects of the women's rights movement and women's movements within religious communities. Focusing primarily on the Protestant, Catholic, and Jewish traditions, we will examine how women have understood the relationship between their religious beliefs and their interest in expanding women's roles. From this beginning, we will explore several historical and contemporary examples of the influence of religion on the women's rights movement and, by the 20th century, the influence of the women's movement in American religion.

AMST 43113. Understanding Story: Conflict, Culture, Identity
(3-0-3)
During the last decade interest in narratives has increased dramatically. Feminist studies, cultural studies, and anthropology have broadened our appreciation for the role story plays not simply in personal psychology but also in constructing and mediating our social life. The purpose of this seminar-style course is to investigate the shape, purposes, and multiple meanings of narratives both in the lives of individuals and within institutions and cultures. In order to understand how story influences personal identity, contributes to or ameliorates conflicts, constrains, reconstructs, and advances political agendas, we will examine how story is used by (1) journalists in reporting news as story; (2) medical professionals in collecting case histories; (3) ethnographers in describing unfamiliar cultural practices or investigating inter-group or inter-state conflict situations; (4) historians in interpreting the past; (5) political leaders in establishing public policy and political power; and (6) advertising and marketing interests.

AMST 43114. Nature in America
(3-0-3)
A seminar designed to explore the concept of nature in the American historical and contemporary experience within an interdisciplinary context of art, history, literature, and ecology. In addition to weekly reading discussions, the seminar will meet, on a number of occasions, at several "nature" sights: Morris Conservatory and Muesel-Ellison Tropical Gardens; Potawatomi Zoo; Elkhart Environmental Center; Shioji Niwa Japanese Garden; Fernwood Botanical Garden and Nature Preserve; University of Notre Dame Grene-Nieuwland Herbarium. Purpose: to study nature in American art (painting, photography, sculpture). Seminar meetings will be held at the Snite Museum of Art; South Bend Regional Museum of Art; South Bend Regional Museum of Art; and the Midwest Museum of American Art.

AMST 43115. Advanced Reporting
(3-0-3)
This is an advanced course in journalistic reporting and writing devoted to learning how to prepare, in a professional manner, in-depth articles on issues and events of community interest for Notre Dame and in this area. Emphasis will be on the techniques, ethics,
and responsibilities of conducting interviews and research and crafting pieces for newspapers and other publications.

AMST 43119. Building America: Architecture, Economics, Politics (3-0-3)
A seminar designed to examine the social and economic factors, energy and land use policies, demographic urban/suburban trends, technological innovations, and artistic impulses that have produced the American built environment, 1640–1940. Comparing several building types—the private residence, the workplace, and the public building—the seminar will explore structures and spaces as material culture evidence of American domestic, real estate, political, and cultural history.

AMST 43120. Leadership and Social Responsibility (3-0-3)
This course examines leadership and empowerment issues from multidisciplinary perspectives, focusing on the role of the leader within organizations that promote service, social action, or other forms of social responsibility. Alternative models of leadership are explored, with attention to value and moral implications.

AMST 43121. American Spaces (3-0-3) Schlereth
A comparative survey of the multiple histories of several natural and human-made environments created in America from the New England common to the Los Angeles freeway. Using specific cases studies, the course will analyze sites such as the Mesa Verde pueblo, Rockefeller Center, the Southern plantation, the Midwest Main Street, the Prairie-style residence, the Brooklyn Bridge, New Harmony (Indiana), US Route 40, the American college campus, Pullman (Illinois), the skyscraper, Spring Grove Cemetery (Cincinnati), the Victorian suburb, Grand Central Station, Golden Gate Park, Coney Island, Yosemite National Park, Chautauqua (New York), and the 1939 New York World's Fair.

AMST 43122. Grecian Architecture and Furniture I (3-0-3)
Students explore Notre Dame's holdings of British and American architectural books that introduced "Grecian" architecture to the English-speaking world.

AMST 43123. Jack Kerouac, the Beats, and Dylan (3-0-3)
This seminar will re-examine Kerouac and his prose in relation to Beat subculture and the larger context of post-WWII American society. Although the work of other Beat writers, such as William S. Burroughs, Allen Ginsberg, and Gary Snyder will be considered, the primary focus will be on Kerouac. Moreover, the seminar will question the cultural codification of Kerouac as "King of the Beats" and advance the notion that he was a prose artist on a spiritual quest, Or, as Ginsberg aptly put it—an "American lonely Prose Trumpeter of drunken Buddha Sacred Heart."

AMST 43124. Comparative Cultural Studies (3-0-3)
The purpose of this seminar is to introduce students to comparative dimensions of American Studies. International perspectives will be explored and approaches that compare American culture with another national culture will be encouraged. Intratemporal and intertemporal topics will also be welcome (example: Asian-American studies). Concepts, methods, and materials related to comparative studies will be examined. Students will work on selecting appropriate comparative topics, organizing information and ideas, developing themes, and designing an interdisciplinary framework for their projects.

AMST 43125. Writing and Editing (3-0-3)
This course takes students beyond the basics of reporting the news to work on longer journalistic projects and the editing process involved in completing more extended features and pieces of analysis. Students will review assignments completed for the class and act as editors to make suggestions for improving individual efforts. Several projects will make up the principal work of the semester.

AMST 43126. American Nonfiction Narrative: The Literature of Social Concerns (3-0-3)
This course will through both reading and writing—explore the place and the art of what is often called literary journalism or narrative nonfiction. What makes for a compelling story? Why employ the use of narrative? How does it form our view of people and events? We'll read nonfiction narratives on such issues as war, poverty, and race. Readings will include John Hersey's Hiroshima, Philip Gourevitch's We Wish to Inform You that Tomorrow We will be Killed with Our Families, and Richard Wright's Black Boy, as well as the instructor's The Other Side of the River. We'll also explore the craft and work with rigor and discipline on the art of reporting and writing story. There will be regular writing assignments, and students will be encouraged to report and craft a narrative on an issue of interest to them. This course will be run as a seminar, so there will be an emphasis on critical class discussion, including presentations by students.

AMST 43127. Limitless Desire: Literature and the Creation of Consumer Culture in America (3-0-3) Meissner
This course traces the social changes which accompanied America's movement from early retailing to a full-blown consumer culture. Beginning with representations from the later part of the nineteenth century, particularly of the development of Chicago as a mail order capital of the world and moving into the present through an examination of television shopping networks, this course will use material from a variety of perspectives and disciplines to examine what became a wholesale transformation of American life. In attempting to trace the trajectory of change from a country often identified by its rural isolation to a country of relentless publicity, from the farm to Paris Hilton, (who returned to The Simple Life), we will look at a series of linkages each of which played a specific and contributory role in the cultural shift toward a fully saturated consumerism. For instance, the early mail order catalogue empires of Aaron Montgomery Ward and Richard Warren Sears depended on the capacity of the railroad and postal service to transport their goods from shopping catalogues to country kitchens, goods which went beyond kitchen utensils, clothes, ornaments and shoes to include assembly-ready homes. South Bend has several Sears and Roebuck homes and part of our class time will be spent in looking at these houses in the context of the course themes. All of our discussion will take place against the backdrop of a larger question about the democratization of desire, about whiter American culture became more or less democratic after the introduction of the mail order catalogue. Thus the linkage between the catalogue, the home shopping network, and the notion that freedom to desire goods is a measure of democratic freedom. Of course, the possibilities for manipulation and control are also limitless.

AMST 43129. Images of Women in American Cinema (3-0-3) Halperin
In viewing any film, we must ask ourselves what the filmmakers want us to think. To answer that question for a specific genre, we will be studying portrayals of 20th century women in film and how these images have evolved in reaction to, and as a backlash against, the modern feminist movement.

AMST 43307. History of US South to 1877 (3-0-3)
This course will provide a survey of the American South through Reconstruction. We will briefly describe Native American societies and early Spanish settlements in Florida and the Southwest before addressing in greater detail the political, cultural, and social history of the region as it was settled beginning in the Southeast. We will examine how ideas like honor, freedom, patriarchy, and religious beliefs were forged and evolved in the context of a slave economy, and how they shaped the day's political questions. We will also consider the Confederate experience and Reconstruction.

There will be one paper (30 percent), two exams (25 percent each), reading reports (10 percent) and class participation (10 percent).

AMST 45900. Publishing Internship (V-0-V)
Apprentice training with Notre Dame Magazine. Satisfactory/unsatisfactory credit only.

AMST 45901. Community Service Internship (3-0-3)
Apprentice training with community social service organizations. Satisfactory/unsatisfactory credit only.
AMST 45902. Historical Research Internship
(3-0-3)
Apprentice training in archives or museums or historical preservation with local organizations. Satisfactory/unsatisfactory credit only.

AMST 45903. News Internship
(3-0-3)
Apprentice training with newspapers. Satisfactory/unsatisfactory credit only.

AMST 45905. News Internship
(3-0-3)
Apprentice training with newspapers. Satisfactory/unsatisfactory credit only.

AMST 46920. Directed Readings
(3-0-3)
Directed readings taught by individual faculty members. Permission required.

AMST 47910. Senior Honors
(0-0-3)
Senior Honors Program

AMST 47930. Special Studies: Reading and Research
(V-0-V)
Special Studies offers students the opportunity to pursue an independent, semester-long reading or research project under the direction of a faculty member. The subject matter of special studies must not be duplicated in the regular curriculum.

INTERNSHIPS
All American Studies Internships provide opportunities for practical work experiences under the supervision of a professional. Students will spend nine to twelve unpaid, supervised hours per week on the job, the hours to be arranged between the student and the “employer.” Intern candidates should so arrange their academic schedule as to allow large chunks of time for internship work, such as entire days or entire mornings.

Anthropology
Chair:
Mark R. Schurr
Edmund P. Joyce Professor of Anthropology:
Roberto A. DaMattá (emeritus); James J. McKenna
Nancy O’Neill Associate Professor of Anthropology:
Agustin Fuentes
Professors:
Leo A. Despres (emeritus); Carolyn Nordstrom; Carl W. O’Neill (emeritus); Irwin Press (emeritus)
Associate Professors:
James O. Bellis; Susan D. Blum; Douglas E. Bradley (concurrent); Rev. Patrick D. Gaffney, CSC; Ian Kuijt (on leave fall 2005); Joanne M. Mack (concurrent); Cynthia Mahmood; Kenneth E. Moore (emeritus); Mark R. Schurr; Susan G. Sheridan (on leave spring 2006)
Assistant Professors:
Meredith S. Chesson; Gregory J. Downey (on leave spring 2006); Daniel H. Lende; Lisa Mitchell; Karen E. Richman
Visiting Assistant Professors:
Sara Busdiecker; Debra McDougall; Yorke Rowan
Adjunct Associate Professor:
Robert Wolosin
Adjunct Instructor:
Deborah Snively

Program of Studies. The undergraduate program in anthropology is designed to provide each student with a broad, holistic, integrated and species-wide perspective on contemporary human behavior. Anthropology may be the only major that provides significant intellectual and professional links with the humanities and other social science fields, while also providing separate bridges into both the natural sciences and the field of business. In so doing the anthropology major prepares students for successful entry into any number of fields and disciplines and their appropriate professional graduate schools including medical schools, public health, and law. Human evolutionary models, critical comparative analysis, ethnographic methods, and a variety of developmental approaches are taught and applied in our courses to such diverse topics and research areas as: health; illness; addiction; human communication (verbal and non-verbal); human origins; the nature of social groups; the family; worldwide political and socio-economic systems; religion; warfare; infancy and childhood; non-human primate ecology and behavior; the archaeology, prehistory, and ethnology especially of North America and the Middle East; sexuality; museum studies; China; Southeast Asia; evolutionary medicine; martial arts; transnationalism; sex and gender; and medical anthropology.

In moving toward our goal to achieve national prominence as one of the top undergraduate research and teaching departments in the nation, our faculty stress the importance of innovative and significant undergraduate research. We aim to provide as many majors as is possible with hands-on research experiences both in the field and laboratory. Two Smithsonian and two Chicago Field Museum summer research internships created by the department are available to majors and it is common that throughout the school year and summer that the faculty pair up with students to conceptualize and work together on research projects both here and abroad. Often this collaborative research leads to joint publications. Our undergraduate students receive many undergraduate research awards from the University and regularly attend national professional meetings and stand alongside graduate students and professors from around the nation to present the results of their research. Our anthropology minors also participate to a high degree.

Aside from its applicability and relevance across different disciplines, professions, and careers, one of the truly unique aspects of anthropology is that it changes in a most profound and insightful way the manner in which our students experience and come to interpret their own lives. The subject of anthropology is, of course, humankind as viewed not through a local lens limited by the biases or world view of one’s own culture, but by a view that attempts to reconcile and understand the intersecting and sometimes conflicting, yet, often logical alternative ways by which our fellow human beings live and think.

Perhaps it is the result of this very personal encounter, experienced alongside exposure to the very best scholarship, that permits our anthropology students to connect so easily and successfully with the diverse professional communities to which they are drawn. But whatever accounts for this relative fluidity by which our graduates make the transition into so many diverse fields, the knowledge and skills gained by studying anthropology, in addition to providing keen insights into others, enriches one’s understanding of one’s self. In this way anthropology maximizes the chances of personal achievement and self fulfillment, and proves a surprisingly powerful beginning point for just about any career.

PROGRAMS FOR THE CLASS OF 2007 AND BEYOND

1. The Major. There are no prerequisites to the major. The major requires 27 credits, nine of which must be in the sequence of fundamentals, including ANTH 30101 (Fundamentals of Human Evolution), ANTH 30102 (Fundamentals of Archaeology), ANTH 30103 (Fundamentals of Social and Cultural Anthropology), and ANTH 30104 (Fundamentals of Linguistic Anthropology). In addition, majors must take ANTH 40400 (Perspectives in Anthropological Analysis), one methods course (three credits), and 12 credits of electives. At least six credits of the electives must be at the 40000 level. It is recommended that students take the fundamentals by the end of their junior year, whereas ANTH 40400 is usually taken as a junior or senior.

2. The Honors Major. The honors major requires 33 credits. In addition to the above program, the honors student will take one additional methods course
(three credits) and one additional 40000-level course (three credits) taken in the senior year, which satisfies the honors experience.

3. The Minor. The minor requires 15 credit hours. There are no prerequisites. Students must take three of the four fundamentals, ANTH 30101, 30102, 30103, and 30104. In addition, students must take six credits of electives.

Courses taken for pass-fail credit will not satisfy requirements for the major, the honors major, or the minor.

PROGRAMS FOR THE CLASS OF 2006

1. The Major. There are no prerequisites to the major. The major requires 27 hours, six of which must be in the sequence of fundamentals, either ANTH 30104 (Fundamentals of Linguistic Anthropology) or ANTH 30103 (Fundamentals of Social and Cultural Anthropology), and either ANTH 30102 (Fundamentals of Archaeology) or ANTH 30101 (Fundamentals of Human Evolution). ANTH 40400 (Development of Anthropological Theory) and ANTH 47900 (Advanced Seminar) or an equivalent are also required of all students in the major sequence. It is recommended that students take the fundamentals, ANTH 30103 or 30104 and ANTH 30101 or 30102, by the end of their junior year, whereas ANTH 40400 is usually taken as a junior or senior. ANTH 47900 is designed as a senior capstone seminar. The remaining 15 hours must be apportioned among various subareas as follows: Approaches and Methods (six hours); Evolutionary Perspectives and Cultural Adaptation (three hours); Area Studies (three hours); and Topics in Anthropology (three hours). Courses taken for pass-fail credit will not satisfy requirements for the major.

2. The Major with Senior Thesis. Students may elect to complete a senior thesis (see ANTH 48900) for three credits in addition to the requirements for the major.

3. The Minor in Anthropology. The minor requires 15 credit hours. There are no prerequisites. Students must take either ANTH 30101 or 30102 and either ANTH 30103 or 30104 and are free to elect the remaining nine hours from among the 30000- and 40000-level courses in the department. Courses taken for pass-fail credit will not satisfy requirements for the minor.

4. Anthropology and the Preprofessional Program. Preprofessional students will find anthropology to be a highly relevant major.

5. The Honors Major. See program description above.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week and credit hours per semester are enclosed within parentheses. The names of the instructors normally responsible for courses are indicated.

Courses in which graduate students may enroll and for which graduate credit may be obtained are indicated with an asterisk (*) before the course number. Special requirements are made of graduate students who enroll in these courses.

ANTH 10109. Introduction to Anthropology (7-0-3) Lende, McKenna, Richman
This course deals with the nature of anthropology as a broad and diverse area of study. The anthropological study of humankind will be approached from the perspectives of physical anthropology; prehistory and archaeology; and linguistic anthropology and sociocultural anthropology. The diversity of humankind will be explored in all its aspects from times past to the present.

ANTH 10195. Introduction to Anthropology Honors (3-0-3)
Anthropology moves forward from the classification of our species in biological terms to explore, in theory and by empirical investigation, the particular forms of cultural expression that characterize the development of human societies and account for their richness and their remarkable variety. It addresses evolution and genetics, ecological adaptation, and the emergence of complex societies. It looks into language and other symbolic systems. It studies the vast domain of social and cultural life, from kinship to kingship and from cyborgs to shamans. Seminar format.

ANTH 13181. Social Science University Seminar (3-0-3) Bellis
Anthropology, the holistic study of humans and their societies and cultures, is the focus of this seminar course. Through discussion and analysis of a variety of anthropology texts, this seminar course aims to develop writing skills among first-year students while exposing them to some central problems and issues within anthropology. Adopting an approach that reflects the four-field character of anthropology, the seminar will encourage students to explore topics such as: (1) anthropology as a way of knowing; (2) anthropology as an encounter with, and effort to explain, human diversity; (3) anthropology as a discipline that uniquely contributes to our understanding of the symbolic dimensions of human behavior and communication; (4) anthropology as a discipline that uniquely contributes to our understanding of human strategies for subsistence and survival; and (5) anthropology as a discipline that uniquely contributes to our understanding of human biological and cultural origins.

This course satisfies the University social science requirement.

ANTH 20010. Cine De La Raza: Latino Film (1-0-1)
This mini-course will explore the Latino experience from the perspective of contemporary Latino filmmakers. Ranging from cross-border organizing, to economic globalization, transnational communities, American society, and the impact of gentrification, Latino filmmakers are giving voice to the complexity of La Raza in the United States. This course will examine these themes through documentary, independent film, and lectures and discussion with the filmmakers themselves. Graded Satisfactory/ Unsatisfactory.

ANTH 20012. Icons and Action Figures in Latino/Latina Literature (3-0-3)
Understanding US Latino/Latina literature, art, and film through its many allusions to and reinterpretations of traditional icons and historic figures as well as legends, myths, popular figures, and action heroes/heroines of the Americas (including those with origins in Native American, Latino/Latina, African, Asian, and European cultures).

ANTH 20040. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture (3-0-3) Afsaruddin
This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian peninsula in the seventh century to its subsequent spread to other parts of Western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

ANTH 20060. Islam: Religion and Culture (3-0-3)
This course will discuss the rise of Islam in the Arabian Peninsula in the seventh century and its subsequent consolidation as a major world religion and civilization. Lectures and readings will deal with the life of the Prophet Muhammad, the Qur’an and its interpretation, early Islamic history, community formation, law and ritual, theology, philosophy, mysticism, and literature.

ANTH 20070. Introduction to Islamic Civilization (3-0-3)
This course introduces Islamic civilization and Muslim culture and societies through scholarly works, literature, media clips, films, and audio-video material. The ultimate goal of this course is for students to gain a better understanding of the Muslim peoples and their culture and societies within the broader context of Islamic civilization.

ANTH 20105. Introduction to Human Ethology (3-0-3) McKenna
This course explores the cultural and evolutionary origins of language, nonverbal communication, infant behavior, parenting, human aggression, sexual behavior, gender development, and human courtship.
rituals. Each subject is examined from a cross-species, cross-cultural, evolutionary, and developmental (including historical) perspective.

ANTH 20111. Anthropology of Human Sexuality
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course seeks to examine human sexuality in an anthropological context. We will review sexuality in an evolutionary perspective via a comparison of non-human primate sexual behavior and the theoretical constructs surrounding adaptive explanations for human sexuality. The physiology of sex and the development of the reproductive tract will also be covered. The remainder of the course will consist of the evaluation of data sets regarding aspects of human sexual practice, sexual preference, mate choice, gendered sexuality, and related issues of human sexuality.

ANTH 20322. Black Music, World Market
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
Slavery and the coerced migration of Africans to the New World left a multitude of popular musical styles from black peoples (and others) on both sides of the Atlantic. This course is an examination of the diversity of black popular musics on a global scale.

ANTH 20330. Societies and Cultures of South Asia
(3-0-3)
This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives).

ANTH 20335. Peoples of Southeast Asia
(3-0-3)
This course will introduce Southeast Asia through close readings of important accounts of some of its peoples. It will examine the region's history, religions, and social organizations. Themes include the origins of food production, the rise of cultural complexity, the peopling of the world, and the development of technology. This course covers cultural evolution from the invention of the first stone tools through the rise of ancient civilizations such as the Maya, Incas, Egyptians, and peoples of the Near East.

ANTH 20340. Japanese Society
(3-0-3)
This course presents a survey of the social structures and forms of expression that make up the complex society of contemporary Japan, using anthropological writings, history, reporting, film, and fiction.

ANTH 20350. Chinese Society and Culture
(3-0-3) Blum
This course introduces students to the complexities of contemporary Chinese society in the context of the past. Topics covered include food, family and gender, political activity, ethnicity and identity, urban and rural life, work and unemployment, economic complexity, multilingualism, arts, religion, medicine and the body, and literature.

ANTH 20360. Societies and Cultures of Latin America
(7.5-0-3) Downey
This course introduces students to the diverse cultures and societies of Latin America through historical, ethnographic, and literary study. Contemporary issues of globalization, violence, and migration will preoccupy the discussion of Central and South America and the Caribbean today.

ANTH 20501. Archaeology: Myths and Facts
(1.5-0-1.5)
This course explores the public's perception of what archaeologists do and why they do it, and seeks to better understand the broader goals and contributions of the study of archaeology. We will draw on case studies from throughout the world, including examples from North America, Europe, Australia, and the Middle East.

ANTH 20502. Ancient Technology: Rocks to Silicon Chips
(2-0-2)
This class explores the social, cultural and intellectual contexts of ancient technologies. In this class students will learn when and how humans developed critical technologies in the past, and discuss how they have affected the world we live in today.

ANTH 20510. Origins of Human Civilization
(3-0-3) Rowan
This course is an introduction to archaeology and to world prehistory. Themes include the origins of food production, the rise of cultural complexity, the peopling of the world, and the development of technology. The course covers cultural evolution from the invention of the first stone tools through the rise of ancient civilizations such as the Maya, Incas, Egyptians, and peoples of the Near East.

ANTH 20540. Ancient Cities and States
(3-0-3)
This course looks at the archaeology of ancient cities and states, with a special emphasis on those of the eastern Mediterranean and the Near East. It also explores theories about why ancient civilizations rose and fell.

ANTH 30000. Gender/Sex/Power: Medieval Europe
(3-0-3)
What has gender to do with sexuality and how can we think about its entanglements in terms of a history of power? How do shifting borders between what counts as masculine and what counts as feminine produce other kinds of bodies in medieval societies? How do we make art? Using original sources and material remains produced from the third through 15th centuries, together with current feminist and queer theory, students will think about the work of gendered embodiment and the production of bodies that don't matter.

ANTH 30001. Mesoamerican Art: Olmec and Their Legacy
(3-0-3) Bradley
The Olmec civilization was the mother culture of Mesoamerica, and beginning in 1500 BC. It forged the template of pre-Columbian cultural development for the next 3,000 years. This course will introduce the student to the Mesoamerican worldview by tracing the origins of Mexican art, religion, and culture from the development of the Olmec civilization up to Aztec times. Examination of the iconography and function of art objects through slide lectures, as well as hands-on, in-depth study of individual pieces of sculpture. A good visual memory is helpful.

ANTH 30002. Irish Traditional Music
(3-0-3)
This course will examine the historical background of the instrumental and song traditions; musical style and its relationship to specific musicians and regional traditions; performance practice; and the social and cultural context of “Irish Traditional Music.”

ANTH 30003. History of Medicine
(3-0-3)
An exploration of themes in European and American medicine. Topics include the humoral pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory and public health, the transformation of the hospital, the history of nursing, changing modes of health care, finance and administration, and relations between “regular” doctors and sectarian medical traditions such as homeopathy and osteopathy.

ANTH 30004. English Women: 1553–1714
(3-0-3)
The purpose of this course is to understand how such categories as “women” and “mothers” are constructed within particular historical circumstances. Tudor and Stuart history, in all its aspects, will be considered from the viewpoint of women. Topics will include monarchy and revolution, orthodox religion and radicalism, health and sickness, the household and crime.

ANTH 30006. Race and Ethnicity in America
(3-0-3)
This course focuses on race and ethnic relations in the United States. Readings and materials will present three approaches to the study of majority-minority group relations, the emergence and maintenance of group dominance, and minority-group adaptations to modes of dominance, including separation, accommodation, acculturation, and assimilation.

ANTH 30012. Modern Mexico
(3-0-3)
This course examines the complex nation that is Mexico in the 20th century, its challenges, and its prospects. Focusing primarily on the period since 1870, we will study the social, economic, political, and cultural forces that have shaped the history of the United States’ southern neighbor.
ANTH 30014. Social Movements  
(3-0-3) Summers-Effler  
How is social change possible? This is one of the central questions for the study of social movements, as well as the organizing theme of this course. In this course, we will consider the ways in which different sociological theories of social movements have asked and answered this question, playing particular attention to theories of identity, emotion, and networks.

ANTH 30020. History of Brazil  
(3-0-3)  
This course surveys the history of Brazil, Latin America’s largest nation, from its pre-Columbian roots to the present, with particular emphasis on social, economic, and political developments during that time. Topics will include indigenous people, the formation of colonial societies and economies, independence, slavery, abolition and postemancipation society, immigration, the emergence of populist politics, industrialization and efforts to develop the Amazon, military rule, and democratization.

ANTH 30027. Historical Memories and the Developments Bridging Latino and Latin American Identities  
(3-0-3)  
This course introduces students to the political processes affecting the development and transformation of Latin identities in the Americas.

ANTH 30040. Pre-Modern China  
(3-0-3)  
This course will provide a general survey of Chinese history from the Shang Dynasty (1766–1027 BC) to AD 1600. Besides highlighting the major developments of each dynasty, the course will devote special attention to the Confucian and Legalist underpinnings of the Chinese empire, the influence of Buddhism on Chinese society, the emergence of gentry culture and the civil service examination system, and the phenomenon of “barbarian” conquest and cultural interaction.

ANTH 30041. History of Chinese Medicine  
(3-0-3)  
In light of the contemporary currency of certain Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings.

ANTH 30050. Holy Fools in Christian Tradition  
(3-0-3)  
Through the analysis of a variety of texts ranging from the New Testament books to hagiographies and philosophical treatises, we will examine different forms of holy foolishness in spiritual and cultural traditions of Eastern and Western Christianity and establish their cultural bearings. Concepts under discussion will include asceticism, sanctity, heresy, canonization, and hagiography.

ANTH 30060. Witchcraft and Occult 1400–1700  
(3-0-3)  
This course will examine texts from the High Renaissance to the early Enlightenment to see what contemporaries made of witchcraft, and studies by a wide range of historians who have used anthropology, psychology and gender studies in an attempt to explain the phenomenon. Attention will also be paid to learned magic, alchemy and astrology in order to provide contrast and context for early modern beliefs about the occult.

ANTH 30066. Problems in Latin American Society  
(3-0-3)  
Since the fall of dictatorships in the 1980s, a multitude of new social organizations has emerged in Latin America. At the same time, globalization has presented new challenges to social groups struggling to retain their livelihoods and their communities. This course examines traditional and new social movements, organizations, and institutions in contemporary Latin America.

ANTH 30072. Religion and Social Life  
(3-0-3)  
Christian  
How does social life influence religion? How does religion influence society? What is religion’s social significance in a complex society like ours? Is religion’s significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States.

ANTH 30075. Polish Americans  
(3-0-3)  
A study of the cultural and racial pluralism of American society through the focus of the Polish-American experience; a review of the social and historical background, the immigration experience, and adaptation to the American experiment in terms of family, religion, education, work, and government.

ANTH 30078. Migration, Race, and Ethnicity in Twenty-First-Century America  
(3-0-3)  
This course is an introduction to these US populations of whites, blacks or African Americans, Native Americans or Alaskan Natives, Native Hawaiians or other Pacific Islanders, and Latinos or Hispanics as to historical context, social, and economic characteristics, and current research and policy issues.

ANTH 30081. Chinese Ways of Thought  
(3-0-3)  
This is a special topics class on religion, philosophy, and the intellectual history of China that introduces the student to the world view and life experience of the Chinese as they have been drawn from local traditions, as well as worship and sacrifice to heroes, and the cult of the dead. Through a close reading of primary texts in translation, it also surveys China’s grand philosophical legacy of Daoism, Buddhism, “Confucianism,” and “Neo-Confucianism” and the later religious accommodation of Christianity and Islam.

ANTH 30082. Popular Religion and Philosophy in China  
(3-0-3)  
This lecture/discussion course will introduce the student to the plural religious traditions of the Chinese as manifested in ancestor worship, sacrifice, exorcism, and spirit possession. From an understanding of these practices, the course will offer insight into the myriad foundations of Chinese philosophy, especially metaphysics. Readings will consist of texts in translation of popular cults, as well as scholarly interpretations of these phenomena.

ANTH 30083. Chinese Mosaic: Philosophy, Politics, Religion  
(3-0-3)  
This is a special topics class that provides an introduction to the diverse lifeways constituting the puzzle of the Chinese people. The course will chart this terrain of current Chinese imagination as it has been shaped by the contending, and often contentious, influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while requiring critical engagement with the philosophic and religious traditions animating this culture. Thus, as they learn about China, students also will reflect on how Chinese and Westerners have interpreted it.

ANTH 30086. City in Modern Chinese Fiction  
(3-0-3)  
Examining portrayals of cities such as Beijing and Shanghai in fictional works, this course explores the image of the city as the big, the bad, and the irresistible site of desire for modernity in 20th-century China.

ANTH 30088. Antisocial Behavior in Modern Chinese Fiction  
(3-0-3)  
In this course, we will read fictional works depicting behaviors and attitudes that are considered by society in general as antisocial, anticonventional, and sometimes anti-Party. We will investigate the contexts of these behaviors and their political implications.

ANTH 30089. Cultural Performance in Contemporary China  
(3-0-3)  
This course asks students to engage and analyze different types of “cultural performances” in China from the 1980s to the present day, including film, television, theater, advertising, the Internet, and popular music, dance and leisure activities. No prior knowledge of Chinese language, culture, or history is required.

ANTH 30091. Short Story in East Asia and the Asian Diasporas  
(3-0-3)  
This course introduces students to short stories by 20th-century writers in China, Taiwan, Korea, Japan,
and the East Asian diasporas. The goals of the course are to examine the intertwined modern histories of East Asian nation-states, investigate the short story as a literary genre, and explore critical concepts of literary and cultural identity studies. Ultimately, this course will provide students with the conceptual framework and vocabulary to interrogate gender, race, and nationality as socially constructed categories. All readings are in English; no prior knowledge of Asia is presumed.

ANTH 30096. Japanese Film and Fiction
(3-0-3)
This course focuses on how some of Japan’s most creative authors and film directors have responded to debates relating to the strategies and sacrifices involved in enacting sweeping social changes, and to developing a modern, educated citizenry that would include not only elite males, but women, the poor, and ethnic or other minorities. Students will be introduced to the concepts of authorial empathy and tension between realism and fabrication in fiction writing and filmic expressions; and to ways in which gender, nationality, and other affiliations have been constructed in the Japanese cultural imagery.

ANTH 30101. Fundamentals of Human Evolution
(3-0-3) Rowan, Sheridan
This course deals with human evolution in both biological and cultural terms. Topics covered will include primate behavior, the mechanisms of evolution, the fossil record and the characteristics of prehistoric cultures.

ANTH 30102. Fundamentals of Archaeology
(3-0-3) Chesson
This course is an introduction to the methods, goals, and theoretical concepts of archaeology, with a primary focus on that practiced in the Middle East, North America, Central America, Europe, and Africa.

ANTH 30103. Fundamentals of Social and Cultural Anthropology
(3-0-3) McDougall, Nordstrom
This course addresses the question of how and why cultures differ, the relationship between environment and culture, and how humans use culture to solve common problems. Students examine the cultural nature of language, personality, religion, economics, politics, family and kinship, play, and even deviant behavior.

ANTH 30104. Fundamentals of Linguistic Anthropology
(3-0-3)
An inquiry into the origins of language, the nature of meaning, the power of language, and how language systems are acquired and variously function in culture and society.

ANTH 30194. Infancy: Evolution, History, and Development
(3-0-3) McKenna
This course explores aspects of infant biology and socio-emotional development in relationship to Western child care practices and parenting. Western pediatric approaches to infancy and parenting are evaluated in light of Western cultural history and cross-cultural, human evolutionary, and developmental data. A variety of mammals are included as a comparative background to explore the relationships between infant physiology, mental and physical health, and contemporary infant care-giving concepts.

ANTH 30210. Health, Healing, and Culture
(3-0-3) Lende
Prerequisite(s): See online Course Catalog for details.
After introducing the student to the discipline of medical anthropology, this course focuses on the interaction between disease and culture and on the characteristics and functions of diverse medical systems.

ANTH 30254. Cultural Aspects of Clinical Medicine
(4-0-4)
This course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patients brought to the medical setting. Student access to a car is necessary.

ANTH 30320. Native Peoples of North America
(3-0-3) Mack
Prerequisite(s): See online Course Catalog for details.
This course offers a survey of the major groups with an emphasis on their forms of social organization, their political and economic patterns, their technological, religious, and artistic realms. Beginning with anthropological and linguistic evidence that traces the process by which the American Indians came to occupy the continent, the presentation of material will then follow the classical “culture area” paradigm. This overview recognizes a set of 11 basic divisions such as Eastern Woodlands, the Great Plains, and the Northwest Coast.

ANTH 30330. Religion, Myth, and Magic
(3-0-3)
The study of religious beliefs and practices in tribal and peasant societies emphasizing myths, ritual, symbolism, and magic as ways of explaining man’s place in the universe. Concepts of purity and pollution, the sacred and the profane, and types of ritual specialists and their relation to social structure will also be examined.

ANTH 30345. Food and Culture
(3-0-3)
This course examines the many roles of food played in a variety of cultures. We consider food choices and taboos, religious and symbolic meanings of food, dining and social interactions, obesity and thinness, and the political and industrial issues of fast food and the slow food movement. There will be practical and field studies associated with the course. Materials fee $30.

ANTH 30350. African Diaspora in the Americas
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course will introduce students to black populations in different parts of Latin America and the Caribbean, focusing on Haiti, Mexico, Brazil, and Bolivia. Will cover history, social context, and culture of the particular populations; theory of blackness; and social and political activism of black populations. Using comparisons, will examine race, ethnicity, culture, nation, and diaspora as concepts and as salient experiences.

ANTH 30359. Peoples of Africa
(3-0-3) Bellis
An introduction to the societies of Sub-Saharan Africa. It examines cultures in present-day Africa as well as in the past in order to lend an understanding to the developmental processes that led to their modern forms, emphasizing the relation between a culture and its physical environment.

ANTH 30365. The Contemporary Middle East
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
Surveys Islamic civilization, the most important cultural influence in the Middle East, as context for discussion of the life of Middle Eastern peoples. Topics include the foundations of Islam, Muslim ethics, Sunni-Shi’a split, religious pilgrimage, ethnicity, ecological adaptations, religious brotherhoods and sisterhoods, Sufism, and concepts of the state.

ANTH 30370. Caribbean Diasporas
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course explores the transnational orientations and the multidimensional consequences of movement from the Caribbean as it affects sites in Miami, London, Paris, or Brooklyn as well as Havana, Jamaica, Haiti, or Belize. Reading works of ethnography, fiction, and history; questions about the construction and reconstruction of family bonds; community identity; religion; political power; and economic relations will be treated in the domestic and the global context.

ANTH 30371. Caribbean Fiction
(1-0-1)
Caribbean writers are masters of sonority, eloquence, and irony. Their vivid, musical prose sings with Creole orality. Their bitter imagery simmers with the violence and struggle for freedom that define Caribbean colonial history. In this course we will study a variety of voices of male and female writers, of those at home in Barbados, Antigua, Trinidad, Martinique, Haiti, Cuba, and Puerto Rico and those in diaspora.
ANTH 30375. Culture and Conflict in the Pacific
(3-0-3) McDougall
Prerequisite(s): See online Course Catalog for details. This course explores the historical perspectives of indigenous peoples and their conflicts with outside powers. It emphasizes the role of culture in shaping and responding to these conflicts.

ANTH 30592. Prehistory of the American Southwest
(3-0-3)
This course uses archaeological data and theory to explore the cultural life of prehistoric Southwest Americans over the last 12,000 years. The course emphasizes origins and cultural development from an early pioneer stage to the later, sophisticated and diverse cultures of the American Southwest. Students will explore cultural change, land-use patterns, economics, and political complexity, using information on environmental relationships, technology, and other aspects of material culture.

ANTH 35588. Archaeology Field School
(3-0-3)
Three weeks of practical instruction in the methods and theory of archaeological survey, excavation, and laboratory analysis. Students learn field techniques and apply them to investigations of both prehistoric and historic archaeological materials. Includes field trips to archaeological sites across the United States and hands-on experience with excavation and laboratory analysis.

Indigenous rights, relations between indigenous people and migrants, and the role of outside powers in Pacific Island states.

ANTH 30800. International Migration: Mexico and the United States II
(2-0-2)
A three-week course that refers to a review of basic questions on international migration, with emphasis on migration to the United States and the methods through which these questions have been adequately or inadequately answered. The numbers, impact, nature, structure, process, and human experience will be discussed in terms of the research methods commonly used to approach them.

ANTH 40004. International Migration: Mexico and the United States II
(2-0-2)
This class deals with one of the most visible and political of all US immigrant groups: Cubans. The theme of the class is that the Cuban presence has been shaped by the experience of exile. In understanding the case of the Cuban immigration to the United States, the students will gain insight into the dynamics of US immigration policy, the differences between immigrants and exiles, inter-ethnic relations
among newcomers and established residents, and the
economic development of immigrant communities.

ANTH 40013. Understanding Story: Conflict, Culture, Identity
(3-0-3)
The purpose of this seminar-style course is to investi-
gate the shape, purpose and multiple meanings of
narratives both in the lives of individuals and within
institutions and cultures.

ANTH 40015. Gender, Politics, and Evolutionary Psychology
(3-0-3)
An examination of ethical/political models of gen-
der-neutral access to public and domestic requisites
for the development of basic human capabilities, and
a comparison of these models with current studies of
the significance of human sexual dimorphism in
evolutionary psychology.

ANTH 40017. Children-Poverty: Developmental Implication
(3-0-3)
Examines the impact of rising levels of child poverty
and related concerns from the perspective of develop-
mental and social psychology.

ANTH 40020. Child Development and Family Conflict
(3-0-3)
Current trends and findings pertaining to construc-
tive and destructive conflict within families, and
the effects of conflicts within families on children,
will be considered. A focus will be on interrelations
between family systems (marital, parent-child, and
sibling), and methodologies for studying these
questions.

ANTH 40025. Ethnicity in America
(3-0-3)
Chilean
A study of the ethnic and racial formation of Ameri-
can society and cultural pluralism; a review of the
theory and history of ethnicity, its policy implica-
tions for family, education, economics, religion, gov-
ernment, and international relations; and in-depth
study of one ethnic group of choice.

ANTH 40028. Social Ties, Social Networks, Social Capital
(3-0-3)
This course examines three fundamental and inter-
related sociological concepts, each of which offers us
an approach to the study of social connections and
their impact on the human experience. Social ties,
social networks, and social capital overlap substan-
tially in their scholarly usage but the concepts are far
from identical.

ANTH 40030. Mental Health and Aging
(3-0-3)
This course provides an introduction to mental
health issues relevant to an older population. Al-
though the primary focus will be on psychopathol-
ogy and potential therapeutic interventions, the
course will also overview the positive aspects of
functioning in later life (successful aging).

ANTH 40031. Psychology and Medicine
(3-0-3)
The course covers a range of topics dealing with
health issues related to different stages of human de-
development (childhood, adolescence, and adulthood),
disabled populations, culture and gender, stress,
physician-patient interactions, death and dying, pro-
fessional ethics, and social policies relating to health
care. The course is primarily intended for students
intending to enter medical school.

ANTH 40040. Cross-Cultural Psychology
(3-0-3)
The goals of this course are to learn to recognize and
appreciate culture in ourselves and others; to exam-
in the different ways that cultural and racial social-
ization influence behavior, to consider how culture
and race relate to various psychological constructs,
and to understand the ways in which racism and
ethnocentrism operates in everyday life.

ANTH 40043. Deviant Behavior
(3-0-3)
This course examines the sociological conceptions
and theories of deviance. Deviance is differentiated
from those phenomena designated as social problems
and social disorganization. The remainder of the
course focuses on deviant acts and deviants. Various
theories or models of delinquency, crime, suicide, sex
deivation, and drug use are used to aid in construct-
ing a sociological understanding of deviance, the
analysis of deviant acts, and the formation of deviant
careers or roles.

ANTH 40058. Comparing European Societies
(3-0-3)
This course offers students a review of major patterns
of difference, along with some similarities, among
the 15 member-states of the European Union. De-
spite the larger contrasts with the United States, and
the pressures toward convergence generated by the
process of European integration, European societies
remain remarkably different from one another on a
number of dimensions. The role of institutions, cul-
tures, national histories, and policies in accounting
for this pattern of difference will be reviewed.

ANTH 40061. History, Politics, and Society of Chile
(3-0-3)
An introduction to the formation and development
of Chilean National Society. The course begins by
examining the colonial period and the struggle for
independence. It then focuses on 19th- and 20th-
century issues.

ANTH 40062. Aesthetics of Latino Culture
(3-0-3)
This course analyzes the philosophy and principles
underlying the social and political aspects of Latino
art.

ANTH 40065. Religion in Post-War America
(3-0-3)
This course surveys the major developments in
religious life in the United States since the 1950s
through an in-depth examination of several of the
most important recent books on the subject, such as:
Wade Clark Roof’s Spiritual Marketplace, Tom
Beaudoin’s Virtual Faith, Christian Smith’s American
Evangelicalism, and Helen Berger’s A Community of
Witches.

ANTH 40069. Religion and Power in Latin
America
(3-0-3)
The course will describe the changing condition
of the Catholic Church in Latin America and the
new situation of religious pluralism produced by
the growing presence of evangelical groups and
Pentecostalism. It will look at the impact of religion
in the empowerment of people from below, and its
relation to new social movements as well as to the
institutionalization of power at the state level in the
new context of globalization.

ANTH 40073. Latinos in American Society
(3-0-3)
This seminar will focus on the breakdown of the
Spanish empire in Latin America and the emergence
of new nation-states in the region in the first quarter
of the 19th century. This seminar will examine the
origins and actors of the independence movements,
the development of an ideology of emancipation,
and the varied causes of fragmentation.

ANTH 40075. Moving New Directions: African
Diaspora
(3-0-3)
Migration and the emergence of new identities have
defined the formation and evolution of the African
diaspora in the modern era. This course is designed
to introduce students of African-American studies
to the concept of African diaspora and to provide a
framework for understanding how it has changed
over time.

ANTH 40079. International Migration and
Human Rights
(3-0-3)
This course focuses on the breakdown of the
Spanish empire in Latin America and the emergence
of new nation-states in the region in the first quarter
of the 19th century. This seminar will examine the
origins and actors of the independence movements,
the development of an ideology of emancipation,
and the varied causes of fragmentation.

ANTH 40080. Qualitative Methodology
(3-0-3)
This seminar will cover the general topic of qualita-
tive methodology, with particular attention to
ethnography and field work, visual methods, archival
research, and related strategies. Heavy emphasis will
be placed on cross cultural research in minority com-
munities in the United States.
ANTH 40082. Latino Image in American Films
(3-0-3)
This course traces the historical depiction of Chicanos, Mexicanos, Puerto Ricans, Cubans, and other Latinos in Hollywood-made movies. Cinematic plots, roles, and motifs—from the earliest of silent films through the onset of the 1980s—are examined to explore the changing physical, social, and cultural definitions of Latinos and other ethnic minority groups in the United States.

ANTH 40083. Social Demography of US Minorities
(3-0-3)
This course will focus on the demographic status of ethnic minorities in the United States. Some of the major topics include population size and projections, geographical distribution, and residential patterns. Other issues are educational attainment, occupational status, and personal and family income. The course will cover the basics of demographic methods and techniques.

ANTH 40250. Anthropology of Reproduction
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course examines how societies throughout the globe view and manage reproductive processes. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, pregnancy, family planning, childbirth, and menopause.

ANTH 40260. Asia: Culture, Health, and Aging
(3-0-3)
With a focus on Asian case studies (Japan, Korea, China, Taiwan, and India), this seminar provides an introduction to both cultural gerontology and critical medical anthropology.

ANTH 40303. Anthropology of Art
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course will examine art as a functional part of culture from an anthropological point of view. Attention is given to evolution of art as part of human culture and to evolution of the study of art by anthropologists. Open to graduate students.

ANTH 40311. Topics in Social/Cultural Anthropology
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course explores the latest developments in social-cultural anthropology including, but not limited to, nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations in specific historical contexts.

ANTH 40312. Topics in Asian Anthropology
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

ANTH 40319. Multiculturalism
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course explores the economic, state, and national conditions of multiculturalism as a social relation and semiotic form. Seminal questions include the issues of difference deployed in debates over multiculturalism and anthropology's location in them as a study of human diversity.

ANTH 40321. Religious Life in Asian Cultures
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course examines diverse religious expressions and lives of contemporary Asian peoples from an anthropological perspective. This course explores topics such as ritual, ancestor worship, shamanism, spirit possession, divination, and festivals in changing Asian societies, including Japan, Korea, China, Malaysia, and India.

ANTH 40333. Gender and Violence
(3-0-3) Mahmood
This upper-level anthropology course focuses on the problematic intersection between gender and violence. The question of male aggression and female pacifism is explored, with attention to female fighters and male practitioners of nonviolence. Women in circumstances of war, trauma, and healing are studied for the insight such study may provide for peace-building initiatives. Gender in the military, gender and violence, ritual cross-culturally, and rape as a sociopolitical phenomenon are among the other topics considered. Primary source readings complement intensive class discussion; substantial writing and speaking buttress academic skills.

ANTH 40336. Gender and Power in Asian Cultures
(3-0-3) Prerequisite(s): See online Course Catalog for details.
This class studies the representations of women and men in different Asian societies and in different political, social, and economic contexts, and their effect on kinship, family, work, religion, and the state. Ethnographic studies will cover Japan, Korea, China, Malaysia, Indonesia, and India.

ANTH 40340. Native Americans in Fact and Fiction
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course focuses on our images of Native Americans and how popular and scientific writing and film may have shaped these images. The course uses books and film displaying Native American stereotypes and compares them to ethnographic studies that reveal more realistically the diversity of Native American culture.

ANTH 40355. Race, Ethnicity, and Power
(3-0-3) Prerequisite(s): See online Course Catalog for details.
This course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

ANTH 40400. Perspectives in Anthropological Analysis
(3-0-3) Blum Downey
Prerequisite(s): See online Course Catalog for details.
The material to be covered in this course includes the seminal contributions to American and European anthropological thought as these emerged in approximate chronological order. Ideas about the place of human beings in nature, the uniqueness of the human condition, and the evolution of all nature dominated the intellectual ferment that gave rise to anthropology. This initial stage was followed by varied reactions to and revisions of the evolutionary scheme, including controversy over the culture concept and the inception of theoretical schools such as functionalism, historicism, materialism, and structuralism, as well as the advancement of systematic field research, the primary tool in anthropological study.

ANTH 45308. Native North American Art
(3-0-3)
This course will examine the “American experience” via cinematic representation and analysis. It will center on the work of American directors whose films skirt the periphery of the mainstream and focus on American culture. Students will contextualize the films via a reader packet drawing on articles from anthropology, film studies, basic film production and culture theory. Course work will include research papers and the production of a short visual narrative piece representing students’ conceptualizations of Americana.

ANTH 45337. Film and Society: Americana
(3-0-3)
This course will examine the “American experience” via cinematic representation and analysis. It will center on the work of American directors whose films skirt the periphery of the mainstream and focus on American culture. Students will contextualize the films via a reader packet drawing on articles from anthropology, film studies, basic film production and culture theory. Course work will include research papers and the production of a short visual narrative piece representing students’ conceptualizations of Americana.
This class will look at what constitutes the illegal in human nature or learned, and what the future of study societies without war, the place of war and forms of war, from tribal conflicts through guerrilla and for peace. The course will explore the many Prerequisite(s) ward interpreting, constructing, and contextualizing channel, and non fiction film. This course turns a day via journalism, reality television, the Discovery Prerequisite(s) and Method ANT 45818. Research in Biocultural anthropology, classics, and Near Eastern studies. The practice of archaeological research will be covered, from the various methods of identifying sites in the field, to excavation procedures, to analysis of material in the laboratory. Useful to individuals in anthropology, history, theology, classics, and art history.

ANTH 45817. Human Osteology (3-1-4)
Prerequisite(s): See online Course Catalog for details. This is a lab-intensive course that explores the methods used in physical anthropology for studying individual human skeletal remains, as well as those employed to establish biocultural connections at the population level. Forensic techniques utilized in individual identification will be developed in the first third of the course.

ANTH 45818. Research in Biocultural Anthropology (6-0-6)
Prerequisite(s): ANTH 30101 or ANTH 329 or ANTH 329A The field school will engage students in an experiential learning environment that immerses them in anthropological methodology and theory. Using the large Byzantine St. Stephen’s skeletal collection as the cornerstone, historical and archaeological information will be synthesized in a biocultural reconstruction of ancient monastic life. Students will conduct original research and participate in a lecture program delivered by top scholars in the fields of biological anthropology, classics, and Near Eastern studies.

ANTH 45830. Documentary: Critical Analysis and Method (3-1-3)
Prerequisite(s): See online Course Catalog for details. We see documentaries in many different forms every day via journalism, reality television, the Discovery channel, and non fiction film. This course turns a critical, anthropological, and methodological eye toward interpreting, constructing, and contextualizing the documentary.

ANTH 45832. Anthropology of War and Peace (3-0-3)
Prerequisite(s): See online Course Catalog for details. This class will explore the human capacity for war and for peace. The course will explore the many forms of war, from tribal conflicts through guerrilla warfare to conventional and nuclear war. It will also study societies without war, the place of war and peace in human society, whether violence is inherent in human nature or learned, and what the future of war and peace is likely to be on our planet.

ANTH 45833. Global Crime and Corruption (3-0-3)
Prerequisite(s): See online Course Catalog for details. This class will look at what constitutes the illegal today: who is engaged in crime and corruption; and what kinds of economic, political, and social powers they wield. It will also look at the societies and cultures of "out-laws."

ANTH 45839. Mexican Transnationalism in South Bend (3-0-3)
Prerequisite(s): See online Course Catalog for details. This course uses experiential learning in the Mexican community of South Bend in order to understand how Mexican migrants conduct their lives across the vast distances separating South Bend and their homeland.

ANTH 45842. Doing Things with Words (3-0-3)
Prerequisite(s): See online Course Catalog for details. This course looks at some of the ways humans do things with words. Topics include religious language; silence; politeness and sincerity; truth, deception, lying, and cheating; linguistic variety, identity, and stereotypes; moral evaluations made of language; and language used for power and solidarity.

ANTH 45854. Museum Anthropology: An Introduction (3-0-3)
Prerequisite(s): See online Course Catalog for details. An introduction to the history, philosophy, and professional practices of museums. It includes an examination of the ethical and practical issues of museum work through readings, discussions, and hands-on experience.

ANTH 45855. Archaeology and Material Culture (3-0-3)
Prerequisite(s): See online Course Catalog for details. This will be an archaeology lab class that will provide an activity-based setting to explore the meanings and interpretations of archaeological artifacts. It will provide an in-depth introduction to basic laboratory methods for the organization, curation, and analysis of artifacts such as pottery, stone tools, metals, soil samples, and floral and faunal remains. Lab exercises will introduce course concepts that students will use to analyze a small collection of artifacts from an archaeological site.

ANTH 45856. Pottery in Archaeology (3-0-3)
Prerequisite(s): See online Course Catalog for details. In many archaeological sites, pottery is the most common type of artifact recovered. The analysis and interpretation of ceramic remains allow archaeologists to accomplish several goals: establish a chronological sequence, track interaction between different areas, and suggest what types of activities people may have conducted at the site. This course will focus on the ways that archaeologists bridge the gap between the analysis and the interpretation of ceramic data.

ANTH 45857. Archaeological Materials Analysis: Lithic Technology (4-0-4)
Prerequisite(s): See online Course Catalog for details. This course will cover laboratory procedures and techniques used in the analysis of a range of excavated chipped stone artifacts from prehistoric contexts. Students will participate in flintknapping practice and work intensively with several archaeological collections.

ANTH 45858. Archaeological Field School (6-0-6)
Six weeks of practical instruction in the methods and theory of archaeological survey, excavation, and laboratory analysis. Students learn field techniques and apply them to investigations of both prehistoric and historic archaeological materials by working with artifacts collected during the field course. There are no prerequisites for this course, but prior exposure to an introductory course in anthropology or archaeology is helpful.

ANTH 46100. Directed Readings in Biological Anthropology (V-0-V)
Intensive independent readings on a special problem area in biological anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 46110. Directed Readings in Bioarchaeology (V-0-V)
Intensive independent readings on a special problem area in biological anthropology and/or archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 46300. Directed Readings in Sociocultural Anthropology (V-0-V)
Intensive independent readings on a special problem area in socio-cultural anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 46500. Directed Readings in Archaeology (V-0-V)
Intensive independent readings on a special problem area in archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 47114. Topics in Biological Anthropology (3-0-3)
Prerequisite(s): See online Course Catalog for details. This course explores the latest developments in biological anthropology, including but not limited to population genetics, human diversity, the concept of race, primate evolution and behavior, patterns of adaptation, and evolutionary medicine.
ANTH 47136. Human Diversity
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course presents the methods used by physical anthropologists to study both the biological basis of human differences (race, intelligence, sex, gender, etc.) and the ongoing process of human adaptation and evolution in response to climate, nutrition, and disease.

ANTH 47150. Advanced Perspectives on Human Evolution
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course takes an in-depth integrative approach to issues in human evolution. Focal points of discussion will include in-depth analyses of fossil hominin species and their ecologies, a detailed assessment of nonhuman primate behavior as used in modeling the patterns and contexts of human behavior, a review and analysis of current debate surrounding the origin of modern humans, and current topics in the field of human evolution and paleoanthropological theory.

ANTH 47252. Evolutionary Medicine
(3-0-3)
This course will reconceptualize a variety of human diseases, syndromes and disorders from the standpoint of evolution, in the modern cultural context. The evolution of infectious diseases, menopause, women's reproductive cancers, allergy, pediatric topics, breastfeeding, obstetrics, geriatric medicine, structural and genetic abnormalities, psychiatric disorders, psychological health, eating disorders, nutrition, obesity, myopia, emotional disorders, touch therapy and massage will be examined.

ANTH 47314. Transnational Societies and Cultures
(3-0-3)
This course analyzes how cultural identities and behaviors are formed in the context of global systems. Through specific case studies, students will explore how different social groups construct their cultures in interaction with other cultures and how, in so doing, these groups are both responding to and shaping global agendas.

ANTH 47320. Person, Self, and Body
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
How is the private self different from the public person, and how do these contrasts vary in different societies? How is the body valued, situated, and contested? What are the sources of conflict within a person, between persons, and with the material world? How is identity constructed from these components? This course will examine contemporary and classical theoretical works as well as ethnographic accounts of persons, selves, and bodies to address these questions.

ANTH 47345. Subversive Culture
(3-0-3)
Prerequisite(s): ANTH 30103 or ANTH 328 or ANTH 328A
The course will explore anti-structures of society using anthropological perspectives and analyze forms of creative resistance and social protest in art, performance, literature, and popular culture, using case studies from various cultures around the world.

ANTH 47350. Cultural Memory
(3-0-3)
Prerequisite(s): ANTH 30103 or ANTH 328 or ANTH 328A
Looking at examples from around the world through readings, films, slides, recordings, and other media, we will consider a variety of strategies humans use to instill a sense of socially and culturally shared memory, including ritual; performative traditions such as dance and theater; written and oral histories; art and literature; media and popular culture; museums and monuments; science and technology (particularly archaeology, craft productions, and ecology); and certain aspects of everyday life, such as food, clothing, jokes, and the transference of knowledge.

ANTH 47377. Cultural Difference and Social Change
(3-0-3)
This course is designed especially for students returning from summer service projects or study abroad programs in the developing world. In the class, students will conduct research to better understand the sites that they visited during their overseas projects, orienting them in relation to broader global, regional, and national patterns.

ANTH 47560. Household Archaeology
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course explores the theoretical and methodological challenges faced by archaeologists excavating ancient households. Students will explore the social, economic, political, and physical characteristics of households; the relationship between households and communities; and the contribution of household archaeology to architectural, artificial, and social analyses of ancient communities.

ANTH 47570. The Archaeology of Death
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course explores the significance of prehistoric human mortuary behavior, from the first evidence of deliberate burial by Neanderthals as an indicator of the evolution of symbolic thought, to the analysis of the sometimes spectacular burial patterns found in the complex societies such as ancient Egypt and Megalithic Europe. Open to graduate students.

ANTH 47580. Environmental Archaeology
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course explores the relationships between past societies and the ecosystems they inhabited and constructed using concepts from settlement archaeology, human geography, and paleoecology (the study of ancient ecosystems).

ANTH 47900. Advanced Seminar
(3-0-3)
This course will provide an opportunity for students to apply theoretical knowledge and critical thinking skills that they have acquired in their anthropology courses, especially ANTH 40400. The course is designed to be a capstone requirement to the anthropology major. A research paper will be completed by the end of the course.

ANTH 48100. Directed Research in Biological Anthropology
(V-0-V)
Intensive independent research on a special problem area in biological anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 48110. Directed Research in Bioarchaeology
(V-0-V)
Intensive independent research on a special problem area in biological anthropology and/or archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 48300. Directed Research in Socio-cultural Anthropology
(V-0-V)
Intensive independent research on a special problem area in socio-cultural anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 48500. Directed Research in Archaeology
(V-0-V)
Intensive independent research on a special problem area in archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 48900. Anthropology Senior Thesis
(V-0-V)
This course, which continues for two semesters, provides the student with the opportunity for independent study and the development of skills in research and writing. The effort is the student's own, from the choosing of a topic to the conclusion presented in the final paper. A thesis director is chosen to guide the student and provide assistance.
Art, Art History, and Design

Chair:
Dennis P. Doordan

Professors:
Austín I. Collins, CSC; Dennis P. Doordan; William J. Kremer; Kathleen A. Pyne; Charles M. Rosenberg

Associate Professors:
Charles E. Barber; Robert R. Coleman; Rev. Jean A. Dibble; Paul A. Down; Rev. James E. Flanigan; CSC; Richard L. Gray; Martina A. Lopez; Rev. Martin Lam Nguyen; Robin E. Rhodes; Maria C. Tomusula

Assistant Professors:
Nyame O. Brown; John K. Caruso; Robert P. Sedlack

Associate Professional Specialist:
John F. Sherman

Concurrent Assistant Professors:
Douglas E. Bradley; Stephen R. Moriarty

The department. The Department of Art, Art History, and Design at the University of Notre Dame, as part of the College of Arts and Letters, is dedicated to the liberal education of the whole person. The art and design student, guided by an active faculty, can expect to become critically aware of the rich artistic past and challenged to become a thoughtful maker of contemporary visual expression. The art history student, under the tutelage of an expert faculty, will achieve a broad and evaluative knowledge of the art of the Western world. An active lecture and visiting artist series and the extensive collections of the Snite Museum of Art strengthen and broaden the work in the classroom and studio. The South Bend and Chicago area provide additional cultural activities and experiences.

The department has 14 visual art and design and seven art history faculty. The student may pursue one of three degrees at the undergraduate level: the bachelor of arts (BA) in studio art and design or a BA in art history, or the bachelor of fine arts (BFA) in studio art and design. Studio concentrations are offered in ceramics, design, painting, photography, printmaking and sculpture. The size of the department enables the serious student to receive a solid foundation and, through personal contact with the faculty, to develop a creative individual direction in a discipline. The department is further enriched by an active graduate program offering the MFA degree in studio art and design and the MA degree in art history.

The art history classrooms and the art slide library are housed on the first floor of O’Shaughnessy Hall. Offices for the art history faculty are in Decio Faculty Hall. The departmental office is in Riley Hall, as are the art and design faculty studios. Riley Hall also houses all the visual arts activities in well-equipped studios that are always available for student use. Skilled technical staff and support facilities are available as appropriate for each medium that is offered.

THE STUDIO ART
AND DESIGN MAJOR

Bachelor of Arts Degree in Studio Art and Design

The Bachelor of Arts degree program in art and design is defined as a general liberal arts degree. The BA degree is ideal for the student who desires a liberal education with a strong emphasis in art. Students enrolling in the BA degree program are required to complete a five-course core curriculum during their first three semesters. These courses are Drawing I, 2-D Foundations, 3-D Foundations, one course treating material from before 1500 taught by a regular full-time artist historian in the department, and one course that treats material from after 1500 taught by a regular full-time artist historian in the department. Students are not required to select a major concentration for the BA degree, but some focus of study is encouraged. The BA degree consists of 36 hours in art and design, of which 27 are in studio and nine in art history.

Bachelor of Fine Arts Degree in Studio Art and Design

The bachelor of fine arts degree program in art and design is intended for the student who wishes to pursue a professional career in the visual arts. The program is organized into a four-year sequence of study that provides a solid understanding of art and art history. The student has an opportunity to explore a variety of curricular options and then chooses an intensive and professional major concentration. In addition to a primary concentration, BFA students are encouraged to select a secondary area of interest to broaden their thinking and to enrich their creative study. BFA candidates share a close working relationship with the department’s faculty who are active professional artists and designers. Intensive studio work is complemented by an academic education with strong art history and liberal arts component. The BFA degree consists of 66 credit hours in art, of which 54 are in studio and 12 in art history.

BFA Freshman and Sophomore Years

Students beginning in the program are required to complete a seven-course studio core curriculum during their first two years. Five of these courses are mandated: Drawing I, Figure Drawing, 2-D Foundations, 3-D Foundations and Photography I. The remaining two studio courses are optional, based on the student’s interest. This intensive curriculum establishes a base for the studio practices and principles for all visual art expression. At the end of the fourth semester, students who have earned a minimum 3.25 grade point average in their studio courses will be accepted as candidates for the BFA degree. Students who do not qualify are eligible for the BA degree. BFA candidates are waived from the second history/social science requirement and the University fine arts requirement.

BFA Junior and Senior Years

Students accepted into the BFA program begin a two-year primary concentration in one of the following studio areas: ceramics, design, painting, photography, printmaking, or sculpture. The concentration requires 15 hours of study in a major concentration area during the last four semesters. Teaching in the major is highly individualized and stresses the creative development and preparation of the student for the professional world. In addition to pursuing a concentration, all BFA majors must enroll in the BFA Seminar and the Senior Thesis Course. The culmination of the BFA degree is the completion of a senior thesis. This two-semester senior project, directed by a faculty member, will be exhibited and approved by the faculty as a requirement for graduation.

STUDIO ART AND DESIGN
CONCENTRATIONS

Ceramics Concentration

Ceramics is a concentration emphasizing clay as the primary vehicle for expression. Pottery, vessel making and sculpture may be addressed through a variety of processes to include hand-building, throwing and casting. As students develop technical skill with the medium, they will create and explore forms and ideas of their own choosing. Beyond clay, students will be encouraged to study and utilize other sculptural media as well as become familiar with contemporary and historical source material which will inform their own direction in ceramics.

Design Concentration

Design is the order of form and control of function. It is what designers do. Because people are conditioned to evaluate and select on the basis of appearance and textural input, the acceptance or rejection of material goods is often reduced to an object’s visual power of seduction. The act of giving form, texture, and color to information and object empowers the designer with influence that can lead to the success or failure of made aspects of our environment.

Responsible designers aspire to conceive objects with a sensitivity for human need, human aspiration, and the functional requirements for both implementing and producing made objects. At its best, design serves a community that includes industry, marketing, consumer, and the environment.

Design has been part of the curriculum at the University of Notre Dame since the early 1950s. Here, design students share the advantages of a campus that is rich in contemporary technology and still retains a deep appreciation for a heritage of traditional human values and wisdom. Technically advanced lecture rooms and digital labs support all student design activities. One 18-station Mac lab and one 10-station SGI lab share campus network with a complete range of facilities for color or black and white input and output. Two model fabrication shops allow pattern making activities leading to “on site” processing that ranges from plastic molding to foundry casting. Intermediate and advanced level undergraduate students share an energized design community with defined studio space located in close proximity to all studio fine arts, art history, and exhibition galleries.
Graphic Design

Graphic design is a creative process that combines fine art and technology to communicate ideas. It begins with a message that, in the hands of a talented graphic designer, is transformed into visual communication that transcends mere words. By controlling color, type, movement, symbols, and images, the graphic designer creates and manages the production of visuals designed to inform and persuade a specific audience. By combining aesthetic judgment with project management skills, graphic designers develop visual solutions and communications strategies. The professional designer works with writers, editors, illustrators, photographers, code writers, and printers to complete compelling designs that communicate a client's message effectively.

At Notre Dame, the graphic design education begins with the liberal arts curriculum as part of the College of Arts and Letters. This varied background includes science, math, philosophy and theology, and creates a well-rounded graduate prepared to deal with the wide variety of complex communication issues professional designers face.

Within the Department of Art, Art History, and Design, the graphic design curriculum gives a student the opportunity to be firmly grounded in the fundamentals of graphic design and gain exposure in various fine art curriculum. The further the student progresses through the tiered program, the greater the opportunities are to explore creative avenues and problem-solving as well as problem-defining-methods. These experiences are coupled with access to leading-edge technology, including an on-site eighteen-station Mac lab, color input/output devices, CD burners, digital cameras, and the most current computer applications recognized by industry.

Industrial Design

Industrial designers give form to virtually all mass-manufactured products in our culture. Their tasks include the conceptual act of planning how made objects will affect utility, appearance, and value to users, sellers, and makers. Toward these ends, designers require an awareness of aesthetics, human behavior, human proportion, material, process, and the responsible appropriation of resources, both before and after use.

Industrial designers identify and solve problems. The industrial designer must present different points of view and alternative solutions involving products or systems in a clear and engaging manner. This persuasive art form requires highly developed organizational and presentational methods that utilize drawing, physical modeling, computer modeling, and animation as well as verbal skills.

Design education begins at Notre Dame with utilization of campus facilities through the liberal arts curriculum. This social, philosophical, critical, ethical, and historical experience helps build a foundation of cultural understanding that naturally leads to the more specific aspects of traditional creative and problem-solving methods required of designers. The industrial design area also maintains close contact with regional and national corporate design and consulting offices in the form of annual conferences, sponsored projects, and internships.

The design faculty at Notre Dame are professionals in their fields. Their diverse experiences, as well as their commitment to quality design education, complement an atmosphere for creative learning and problem-solving. The faculty's range of qualifications extend into the corporate realm as design managers, design and manufacturing entrepreneurs, professional design consultants, and experts in digital design technologies. These credentials present the students with a rich complement of educational resources plus a professional base in which to network, both nationally and internationally.

Painting Concentration

Painting is a traditional visual expression of human experience that combines the direct manipulation of materials with an illusion of the world in space. Paintings can report what the eye sees as well as what the eye might see; it is fact and fantasy. A painting can also stimulate and delight the consciousness with formulations of colored pastes on a flat surface. The concentration in painting exposes students to the varied traditions of the medium and encourages them to explore their own capacity to create. Emphasis is placed on discovering the student's individual values and developing techniques that elucidate and clarify those values.

Photography Concentration

Photographs mediate our experiences with the physical world experiences that take place at the intersection between art, culture and our own individual perceptions. The concentration in photography is designed to inform students of photographic traditions while engaging them in issues of contemporary art practice. The photography program seeks to facilitate growth and development of the art student through a full range of courses dealing with technical, historical, critical, and aesthetic concerns. The goal of the program is to enable students to be conversant with these issues and to recognize the power of photography as a uniquely flexible medium for both personal and cultural expression.

Printmaking Concentration

The printmaking concentration emphasizes a manner of thinking and making images that printmaking techniques allow and encourage. As students become familiar with the various techniques and technologies of lithography, intaglio, relief, and silkscreen, they learn methods of developing images and ideas. Experimentation and exploration of mixed print media images are encouraged. The courses are designed to progressively develop skill, creativity, personal imagery, and knowledge of relevant current issues. Advanced students are encouraged to work on a professional level by creating a cohesive body of work and by striving toward exhibiting that work.

Sculpture Concentration

The goal of the sculpture program is to offer students a solid understanding of sculptural materials, tools, and techniques that will enable them to expand their ideas into skillful and thoughtful individual expression. Students work in well-equipped studios under the direction of the sculpture faculty. A full range of sculptural experiences in traditional and nontraditional media are available in specific courses. Independent study, visiting artist lectures, and visits to area museums and galleries supplement course offerings. By blending required and elective courses, students may design a curriculum that will respond to their particular needs and direction.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, studio hours per week, and credits each semester are in parentheses. "V" indicates variable.

ART STUDIO COURSES

ARST 11201. Drawing I
(3-0-3)
This course deals with form depiction in its many aspects and modes and is intended for beginning students as well as advanced students who need additional experience in drawing. Lab fee.

ARST 11301. Basic Painting
(0-6-3)
Open to all students. This course is an introduction to oil painting techniques and to stretcher and canvas preparation. The emphasis is on finding a personal direction. Lab fee.

ARST 11601. 3-D Foundations
(0-6-3)
This required core course for all art majors introduces the student to three-dimensional art by producing sculptures (both figurative and abstract) in a variety of media. Contemporary movements in sculpture are examined through slide lectures and attendance at visiting artist lectures and visits to exhibitions. Lab fee.

ARST 21101. Ceramics I
(0-6-3)
Open to all students. This course examines basic techniques of wheel-thrown and hand-built clay structures for sculpture and pottery. Lab fee.

ARST 21303. Watercolor I
(0-6-3)
Open to all students. This course is an introduction to the watercolor medium and deals with a variety of methods, materials, and techniques (both realistic and abstract) with special emphasis on color and composition. Lab fee.

ARST 21401. Photography I
(3-0-3)
This course is an introduction to the tools, materials, and processes of black-and-white photography. Lectures and demonstrations expose students to both traditional and contemporary practices in photography. Critiques of ongoing work encourage students to begin discovering and developing their individual strengths and interests in the medium. A 35mm
camera with manual shutter speed and "F" stop is needed. Lab fee.

ARST 21501. Silkscreen I
(0-6-3)
Open to all students. This course is an introduction to stencil processes and printing. Hand-drawn and photographic stencil-making techniques are explored. Mono-printing and discovery of unique aspects of serigraphy are encouraged. Emphasis is on exploration of color and development of student's ideas and methodologies. Lab fee.

ARST 21503. Etching I and Monoprints
(0-6-3)
Open to all students. This basic studio class introduces techniques of intaglio (etching). Students learn basic platemaking and printing techniques while learning to incorporate their own drawing skills and points of view. Historical and contemporary prints are reviewed. Emphasis is on development of the student's own ideas and methodology. Lab fee.

ARST 21505. Artists' Books and Papermaking
(0-6-3)
Open to all students. This introductory course explores the making of artists' books and papermaking. Students learn basic bookbinding techniques for books and printing techniques for stationery and posters. They also learn how to make handmade papers. Part of the focus is on historical books as well as on what contemporary artists are doing with books. Lab fee.

ARST 21507. Relief and Collography
(3-0-3)
Open to all students. This course investigates various relief methods of printmaking, including linocut, woodcut, and collograph. Emphasis is on experimentation and combining media. Lab fee.

ARST 21508. Experimental Printing without the Press
(0-6-3)
This course examines the many ways to make prints without using a press; from potato prints and relief to digital transfers. It is designed to introduce the student to methods of constructing prints ranging from traditional forms to collage and beyond to layering media. It is a course that encourages creativity and teaches students to make unique images on paper. Lab fee.

ARST 21509. Print Business and Photogravure
(3-0-3)
This course is concerned with learning the business of the contract printing for photogravure prints. These prints look exactly like photographs, but are made from original photographic negatives. The class will invite a photographer to produce a suite of six black-and-white photographic prints that the class will convert into photogravure prints. The class will learn the business of production, including costs, while engaging in the scheduling, platemaking, printing, packaging, and sales of a suite of photogravures. Lab fee.

ARST 21512. Photolithography
(0-6-3)
Photolithography is a method of printmaking utilizing a metal plate that is photosensitive. Hand-drawn and computer-generated images as well as traditional photographs are used to create prints that reflect an individual's creativity. Emphasis is placed on the student developing his or her own vision and its expression. Lab fee.

ARST 21602. Wood Sculpture
(0-6-3)
Open to all students. This course uses wood as a primary medium. Emphasis is placed on individual concept and design. Students learn the use of hand and power tools as well as techniques of joining, laminating, fabricating, and carving. Lab fee.

ARST 21603. Metal Foundry
(0-6-3)
Open to all students. The course focuses on work in cast aluminum and cast bronze sculptures. Students learn basic welding techniques using oxygen and acetylene, arc and heliarc welding. Mold making, work in wax, and metal finishing techniques are also explored. Lab fee.

ARST 21604. Metal Sculpture I
(0-6-3)
Open to all students. Metal is the medium of choice in this course designed to explore three-dimensional design with a variety of projects grounded in historical precedents. Students become familiar with as many metalworking techniques as time and safety allow, such as gas and arc welding, basic forge work, and several methods of piercing, cutting and alternative joinery. Lab fee.

ARST 21606. Figure Sculpture
(0-6-3)
Open to all students. This course concentrates on modeling from the figure. Work is predominantly in clay, but mold-making and casting techniques are also explored. Lab fee.

ARST 24340. Chinese Black Ink Painting
(V V-2)
Japan's traditional painting in Chinese black ink with brush. Introduces basic methods and forms in portraits, landscapes, birds, and flowers.

ARST 31102. Ceramics II
(0-6-3)
Prerequisite(s): ARST 21101 or ARST 209S or ARST 210S
This course explores advanced processes in clay for pottery and sculpture as well as techniques of glazing. Lab fee.

ARST 31315. Scene Design and Techniques
(3-0-3)
This is a beginner's course in basic scenic design techniques and hand drafting for the stage. This course will take the student through the process of design, from how to read a script, research, presentation, rendering, basic drafting and, if time allows, model building. No previous experience necessary. Offered fall only. Materials fee TBA.

ARST 31402. Photography II
(0-6-3)
Prerequisite(s): ARST 21401 or ARST 285 or ARST 285S
This course extends and develops the skills and concepts initiated in Photography I. Students also are introduced to a variety of photographic possibilities outside traditional black-and-white printing. Techniques explored include darkroom manipulations, photo-constructions, Polaroid transfers, installations, and non-silver processes. Projects encourage students to continue defining their own areas of interest and to locate their own concerns within the broad range of photographic issues. Lab fee.

ARST 31405. Color Photography
(0-6-5)
This course is an introduction to technical and aesthetic issues in color photography with an emphasis on the development of personal imagery and the history of color picture making. Lab fee.

ARST 31415. Introduction to Film and Video Production
(4-0-4)
Prerequisite(s): See online Course Catalog for details.
An introductory course in the fundamentals of shooting, editing, and writing for film and video productions. This is a hands-on production course emphasizing aesthetics, creativity, and technical expertise. The course requires significant amounts of shooting and editing outside class. Students produce short video projects using digital video and Super 8mm film cameras and edit digitally on computer workstations. The principles of three-camera studio production are also covered.

ARST 41103. Ceramics Studio
(0-6-V)
This advanced course is for students pursuing an individual direction in ceramics. Emphasis is on individual concepts and techniques.

ARST 41203. Figure Drawing, Multilevel
(3-0-3)
Open to all students. The emphasis is on drawing in all its aspects: materials, methods, techniques, composition, design, and personal expression. The human figure is the subject matter. While anatomy is studied, the course is not an anatomy class. Male and female models, clothed and nude, are used. Lab fee.

ARST 41304. Watercolor, Multilevel
(3-0-3)
Prerequisite(s): ARST 21303 or ARST 231S or ARST 232S
This course is a continuation of the watercolor medium and deals with a variety of methods, materials, and techniques (both realistic and abstract) with special emphasis on color and composition. Lab fee.
ARST 41305. Painting Studio
(0-6-V)
This course is devoted to defining personal painting directions (oil/ acrylic). Students gain experience in criticism and in exhibition techniques.

ARST 41307. Painting, Multilevel
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course extends and develops the skills and concepts initiated in Painting I and II. Students are engaged in projects that allow them to hone their technical skills while they define and develop their individual concerns as well as the formal means through which to communicate those concerns. Lab fee.

ARST 41402. Advanced Photography
(0-6-3)
Prerequisite(s): See online Course Catalog for details. This is an advanced photography course that allows students to explore their own areas of interest while learning about a broad range of contemporary photographic issues. Students may work in any photo medium (black-and-white, color, digital, etc.) they choose. Emphasis is on creating a portfolio of images.

ARST 41403. Digital Photography
(0-6-3)
Prerequisite(s): See online Course Catalog for details. This course uses computers for creative image making. Students are introduced to the practices and procedures of digital imaging with an emphasis on exploring their own personal work. Lab fee.

ARST 41407. Studio Photography
(0-6-3)
Prerequisite(s): See online Course Catalog for details. This course introduces the student to the fundamentals of studio photography. Included are lighting skills and the basics of medium- and large-format cameras. The course serves as an introduction to both commercial illustration and methods for personal work with the view camera.

ARST 41416. Intermediate Film Production
(3-0-3)
Prerequisite(s): FTT 30410 or FTT 361
This film production course will focus on 16mm black-and-white silent narrative filmmaking. We will explore the technical use and aesthetic application of the film camera and related equipment as well as the development of the short film narrative script. Students will shoot a short film lighting and composition exercise and in-class film test, and ultimately produce, shoot, and edit one four- to six-minute, 16mm B/W film in teams of two. The projects will be edited digitally, but there will be NO effects, fades, dissolves, titles, or sound. The filmmaking process requires a lot of field work on locations and transporting heavy equipment. In addition to the projects there will be a midterm and a few papers required. Materials fee required.

ARST 41417. Advanced Film Production
(3-0-3)
Prerequisite(s): FTT 40410 or FTT 448A
This production workshop encourages the development of short scripts (including casting, pre-production, and storyboarding) for fiction, nonfiction, or formal film projects by pairs of students. It stresses writing skills with an emphasis on the development of innovations that expand the existing traditions of and boundaries between fiction and nonfiction practices. Application may be obtained from: Web: http://www.nd.edu/~ftt/ or in 230 DeBartolo Performing Arts Center.

ARST 41418. Professional Video Production
(4-0-4)
PA course for the advanced production student interested in the techniques and technology of the broadcast video industry, utilizing the following post-production software: Avid Media Composer, Adobe After Effects, Lightwave 3D, and Digidesign Pro Tools. Students produce projects using Betacam SP and DV video equipment while learning the basics of non-linear editing, digital audio sweetening, 2-D composting and 3-D animation techniques.

ARST 41506. Multilevel Books and Printmaking
(3-0-3)
This course offers advanced experience in making artist’s books, lithography, photolithography, etching, silkscreen, and relief. Emphasis is on developing personal work and imagery. Lab fee.

ARST 41608. Sculpture Studio
(0-6-3)
Prerequisite(s): ARST 11601 or ARST 149S
This advanced sculpture course offers serious students an opportunity to pursue a sculptural direction and to carry that direction to a professional level of competence. It also develops the student’s awareness of definitions and criticism of sculpture. The work may be done in any three-dimensional medium.

ARST 43406. Topics in Photography
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This is a topics course for advanced photography students. Students are engaged in critical issues involving contemporary studio practice through slide lectures, discussions, visiting artist interviews, gallery visits, and student presentations. Directed readings and critical writings will be assigned during the semester. Students will concurrently develop a creative project. Lab fee.

ARST 43702. BFA Seminar
(3-0-3) Collins
BFA majors only. Required of all BFA studio and design majors. This course is designed to broaden the context of the student’s chosen major in the department by introducing the student to alternative and integrated points of view from all areas of study that are represented by the studio and design field. This course will help first semester senior BFA majors to orient toward their chosen direction and project for the BFA thesis. Critical writing and directed readings will be assigned throughout the semester. Slide lectures, visiting artist interviews, gallery visits, student presentations, portfolio preparation, and graduate school application procedures will supplement the course.

ARST 47171. Special Studies—Ceramics
(V-0-V)
Independent study in ceramics: research or creative projects.

ARST 47271. Special Studies—Painting/Drawing
(V-0-V)
Independent study in painting or drawing: research or creative projects.

ARST 47471. Special Studies—Photography
(V-0-V)
Independent study in photography: research or creative projects. Open to upper level students with permission of the instructor.

ARST 47571. Special Studies—Printmaking
(3-0-3)
Independent study in printmaking: research or creative projects.

ARST 47671. Special Studies—Sculpture
(V-0-V)
Independent study in sculpture: research or creative projects.

ARST 47771. Special Studies
(V-0-V)
Independent study in art studio: research or creative projects.

ARST 48103. BFA Thesis—Ceramics
(3-0-3)
The BFA thesis is defined by an independent thesis project, continuing for two semesters during the senior year. The BFA thesis is a personal visual statement that is the culmination of a student’s collective development within the department and can be the extension of an ongoing body of work or a defining project. The thesis project is supported by a written statement defining the project, which is due at the end of the first senior semester. The thesis project culminates in the second senior semester with a BFA thesis exhibition. The student signs up with a faculty member working in ceramics, who serves as an advisor for the thesis project.

ARST 48203. BFA Thesis—Painting/Drawing
(3-0-3)
The BFA Thesis is defined by an independent thesis project, continuing for two semesters during the senior year. The thesis is a personal visual statement that is the culmination of a student’s collective development within the department and can be the extension of an ongoing body of work or a defining project. The thesis project is supported by a written statement defining the project, which is due at the
deploying color theory, form, and space organization, principles of design. The course is project-oriented. Students entering studio practice for the first time. Art majors only. This course deals with fundamentals (0-6-3)

DESN 11100. 2-D Foundations (0-6-3)
Art majors only. This course deals with fundamentals of two-dimensional design and is intended for students entering studio practice for the first time. The course is also open to more advanced students who wish to increase their knowledge of the elements and principles of design. The course is project-oriented. Studio practice in the basic principles of design employing color theory, form, and space organization, as well as materials and processes used in the design process, are emphasized. Lab Fee.

DESN 21101. Graphic Design I (0-6-3)
Prerequisite(s): DESN 11100 or DESN 111S
This introductory course explores the origins, concepts, and processes affecting traditional and contemporary graphic design. Laboratory activities introduce and implement computer and print technology for the creation of original design projects. Lab Fee.

DESN 21200. Visual Dialogue (0-6-3)
Open to all students. This cross-disciplinary course in rapid sketching and rendering technique serves studio art, design, and architecture. The course is intended for students entering studio practice for the first time as well as for advanced students who wish to deepen their visualization and illustration skills. Lab Fee.

DESN 21201. Product Design I (0-6-3)
This foundation 3-D design studio begins as a natural extension of Basic Design. Students are encouraged to think and work in three-dimensional media. A series of fundamental design problems are assigned during the course of the semester. Emphasis is placed on the transformation of imagination from mind to paper to model. Computer-aided design (CAD) is also introduced into assignments. Lab Fee.

DESN 31203. Product Design III (0-6-3)
Prerequisite(s): DESN 21201 or DESN 218S
This design research studio challenges the advanced student with problems requiring a combination of skills. Investigation leads to an identification of needs. Final proposals will demonstrate concern for human factors, knowledge of material and process, and a sensitivity of form. Presentations typically include project documentation, conceptual information, control drawings, renderings, and finished presentation models. National and regional industry-sponsored projects are employed on occasion.

DESN 31204. Product Design Research Project (0-6-3)
Prerequisite(s): See online Course Catalog for details. This course exposes art and design students to common low- and high-production manufacturing processes. Students use these methods to execute their own original designs. Students are introduced to plastic thermoforming, injection molding, sheet and profile extrusion, blow-molding, rotational molding, reaction-injection molding, and open mold laminating. Metal processes include roll forming, foundry sand casting, die-casting, extrusion, stamping, anodizing, and plating. Lab Fee.

DESN 31205. Digital 3-D (0-6-3)
Prerequisite(s): DESN 21201 or DESN 218S
This course introduces students to Alias Wavefront software, a powerful conceptual tool for modeling and animating complex objects. In this digital exploration, computer technology will be used to generate, modify, and present design ideas. Lab Fee.

DESN 31208. Furniture I (0-6-3)
This course is an introduction to furniture design encompassing the study of modern designers and contemporary design issues. A series of furniture design problems are assigned that serve as focus for investigations into contemporary and non-traditional applications of design principles. Full-scale furniture is produced for each project. Lab Fee.

DESN 31316. Stagecraft: Theory and Practice (3-0-3)
A practical introduction to techniques, processes, and materials. The student will explore traditional and modern stagecraft methods: carpentry, rigging, basic scenic painting as well as basic technical drafting, design ideas, equipment use, safety, material handling, and problem solving. Students will gain practical experience participating on realized projects and productions.

DESN 41102. Graphic Design II (0-6-3)
Prerequisite(s): DESN 21101 or DESN 281S
This advanced course in visual communication is for students interested in the art of typography, its history, and the use of type as a critical element in the world of graphic design. Lab Fee.

DESN 41103. Graphic Design III (0-6-3)
Prerequisite(s): DESN 41102 or DESN 415S
This advanced course in visual communication is for students who intend to pursue the field of graphic design after graduation. The class will help prepare students both technically and creatively for professional practice by focusing on research-based projects. Lab Fee.

DESN 41104. Multimedia Design (0-6-3)
Prerequisite(s): DESN 21101 or DESN 281S
This advanced digital image-making course gives the studio or design major the opportunity to pursue research and development in an advanced area of technology. In some semesters, a topic is announced as a focus for the course such as Postscript programming or hyper-media design.

DESN 41105. Multimedia Design II (0-6-3)
Prerequisite(s): DESN 21101 or DESN 281S
This advanced digital image-making course gives the studio or design major the opportunity to pursue research and development in an advanced area of technology. In some semesters, a topic is announced...
as a focus for the course such as Postscript programming or hyper-media design.

DESN 41209. Furniture Design Studio
(0-V-V)
Prerequisite(s): DESN 31208 or DESN 330S
This course offers advanced students an opportunity to develop a personal direction, using wood as a material of expression. Lab Fee.

DESN 45310. Design Internship
(V-0-V)
Permission required. This course provides an opportunity for the design student to earn credit at an approved design office.

DESN 47171. Special Studies—Graphic Design
(V-0-V)
Independent study in graphic design: research or creative projects.

DESN 47271. Special Studies—Product Design
(V-0-V)
Independent study in product design: research or creative projects.

DESN 47371. Special Studies
(V-0-V)
Permission required. Independent study in design.

DESN 48103. BFA Thesis—Graphic Design
(3-0-3)
The BFA Thesis is defined by an independent thesis project, continuing for two semesters during the senior year. The thesis is a personal visual statement that is the culmination of a student’s collective development within the department and can be the extension of an ongoing body of work or a defining project. The thesis project is supported by a written statement defining the project, which is due at the end of the first senior semester. The thesis project culminates in the second senior semester with a thesis exhibition. The student signs up with a faculty member working in graphic design, who serves as an advisor for the thesis project.

DESN 48203. BFA Thesis—Product Design
(3-0-3)
The BFA Thesis is defined by an independent thesis project, continuing for two semesters during the senior year. The thesis is a personal visual statement that is the culmination of a student’s collective development within the department and can be the extension of an ongoing body of work or a defining project. The thesis project is supported by a written statement defining the project, which is due at the end of the first senior semester. The thesis project culminates in the second senior semester with a thesis exhibition. The student signs up with a faculty member working in graphic design, who serves as an advisor for the thesis project.

THE ART HISTORY MAJOR
The bachelor of arts degree program in art history is a 30-credit-hour major. An art history major should strive to achieve a broad knowledge of the development of the art of the Western world. Majors are required to take the Theories of Art seminar (three credit hours) and complete a final thesis in the fall of his or her senior year. The thesis, normally between 20 and 30 pages in length, is done under the direction of one of the regular art history faculty. It is expected to demonstrate the student’s ability to treat an important art historical topic in a manner that shows writing skills and methodological training. It is expected that the thesis will be suitable for submission as a writing sample for students intending to apply to art history graduate programs. In addition, the department offers courses in four areas of Western art: ancient, medieval, Renaissance, and baroque, and modern (19th and 20th centuries). An art history major must take at least one course in each of these areas (12 credit hours). It is strongly recommended that this distribution requirement be fulfilled with 20000- or 30000-level introductory courses taught by regular art history faculty on campus. The remaining 12 credit hours may be taken in any area. Students must also have taken a minimum of two seminars in addition to Theories of Art in the process of fulfilling the major. The sequence in which the required and elective courses and seminars are taken is left to the discretion of the individual student. The Theories of Art seminar should be taken in either the junior or senior year.

Students with a first major in another department can complete a second major in art history by taking one course in each of the four departmental areas, an art history seminar, and three electives in art history (24 credit hours total). It is strongly recommended that the four-course distribution requirement be fulfilled with 20000- or 30000-level introductory courses taught by regular art history faculty on campus.

Students wishing to minor in art history can do so by taking five art history courses (15 credit hours total). At least one of these courses must treat material prior to 1600, and at least one must treat material from 1600 to the present.

Courses taken for the second major or the minor cannot be counted in more than one university program.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week, and credits each semester are in parentheses. “V” indicates variable. Prerequisites, if any, are also given. Most of the following courses are offered at least once over a three-year period. Be sure to consult the course elective booklet published by the department each semester for particular offerings.

ARHI 13182. Fine Arts University Seminar
(3-0-3) Coleman, Rosenberg
University seminars will address a variety of topics in the history of art depending on the interests of the professor. These courses require several short papers as well as a final written exercise appropriate to the material.

ARHI 20100. Introduction to Ancient Greece, Rome, Egypt
(3-0-3)
This course will examine the origins of western art and architecture, beginning with a brief look at the Bronze Age cultures of the Near East and Egypt, then focusing in detail on Greece and Rome, from the Minoan and Mycenaean world of the second millennium BCE to the rule of the Roman emperor Constantine in the fourth century CE. Among the monuments to be considered are ziggurats, palaces, and the luxuriously furnished royal graves of Mesopotamia; the pyramids at Giza in Egypt and their funerary sculpture; the immense processional temple of Amon at Luxor; the Bronze Age palaces of Minos on Crete—the home of the monstrous Minotaur—and Agamemnon at Aycanaz, with their colorful frescoes and processional approaches; the great funerary pots of early Athens and the subsequent traditions of Red and Black Figure vase painting; architectural and freestanding sculpture of the Archaic and Classical periods; the Periclean Acropolis in Athens, with its monumental gateway and shining centerpiece, the Parthenon; and finally, among the cultural riches of Rome, the painted houses and villas of Pompeii; the tradition of republican and Imperial portraiture; the Imperial fora; the exquisitely carved Altar of Peace of Augustus; the Colosseum; and the Pantheon of the Philhellene Emperor Hadrian.

ARHI 20300. Introduction to Renaissance Art
(3-0-3)
This course will survey the major trends in the art of Italy and Northern Europe from roughly 1300 to 1575. It will concentrate on such major figures as Giotto, Donatello, Masaccio, Botticelli, Raphael, Michelangelo, and Titian in Italy, and the Limbourg Brothers, Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Durer, Mathias Grunewald, and Pieter Brueghel in the North. It will consider such themes as artistic production and technique, public and private spirituality, naturalism, narrative, and the changing status of the artist.

ARHI 20310. Survey of Italian Renaissance Art
(3-0-3)
Open to all students. This course will examine the painting, sculpture, and architecture produced in Italy from the very end of the 12th through the beginning of the 16th century, from Giotto’s Franciscan spirituality to Michelangelo’s heroic vision of man and God. A wide variety of questions will be considered in the context of this chronological survey, including changing conventions of representation, the social function of art, and the impact of the Renaissance ideology of individual achievement on the production of art and the role of the artist.
ARHI 20362. European Art and Architecture of the Seventeenth and Eighteenth Centuries (1-0-3)
This course will survey major stylistic trends in 17th- and 18th-century painting, sculpture, and architecture in Italy, Spain, France, the Low Countries, England, and Germany. The course will begin with the art of the Counter-Reformation in Italy and will end with the Age of the Enlightenment, encompassing the reigns of Pope Urban VIII to the death of Louis XVI. Stylistic trends such as the Baroque, Rococo, and the origins of Neoclassicism will be discussed through the works of such diverse artistic personalities as Bernini, Caravaggio, Gentileschi, Velasquez, Poussin, Rembrandt, Rubens, Wren, Hogarth, Reynolds, Watteau, Boucher, Fragonard, Robert Adam, Neumann, Tiepolo, and Zimmermann. Discussion will also focus on the impact on art and artists by religious orders, emerging modern European states, capitalism, and global expansion.

ARHI 20420. Nineteenth-Century European Art and Architecture (3-0-3)
This course will survey the major monuments of painting, sculpture, and architecture that were produced in the dynamic 100 years following the French Revolution. We will investigate how artists and architects envisioned a new modern society, at the same time that the old social structures and supports crumbled around them. We also will consider how new materials and experimental techniques contributed to ways of representing the experience of modern life.

ARHI 20440. Introduction to Twentieth-Century Art (3-0-3)
This course provides an introduction to art, aesthetic philosophy, art criticism, and cultural politics from 1900 to the present. European and American art are the primary focus. Rather than a mere chronological survey of artistic movements, the course addresses a range of conceptual problems to engage students in different modern methods (Marxist, psychoanalytic, formal, feminist and so forth) for interpreting art and its history. Painting, sculpture, photography, video, and graphic design are among the media analyzed. Among the artists studied are Henri Matisse, Pablo Picasso, Henri Matisse, Piet Mondrian, Marcel Duchamp, Hannah Hoc, Lyubov Popova, Salvador Dalí, Walter Gropius, Diego Rivera, and Jackson Pollock.

ARHI 20500. Introduction to Art and Catholicism (3-0-3)
This undergraduate lecture/discussion course will give students the opportunity to analyze and discuss the history of Catholic doctrine as it pertains to the visual arts. From the Council of Elvira in AD 306 to John Paul II’s Letter to Artists of 1999, Catholicism has engaged with and debated the role of the arts as a legitimate vehicle for spiritual experience and theological knowledge. In this course, we will examine the changing, complex, and various ideas that have been brought to the question of the function of art in the Church. It will become clear that Catholic attitudes to the arts have been subject to a range of influences that have shaped a still fluid and potential relationship between Catholicism and art. Among other topics we will examine the accommodation of traditional pagan practices in Late Antiquity; the impact of Byzantine and Carolingian theological discourse on the arts; Mendicant thought and practice regarding the arts; lay piety in the Later Middle Ages; issues raised by the Reformation; the Council of Trent, and the Counter-Reformation; the implications of Modernism; neo-Thomist aesthetics; and the aftermath of Vatican II. In all instances, the course will be shaped by the discussions of primary readings (in translation when necessary) that will set these texts in a context that is social, intellectual, theological, and cultural. Each reading will then lead to an examination of the artistic environment that preceded and succeeded the ideas shaped by these texts. It is expected that students will leave this course with a rich knowledge of the central ideas and works of art that have come to shape the continuing dialogue between Catholicism and art.

ARHI 20510. Understanding Museums (3-0-3)
This course is designed to present the museum as a resource from the past, present, and future for learning and enjoyment. It introduces the student to the issues that challenge art museums in general and the Snite Museum of Art in particular. It provides the tools that make a museum visit more meaningful and immediate.

ARHI 20830. Chicano Art Survey (2-0-2)
The student will investigate the social turmoil and conditions of Chicano people that gave rise to the Chicano Art Movement. The course will illuminate the fundamental concerns to the artist and why the mural and the poster were chosen to confront these conditions. The original intentions of the artists and the direction of their work has taken will be examined and analyzed within this social context.

ARHI 30101. Hellenistic and Roman Art and Architecture (3-0-3)
Rhodes This course explores the architecture, urban planning, sculpture, and painting of Hellenistic Greece and Rome, from the time of Alexander the Great in the fourth century BCE to the reign of the Roman emperor Constantine in the fourth century CE. The art and architecture of Greece and Rome will be analyzed as expressions of their culture and time and as tools for understanding these cultures more completely. A variety of themes will be addressed, including changing conceptions of monumentality in art and architecture; imperial propaganda in art, architecture, and religion; technology as inspiration for new conceptions of art and architecture; the contrasting natures of Greek and Roman art and culture; the influence of Greek culture on Rome; and the nature and significance of the ever-changing mixture of Greek and native Italic elements in Roman art and architecture.

ARHI 30120. Survey of Greek Art and Architecture (3-0-3)
This course analyzes and traces the development of Greek architecture, painting, and sculpture in the historical period, from the eighth through the second centuries BC, with some consideration of prehistoric Greek forebears of the Mycenaean Age. Particular emphasis is placed upon monumental art, its historical and cultural contexts, and how it reflects changing attitudes towards the gods, human achievement, and the relationship between the divine and the human.

ARHI 30130. Etruscan and Roman Art and Architecture (3-0-3)
Open to all students. Roman Art of the Republic and Empire is one focus of this course, but other early cultures of the Italian peninsula and their rich artistic production are also considered. In particular, the arts of the Villanovans and the Etruscans are examined and evaluated as both unique expressions of discrete cultures and as ancestors of influence on Rome. The origins and development of monumental architecture, painting, portraiture, and historical relief sculpture are isolated and traced from the early first millennium BC through the early fourth century of the modern era.

ARHI 30200. Survey of Medieval Art (3-0-3)
This course will provide an introduction to the visual arts of the period c. AD 300 to c. AD 1300. In the course of the semester, we shall devote much time to considering the possibility of a history of Medieval art, as the objects and practices of the Middle Ages will be shown to make our assumptions about the nature of art history problematic. Working from individual objects and texts we will construct a series of narratives that will attend to the varieties of artistic
practices available to the Middle Ages. From these, it will be shown that art was a vital, complex, lucid and formative element in the societies and cultures, both secular and sacred, that shaped this period.

ARHI 30202. The Contest of Word and Image in Early Medieval Art
(3-0-3)
This course will introduce students to the architecture of the Middle Ages (ca. 300–1400). This introductory course will begin with early Christian architecture and culminates in the great Gothic Cathedrals of northern Europe. Students will not only be invited to consider the development of the architectural forms of the church building, but will also be able to consider the degree to which the changing nature of the church building reflects broader issues in the history of Christianity in the Middle Ages.

ARHI 30210. The Formation of Christian Art
(3-0-3)
Art in late antiquity has traditionally been characterized as an art in decline, but this judgment is relative, relying on standards formulated for art of other periods. Challenging this assumption, we will examine the distinct and powerful transformations within the visual culture of the period between the third and the eighth centuries AD. This period witnesses the mutation of the institutions of the Roman Empire into those of the Christian Byzantine Empire. The fundamental change in religious identity that was the basis for this development had a direct impact upon the visual material that survives from this period, such that the eighth century witnesses extensive and elaborate debates about the status and value of religious art in Jewish, Moslem, Byzantine, and Carolingian society. This course will examine the underlying conditions that made images so central to cultural identity at this period.

ARHI 30213. Art into History: Byzantine
(3-0-3)
Byzantine art has often been opposed to the traditions of Western naturalism, and as such has been an undervalued or little known adjunct to the story of Medieval art. In order to develop a more sophisticated understanding of this material, we will examine the art produced in Byzantium in the period from the ninth to the 12th century, a period that marks the high point of Byzantine artistic production and influence. Stress will be places upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past, and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians can write the history of this rich culture will be a central issue in this course.

ARHI 30240. Romanesque Art
(3-0-3) Barber
This course examines sculpture, architecture, manuscript illumination, and mural painting along with the arts produced for church and court treasuries in Western Europe during the 11th and 12th centuries. Pilgrimage to the holy shrines, the veneration of saints, and crusades to Jerusalem are among the issues discussed in relation to the arts. Monastic and ecclesiastical reform, heresy, and renewed interest in antiquity are also considered.

ARHI 30250. Gothic Art
(3-0-3)
It was during the Gothic period, stretching approximately from the 12th to the 15th centuries, that artists raised their social status to a higher level and produced a greater quantity of works than ever before seen in the Christian West. The architectural forms that we identify as characterizing the Gothic style, such as pointed arches, flying buttresses, pinnacles, and quatrefoils were applied not only to buildings, but to altarpieces, illuminated manuscripts, liturgical objects, and even to domestic items such as spoons, beds, and chests. This style has a powerful legacy, and has been frequently revived to various purposes in the modern era. In this course we analyze representative examples of Gothic art and architecture in light of their production at a time of great social, intellectual, religious, and political dynamism and upheaval.

ARHI 30311. Fifteenth-Century Italian Renaissance Art
(3-0-3)
This course investigates the century most fully identified with the Early Renaissance in Italy. Individual works by artists such as Brunelleschi, Donatello, Ghiberti, Botticelli, and Alberti are set into their social, political, and religious context. Special attention is paid to topics such as the origins of art theory, art and audience, Medici patronage, and art for the Renaissance courts of northern Italy and Naples.

ARHI 30340. Survey of Baroque Art
(3-0-3)
This course will examine the art of Europe during the 17th century. The first third of the semester will be devoted to the work of Counter-Reformation Italy and the work of individual artists such as Caravaggio and Gian Lorenzo Bernini. The second third of the term will focus on Spanish painting, particularly the work of Francisco Zurbaran and Diego Velazquez. The final section of the course will consider painting in the Low Countries looking at the art of Rubens, Rembrandt, Vermeer, and others. Among the issues that will be addressed are art and spirituality, shifting modes of patronage, art and politics, and definitions of gender.

ARHI 30350. Survey of Italian Baroque Art: From Caravaggio to Tiepolo
(3-0-3)
This course surveys Italian painting, sculpture, and architecture of the 17th and 18th centuries, a period that also witnessed the foundation and suppression of the Jesuit Order, the Counter-Reformation, absolute monarchy, and democratic nations. Thus, the course begins with the “new Rome” of Pope Sixtus V, which attracted pilgrims and artists from all over Europe, and ends with the early years of Enlightenment. From Northern Italy came Caravaggio and the Carracci, artists who were responsible for creating a new style based upon High Renaissance principles and a new kind of naturalism derived from the study of life. There was Bernini, whose architectural and sculptural monuments almost single-handedly gave Rome its Baroque character. Other artists and architects of this era under discussion include such diverse personalities as Borromini, Guarini, Algardi, Artemisia Gentileschi, and the great ceiling painters Pietro da Cortona, Baccio, Pozzo, and Tiepolo.

ARHI 30417. British Art
(3-0-3)
This course focuses on the dynamic between art and society in the period in which the Industrial Revolution shaped the face of modern Britain. We will examine paintings and architectural monuments that register the devastating human consequences of modernization during this 100-year period. As we survey the response of British society to the forces of industrialization, our themes will be the worship of science and progress; the Romantic discovery of nature, the imagination, and the exotic; images of the rural and urban poor; the new constructions of masculinity and femininity; the return to the Middle Ages for sources of national identity and social reform. The principal artists discussed will be Joseph Wright of Derby, William Blake, John Constable, Joseph Mallord William Turner, Edwin Landseer, the Pre-Raphaelites, and William Morris.

ARHI 30420. Nineteenth-Century European Painting
(3-0-3) Pyne
This survey of 19th-century painting treats the major figures of the period within the context of the social, political, and intellectual ferment that shaped the culture—primarily, the numerous political revolutions and the rise of industrial capitalism and the middle class in France, England, and Germany. Among the artistic movements discussed are neoclassicism, romanticism, realism, pre-Raphaelitism, impressionism, and symbolism. Some of the major themes addressed are the relationships between tradition and innovation, between the artist and public, and between gender and representation, as well as the multiple meanings of “modern” and “modernism.” The class will visit the Snite Museum of Art on occasion to discuss special exhibitions related to topics in the course.

ARHI 30441. Twentieth-Century Art I: 1900–55
(3-0-3)
This course focuses on early 20th-century art and cultural politics in Europe, Russia, and the US. In the early modern period, many of the most ambitious and innovative artists strove to destroy old models of art, often replacing them with models that advocate revolutionary forms for a new, imaginary society. At other times, artists have employed art to undermine accepted norms of bourgeois culture and to liberate art and experience from convention. These are themes addressed in this course, along with the contradictory reality in which the art arose: an era defined by massive wars, racist ideologies, and violent suppressions. Among the selected artists analyzed are Pablo Picasso, Henri Matisse, Piet Mondrian, Marcel
Duchamp, Hannah Hoch, Lyubov Popova, Salvador Dali, Walter Gropius, Diego Rivera, and Jackson Pollock.

ARHI 30442. Twentieth-Century Art II: 1955 to Present
(3-0-3)
Open to all students. The post-World War II era, particularly in the United States, is marked by the greatest expansion of corporate and consumer capitalism in history. Massive wars are fought to defend capitalist ideology. How has art figured into these social transformations? Has art protested these conditions, or easily accommodated itself to overpowering economic, political, and legalistic techno-capitalist regimes? These questions arise throughout this course, which concentrates on selective artistic events in the US and Europe during the second half of the 20th century. Movements considered include pop art, minimalism, op art, art poevera, post-minimalism, earth art, conceptual art, photo-realism, video and performance art, and other recent picture/theory approaches to art making. This course focuses on recent developments in painting and sculpture. It also examines associated theories of art criticism.

ARHI 30501. Modeling Sanctity: The Saint in Image and Text
(3-0-3)
In this course, we will examine the lives and legacy of selected saints with a view to defining the ideal qualities and criteria by which sainthood is made known. Incorporating visual as well as textual materials, hagiographies, theological writings, and written testimonies, the course will consider the varieties of evidence that testify to sanctity. An important part of this course will be a discussion of how different kinds of evidence must be evaluated according to their medium and audience: for example, how visual portrayals—whether portrait, narrative cycle, or manuscript representations—can be compared to written ones, and differentiated from textual sources not only in iconicographic terms but also as unique and forceful forms of knowledge in their own right.

ARHI 30502. The Art and Literature of Metamorphoses
(3-0-3) Bloomer
This course begins with a critical study of Ovid’s great poem, the Metamorphoses. The poem itself became a subject of metamorphosis in poetry and art in the hands of such figures as Statius, Dante, Botticelli, Bernini, Rembrandt, Hughes, and Heaney. The course addresses the modeling of transformation within the literary text by examining first Ovid and his sources, and second, adaptations of his poem by writers such as Shakespeare and Kafka. Connections with folklore, magic, and religion are explored. The graphic arts receive equal consideration as the course explores how Ovid’s ideas of the transformation of the body, the capacity of the human body for allegory, and the fragility of identity have influenced later artists and authors.

ARHI 30521. The Art of Mythology
(3-0-3)
Open to all students. This cross-disciplinary class is an exploration of the representation of classical myth in Western art and literature, ranging from the seventh century BCE to the 18th century CE. Beginning with mythological subjects in the political and religious sculpture, temple architecture, and vase decoration of Ancient Greece, we will move on to study Roman painting and sculpture, medieval Ovidian allegory, the Renaissance reinvention of classical types, and 18th-century neo-classicism. We will compare literary and visual narratives, evaluating the discursive modes of each, and analyzing how and why poets, philosophers, artists, sculptors, and architects selected and adapted the episodes that they did. Primary readings will include selections from Greek and Roman epic, lyric, and dramatic poetry, Greek and Roman philosophical mythology, and early analyses of the relationship between art and myth such as Philostratus’ Eikonok. Among the artistic works that we will examine will be Raphael’s Roman cycles, Bellini and Titian’s poetic, and Bernini’s sculpted dramas. We will consider the erudite contexts for such works, including gardens, drawing rooms, princely residences, and civic institutions. We will discuss the connection between political power and myth, and concepts such as heroism, metamorphosis, and earthly and divine love. One aim of this class will be to identify the explanatory character of myth, and of story-telling within culture, as means of historical self-understanding, self-revelation, and catharsis.

ARHI 30522. Fashioning Identity in American History
(3-0-3)
This course will focus on dress and material/visual culture in Colonial North America. It will introduce methodology, and offer an overview of key themes in the history of dress and consumerism within the framework of gender studies. In our focus on the colonial period (especially the 18th century), we will analyze the economics of dress (the production, marketing, and acquisition of cloth and clothing) and will assess the importance of fashion to commerce and politics. We will evaluate the role of dress in the construction of colonial identities, and we will examine the ways that dress operated as a visual locus for racial, class, and ethnic encounters.

ARHI 30540. Rome: A Journey in Art and History
(3-0-3) Gill
This class is an exploration of the history and culture of Rome from late medieval times through the 20th century, with an emphasis on art and architecture. We will examine the urban panorama of the Eternal City through a series of layered investigations of its major sites and monuments, such as the Capitoline Hill, St. Peter’s and the Vatican complex, the Lateran, and Santa Maria Maggiore. We will read travelers’ descriptions and literary evocations of the city with a view to reliving the enchantment of Rome, and the “idea” of Rome, through the ages. In addition to our readings and lectures, members of the class will have an opportunity to develop projects on objects, structures, or works of art of their own choosing.

ARHI 30550. History of Photography
(3-0-3)
Open to all students. This course deals with the development and use of photography as an artistic medium from time of its invention in the mid-19th century up to the present moment. Besides viewing slides, the student will be able to view a large number of original photographs from the Snite Museum of Art.

ARHI 30801. Mesoamerican Art: Olmec and Their Legacy
(3-0-3) Bradley
The Olmec civilization was the mother culture of Mesoamerica, and beginning in 1500 BC. This course will introduce the student to the Mesoamerican worldview by tracing the origins of Mexican art, religion and culture from the development of the Olmec civilization up to Aztec times.

ARHI 30840. Aesthetics of Latino Cultural Expression
(3-0-3)
This course analyzes the philosophy, principles, and practice underlying the social and political aspects of Latino art. We will approach this by examining a range of topics, including Chicano and Puerto Rican poster art, mural art, Latina aesthetics, and border art.

ARHI 33835. Topics in Latino Art
(3-0-3)
Topics course on specific aspects of Latino art. Topics may vary depending on instructor.

ARHI 40121. Greek Architecture
(3-0-3)
Open to all students. In this course the development of Greek monumental architecture, and the major problems that define it, will be traced from the 8th to the 2nd centuries BC, from the late Geometric through the Archaic, Classical, and Hellenistic periods. Among themes to be related are the relationship between landscape and religious architecture, the humanization of temple divinities, the architectural expression of religious tradition and even specific historical, architectural procession and hieratic direction, emblem and narration in architectural sculpture, symbolism and allusion through architectural order, religious revival and archaisms, and the breaking of architectural and religious canon.

40212. Byzantine Art
(3-0-3)
Open to all students. Byzantine art has often been opposed to the traditions of Western naturalism, and as such has been an undervalued or little known adjunct to the story of medieval art. In order to develop a more sophisticated understanding of this material we will examine the art produced in Byzantium in the period from the ninth to the 12th century, a
period that marks the high point of Byzantine artistic production and influence. Stress will be placed upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians, can write the history of this rich culture will be a central issue of this course.

ARHI 40220. Early Medieval Art
(3-0-3)
This course will investigate the art produced in Western Europe between the seventh and 11th centuries. Often characterized as a Dark Age, this period in fact demonstrates a fertile, fluid, and inventive response to the legacy of Late Antique Christianity. The course will focus on the production and reception of illuminated manuscripts, using facsimiles of these works as a basis for teaching. Students will become familiar with art-historical methods for the examination of such works, and will be invited to contemplate the interplay of word and image that these books propose. Categories of material discussed include: Insular art, the Carolingian scriptoria, Ottonian imperial image making, Anglo Saxon art, Spanish Apocalypses, and Italian Exulents.

ARHI 40311. Fifteenth-Century Italian Art
(3-0-3)
Open to all students. This course investigates the century most fully identified with the Early Renaissance in Italy. Individual works by artists such as Brunelleschi, Donatello, Ghiberti, Botticelli, and Alberti are set into their social, political, and religious context. Special attention is paid to topics such as the origins of art theory, art and audience, Medici patronage, and art for the Renaissance courts of northern Italy and Naples.

ARHI 40312. Venetian and Northern Italian Renaissance Art
(3-0-3) Coleman
This course focuses on significant artistic developments of the 16th century in Venice with brief excursions to Lombardy and Piedmont. Giorgione, Titian, and Palladio, the formulators of the High Renaissance style in Venice, and subsequent artists such as Tintoretto and Veronese are examined. An investigation of the art produced in important provincial and urban centers such as Brescia, Cremona, Milan, Parma, Varallo, and Vicenza also provide insight into the traditions of the local schools and their patronage.

ARHI 40313. High Renaissance and Mannerist Art
(3-0-3) Leonardo, Michelangelo, Bramante, and Raphael provide the basis of study of one of the most impressive periods of artistic activity in Italy—the High Renaissance. In Rome and Florence. The course also investigates the origins of mannerism in the excessive achievements of Jacopo Pontormo, Rosso Fiorentino, and the succeeding generation of late-Renaissance maniera artists who helped to formulate a new courtly style.

ARHI 40320. Northern Renaissance Art
(3-0-3) Rosenberg
This course traces the development of painting in Northern Europe (France, Germany, and Flanders) from approximately 1300 to 1500. Special attention is given to the art of Jan Van Eyck. Rogier van der Weyden, Heinrichonous Bosch, and Albrecht Durer. Through the consideration of the history of manuscript and oil painting and the graphic media, students will be introduced to the special wedding of nature, art, and spirituality that defines the achievement of the Northern Renaissance.

ARHI 40360. Northern Baroque Painting
(3-0-3)
Open to all students. Epitomized by the self-conscious art of Rembrandt, Northern Baroque painting and printmaking not only became a domestic commodity sold in a more modern-looking marketplace, it also continued to serve its traditional political, moral and spiritual functions. This course will concentrate on paintings and prints produced in Flanders, Spain, and the Dutch Republics during the 17th century, an era of extraordinary invention. The work of artists such as Rubens, van Dyck, Velázquez, Zurbarán, Leyser, Hals, and Rembrandt will be considered in the context of a number of interrelated themes, including the business of art, the status of the artist, art in service of the state, the rise of genre, gender stereotypes, allegory, and art, religion, and spirituality.

ARHI 40361. Eighteenth-Century European Art
(3-0-3)
Profound and universal inquiry into all aspects of knowledge marked the history of the century of Enlightenment and the Grand Tour. The rise of the collective idea of nature, the study and instrumentality of the antique, the foundations of religion, the state, morality and reason, the relationship of the arts to the state, the philosophy of aesthetic, were all critically analyzed and questioned. This course investigates various stylistic trends in 18th-century art in Italy, France, and England with a focus on the institutionalization of art through the academies. Discussion also centers on classical art theory and its relationship to the academies in light of the social, political, and religious climate of the period. We will also consider the aesthetic, art historical, and social consequences of the writings of Kant, Burke, and Winckelmann. The course begins with the late baroque paintings of Carlo Maratti and his followers, and then moves to subsequent stylistic trends as neoclassicism, Egyptian revival, and the rococo. Attention is also given to the vedute painters, and such diverse personalities as Piranesi, Mengs, Kauffmann, Tiepolo, Watteau, and Chardin.

ARHI 40441. Twentieth-Century Art I: 1900–55
(3-0-3)
This course focuses on early 20th-century art and cultural politics in Europe and the US. In the early modern period, ambitious and innovative artists strove to destroy old models of art, replacing them with models that advocate revolutionary forms for a new society. At other times, artists employed art to undermine accepted norms of bourgeois culture and to liberate art and experience from convention. These themes are addressed in this course, in the context of the contradictory reality in which the art arose: an era defined by both optimism and fear, technological progress and massive wars, violent racism and political liberation. Among the selected artists analyzed are Pablo Picasso, Henri Matisse, Piet Mondrian, Marcel Duchamp, Hannah Hoch, Lyubov Popova, Salvador Dalí, Walter Gropius, Diego Rivera, and Jackson Pollock.

ARHI 40442. Twentieth-Century Art II
(3-0-3)
Open to all students. This introductory course is subtitled “Techno-Capitalism and the Art of Accommodation.” The post-World War II era, particularly in the United States, is marked by the greatest expansion of corporate and consumer capitalism in history. Massive wars are fought to defend capitalist ideology. (A case in point is the tragic Vietnam War.) How has art figured into these social transformations? Has art protested these conditions or easily accommodated itself to overpowering economic, political, and legalistic techno-capitalist regimes? These questions arise throughout this course, which concentrates on selective artistic events in the United States and Europe during the second half of the 20th century. Movements considered include pop art, minimalism, op art, arte povera, postminimalism, earth art, conceptual art, photo-realism, video and performance art, and other recent picture/theory approaches to art making. This course focuses on recent developments in painting and sculpture. It also examines associated theories of art criticism.

ARHI 40470. Architecture of the Twentieth Century
(3-0-3) Doordan
This course is a survey of the significant themes, movements, buildings, and architects in 20th-century architecture. Rather than validate a single design ideology such as Modernism, Postmodernism, or Classicism, this account portrays the history of architecture as the manifestation-in design terms of a continuing debate concerning what constitutes an appropriate architecture for this century. Topics include developments in building technologies, attempts to integrate political and architectural ideologies, the evolution of design theories, modern urbanism, and important building types in modern architecture such as factories, skyscrapers, and housing. Class format consists of lecture and discussion with assigned readings, one midterm exam, a final exam, and one written assignment.

(3-0-3)
This is a survey of contemporary trends in global architecture with a focus on recent developments in design theory and building technologies. The course
will examine a broad spectrum of architecture produced in the past decade.

**ARHI 40520. Anthropology of Art**  
(3-0-3)  
This course will examine art as a functional part of culture from an anthropological point of view. Attention is given to evolution of art as part of human culture and to evolution of the study of art by anthropologists. Open to graduate students.

**ARHI 40580. History of Design: Form, Values, and Technology**  
(3-0-3)  
This course will provide a historical perspective on the development of industrial, product, and graphic design in the 19th and 20th centuries. More than the aesthetic styling of products, design mediates the intersection of technology and cultural values in the modern era. The role of the modern designer as both a facilitator and a critic of industrial technology will be examined.

**ARHI 40850. Native North American Art**  
(3-0-3)  
Traditional Native North American art will be studied through form, technique, and context, as well as the perception of this art as exemplified through changing content, technique, and context. Students will work with the collections in the Snite Museum of Art.

**ARHI 43105. Seminar: Topics in Ancient Art**  
(3-0-3) Rhodes  
Topics course on special areas of Greek and/or Roman art.

**ARHI 43122. Seminar in Greek and/or Roman Art**  
(3-0-3)  
Seminar on specific subjects in Greek and/or Roman art.

**ARHI 43123. Athenian Acropolis in Context**  
(3-0-3)  
Permission required. The monumental elaboration of the Athenian Acropolis did not begin with Pericles and Phidias in the mid-fifth century BC. Greek monumental art and architecture were spawned in the context of religion, and by the early Archaic period, the Acropolis was the center of Athenian religion; almost immediately, religious awe and piety were expressed in the form of impressive freestanding sculptural dedications and in large and meticulously wrought stone buildings, elaborately decorated with carved and painted designs and, most impressively, with figural relief sculpture. The monuments of the Athenian Acropolis must be understood first in this context—as the embodiment of religious concepts—and then in the context of Greek art and culture as a whole. An ultimate goal of the seminar will be to arrive at an understanding of the evolving meaning of the Greek Temple and monumental form, and how they find unique expression in the fifth century Acropolis building program of Pericles. Among the themes that will be treated to one degree or another are the relationship between landscape and religious architecture, the humanization of temple divinities, the monumental expression of religious tradition and even specific history, architectural procession and hieratic direction, emblem and narration in architectural sculpture, symbolism and allusion through architectural order, religious revival and archaism, and the breaking of architectural and religious canon. Taken together, they constitute the specific architectural narrative of the Periclean Acropolis.

**ARHI 43205. Topics in Medieval Art**  
(3-0-3)  
Barber  
The topic and format of this course will vary from year to year.

**ARHI 43305. Topics in Renaissance Art**  
(3-0-3)  
Topics course on special areas of Renaissance art.

**ARHI 43312. Seminar: Venetian and Northern Italian Art**  
(3-0-3)  
Seminar on specific subjects in Venetian and Northern Italian Renaissance Art.

**ARHI 43314. Seminar: Mannerism/Painting and Sculpture**  
(3-0-3)  
This course will explore the artistic trends in Italy after the High Renaissance (c. 1520) and before the Baroque (c. 1600), and will begin with definitions of terminology and a brief historiographic survey. Our attention will then turn to the Roman art of Raphael’s heirs, Giulio Romano, Perino del Vaga, and Polidoro da Caravaggio, and the emerging Tuscan painters Pontormo, Rosso Fiorentino, and Domenico Beccafumi. We will also investigate the dispersal of the Roman school: Giulio Romano to the Gonzaga court in Mantua, in 1524, and following the Sack of Rome by imperial troops in 1527, other mannerists to Genoa, Bologna, Parma, and as far as the French royal chateau at Fontainebleau. Rome consequently experienced a revival at the end of the reign of Clement VII, and under the pontificate of Paul III, notably, the arts, politics, and theology flourished. This period may be marked by such diverse works and Michelangelo’s monumental Last Judgment (1536–41) and his frescoes (1542–45) in the Pauline Chapel, Vatican Palace, the decorations (1536–51) by various mannerist artists in San Giovanni Decollato, Perino’s elegant frescoes in the Sala Paolina (1545–47), Castel Sant’ Angelo, Giorgio Vasari’s fantastic murals in the Palazzo Cancelleria (1546), and Francesco Salviati beautiful, secular frescoes in the Palazzo Ricci-Sacchetti (c. 1553–54). Attention will also be given to the art of the Counter-Reformation in Rome, and to painting and sculpture by Bronzino, Salviati, Cellini, Bandinelli, Vasari, Giambologna, and others at the Florentine courts of Dukes Cosimo I and Francesco I.

**ARHI 43315. Seminar in Renaissance Art**  
(3-0-3)  
Seminar on specific subjects in Renaissance art.

**ARHI 43351. Seminar in Baroque Art**  
(3-0-3)  
Permission required. Seminar on specific subjects in Baroque art.

**ARHI 43404. Seminar in Modern European Art**  
(3-0-3)  
Permission required. Seminar on specific subjects in 19th-century and 20th-century art.

**ARHI 43405. Topics in Modern Art**  
(3-0-3)  
Topics course on special areas of modern art.

**ARHI 43577. Theories of Art**  
(3-0-3)  
Gill  
This seminar is a survey of the historiography of art history with special attention paid to the various types of methodology that have been applied to the analysis of art. Special attention is given to 19th-century and 20th-century art historical methods, including connoisseurship, biography, iconology, psychoanalysis, semiotic, and feminist approaches. Required of all art history majors.

**ARHI 46572. Directed Readings**  
(V-0-V)  
Permission required. Specialized reading related to the student’s area of study.

**ARHI 47171. Special Studies—Ancient Art History**  
(V-0-V)  
Independent study in ancient art history under the direction of an individual faculty member.

**ARHI 47271. Special Studies—Medieval Art History**  
(V-0-V)  
Independent study in medieval art history under the direction of an individual faculty member.

**ARHI 47371. Special Studies—Renaissance/Baroque**  
(V-0-V)  
Independent study in Renaissance/Baroque art history under the direction of an individual faculty member.

**ARHI 47471. Special Studies—Modern Art History**  
(V-0-V)  
Independent study in modern art history under the direction of an individual faculty member.

**ARHI 47571. Special Studies—Ancient/Baroque**  
(V-0-V)  
Permission required. Independent study in art history under the direction of an individual faculty member.

**ARHI 48573. Senior Thesis Direction**  
(V-0-V)  
The senior thesis, normally between 20 and 30 pages in length, is done under the direction of one of the regular art history faculty, who serves as an advisor.
It is expected to demonstrate the student’s ability to treat an important historical topic in a manner that shows his or her writing skills and methodological training. It is expected that the thesis will be suitable for submission as a writing sample for those students intending to apply to art history graduate programs.

Classics

Chair: Keith R. Bradley
Eli J. Shaheen Professor of Classics: Keith R. Bradley
Rev. Theodore M. Hesburgh, CSC, Professor of Arts and Letters:
Sabine G. MacCormack
Professor: Daniel J. Sheerin
Associate Professors:
Asma Alfaruqin (Arabic); Joseph P. Amar (Arabic); W. Martin Bloomer; Elizabeth Forbes Mazurek; Li Guo (Arabic); Brian A. Krostenko; David J. Ladouceur; Catherine M. Schlegel
Assistant Professors:
Christopher A. McLaren
Visiting Assistant Professors:
Andrew Faulkner
Concurrent Associate Professors:
Blake Leyerle; David O’Connor; Robin Rhodes
Assistant Professional Specialist:
Tadeusz Mazurek; Abdul-Massih Saadi (Arabic)

The department. The Department of Classics offers programs of courses in the languages, literatures, archaeology, history, religions, and civilization of the ancient world. Cooperation with other departments of the college makes available to Classics students additional courses in the art, philosophy, and political theory of antiquity.

The department also provides the administrative home for the programs in the languages and cultures of the Middle East.

MAJORS IN CLASSICS

Classics majors encounter at their sources the perennial cultures of Greece and Rome, cultures that continue to exercise a profound influence on Euro-American civilization. Classical training imparts enhanced skills in close reading and analysis of literary and rhetorical forms, as well as repeated experience of the integration of literature, history and ancillary studies. Thus, a major in Classics provides the archetypal humanistic education and an ideal preparation for entry into any of the professions that require mastery of language, close analysis of documents and integration of multiple details.

The lower-level courses equip the student with rudimentary knowledge of languages and with a conspectus of ancient history and culture. Advanced courses in Latin and Greek literature and Ancient Civilization provide opportunities for more focused and detailed study and are conducted in a seminar format with emphasis on research and writing.

In addition to the other University requirements, students majoring in Classics will, under normal circumstances, complete at least 10 courses in one of two areas of concentration: Classics or Greek and Roman Civilization.

Classics Major

5 courses in Greek or Latin language/literature: 20003 and above* 15
2 courses in Latin or Greek language/literature* 6
Greek or Roman History 3
2 Classics courses in English 6

*Students will typically choose one of the two classical languages, ancient Greek or Latin, in which to fulfill the language requirement at the advanced level. They will be required to take at least two semesters in the other language at the appropriate level. If students have sufficient background in both languages, it should be possible for them to complete the requirements of the major through a combination of intermediate and advanced courses in both languages, as long as the total number of language courses equals seven (21 credit hours) for the first major and five (15 credit hours) for the supplementary major.

Supplementary majors in Classics will be exempt from the two courses in the second classical language.

Greek and Roman Civilization Major

The History of Ancient Greece 3
The History of Ancient Rome 3
Greek Literature and Culture 3
Roman Literature and Culture 3
Six Classics courses in English or Greek and Latin language offerings* 18

*Students will be strongly encouraged, but not required, to include some language study in their six elective courses.

Supplementary majors in Greek and Roman Civilization will be required to take four elective CLAS courses in translation or Greek and Latin offerings.

MINORS IN CLASSICS

Minors provide students majoring in other areas with structure and certification for a variety of approaches to the study of Greek and Latin language, literature and civilization.

Latin Minor

The Latin Minor provides a solid grounding in the philological and literary study of Latin texts of the classical period, or, for those who prefer, of Christian Latin literature. It consists ordinarily of five courses (15 hours) in Latin: (1) Intermediate Latin or its equivalent. This can be fulfilled by successful completion of Intermediate Latin or by advanced placement; (2) Reading and Writing Latin Prose; (3–5) three courses to be chosen from Latin courses at the 30000-/40000-level. Students interested in later Latin texts are directed to the joint offerings of the department and the Medieval Institute.

Greek Minor

The Greek Minor provides a solid grounding in the philological and literary study of Greek texts of the
classical and Hellenistic periods. It consists ordinarily of five courses (15 hours) in Greek: (1) Intermediate Greek, or equivalent; (2) Reading and Writing Greek Prose; (3–5) three courses to be chosen from Greek courses at the 30000/-40000-level.

Classical Civilization Minor
The Classical Civilization Minor provides a broadly based orientation to the history and civilization of the classical world. It consists of five courses, three of which are required: The History of Ancient Greece, The History of Ancient Rome, and an approved course in classical literature. The remaining two courses may be chosen, with departmental approval, either from CLAS courses, whether offered by the department or crosslisted by other programs, or from Greek and Latin languages courses above the introductory level.

Classical Literature (in Translation) Minor
The Classical Literature in Translation Minor provides a broad experience of Greek and Latin literature studied in English translation. It consists of five courses, three of which are required: Greek Literature and Culture, Latin Literature and Culture, and either Greek and Roman Mythology or Classical Epic or Greek Tragedy. The remaining two courses may be chosen, with departmental approval, either from CLAS courses, whether offered by the department or crosslisted by other programs, or from Greek and Latin courses above the introductory level.

Course Descriptions. The following course descriptions give the number, title, and a brief characterization of each course. Lecture or class hours per week, tutorial hours per week, and credits each term are in parentheses. Not all of these courses are offered every year.

NOTE: All literature courses at the 30000 level or above, whether in translation or in the original, will satisfy the arts and letters elective option in literature.

GREEK

CLGR 10001. Beginning Greek I
(4-0-4)
This two-semester course of courses introduces students to the language of the ancient Greeks for the first time. It emphasizes the fundamentals of ancient Greek grammar and vocabulary, and prepares students to read original Greek texts. An appreciation for ancient Greek culture is also fostered through secondary readings and class discussion. CLGR 10001 is offered each fall semester and CLGR 10002 is offered each spring semester.

CLGR 10111. Intensive Beginning Greek
(20-0-3) Mazurek
This accelerated course provides an introduction to ancient classical Greek for beginners. It emphasizes the fundamentals of Greek grammar and vocabulary, and prepares students to read original Greek texts. Students who complete the course are eligible to proceed to the intermediate level of study.

CLGR 20003. Intermediate Greek
(3-0-3) Ladouceur
Prerequisite(s). See online Course Catalog for details. This second-year language course builds on the work of Beginning Greek I and II. It combines a review of grammar with careful reading of classical Greek authors such as Homer and Plato. The course improves students’ translating skills, introduces methods for studying Greek literature in its historical and cultural contexts, and prepares students for more advanced work in the rich literature of the ancient Greeks. Offered each fall semester.

CLGR 20004. Reading and Writing Greek Prose
(3-0-3) Prerequisite(s): CLGR 20003 or CLGR 103 or CLGR 201 or CLGR 20103
This second-year language course continues the review of grammar begun in CLGR 20003 and introduces students to stylistic analysis through close readings of classical Greek prose authors such as Herodotus and Xenophon. A special feature of the course is that students learn how to write classical Greek for themselves. Offered each spring semester.

CLGR 20103. Intermediate Greek
(12-0-3) Stanifel
This course combines a review of basic classical Greek grammar with careful reading of such Greek authors as Homer and Plato. It develops students’ translating skills, introduces methods for studying Greek literature in its historical and cultural contexts, and prepares students for advanced work in Greek language and literature.

CLGR 30011. Homer
(3-0-3) Faulkner
Prerequisite(s). See online Course Catalog for details. This third-year course builds on CLGR 20003 and CLGR 20004, and offers close reading of passages from the Histories of Herodotus. The Histories tells of the momentous wars between the Greeks and the Persians in the early classical era, and is the earliest surviving narrative of the western historical tradition. The political, social, and cultural conditions of fifth-century Greece that inspired Herodotus are discussed, and the development of Greek history-writing is examined. The course prepares students for advanced offerings in Greek literature, especially CLGR 40022, CLGR 40032, and CLGR 40042. Offered in spring semester, alternate years.

CLGR 30012. Age of Herodotus
(3-0-3)
Prerequisite(s). CLGR 20004 or CLGR 325
This third-year course builds on the work of CLGR 20003 and CLGR 20004, and offers close reading of passages from the Histories of Herodotus. The Histories tells of the momentous wars between the Greeks and the Persians in the early classical era, and is the earliest surviving narrative of the western historical tradition. The political, social, and cultural conditions of fifth-century Greece that inspired Herodotus are discussed, and the development of Greek history-writing is examined. The course prepares students for advanced offerings in Greek literature, especially CLGR 40022, CLGR 40032, and CLGR 40042. Offered in spring semester, alternate years.

CLGR 30013. Greek Tragedy
(3-0-3)
Prerequisite(s). CLGR 20004 or CLGR 325
This third-year course builds on the work of CLGR 20003 and CLGR 20004 and offers close reading of passages from the tragedies of Sophocles and Euripides. These plays illustrate the Athenian invention and development of tragedy that took place when Athens dominated Greece politically between the Persian Wars and the Peloponnesian War, the great fifth-century war against Sparta. The ways in which the plays reveal and address the city’s ideological, political, and sexual tensions are key themes for discussion in the course, and matters of style are appropriately examined. The course prepares students for advanced offerings in Greek literature, especially CLGR 40023. Offered in fall semester, alternate years.

CLGR 30095. Socratic Literature
(3-0-3)
Prerequisite(s). CLGR 20004 or CLGR 325
This course will study the character and philosophical significance of Socrates within the context of the intellectual ferment of late fifth Century Athens. The Greek primary texts that constitute the heart of the course are Plato’s Laches and Lysis and sections of Xenophon’s Memorabilia. Issues that arise from these texts, like the ideal of rational character and Socrates’ great interest in Eros, will provide opportunities for student research and classroom discussions.

CLGR 40021. Hesiod
(3-0-3)
Prerequisite(s). CLGR 20004 or CLGR 325
This advanced course introduces students to the poetry of Hesiod through close reading and detailed study of the Theogony and the Works and Days. Both works represent an early poetic tradition in Greek literature parallel to but separate from that of Homer which focuses on the human condition in a cosmos controlled by all-powerful and vengeful gods. The relationship of these central works of archaic Greek literature to other archaic texts is a key theme for discussion in the course.
CLGR 40022. Thucydides
(3-0-3)
Prerequisite(s): CLGR 20004 or CLGR 325
This advanced course introduces students to the historical writing of Thucydides through close reading and detailed study of the *History of the Peloponnesian War*. Often considered the most accurate and methodical of the ancient historians, Thucydides brought to Greek history-writing a high level of precision in both language and analysis. His uniquely candid accounts of the history, politics, and social effects of the great war between Athens and Sparta, and the connection between content and literary style are key themes for discussion in the course.

CLGR 40026. The Age of Alexander
(3-0-3)
Prerequisite(s): CLGR 20004 or CLGR 325
Alexander the Great (356-323 BC) had a stunning impact on the ancient Mediterranean world. Leading a panhellenic crusade against the Persians, he created an empire of enormous proportions that included his native Macedonia, Greece, Egypt, and much of the ancient Near East. In so doing he laid the foundations for the dispersal of Greek ideas and practices over a huge area. This course examines Alexander’s meteoric and ruthless career through careful study of two Greek authors who wrote extensively about him, Arrian and Plutarch.

CLGR 40031. Greek Lyric Poetry
(3-0-3)
Prerequisite(s): CLGR 20004 or CLGR 325
This advanced course includes readings from Archilochus’s iambic and elegiac poems, Sappho’s monodies, and Pindar’s choral works. It introduces students to archaic and classical Greek lyric poetry, which represents a literary tradition that drew inspiration from religious ritual, contemporary politics, and private experience. Its authors experimented with diction, style, and meter in ways distinct from those of the epic poets. The manner in which they wrote and the ways in which they responded to the epic tradition are key themes for discussion in the course.

CLLA 10001. Beginning Latin I
(4-0-4)
Prerequisite(s): CLLA 10001 or CLLA 101A or CLLA 201 or CLLA 20103
This two-semester sequence of courses introduces students to the language of the ancient Romans for the first time. It emphasizes the fundamentals of Latin grammar and vocabulary, and prepares students to read original Latin texts. An appreciation for ancient Roman culture is also fostered through secondary readings and class discussion. CLLA 10001 is offered each fall semester and CLLA 10002 is offered each spring semester.

CLLA 20004, 30011. Virgil
(3-0-3) Bloomer
Prerequisite(s): See online Course Catalog for details.
This third-year course builds on CLLA 20003 and CLLA 20004, and offers close reading of passages from the *Aeneid*. Virgil’s inspired adaptation of Homer’s epic poems traces the story of the flight of Aeneas from Troy to Italy, where Rome, a new Troy, will be founded. The place of Virgil’s epic in the emperor Augustus’ cultural program, various critical approaches to the poem, and its compositional techniques provide subjects for discussion. The course prepares students for advanced study in Latin literature, especially CLLA 40021, CLLA 40031, CLLA 40041, and CLLA 40051. Offered in fall semester, alternate years.

CLLA 20003. Intermediate Latin
(3-0-3) Krostenko, Mazurek, Schlegel
Prerequisite(s): See online Course Catalog for details.
This second-year language course builds on the work of Beginning Latin I and II. It combines a review of grammar with careful reading of classical Latin authors such as Cornelius Nepos and Ovid. The course improves students’ translating skills, introduces methods for studying Latin literature in its historical and cultural contexts, and prepares students for more advanced work in the sophisticated literature of the ancient Romans. Offered each fall semester.
The course prepares students for advanced offerings in Latin literature, especially CLLA 40022, CLLA 40032, and CLLA 40052. Offered in spring semester, alternate years.

CLLA 30013. Roman Lyric Poetry (3-0-3)
This third-year course builds on CLLA 20003 and CLLA 20004, and offers close reading of passages from the lyric poetry of such authors as Catullus and Horace. The lyric form gives precise and economical expression to a wide range of human thoughts and emotions, from the highly personal to the grandly patriotic. The range of Roman lyric, the technique of its practitioners, and the place of lyric poetry in Roman life are themes that receive special attention. This course prepares students for advanced offerings in Latin literature, especially CLLA 40023, CLLA 40033, CLLA 40043, and CLLA 40053. Offered in fall semester, alternate years.

CLLA 30014. Age of Cicero (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This third-year course builds on the work of CLLA 20003 and CLLA 20004, and offers close reading of select speeches of Rome's greatest orator, Cicero. The art of persuasion was an essential requirement for success in Roman public life, and no one was more persuasive than Cicero. The flexibility and complexity of Cicero's grammatical expression, the range of his styles, and the political contexts in which his speeches were delivered are all given careful treatment. The course prepares students for advanced offerings in Latin prose, especially Latin CLLA 40024, CLLA 40034, and CLLA 40054. Offered fall semester, alternate years.

CLLA 40016. Introduction to Christian Latin Texts (4-0-4) Sheerin
Prerequisite(s): CLLA 20004 or CLLA 325
This class has two goals: to improve the student's all-around facility in dealing with Latin texts and to introduce the student to the varieties of Christian Latin texts. Medieval Latin II, a survey of medieval Latin texts, follows this course in the spring term.

CLLA 40017. Medieval Latin Study (3-0-3)
Prerequisite(s): See online Course Catalog for details.
The aim of this course is to experience a broad spectrum of Medieval Latin texts. Readings representative of a variety of genres (literary and subliterary), eras, and regions will be selected. Students planning to enroll in this course should be completing Introduction to Christian Latin Texts or they must secure the permission of the instructor. Those with interests in particular text types should inform the instructor well in advance so that he can try to accommodate their interests.

CLLA 40023. Roman Elegiac Poetry (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This advanced course introduces students to Latin elegy, a form of verse that served Roman poets as a vehicle for expressing and exploring personal feelings, especially those associated with love. Readings from Catullus, Propertius, Tibullus, and Ovid expose how Roman poets adapted and experimented with the elegiac form to express highly charged personal emotions often at odds with conventional Roman values.

CLLA 40024. Roman Rhetoric (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This advanced course introduces students to Roman writings on rhetoric, a vital art in Roman public and cultural life. Readings from the Rhetorica ad Herennium, Cicero, the elder Seneca, Quintilian, and Tacitus allow differing concepts of rhetoric to be seen, the relationship between rhetorical theory and practice to be understood, and the lasting value of Roman efforts to theorize the power of speech to be appreciated.

CLLA 40027. Medieval Latin Texts (3-0-3)
A survey of Medieval Latin Texts, designed to introduce intermediate students to medieval Latin literature and to help them progress in translation skills.

CLLA 40031. Virgil (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This advanced course deals with the full corpus of Virgil's poetry, and explores the creative history of Rome's greatest poet through close readings of passages from his grand narrative of Rome's history and the basic literary and cultural program. Emphasis is given to the settings in which Virgil composed his works, and current and traditional critical interpretations of his poetry are considered.

CLLA 40032. Livy (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This advanced course introduces students to the historian Livy through close reading and detailed study of passages from his grand narrative of Rome's history from the founding of the city to the age of Augustus. Aeneas' flight from Troy, Rome's conquest of Italy, and Hannibal's dramatic invasion of Italy across the Alps are some of the stirring topics to which attention is given. Livy's artistic and historical methods, and his position in the emperor Augustus' cultural program are key themes for discussion in the course.

CLLA 40041. Ovid (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This advanced course provides an introduction to the poetry of the prolific author Ovid. It explores the creative history of the one writer who can truly be called a poet of the Augustan age through close reading of passages from his love poetry (the Amores and the Art Amatorum, a handbook on seduction), his great mythological poem, the Metamorphoses, and the poems written after Ovid was exiled by Augustus to a remote spot on the shores of the Black Sea (the Tristia and Epistulae Ex Ponte). Special attention is paid to the contexts in which Ovid composed his works, and current and traditional interpretations of his poetry are considered.

CLLA 40044. The Roman Novel (3-0-3) Bradley
Prerequisite(s): See online Course Catalog for details.
This advanced course offers close reading and detailed study of excerpts from Petronius' Satyricon and Apuleius' The Golden Ass. Ribald and full of comic adventures, these works have much in common with modern picaresque novels. Petronius' Trimalchio, an ex-slave buffoon, and Apuleius' Lucius, a young aristocrat magically transformed into an ass, are two of Latin literature's most memorable creations. Narrative technique, critical interpretation, and the special perspective on Roman life the works present, are major subjects for discussion in the course.

CLLA 40054. St. Augustine's Confessions (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This advanced course introduces students to the thought and manner of writing of Augustine through close reading and detailed study of excerpts from his highly self-reflective autobiography, the Confessions. Augustine's extended analysis of his spiritual development combines in a masterful way the language and habits of thought of the Christian tradition with those of classical philosophy and literature. The style of the Confessions, the significance of the work, and its relation to Augustinian thought at large are major topics for discussion in the course.

CLLA 40094. Augustan Poets (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
With an initial glance back to Catullus and Lucretius, this course will concentrate on the Roman poets who flourished under the aegis of Augustus. The focus of the course, alongside the basic literary and stylistic marvels of this poetry, will be the poets' use of emotion and its consequent destabilizing effects. We will look at the complexities of the poetry that belongs to this era of social and political upheaval. Our readings in Latin will consist of selections from Catullus and Lucretius, the last three books of Virgil's Aeneid (the whole of which students should know in translation), and readings from Horace's Odes and Propertius' Elegies. We will also look at some modern critical views of Augustan poetry. Students' mastery of the Latin texts, and their ability to speak and write about these, will be evaluated.

CLLA 40095. Ovid's Metamorphoses (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
In this course, we translate and discuss selected passages from the Metamorphoses, Ovid's idiosyncratic
poetic history of the world. Topics for our discussions include the spiritual, moral, religious, political, and physical transformations portrayed between the creation story at the beginning and the deification of Caesar at the end of the text; the tension between Ovid’s adherence to Roman traditions and his irreverent, sometimes subversive, artistic originality; the poem’s narrative techniques, poetic style, and structure; the significance of intertextual allusions to Greek drama, Virgilian epic, and Ovid’s own love poetry; the instability of gender; portraits of the poet within the work; and the innumerable faces of love, as presented through characters who are pious, raging with passion, inseparable, violent, infatuated, lovesick, devoted, and much more. Above all, this course aims at clarifying how Ovid’s inexhaustible playfulness and delightful wit contributed to shaping a work of both epic grandeur and lyric intimacy that continues to inspire poets, composers, novelists, painters, and at least one playwright whose version recently made it all the way to Broadway. Daily preparation and active participation in class are essential components of the course; brief written assignments, one midterm exam, one brief project, and a final exam also count towards the final grade.

CLLA 40096. Postclassical Satire (3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This survey will begin with introductory readings in classical satire and satiric invective and narrative, and then move on to consider specimens of a variety of late antique and medieval texts written in a satiric mode: satire, invective, parody, mock epic, etc. A sound knowledge of Latin is required. Course requirements include in-class reports, an annotated translation, and an interpretative essay.

CLLA 40115. Intensive Latin Review (1-0-1) Mantello
This course is an intensive, one-week review of the principal construction of classical Latin syntax, designed for those who have completed elementary and intermediate classical Latin or the equivalent and wish to study medieval Latin.

CLLA 40116. Medieval Latin (3-0-3) Mantello
This course is an introduction to the Latin language and literature of the late antique and medieval periods (ca. AD 200–1500). Designed to move students toward independent work with medieval Latin texts, the course will emphasize the close reading and careful translation of a variety of representative and word formation, orthography and pronunciation, morphology and syntax, and prose style and metrics. This course will also introduce the principal areas of medieval Latin scholarship, including lexica, bibliographies, great collections and repertories of sources, and reference works for the study of Latin works composed in the Middle Ages.

CLLA 40118. Paleography (3-0-3) Mantello
This course is an introduction to the study of medieval writing materials and practices and of Latin scripts from antiquity to the early Renaissance. Designed to provide students with the skills necessary to make use of Latin manuscripts in their research, the course will focus on practical exercises in identifying, transcribing, dating and localizing the various scripts. It will be of interest (1) to a wide variety of students whose courses are centered in or touch upon the Middle Ages and who wish to work with unpublished Latin materials of the medieval period; (2) to professional Latinists and other humanists who study the classical tradition and the transmission of texts before the age of printing; and (3) to librarians and others with an interest in manuscripts, diplomas, incunabula, and rare books.

CLLA 47001. Special Studies in Latin Literature (V-0-V) Permission of the department required.

CLLA 47801. Special Studies (V-0-V) Individual or small group study under the direction of a departmental faculty member.

CLASSICS COURSES IN ENGLISH

CLAS 10100. Ancient Greece and Rome (3-0-3) Mazurek
This first-year course introduces the general history and culture of ancient Greece and Rome to students coming to the subject for the first time. Literary texts central to the ancient Greek and Roman traditions receive prime attention, including works by Homer, Plato, Cicero, and Virgil, but students are also exposed to the importance of learning from documentary texts, archeology, and art history. Topics discussed include concepts of divinity and humanity, heroism and virtue, gender, democracy, empire, and civic identity, and how they changed in meaning over time. The course allows students to develop a rich appreciation for the Greek and Roman roots of their own lives, and prepares them to study the Greco-Roman past at more advanced levels. Offered annually.

CLAS 10200. Greek and Roman Mythology (3-0-3) This first-year course introduces the mythologies of Greece and Rome—some of the foundational narratives of the Western literary and artistic tradition—and traces their transmission and influence over two-and-a-half thousand years from ancient to modern times. The course is particularly valuable as an initial course in the humanities because it pays special attention to such current interpretative theories as structuralism, psychoanalysis, feminism, and post-modernism that allow the many meanings of myths to be deciphered and understood. Offered annually.

CLAS 13184. History University Seminar (3-0-3) An introduction to the seminar method of instruction that introduces students to material life and culture of the Roman Empire and emphasizes research methods as well as organization and composition of written arguments.

CLAS 13186. Literature University Seminar (3-0-3) Introduces first-year students to the study of classical literature on a comparative basis, with readings from Greco-Roman and Arabic literature.

CLAS 30021. Greek Literature and Culture (3-0-3) Schlegel This course surveys the leading works of ancient Greek literature and examines the cultural contexts in which they were written, received, and transmitted. Students read poetry and prose from many genres, and sample works from a thousand years of extraordinary literary creativity. Among the authors introduced are Homer, Sappho, Aeschylus, Herodotus, Aristophanes, Plato, Theocritus, Plutarch, Lucian, and Longus. Special attention is paid to the formal structures of Greek literary works, the cultural issues they raise, and the lasting value of Greek literature to the modern age. The course prepares students for more advanced work in classical literature and culture. Offered annually.

CLAS 30022. Roman Literature and Culture (3-0-3) This course surveys the leading works of ancient Roman literature and examines the cultural contexts in which they were written, received, and transmitted. Students read poetry and prose from many genres, and sample works from six hundred years of literary versatility that combined enormous originality with a literary tradition inherited from the Greeks. Among the authors introduced are Plautus, Lucretius, Catullus, Cicero, Horace, Livy, Lucan, Tacitus, Apuleius, Ammianus, and Augustine. Special attention is paid the formal structures of Roman literary works, the cultural issue they raise, and the lasting value of Latin literature to the modern age. The course prepares students for more advanced study in classical literature and culture. Offered annually.

CLAS 30105. The History of Ancient Greece (3-0-3) An outline introduction to the history of ancient Greece from the Bronze Age to the Roman conquest. The topics covered include the rise of the distinctive Greek city-state (the ‘polis’), Greek relations with Persia, Greek experiments with democracy, oligarchy, and empire, the great war between Athens and Sparta, the rise to power of Philip and Alexander of Macedon, and the Greeks’ eventual submission to Rome. Readings include narrative, documentary, and archaeological sources. The course prepares students for advanced study in ancient history. Offered biennially.
CLAS 30110. Democracy and the Greeks (3-0-3)
This course builds on CLAS 30105, The History of Ancient Greece, and examines the theory, practice, and development of ancient Greek, especially Athenian, democracy. Particular attention is devoted to comparing ancient with modern forms of democracy. Among the special topics studied are the origins of democracy, its advantages and disadvantages as a form of government, Greek ideas of alternatives to democracy, and democracy as an abiding legacy of Greek civilization to the modern world.

CLAS 30120. The Greeks and Their Gods (3-0-3)
An introduction to the varied and unique religious beliefs and practices of the ancient Greeks. With the aid of anthropological and comparative material on religion from other cultures and societies, the course stresses the intersection of religious conventions with politics, gender, and class in the Greek city-states, and gives special attention to the religious life of the best documented Greek community of all, ancient Athens.

CLAS 30205. The History of Ancient Rome (3-0-3) Mazurek
An outline introduction to the history of ancient Rome from Romulus to Constantine. The topics covered include the meteoric spread of Roman rule in the ancient Mediterranean, the brilliance of a republican form of government tragically swept away by destructive civil war, the rise of repressive autocracy under the Caesars, and the threats to empire in late antiquity posed inside by the rise of Christianity and outside by hostile invaders. Readings include narrative, documentary, and archaeological sources. The course prepares students for advanced study in ancient history. Offered biennially.

CLAS 30210. Roman Law and Governance (3-0-3)
An introduction to the nature and influence of Roman law, one of the most celebrated and distinctive elements of ancient Roman culture. The course surveys the development of Roman civil and criminal law from the very early and enigmatic Twelve Tables to the very late and amazingly great Digest of Justinian. Topics covered include legal procedures, the creation of law, and Roman jurisprudence, all of which are studied in the broad context of Roman government and administration. The lasting effects of Roman law on modern legal systems are also considered.

CLAS 30214. Cicero and Political Tradition (3-0-3)
The life and writings of Marcus Tullius Cicero (106–43 BC) have been studied in light of the different aspects of his eventful career as a lawyer and advocate, orator, politician, statesman, and philosopher. His surviving writings—political and judicial speeches, treatises on religion, law, ethics, political philosophy and rhetoric, and also many personal letters—shed light on the diverse successes and reversals of his public and private life. Those who study Cicero tend to focus on one or two aspects of his achievement to the exclusion of others. In this course, we will try to understand how the different branches of Cicero’s life and work fit together, why he thought that philosophy, law and religion were relevant to politics, and why and how ethical considerations should condition one’s private and public life. In pursuing these issues, we will think about Cicero’s intellectual and political predecessors, both Greek and Roman, before reading a selection of his own writings. By way of understanding some aspect of Cicero’s enormous influence we will conclude with reading part of The Federalist Papers.

CLAS 30220. The Romans and Their Gods (3-0-3)
An introduction to the way in which the Romans conceived of, worshipped, and communicated with the myriad gods of their pantheon. The course focuses first on conventional religious rituals and their cultural meaning, and secondly on the success of Roman polytheism in adapting to changing historical and social conditions. Particular attention is paid to the so-called “mystery religions”, including Christianity, and their relationship to conventional forms of Roman religious behavior.

CLAS 30225. Romans and Christians (3-0-3)
The early development of the Christian religion in its historical Roman context. The course surveys the political, social, and administrative structures of the Roman Empire, examines the complexity of Rome’s religious life, and analyzes the rise of the Jesus movement and Rome’s reaction to it. Particular topics studied include pagan and Christian magic and miracle-working, the sectarian and subversive character of early Christianity, martyrdom and persecution, and Constantine’s emergence as Rome’s first Christian emperor.

CLAS 30315. Sex and Gender in Greco-Roman Antiquity (3-0-3)
This course examines the differing roles and stereotypes, forms of behavior, and values associated with women and men in Greco-Roman antiquity. Special attention is given to the preoccupations of the Greeks and Romans with the categories of “female” and “male” and to the dynamics of relations and relationships between women and men. The course both deepens knowledge of Greco-Roman society and provides an informed background for contemporary gender debates.

CLAS 30320. Family and Household in Greco-Roman Antiquity (3-0-3)
A survey of the life-course in Roman antiquity. Topics studied will include marriage, divorce, child-rearing, old age, the way in which family and household were conceptualized by the Romans, and the demography of the Roman world.

CLAS 30330. The Greek and Latin Origins of Medical Terminology (3-0-3)
This course offers an introduction to the ancient Greek and Latin languages that enables students to decipher the arcane and often perplexing vocabulary of modern medicine. Basic linguistic concepts are explained, the manner in which medical terms are constructed from Greek and Latin roots is analyzed, and appropriate contextual material on ancient medicine is provided. This is a course of great practical value, not least for the attention it pays to human anatomy.

CLAS 30335. The History of Ancient Medicine (3-0-3)
This course traces the development of medicine in the ancient Mediterranean world, concentrating on the medical beliefs, theories, and practices of the Egyptians, Greeks, and Romans. The course emphasizes the value of studying written sources such as the Hippocratic treatises and the works of Galen with artistic evidence and human remains. A connection between ancient and modern medicine is made by considering two contrasting models of disease—the biomedical and the biopsychosocial—that figure as the focus of a contemporary debate on health care.

CLAS 30360. Words and/of Power: The Theory and Practice of Persuasive Speech in Greece and Rome (3-0-3)
Rhetoric occupied a prominent place in the democracy of the Athenians and in the republican era of Roman history. This course examines the theory, practice and context of ancient rhetoric, and pays special attention to developments caused by radical changes in the political character of the Athenian and Roman civic communities. Representative readings from Greek and Roman orators and writers on rhetorical theory.

CLAS 30365. The Art and Literature of Metamorphoses (3-0-3) Bloomer
This course begins with a critical study of Ovid’s great poem, the Metamorphoses. The poem itself became a subject of metamorphosis in poetry and art in the hands of such figures as Statius, Dante, Boticelli, Bernini, Rembrandt, Hughes, and Hearney. The course addresses the modeling of transformation within the literary text by examining first Ovid and his sources, and second, adaptations of his poem by writers such as Shakespeare and Kafka. Connections with folklore, magic, and religion are explored. The graphic arts receive equal consideration as the course explores how Ovid’s ideas of the transformation of the body, the capacity of the human body for legacy, and the fragility of identity have influenced later artists and authors.

CLAS 30405. Survey: Greek Art/Architecture (3-0-3)
Open to all students. This course analyzes and traces the development of Greek architecture, painting, and sculpture in the historical period from the eighth through second century BC, with some
consideration of prehistoric Greek forebears of the Mycenaean Age. Particular emphasis is placed upon monumental art, its historical and cultural contexts, and how it reflects changing attitudes toward the gods, human achievement, and the relationship between the divine and the human.

**CLAS 30410. Hellenistic and Roman Art and Architecture**  
(3-0-3) Rhodes  
This course explores the architecture, urban planning, sculpture, and painting of Hellenistic Greece and Rome, from the time of Alexander the Great in the fourth century BCE to the reign of the Roman emperor Constantine in the fourth century CE. The art and architecture of Greece and Rome will be analyzed as expressions of their culture and time and as tools for understanding those cultures more completely. A variety of themes will be addressed, including changing conceptions of monumentality in art and architecture; imperial propaganda in art, architecture and religion; technology as inspiration for new conceptions of architecture; the contrasting natures of Greek and Roman art and culture; the influence of Greek culture upon Rome; and the nature and significance of the ever-changing mixture of Greek and native Italic elements in Roman art and architecture.

**CLAS 30431. The Art of Mythology**  
(3-0-3)  
This cross-disciplinary course explores representations of classical myth in Western literature and art from the seventh century BC to the 18th century of the modern era. Literary and visual narratives are compared and contrasted, and the procedures of poets, philosophers, artists, sculptors, and architects in selecting and adapting mythological subjects are analyzed. The course raises questions about the connections between myth and political power, and about such major concepts as heroism, metamorphosis, and earthly and divine love. Readings from classical sources on Greek myths, and special attention to such works of art as Raphael’s Roman cycles and Bernini’s sculpted dramas.

**CLAS 34208. The Conquered and the Proud**  
(3-0-3)  
How did Rome become ruler of the greater part of the known world, establishing an empire which would endure for many centuries? This course will examine the causes and nature of Roman imperialism and seek to explain their success in war-making and in particular their ability to absorb other cultures. It will begin with the period immediately after the first two wars with Carthage, conflicts which for the first time led the Romans to send armies outside Italy, then follow the decline of the Republican system and the establishment of the rule of emperors who were monarchs in all but name, and discuss the trends which would eventually radically alter this system and move the centre of power away from the City of Rome. These changes will be placed firmly in the context of Roman aggressive warfare and the development in attitudes towards further expansion as well as the evolving nature and role of the army. The impact of Roman conquest and administration on the provinces of the empire will be discussed, in particular the cultural and social changes inaugurated by Roman rule. Extensive use will be made of the literary sources for the period, including narrative histories, biographies, political speeches and poetry (all read in translation), supported by the evidence of archaeology, art and architecture. Visits to museums and sites in Britain will form part of the course.

**CLAS 40125. Classical Greek Tragedy**  
(3-0-3) McLaren  
This advanced course in literature provides detailed study of the theory and practice of classical Greek tragedy. The structures and sensibilities that inform tragedy are assessed, with special attention to plays written by the three great tragedians, Aeschylus, Sophocles, and Euripides. The Greeks’ own responses to tragedy, as represented by Aristophanes, Plato and Aristotle, are also discussed. The form and function of Greek tragic plays, their place in classical culture, and their distinctive approach to issues of human life are key topics of the course.

**CLAS 40130. Socrates and Athens**  
(3-0-3)  
This course examines the moral upheaval evident in classical Athens during the Peloponnesian War, the great fifth-century struggle between Athens and Sparta and their respective satellites. The history of Thucydides, the comedies of Aristophanes, and the tragedies of Euripides and Sophocles provide the basic reading. The course also draws on some of Plato’s writings to assess Socrates’ reaction to the Athenian moral crisis.

**CLAS 40350. The Myths of the Greeks and Romans**  
(3-0-3)  
This advanced course investigates the mythologies of Greece and Rome and traces their transmission to and influence on modern literature and art. Special attention is given to the wide range of media in which ancient stories about gods and heroes were expressed and communicated, and to the process by which these marvelous stories survived in later literature and the visual arts, inspiring writers and artists to adapt them to their own purposes. Current interpretative theories at the forefront of scholarship in the humanities are explored for their value in interpreting myths.

**CLAS 40355. Greek and Roman Epic Poetry**  
(3-0-3)  
This advanced course in literature provides detailed study of the major epic poems of the classical literary tradition: the Iliad and Odyssey of Homer, the Aeneid of Virgil, and the Metamorphoses of Ovid. Discussion centers on the cultural contexts in which the works were written or produced, and the literary conventions on which they rely for their ever-appealing aesthetic and emotional power.

**CLAS 40360. Humor and Violence in Western Culture**  
(3-0-3)  
This course explores the relationship between humor and violence in Western cultural history from Greco-Roman antiquity to the present. It takes as a guiding premise the idea that humor is a response and antidote to violence and suffering, and pursues the theme in a wide range of literary works and films. The course is linked to History 30550.

**CLAS 40407. Seminar: Greek and/or Roman Art**  
(3-0-3)  
Seminar on specific subjects in Greek and/or Roman art. Variable content.

**CLAS 47801. Special Studies**  
(3-0-3)  
Permission of the department required.

**CLAS 50100. Honors Seminar**  
(3-0-3) Schlegel  
This course is offered each fall semester and is a requirement for all majors in Classics and Greek and Roman Civilization who wish to receive an honors degree. The specific content of the seminar varies from year to year, but its broad purpose is to introduce students to scholarly methods of research, and through research to reflect on the value of studying classical antiquity.

**CLAS 50400. Topics in Greek and/or Roman Art**  
(3-0-3) Rhodes  
Topics course on special areas of Greek and/or Roman art.

**PROGRAM IN SEMITIC LANGUAGES**

Courses in Arabic, Syriac, and Hebrew offer instruction in the languages, literatures, and cultures of the Middle East. The study of these languages is necessary for an understanding of Semitic culture and as background for the development of Judaism, Christianity, Islam, and Middle Eastern contacts with the Classical world, with Africa, Europe, and America.

In recent years, the West has become increasingly aware of the Arabic-speaking East. Courses in Arabic language and literature are a prerequisite for an understanding of the rise of Islam, the literature it produced, and subsequent developments among Arabic-speaking Muslims and Christians.

Courses in Syriac taught at the graduate level are available to qualified undergraduates by permission.

**Course Descriptions.** The following course descriptions give the number, the title, and a brief characterization of each course. Lecture or class hours per week, tutorial hours per week, and credits each semester are in parentheses. Not all of these courses are offered every year.
CLSS 10111. Introduction to Syriac Grammar
(10-0-3) Amar
An intensive, three-week introduction to the gram-
matic of Syriac. The course introduces students to the
basic reading, grammar, and structures of the lan-
guage. Texts include T.E. Robinson's Paradigms and
Exercises in Syriac Grammar, which is supplemented
with a specially developed course packet, and J.H.
Eaton's Horizons in Semitic Languages. This course is
taught during the summer.

CLSS 10115. Introduction to Syriac Reading
(10-0-3) Saadi
An intensive introduction to basic prose reading
in Syriac. Texts include: excerpts from the Peshitta
Gospels, the teaching of the Apostle Addai, and the
Life of Ephrem the Syrian. This course is taught dur-
ing the summer. It is highly recommended that this
course be taken immediately following MESY
10111.

CLSS 20120. Intermediate Syriac Reading
(10-0-3) Amar
Continues the work of MESY 10115 by introduc-
ing students to the reading of semi-vocalized and
unvocalized texts. Texts include: excerpts from
Aphrahat, Ephrem, Jacob of Sarug, John of Apamea,
Bar Hebraeus.

Arabic Major
4 semesters of Arabic 12
2 literature courses in Classics taught by the Arabic faculty 6
2 courses in Middle East history 6
1 course in Islam 3
1 elective, subject to departmental approval 3

Mediterranean/Middle East Area Studies Minor
This is a broad-based program that includes all
aspects of the ancient and modern cultures that sur-
round the Mediterranean. Courses from three
regions apply: In Europe, this includes the study of
Classical Greece and Rome as well as modern Italy,
France, Spain, and Portugal in Europe. Courses on
the Middle East are related to the study of Semitic
peoples and their cultures, languages, religions, and
politics. In North Africa, Arab, and Francophone
history and civilization are the focus.

Students are required to fulfill a sequence of 12
credits (four courses distributed over the area).
In addition, they are required to write a major research
essay under the direction of one of the advisors for
three credits.

ARABIC

MEAR 10001. First-Year Arabic I
(3-0-3)
This two-semester sequence of courses is a basic
introduction to all aspects of the Arabic language
through a comprehensive and integrated method.
The focus is on language proficiency in all areas of
the language including speaking, reading, and writ-
ing. The course also introduces students to aspects of
Arabic culture and everyday life in the Middle East.
MEAR 10001 is offered each spring semester and
MEAR 10002 is offered each fall semester.

MEAR 10002. First-Year Arabic II
(3-0-3)
This two-semester sequence of courses is a basic
introduction to all aspects of the Arabic language
through a comprehensive and integrated method.
The focus is on language proficiency in all areas of
the language including speaking, reading, and writ-
ing. The course also introduces students to aspects of
Arabic culture and everyday life in the Middle East.
MEAR 10001 is offered each spring semester and
MEAR 10002 is offered each fall semester.

MEAR 10101. Introduction to Modern
Standard Arabic
(15-0-3) Saadi
Prerequisite(s): MEAR 10101 or MEAR 200
This intensive summer course is a basic introduc-
tion to all aspects of the Arabic language through
a comprehensive and integrated method. The focus is
on language proficiency in all areas of the language
including speaking, reading, and writing. The course
also introduces students to aspects of Arabic culture
and everyday life in the Middle East. No
prerequisite.

MEAR 20003. Second-Year Arabic I
(3-0-3)
Prerequisite(s): MEAR 10002 or MEAR 102
This second-year Arabic course builds on the previ-
ous two semesters. The emphasis is on speaking and
writing for self-expression with continued study of
the basic grammatical structures. Proficiency remains
the focus through readings and conversations in the
language. Students develop skill in the use of the
Arabic dictionary.

MEAR 20004. Second-Year Arabic II
(3-0-3) Saadi
Prerequisite(s): MEAR 20003 or MEAR 103
This course is geared to consolidating skills gained
in the previous three semesters while enhancing the
ability to converse and conduct oneself in Arabic.
Reading skills are enhanced by exposure to more
sophisticated samples of literature. Original written
expression is encouraged through the composition of
short essays.

MEAR 30005. Third-Year Arabic I
(3-0-3)
Prerequisite(s): MEAR 20004 or MEAR 104
This third-year Arabic course emphasis is on devel-
op ing listening, speaking, reading, and writing skills
in interactive settings. Vocabulary building will be
the focus of drills; we will cover basic vocabulary in
various authentic uses of the language. Special
attention will also be given to media Arabic. Basic
Arabic grammar should be completed by the end of
the year. We will continue with part 2 of the Kitab
sequence. Supplementary materials, mainly from
Arabic media (BBC Arabic News, newspapers, maga-
zines), will be provided. Tests, both oral and written,
will cover the textbook materials, in addition to the
basic grammar and the cumulative vocabulary.

MEAR 30006. Third-Year Arabic II
(3-0-3) Saadi
Prerequisite(s): MEAR 30005 or MEAR 105 or
MEAR 301 or MEAR 410
This third-year Arabic course emphasis is on devel-
op ing listening, speaking, reading, and writing skills
in interactive settings. Vocabulary building will be
the focus of drills; we will cover basic vocabulary in
various authentic uses of the language. Special
attention will also be given to media Arabic. Basic
Arabic grammar should be completed by the end of
the year. We will continue with Part 2 of the Kitab
sequence. Supplementary materials, mainly from
Arabic media (BBC Arabic News, newspapers, maga-
zines), will be provided. Tests, both oral and written,
will cover the textbook materials, in addition to the
basic grammar and the cumulative vocabulary.

MEAR 47001. Special Studies
(3-0-3)
Permission of the department required.

MEAR 47801. Special Studies
(3-0-3)
Individual or small group study under the direction
of a departmental faculty member.

COURSES IN ENGLISH

MELC 10101. Introduction to Arabic Culture
and Civilization
(3-0-3) Amar
This course is an introductory survey of Arabic
language and civilization from the pre-Islamic era to
the conquest of Constantinople in 1453. The course
will trace the origins of the Arab people and their
distinctive culture and literature. The revelation of
the Qur’an to the Prophet Muhammad and subse-
duent development of Islam will be treated in detail.
Following this, the course will focus on the spread
of Islamic civilization, its interactions with other
cultures, and its contributions to scholarship in the
areas of literature, art, and architecture. This course
will satisfy the University literature requirement.

MELC 13186. Literature University Seminar in
English
(3-0-3)
Introduces first-year students to the study of classical
literature on a comparative basis, with readings from
Greco-Roman and Arabic literature.

MELC 20020. Revelation to Revolution
(3-0-3)
This basic introduction to Arabic literature links the
phenomenon of “literature” to the larger world of
Islamic studies. The course emphasizes connections
between Arabic literary tradition and that of other
Semitic and Western traditions. Topics include: the
idea of scripture, “Falasifa” and the Renaissance,
the literature of empire, Al-Andalus-Muslim Spain,
mytho-poetics, rogues, and scoundrels. All readings
are in English.
MELC 20040. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture
(3-0-3) Afsaruddin
This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian Peninsula in the seventh century to its subsequent spread to other parts of Western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations, and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

MELC 20050. The Ancient Middle East
(3-0-3)
Discover the origins of human civilization, the first written language, and the myths that revolutionized religion. This is an introduction to the civilizations of Mesopotamia that formed the basis of the way we think, see reality, believe, and express ourselves today. Topics include: Sumerians, Akkadians, and Babylonians; Phoenicians, Aramaic, and the beginnings of written language, and the myths that revolutionized thought, see reality, believe, and express ourselves today.

MELC 20060. Islam: Religion and Culture
(3-0-3)
This introductory course will discuss the rise of Islam in the Arabian Peninsula in the seventh century of the Common Era and its subsequent establishment as a major world religion and civilization. Lectures and readings will deal with the life of the Prophet Muhammad, the Qur’an and its role in worship and society, early Islamic history, community formation, law and religious practices, theology, mysticism, and literature. Emphasis will be on the core beliefs and institutions of Islam and on its religious and political thought from the Middle Ages until our own time. The latter part of this course will deal with the spread of Islam to the West, resurgent trends within Islam, both in their reformist and extremist forms, and contemporary Muslim engagements with modernity.

MELC 20070. Introduction to Islamic Civilization
(3-0-3)
This course is designed to introduce students to Islamic civilization and Muslim culture and societies. The course will cover the foundations of Islamic belief, worship, and institutions, along with the evolution of sacred law (Al-shari’a) and theology, as well as various aspects of intellectual activities. The Koran and the life of the Prophet Muhammad will be examined in detail. Both Sunni and Shi’i perspectives will be considered. Major Sufi personalities will be discussed to illuminate the mystical, and popular, tradition in Islam. Topics on arts, architecture, literary culture, and sciences will be covered. Although the course is concerned more with the history of ideas than with modern Islam as such, it has great relevance for understanding contemporary Muslim attitudes and political, social, and cultural trends in the Muslim world today.

MELC 30030. Love, Death, and Exile in Arabic Literature and Cinema
(3-0-3) Guo
This course explores literary and artistic presentation of the themes of “love, death, and exile” in Arabic literature and popular culture from pre-Islamic era to the present day. Through close readings of Arabic poetry, essays, short stories, and novels (in English translation), and analyzing a number of Arabic movies (with English subtitles), we discuss the following issues: themes and genres of classical Arabic love poetry; gender, eroticism, and sexuality in Arabic literary discourse; alienation, fatalism, and the motif of al-hamn ila al-wataan (nostalgia for one’s homeland) in modern Arabic poetry and fiction.

MELC 30040. Christianity in the Middle East
(3-0-3)
The spread of Christianity from Palestine to the West is well-documented. Less well-known is the development of Christianity in the lands of its origin, the Middle East. This course introduces students to the largely untold story of Christianity that expresses itself in the native Aramaic language and culture of the Semitic East. The origins of the indigenous Christian churches of Syria, Lebanon, Iraq, and Iran. The development of these traditions will be viewed in relation to western/European forms of Christianity that have come to be viewed as mainstream and normative. The course concludes with an assessment of the impact of religious “fundamentalisms,” the diaspora of Middle Eastern Christians throughout Europe and the United States, and the contemporary state of Christianity in the Middle East.

MELC 30050. Canon and Literature of Islam
(3-0-3) Afsaruddin
This course is an introduction to the fundamental religious texts and literature of Islam. The list includes the Qur’an (the central, sacred scripture of Islam), the hadith (record of the speech and actions of the Prophet Muhammad), biography of the Prophet, exegetical literature, historical texts, mystical and devotional literature. Students will read primary texts in English translation with a focused discussion and analysis of form, content, historical background, religious significance, and literary allusions of the various texts. Themes such as “the unity and majesty of God;” “prophecy and revelation;” “good and evil;” “this world and the hereafter” will be dealt with in the lectures and conversation in class. The course lays heavy emphasis on class discussion and student preparedness.

HEBREW

MEHE 10001. Elementary Biblical Hebrew I
(3-0-3)
This is a two-semester introductory course in biblical Hebrew; under normal circumstances, the student must complete the first to enroll in the second. The fall semester will be devoted to learning the grammar of biblical Hebrew. The spring semester will be divided into two parts. For the first six weeks we will finish and review the grammar. In the remaining part of the course we will read and translate texts from the Hebrew Bible, Qumran, and Rabbinic literature. The course will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

MEHE 10002. Elementary Biblical Hebrew II
(3-0-3)
Prerequisite(s): MEHE 10001 or MEHE 48
This is a two-semester introductory course in biblical Hebrew; under normal circumstances, the student must complete the first to enroll in the second. The fall semester will be devoted to learning the grammar of biblical Hebrew. The spring semester will be divided into two parts. For the first six weeks we will finish and review the grammar. In the remaining part of the course we will read and translate texts from the Hebrew Bible, Qumran, and Rabbinic literature. The course will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

MEHE 10111. Intensive Elementary Hebrew
(10-0-3) Machiela
This six-week intensive language course will be devoted to learning the grammar of biblical Hebrew. Throughout the course we will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

MEHE 47001. Special Studies, Hebrew
(3-0-3)
Permission of the department required.
East Asian Languages and Literatures

Chair: Lionel M. Jensen
Research Professor: Howard Goldblatt
Visiting Professor: Bai Dao

Assistant Professors: Michael C. Brownstein; Liangran Ge; Lionel M. Jensen; Xiaoshan Yang

Assistant Professors: Sylvia Li-chun Lin
Visiting Assistant Professor: Heather Bowen-Struyk; Jonathan Noble

Associate Professional Specialists: Noriko Hanabusa; Setsuko Shiga
Assistant Professional Specialist: Chengxi Yin

The peoples of East Asia comprise one quarter of the world’s population and account for a similar proportion of the world’s production and consumption. This, along with the contemporary fusion of Asia and the West politically and economically, makes knowledge of the diverse languages and cultures of East Asia vital to an understanding of our global community and indispensable for the preparation of careers in the Pacific Rim focusing on business, public policy, literatures, and the arts. The Department of East Asian Languages and Literatures provides the resources and instruction necessary for success in all of these fields. The department is dedicated to providing rigorous language training in Chinese and Japanese, as well as courses taught in English on Chinese and Japanese philosophy, religion, literature, and culture. Complementary courses in other disciplines are listed in this Bulletin under departments such as history, philosophy, theology, political science, economics, and anthropology.

Completion of First-Year Chinese or Japanese (10 credits) or Beginning Chinese or Japanese (nine credits) will satisfy the language requirement for both the College of Arts and Letters and the College of Science. Although the College of Business does not have a language requirement, it strongly supports integration of language courses into its curriculum and encourages students to participate in the International Study Programs (See “International Study Programs” under Mendoza College of Business).

Placement and Language Requirement. Students who wish to enroll in a Chinese or Japanese language course beyond the 10101 or 10102 level must take a placement examination administered by the Department. Students testing out of 10000-level language courses must complete at least one course at the 20000 level or higher to satisfy the language requirement.

Program in Chinese

The program in Chinese offers language classes in Mandarin Chinese at the beginning, first-, second-, third-, and fourth-year levels, as well as courses in English on classical and modern Chinese literature and culture. Qualified students also have the opportunity to attend East China Normal University in Shanghai, People’s Republic of China.

The Chinese program offers first and supplementary majors and a minor.

Basic requirements: For the major, students must complete 30 credit hours, including Third-Year Chinese. For the supplementary major, students must complete 24 credit hours, including Third-Year Chinese. For the minor, students must complete 15 credit hours, including two semesters of language classes beyond the first year 10000-level language courses and University Seminars on China related topics do not count toward the major, supplementary major, or minor.

Other requirements: In addition to the language course requirements described above, First and Supplementary majors as well as the Minor also require one course in Chinese literature. Remaining credit hours may be satisfied by taking additional Chinese language and literature courses, or East Asia-related courses approved by the academic advisor.

Program in Japanese

The program in Japanese offers language classes in modern Japanese at the beginning, intermediate and advanced levels, as well as courses in English on classical and modern Japanese literature and culture. Qualified students also have the opportunity to attend Nanzan University in Nagoya, Japan.

The Japanese program offers first and supplementary majors and a minor.

Basic requirements: For the major, students must complete 30 credit hours, including 22 credits in language classes beyond the first year. For the supplementary major, students must complete 24 credit hours, including 16 credits in language classes beyond the first year. For the minor, students must complete 15 credit hours including two semesters of language classes beyond the first year. 10000-level language courses and University Seminars on Japan related topics do not count toward the major, supplementary major, or minor.

Other requirements: In addition to the language course requirements described above, first and supplementary majors as well as the minor also require one course in Japanese literature. Remaining credit hours may be satisfied by taking additional Japanese language and literature courses, or East Asia-related courses approved by the academic advisor.

Asian Studies Minor

See “Area Studies Minors,” later in this section of the Bulletin. This minor provides opportunities for students to develop an interdisciplinary understanding of Asia.

Shanghai and Nagoya Programs

The Shanghai and Nagoya programs provide students with the opportunity to spend an academic year at Nanzan University in Nagoya, Japan, or a semester or academic year at East China Normal University in Shanghai, People’s Republic of China.

To qualify for the Shanghai Program, students must complete at least one semester of Chinese language study at Notre Dame with at least a 3.0 grade point average in the language courses. For the Nagoya Program, at least one year of Japanese language studies at Notre Dame with a 3.0 grade point average or better in the language courses is required. Students may attend Nanzan or East China Normal during their sophomore or junior year. Students who intend to combine a First or Supplementary major in Chinese or Japanese with a major in another discipline and who intend to apply for the Shanghai or Nagoya programs are urged to plan their course of studies carefully in consultation with their advisors prior to applying for either program. For more information and course listings, see “Nagoya Program” or “Shanghai Program” under “International Study Programs” in this Bulletin.

Course Descriptions. The following course descriptions give the number, title and brief characterization of each course. Lecture or class hours per week, laboratory or tutorial hours per week, and credits each semester are in parentheses. Not all of these courses are offered every year.

Chinese Language Courses

EALC 10101. Beginning Chinese I
(3-0-3) For students with no background in Chinese. A three-semester sequence of three-credit courses covering the same material as 111–112 and designed to prepare students to enter 211. 101 and 103 are offered only in the spring semester, 102 only in the fall. Equal emphasis on the basic skills of listening, speaking, reading, and writing.

EALC 10102. Beginning Chinese II
(3-0-3) Prerequisite(s): EALC 10101 or EALC 101 For students with no background in Chinese. A three-semester sequence of three-credit courses covering the same material as 10111–10112 and designed to prepare students to enter 20111. 10101 and 10103 are offered only in the spring semester, 10102 only in the fall. Equal emphasis on the basic skills of listening, speaking, reading, and writing.

EALC 10103. Beginning Chinese III
(3-0-3) Prerequisite(s): EALC 10102 or EALC 102 For students with no background in Chinese. A three-semester sequence of three-credit courses covering the same material as 10111–10112 and
designed to prepare students to enter 10211. 10101 and 10103 are offered only in the spring semester, 10102 only in the fall. Equal emphasis on the basic skills of listening, speaking, reading, and writing. Students may expect to master a spoken vocabulary of about 1,000 words and a written vocabulary of 500 characters.

EALC 10111. First-Year Chinese I
(5-0-5)
A course designed for students who have not studied Chinese before. Equal emphasis is placed on the basic languages skills in speaking, listening, reading, and writing. Students will learn both the Chinese Romanization system of the pinyin and written characters, and to perform conversational skills in daily-life situations.

EALC 10112. First-Year Chinese II
(5-0-5)
Prerequisite(s): EALC 10111 or EALC 111
Continuation of First-Year Chinese I. Equal emphasis is placed on the basic languages skills in speaking, listening, reading, and writing. Students will learn both the Chinese Romanization system of the pinyin and written characters, and to perform conversational skills in daily-life situations. By the end of the course they are expected to have mastered a spoken vocabulary of about 1,000 words and 500 written characters.

EALC 20211. Second-Year Chinese I
(5-0-5)
Prerequisite(s): See online Course Catalog for details. Grammar review and training in the four basic skills to higher levels of sophistication: oral-aural skills for fluency in communication, reading for critical understanding, and the ability to write simple compositions.

EALC 20212. Second-Year Chinese II
(5-0-5)
Prerequisite(s): EALC 20211 or EALC 211
Continuation of Second-Year Chinese I. Grammar review and training in the four basic skills to higher levels of sophistication: oral-aural skills for fluency in communication, reading for critical understanding, and the ability to write simple compositions.

EALC 30302. Chinese for a New Era
(3-2-5)
This is a course designed expressly for students with previous exposure to Chinese, thus the only prerequisite for this course is placement by proficiency examination. Chinese for a New Era is intended for that diverse array of students who have some basic speaking and listening skills and perhaps some background in writing or reading. Owing to the linguistic heterogeneity of students with previous exposure to Chinese, this course will expose students to material suitable to their language proficiency. They will further develop their spoken skills by discussing complex and abstract concepts, while learning to read and write formal Chinese. After completing this course, their language proficiency in the four skills (listening, reading, speaking, writing) will be comparable to those who finish three years of Chinese at Notre Dame. They will be able to advance to fourth-year Chinese, in which students learn to read authentic texts written for native speakers of Chinese. Three class hours plus two additional lab hours are required.

EALC 30311. Third-Year Chinese I
(3-0-3)
Prerequisite(s): EALC 20212 or EALC 212
The course focuses on the development of advanced conversational, reading, and writing skills, using a wide range of authentic materials, including material from news media.

EALC 30312. Third-Year Chinese II
(3-0-3)
Prerequisite(s): EALC 30311 or EALC 311
Continuation of Third-Year Chinese I. The course focuses on the development of advanced conversational, reading, and writing skills, using a wide range of authentic materials, including material from news media.

EALC 40411. Fourth-Year Chinese I
(3-0-3)
Prerequisite(s): EALC 30312 or EALC 312
The course focuses on the practice in advanced conversational, reading, and writing skills, using newspapers, short fiction, videotapes, and other types of authentic materials.

EALC 40412. Fourth-Year Chinese II
(3-0-3)
Prerequisite(s): EALC 40411 or EALC 411
Continuation of Fourth-Year Chinese I. The course focuses on the practice in advanced conversational, reading, and writing skills, using newspapers, short fiction, videotapes, and other types of authentic materials.

EALC 40498. Special Studies
(V-0-V)
Requires “contractual agreement” with the professor prior to scheduling. For advanced students who wish to pursue an independent research project reading Chinese language materials.

JAPANESE LANGUAGE COURSES

EALJ 10101. Beginning Japanese I
(3-0-3)
A three-semester sequence of three-credit courses covering the same material as 10111–10112 and designed to prepare students to enter 20211. Courses 10101 and 10103 are offered only in the spring semester, 10102 only in the fall. The goal of this class is to develop a solid foundation of the four basic language skills in Japanese—reading, writing, speaking, and listening. Students will learn to read and write Hiragana and Katakana (Japanese alphabetical systems), and to perform such conversational skills as greeting someone, introducing oneself, describing things, places, and people. This course covers Chapters 1–4 in Nakama I.

EALJ 10103. Beginning Japanese III
(3-0-3)
Prerequisite(s): EALJ 10102 or EALJ 102
A three-semester sequence of three-credit courses covering the same material as 10111–10112 and designed to prepare students to enter 20211. Courses 10101 and 10103 are offered only in the spring semester, 10102 only in the fall. Introduction to the fundamentals of modern Japanese. Equal emphasis on speaking, listening, reading, and writing. Introduction of the hiragana and katakana syllabaries, and 200 kanji.

EALJ 10211. First-Year Japanese I
(5-0-5)
This course is designed for students who have not studied Japanese language before. The goal of this class is to gain an acquisition of the four basic language skills in Japanese—reading, writing, speaking and listening. Students will learn to read and write Hiragana and Katakana (Japanese alphabetical systems), and to perform such conversational skills as greeting someone, introducing oneself, telling time, etc. This course covers Chapters 1–6 in Nakama I.

EALJ 10212. First-Year Japanese II
(5-0-5)
Prerequisite(s): EALJ 10211 or EALJ 111
Introduction to the fundamentals of Japanese. Equal emphasis on the four skills: speaking, listening, reading, and writing. Introduction of the hiragana and katakana syllabaries, and 200 kanji.

EALJ 11001. Basic Japanese for Travel and Business
(6-0-3)
This course is designed for students who wish to learn basic Japanese for use in travel and business situations in Japan or with Japanese clients in the US. The goal of this class is to learn some basic conversational skills in Japanese, plus some reading and writing skills. Students will learn to read and write Hiragana and Katakana (Japanese alphabetical systems), as well as some simple Kanji (Chinese characters), and to perform such conversational skills as greeting a client or shopkeeper, introducing oneself, asking for directions, and making purchases. Regular attendance required.
EALJ 20211. Second-Year Japanese I
(5-0-5)
Prerequisite(s): See online Course Catalog for details. This course is designed for students who have completed First Year Japanese or its equivalent. Students will build on their acquisition of the four basic language skills—reading, writing, speaking and listening. Mastery of Hiragana and Katakana is assumed; approximately 40 new kanji will be introduced. Conversational skills will include expressing likes and dislikes, discussing past and future actions, and making purchases at a store. This course covers Chapters 5–8 in Nakama I.

EALJ 20212. Second-Year Japanese II
(5-0-5)
Prerequisite(s): EALJ 20211 or EALJ 211
This course has continued training in the fundamentals of the modern language. Equal emphasis is placed on the four skills: speaking, listening, reading, and writing. Introduction to approximately 200 kanji.

EALJ 30311. Third-Year Japanese I
(3-0-3)
Prerequisite(s): EALJ 20212 or EALJ 212
A course designed for students who have completed EALJ 20212 or its equivalent. Students will build on their acquisition of the four basic language skills—reading, writing, speaking and listening. Approximately 50 new Kanji will be introduced. Conversational skills will include ordering food at a restaurant, describing ailments to a doctor, and talking about family members. This course covers Chapters 9–12 in Nakama I.

EALJ 30312. Third-Year Japanese II
(3-0-3)
Prerequisite(s): EALJ 30311 or EALJ 311
The first in a sequence of intermediate courses offered for those students who did not participate in the Year-in-Japan Program. Development of oral-aural skills with an emphasis on typical conversational situations. Improvement of reading and writing skills.

EALJ 40411. Fourth-Year Japanese I
(3-0-3)
Prerequisite(s): EALJ 30312 or EALJ 312
This is a course for students who have completed EALJ 312 or its equivalent. Students will build on their acquisition of the four basic language skills—reading, writing, speaking and listening. Approximately 100 new kanji compounds will be introduced. Conversational skills include making travel plans and reservations, describing physical ailments, and discussing complaints and problems with a host family. This course covers parts of Chapters 10–12 in Choudaya No Nibungo (An Integrated Approach to Intermediate Japanese), supplemented with authentic materials such as newspaper articles, video clips, and songs.

EALJ 40412. Fourth-Year Japanese II
(3-0-3)
Prerequisite(s): EALJ 40411 or EALJ 411
The second in a sequence of intermediate courses for those students who did not participate in the Year-in-Japan Program. Aimed at achieving a high proficiency in the four skills: speaking, listening, reading, and writing.

EALJ 40421. Advanced Japanese I
(3-0-3)
Prerequisite(s): EALJ 40412 or EALJ 412
Advanced Japanese is a three-credit course for students who have completed EALJ 40412. IJ 500 (Intensive Japanese 500) in the Year-in-Japan program at Nanzen, or an equivalent course at Sophia, Kanazawa, Hakodate, or Middlebury. This course takes students beyond the grammar-centered approach of textbooks to the study and discussion of original materials produced in Japanese for everyday Japanese consumption. Course materials include excerpts from short stories, poetry, letters, social criticism, academic writing, newspaper articles, and video clips. Students may repeat the course more than once, as the content of the course changes according to the needs and interests of the students enrolled.

EALJ 40498. Special Studies
(V-V-V)
This course takes students beyond textbook Japanese by introducing original materials created for Japanese audiences (literature, current events, and video materials, etc.) Emphasis is on grammar and syntax, vocabulary building, speaking, reading, and writing.

COURSES IN ENGLISH

The courses listed below use materials in English translation and require no prior background in Asian studies.

LLEA 13186. Literature University Seminar in English
(1-0-3)
An introduction to the study of East Asian literature. The course will focus on either Chinese or Japanese literature.

LLEA 20102. Culture, Media, and Entertainment in China Today
(3-0-3) Noble
This course is designed to provide students with an introduction to aspects of contemporary Chinese culture, media, and entertainment. The class focuses on the development of China’s media and entertainment industries, including the online industry, the music industry, advertising, television, and the film industry. Students will learn to critically analyze authentic cultural products, study their cultural and literary dimensions, and discuss how culture affects the political and economic aspects of these industries. This class aims to be interdisciplinary and is designed to accommodate students from a large range of academic interests, including business, marketing, political science, economics, communication, media studies, music, sociology, literature, film, cultural studies, and Asian studies. No prior knowledge of China or the Chinese language is required.

LLEA 20601. Societies and Cultures of South Asia
(3-0-3)
This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives). Emphasis will be on the Indian subcontinent.

LLEA 20602. Japanese Society
(3-0-3)
This course presents a survey of the social structures and forms of expression that make up the complex society of contemporary Japan, using anthropological writings, history, reporting, film, and fiction.

LLEA 20603. Peoples of Southeast Asia
(3-0-3)
This course will introduce Southeast Asia through close readings of important accounts of some of its peoples, some of them long civilized and highly cosmopolitan while others are apparently more back-woodsy. It will examine the region’s history, religions and social organizations tracing out themes and variations that give this religion its unity and, for all its diversity and its many waves of immigration, make Southeast Asia a field of related cultures.

LLEA 20604. Societies and Cultures of South Asia
(3-0-3)
This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives). Emphasis will be on the Indian subcontinent.

LLEA 20605. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture
(3-0-3) Afarsuddin
This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian Peninsula in the seventh century to its subsequent spread to other parts of western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

LLEA 23101. Chinese Literary Traditions
(3-0-3) Yang
A survey course introducing students to the major themes and genres of Chinese literature through selected readings of representative texts.
LLEA 30101. Chinese Ways of Thought
(3-0-3)
This lecture and discussion course on the religion, philosophy, and intellectual history of China introduces the student to the world view and life experience of Chinese as they have been drawn from local traditions, as well as worship and sacrifice to heroes, and the cult of the dead. Through a close reading of primary texts in translation, it also surveys China's grand philosophical legacy of Daoism, Buddhism, "Confucianism" and "Neo-Confucianism," and the later religious accommodation of Christianity and Islam.

LLEA 30102. Popular Religion and the Practice of Philosophy in China
(3-0-3)
This lecture/discussion course will introduce the student to the plural religious traditions of the Chinese as manifested in ancestor worship, sacrifice, exorcism, and spirit possession. From an understanding of these practices, the course will offer insight into the mantic foundations of Chinese philosophy, especially metaphysics, to reveal how these foundations undergird the ordinary. Readings will consist of texts in translations of the texts popular cults, including Fulin gong, as well as scholarly interpretations of these phenomena. No prior knowledge of Chinese history, language, or literature is required.

LLEA 30103. A Chinese Mosaic: Philosophy, Politics, and Religion
(3-0-3)
A Chinese Mosaic is a special topics class that provides an introduction to the diverse life ways constituting the puzzle of the Chinese people. The course will chart this terrain of current Chinese practice as it has been shaped from the contending, and often contentious, influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while requiring critical engagement with the philosophic and religious traditions animating this culture today. Thus, as they learn about China, students also will reflect on how Chinese and Westerners have interpreted it.

LLEA 30602. Modern Japan
(3-0-3)
This introduction to modern Japanese history focuses on political, social, economic, and military affairs in Japan from around 1600 to the early post-World War II period. It considers such paradoxes as samurai bureaucrats, entrepreneurial peasants, upper-class revolutionaries, and Asian fascists. The course has two purposes: (1) to provide a chronological and structural framework for understanding the debates over modern Japanese history, and (2) to develop the skill of reading texts analytically to discover the argument being made. The assumption operating both in the selection of readings and in the lectures is that Japanese history, as with all histories, is the site of controversy. Our efforts at this introductory level will be dedicated to understanding the contours of some of the most important of these controversies and judging, as far as possible, the evidence brought to bear in them.

LLEA 30603. Comparative Business: Japan/UK/US
(3-0-3)
This course will compare the historical development of business in Great Britain, the United States, and Japan from pre-industrial times to the present. It will focus upon the evolution of the business firm and its management; and in addition, will examine the development of government-business relations and the changing relations between business and society in each nation. Our goal will be to critically evaluate theories of convergence and divergence in business systems around the world by examining business developments in terms of social, political, and cultural contexts.

LLEA 30604. Chinese Society and Culture
(3-0-3) Blum
This course introduces students to the complexities of contemporary Chinese society in the context of the past. Topics covered include food, family and gender, political activity, ethnicity and identity, urban and rural life, work and unemployment, economic complexity, multilingualism, arts, religion, medicine and the body, and literature.

LLEA 30605. Cultures and Conflict in the Pacific
(3-0-3) McDougall
Prerequisites: See online Course Catalog for details. In recent years, many Pacific societies have been unsettled by conflict military coups, crises of law and order, struggles for land rights, and battles over nuclear testing. This course introduces students to the diverse cultures of the Pacific by examining some of these contemporary conflicts in historical perspective. Topics of particular interest are indigenous rights, relations between indigenous people and migrants, and the role of outside powers in Pacific island states. In addition to examining the indigenous cultures of the Pacific, we will compare and contrast societies in which indigenous islanders are disenfranchised minorities (as in Hawaii, New Zealand, and Australia) and those societies in which they are the dominant majority (as they are in Fiji and Solomon Islands).

LLEA 30606. Chinese Politics
(3-0-3) Moody
Study of the contemporary Chinese political system and process in the light of Chinese history and culture. Some of the topics treated include: the traditional political order; the revolutionary movements; the rise of communism; Maoism and the rejection of Maoism; the political structure; leadership, personalities, and power struggles; economic policy; social policy and movements; problems of corruption and instability; prospects for democratic development. There will be some attention to Taiwan and to Hong Kong as special Chin Vese societies.

LLEA 30607. Political Movements in Asia
(3-0-3)
This course analyzes a wide range of political movements including nationalist and revolutionary movements, guerrilla insurgencies, terrorist organizations, democracy movements, and peace movements. The Asian region encompasses China (including Taiwan, Tibet, Xinjiang, Hong Kong), Mongolia, North and South Korea, Japan, the Philippines, Vietnam, Thailand, Cambodia, Burma, Malaysia, Indonesia, India, Pakistan, Nepal, Afghanistan, and so on. To understand various movements, we will study global trends, human rights values, cultural differences, religious doctrines, historical legacies, state-society relations, leadership skills, mobilization strategies, and violent vs. nonviolent trajectories. In addition to analytical readings, we will also watch a series of documentaries and read a number of prominent (auto-)biographies.

LLEA 31104. New Asian Cinema Lab
(3-0-0)
Corequisites: LLEA 33104 During the lab times, certain films will be viewed for further discussion in class.

LLEA 33101. Heroism and Eroticism in Chinese Fiction
(3-0-3)
In this course we will read works in Chinese fiction from the late imperial periods. We will discuss the aesthetic features of such works and their cultural underpinnings, especially the infusion of Confucian, Taoist, and Buddhist meanings. Particularly, we will focus on heroism and eroticism as two major themes in Chinese fiction and their specific expressions in each work. We will consider the transition from heroism to eroticism as a shift of narrative paradigm, which coincided with a general trend of "domestication" in traditional Chinese fiction. Through the readings and discussions, the students are expected to become familiar with pre-modern Chinese narrative tradition and acquainted with some aspects of Chinese culture. All the readings are in English translation, and no prior knowledge of China or the Chinese language is required.

LLEA 33102. The Image of Woman in Chinese Literature
(3-0-3)
This course explores changing images of woman in Chinese literature, from her early appearance in folk poetry to the dominant role she comes to play in the vernacular novel and drama.

LLEA 33104. New Asian Cinema
(3-0-3)
Corequisites: LLEA 33104
This course will introduce students to contemporary Asian cinema. We will examine how Asian filmmakers define themselves and their (inter)national identity through their aesthetic choices. We will also explore the impact of globalization on regional cinema, and the effect international audiences and international investment have on the films that are made. The course will focus on internationally acclaimed films representing countries including China, Japan, Taiwan, and Hong Kong. It will also place these Asian films in their political, cultural, and social context. Weekly film screening required. All films with English subtitles. Course taught in
to women? What are the temporal and spatial fac-
tors in people's conception of an antisocial behav-
ior? To what extent are these behaviors culturally
determined? No prior knowledge of the Chinese
languages or China is required.

LLEA 33109. Cultural Performance in
Contemporary China
(3-0-3)
This course asks students to engage and analyze
different types of "cultural performances" in China
from the 1980s to the present day. How do we
interpret the diversity and complexity of cultures in
contemporary China? How is this diversity repre-
sented (or "performed") within and between differ-
ent types of mediums, disciplines, and socio-cultural
activities? After establishing an understanding of the
historical context for the period under discussion,
the course will examine different types of "cultural performances" within a broad range of areas, includ-
ing film, television, theater, advertising, the Internet,
and popular music, dance and leisure activities.

Particular issues to be examined in conjunction with
the "cultural performances" include commercialism
and consumerism, the role of the government, the
state, and nationalism, traditional modernity, glo-
balism and transnationalism, the urban/rural divide,
class, and gender. The course will also provide a basic
introduction to theories of performance and perfor-
mativity. Students will view, analyze, and discuss an
array of "cultural performances" through different media and utilize the Internet as an interface for
collecting viewpoints from China and across the
Chinese diaspora to be applied to their own research
projects. In addition to providing a current overview of the
diversity of cultures in China and the contem-
porary issues embedded within, this course is ideal
for students seeking to explore the role of culture across
disciplines, including arts and literature, his-
tory, anthropology, sociology, political science, media
studies, and business. No prior knowledge of Chi-
inese language, culture, or history is required.

LLEA 33110. China's Underground Cinema
(3-0-3)
This class explores "underground" films produced in
Mainland China since the 1980s. Many films that
were produced illegally or banned in China have
generated a following in the prestigious international film
festivals—Cannes, Berlin, Venice, Toronto, Tribeca
(and the list runs on). How and in what ways were
the films subversive? What is the role of China as a
nation and state in the production of film today and
in the past? How do these films play to the interna-
tional film festival circuit and international market?
Is commercialization bringing about less government
control of film and other media in China? The class
will view both feature films and documentaries,
including those unavailable in the US (but all with
English subtitles). No prior knowledge of Chinese
language, culture, or history is required.

LLEA 33111. Collaborative Playwriting: Gender
Issues in Asian Theatre
(3-0-3)
Juao
The course introduces the student to the process of
devising a dramatic text leading to a performance of the
text through collaborative methods. The class
discourse will evolve from gender issues articulated
by Asian theatre, traditional as well as contemporary.
Through this method, the students contribute,
evaluate, and try out their ideas toward the writing
and production of a theatre creation, which will be
performed at the end of the semester. Approach is
interdisciplinary.

LLEA 33301. Love, Death, and Revenge in
Traditional Japanese Drama
(3-0-3)
Love, death, and revenge were major themes in
Noh, Kabuki, and Bunraku, the three main forms of
traditional Japanese drama. During the first weeks of
this course, we will read plays from the Noh theatre,
which evolved out of a variety of performing arts
and reached maturity in the 15th century under the
patronage of the samurai aristocracy. In an effort
to create an atmosphere of mystery and beauty, the
plays transformed episodes from folk tales, courtly
romances, and military epics into highly stylized
drama-dramas imbued with the austere aesthetic
of Zen Buddhism. In the play Atsumori, for example,
we witness a confrontation between the ghost of
Taira Asamori, a young warrior, and Kumagai no
Jiro Naozane, the man who killed him in battle. In
another play, Dojoji, a young woman turns into a
giant serpent to kill the man who deceived her. For
the remainder of the course, we will study Kabuki (a
theater of live actors) and Bunraku (puppet theater).
These two rival forms of popular entertainment de-
veloped in the early modern period (17th and 18th
centuries) as part of a new and lively urban culture.
This was the "floating world" (ukiyo) of teahouses,
brothels, and theaters, where townsmen mingled
with samurai in the pursuit of pleasure and spectacle,
and where Kabuki actors became the first "superstar"
celebrities. We will focus on plays by Chikamatsu
Monzaemon (1653–1725), the "Japanese Shake-
speare", who wrote for both Kabuki and Bunraku.
Plays such as The Love Suicides at Sonezaki, Gonza
the Lancer, and The Woman-Killer and the Hell of
Oil, bring to life tragic tales of star-crossed lovers,
unfaithful wives, and murdering ne'er-do-wells. In
the last weeks of the course, we will read Chushingura,
the revenge of the 47 samurai, based on a
true event that occurred in 1703 when the former
retainers of Lord Asano burst into the mansion of a
high-ranking but corrupt government official and
killed him to avenge the death of their master almost
two years earlier.

LLEA 33302. Human Rights Environment and
Development: In South Asia
(3-0-3)
The Course with the help of real world cases will
identify that the issues of development, human
rights, and the protection of the environment are
of great importance to all of human society. They
assume critical importance in South Asian countries
LLEA 33304. Self/Other in Modern Japanese Fiction (3-0-3)
1868, after some two-and-a-half centuries of feudal isolation, the Japanese embarked on a vigorous program to "modernize" all aspects of their society along Western lines. Japan emerged as a major military power by the end of World War I, and 30 years later emerged from the radioactive ashes of Hiroshima and Nagasaki to become a major economic power. How did history affect the way people thought of themselves and their relationships to others, whether family members, lovers and friends, or society as a whole? In this class, through close readings of five novels, we will examine how modern Japanese writers have dealt with issues of gender identity, past vs. present, East vs. West, and the role of the individual in society. At the same time, we will explore issues related to identifying the themes, motifs, and structures of fictional narratives and how we interpret them. This is a writing-intensive course in which students will submit two drafts each for the four papers required and have individual consultations with the instructor to improve their analytic and writing skills.
are to examine the intertwined modern histories of East Asian nation-states, investigate the short story as a literary genre, and explore critical concepts of literary and cultural identity studies. The stories will be read in conjunction with critical essays on nation, gender, and the short story with particular attention to the narrative strategies of the authors. Reading the stories both in terms of the cultural and ideological contexts in which they were written and as material artifacts available to us in English today helps to problematize the meanings of “Chinese,” “Japanese,” or “Korean” in East Asia and beyond. Ultimately, this course will provide students with the conceptual framework and vocabulary to interrogate gender, race, and nationality as socially constructed categories. All readings are in English; no prior knowledge of Asia is presumed.

LLEA 40601. Topics in Asian Anthropology
(3-0-3)
This course explores the latest developments in the anthropology of Asian societies and cultures. The course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

LLEA 40602. Religious Life in Asian Culture
(3-0-3)
This course examines diverse religious expressions and lives of contemporary Asian peoples from an anthropological perspective. This course explores topics such as ritual, ancestor worship, shamanism, spirit possession, divination, and festivals in changing Asian societies, including Japan, Korea, China, Malaysia, and India.

LLEA 40603. Asia: Culture, Health, and Aging
(3-0-3)
With a focus on Asian case studies (Japan, Korea, China, Taiwan, and India), this seminar provides an introduction to both cultural gerontology and critical medical anthropology.

LLEA 40604. Gender and Power in Asian Cultures
(3-0-3)
The class studies the representations of women and men in different Asian societies and in different political, social, and economic contexts, and their affect on kinship, family, work, religion, and the state. Ethnographic studies will cover Japan, Korea, China, Malaysia, Indonesia, and India, with a special emphasis on contemporary Japan.

LLEA 40605. Nation and Culture in Modern Japan
(3-0-3)
From Gilbert and Sullivan’s operetta, The Mikado, to the cherry blossom poems of kamikaze suicide pilots in World War II, the nation of Japan has been presented as obsessed with the arts. But is this aesthetic image simply ornamental? What are the political ramifications of a national identity intimately intertwined with ideas of traditional high culture? When was this association between nation and art made and why? This course traces the intersection between high art and national identity in Japan from the mid-19th century to the mid-20th century (with a brief post-war postscript). During this century, Japanese government officials and intellectuals carefully crafted a national image that went through at least three stages in relation to high culture. In the early Meiji period (1868–90), the Japanese leadership had little use for Japan’s traditional arts and fervently pursued a policy of Westernization in culture as well as politics and economics. After 1890, Japanese arts were revived as a basis for Japanese nationalism, partly because of interest from Europeans and Americans who were intrigued by Japanese handicrafts, painting, sculpture, and ceremonies. During the Taisho (1912–26) and early Showa (1926–60) eras, culture was developed as a bulwark of ultranationalism. The main focus of this course will be the ideological and political uses of high culture. Readings for this course will include primary documents (in translation) as well as secondary works. No background knowledge of Japanese history is required.

LLEA 40606. Modern China
(3-0-3)
The course will provide a general survey of Chinese history from 1644 (the establishment of the Qing dynasty) to the present. It will highlight China’s evolution from a period of strength and unity during the last dynasty to a period of disparity and weakness during the revolutionary period 1911–49, back to a period of strength under the Communist government from 1949 to the present. Special attention will be given to the problems of economic modernization, the role that foreigners have played in this process, and the relationship of both to cultural development.

LLEA 40607. Premodern Japan
(3-0-3)
This course examines the development of Japanese culture from earliest times to the early 19th century in the context of the major political and social forces that molded the country’s history. Major periods and cultural epochs to be examined include a courtier culture during the Heian period (794–1185), a samurai culture developing in the 12th century on, a Zen culture during a medieval age, the Christian century, a bourgeois culture and an urban popular culture during the Tokugawa period (1603–1868). Japan’s relations with other Asian and European nations is also examined to understand Japan’s receptivity to cultural influences from abroad and its effort to synthesize them with native taste.

LLEA 40608. Nature/Environment: Japan/Europe
(3-0-3)
The purpose of this course is to explore Japanese concepts of nature in comparison with those of the West and then to ask how these concepts effect modern Japan’s understanding of environmental protection. In other words, this course combines intellectual history and environmental history in Japan and Europe. We discuss the relationship among nature, divinity, and human beings in the Bible and Shinto and Confucian texts. We read radical agrarianist Ando Shoeki and see how his vision of the natural state compares with that of his French counterpart, Rousseau. We consider how nature shapes political history in Hegel and Maruyama. Finally, we try to figure out what the claim that the Japanese love nature means both in terms of aesthetics and nationalism and in terms of environmental protection.

LLEA 40609. Premodern China
(3-0-3)
The course will provide a general survey of Chinese history from the Shang Dynasty (1550–1045 BCE) to 1600 CE. Besides highlighting the major developments of each dynasty, the course will devote special attention to the Confucian and Legalist underpinnings of the Chinese empire, the influence of Buddhism on Chinese society, the emergence of gentility culture and the civil service examination system, and the phenomenon of “barbarian” conquest and cultural interaction.

LLEA 40610. History of Chinese Medicine
(3-0-3)
Murray
In light of the contemporary currency of certain Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings. The first unit, Medicine in Ancient China, will explore the earliest medical ideas of the Chinese and will demonstrate how the state’s political unification gave rise to a correlutive cosmology that not only included Heaven and Earth, but also human beings as integral elements of an organic cosmos. The second unit will explore the influences and contributions of Taoism (Daoism) and Buddhism to Chinese medicine and will explore what it meant to be both physicians and patients in late imperial China. The third unit will focus on medicine in contemporary China and will feature the experiences of Elisabeth Hsu, a student of Chinese medical anthropology who as a part of her doctoral research enrolled as a student in Yunnan Traditional Chinese Medical College between September 1988 and December 1989. We will conclude the course with a brief examination of the influence of Chinese medicine on the contemporary world.

LLEA 40611. Global Development in Historical Perspective
(3-0-3)
The difference between rich and poor nations is not, as Ernest Hemingway once said, that the rich have more money than the poor, but is in part because the rich produce more goods and services. Industrialization, in other words, has often brought wealth (as well as social dislocation and protest) to those who have succeeded. This course examines the process of industrialization from a comparative perspective and integrates the history of industrialization and its social consequences for Western Europe (Britain and Germany), the United States, Latin America (Mexico), and East Asia (Japan and South Korea). We will
concentrate on the transition of these countries from agriculturally-based societies to industrial societies. We will analyze the process of industrialization on two levels from above the role of political authority and from below a view of factory life, industrial relations, and protest from the perspective of workers and the working classes. No specific prerequisites in history or economics are necessary.

LLEA 40612. Contemporary Asian/US Politics (3-0-3)
Writing seminars are devoted to a specialized topic. These seminars give students a chance to take an advanced course in a seminar setting, with an emphasis on research skills and discussion. Juniors are encouraged to take writing seminars if space is available, with permission from an advisor.

Economics

Director of Undergraduate Studies
Frank J. Bonello

Director of Undergraduate Advising
William H. Leahy

DEPARTMENT OF ECONOMICS AND ECONOMETRICS

Chair:
Richard A. Jensen

DeCrane Professor of International Economics:
Nelson C. Mark

Gilbert F. Schaffer Professor of Economics:
Christopher J. Waller

Professors:
Thomas Gresik; Richard A. Jensen; Nelson C. Mark; Christopher J. Waller

Associate Professors:
Byung-Joo Lee; Lawrence C. Marsh; Kali P. Rath

Assistant Professor:
James X. Sullivan

DEPARTMENT OF ECONOMICS AND POLICY STUDIES

Chair:
Jennifer L. Warlick

Carl E. Koch Professor of Economics
Philip Mitowski

Professors:
Rev. Ernest J. Bartell, CSC (emeritus); Charles Crayo (emeritus); John T. Croteau (emeritus); Amitava K. Dutt; Teresa Ghilarducci; Dennis Goulet (emeritus); Kwan S. Kim; William H. Leahy; Jaime Ros; David F. Ruccio; Roger S. Skurski (emeritus); Thomas R. Swartz; Charles K. Wilber (emeritus)

Associate Professors:
David M. Betson; Frank J. Bonello; Gregory Curme (emeritus); James J. Rakowski; David F. Ruccio; Jennifer L. Warlick; Martin H. Wolfson

Concurrent Associate Professor:
Mary Beckman
Concurrent Assistant Professor:
Kajal Mukhopadhay

Program of Studies. The undergraduate major in economics within the College of Arts and Letters is designed to make a unique contribution to the student's liberal education. The program provides students with the insights of scientific analysis and social perspective to deepen their understanding of the complex economic forces at work in society. Such an understanding is an essential ingredient in the intellectual development of an educated person. The program is also designed to prepare the student for a variety of professional objectives, including careers in public service and law as well as managerial positions in business and industry.

The major requires a preparation of ECON 10010/20010 and 10020/20020 and eight junior- and senior-level courses in economics. In completing the junior- and senior-level courses, the student must take:

- 30010. Intermediate Economic Theory—Micro
- 30020. Intermediate Economic Theory—Macro
- 30330. Statistics for Economics

In addition, students must satisfy a distribution requirement by taking one course in at least three of the following 10 areas.

Policy

- 30500. Economics of Poverty
- 30510. Addressing US Poverty at the Local Level
- 30520. Economics of Education
- 30530. Environmental Economics
- 40040. Topics in Applied Microeconomics
- 40550. Public Budget Expenditure Policy
- 40560. Tax Policy
- 40570. Law and Economics
- 40590. Stabilization Policy
- 43600. Seminar in Current Economic Policy

Quantitative Methods

- 4050. Game Theory and Strategic Analysis
- 40300. Mathematics for Economists
- 40310. Econometrics
- 40320. Applied Econometrics

History and Philosophy of Economics

- 30100. Philosophy of Economics
- 30110. History of Economic Thought
- 33120. Seminar in History and Philosophy of Economic Thought
- 33270. Economics of Science
- 40280. Consumption and Happiness

Monetary and Financial Economics

- 40360. Money, Credit, and Banking

Labor Economics

- 30400. Labor Economics
- 30410. Labor Relations Law
- 30420. Employment Relations Law and Human Resources Practices
- 30430. Collective Bargaining: the Private Sector
- 30440. Collective Bargaining: the Public Sector
- 30450. Topics in Labor
- 30460. Economics of Gender and Ethnic Discrimination
- 30470. Labor Arbitration
- 30480. US Labor History

Development Economics

- 30800. Development Economics
- 30820. Economic Development of Latin America
- 40830. Economics Growth
ECONOMICS

International Economics

30820. European Economic and Monetary Union
40700. International Economics
40710. International Trade
40720. International Money

Industrial Organization

40580. The Economics of Industrial Organization

Political Economy

30200. Introduction to Political Economy
30220. Marxian Economic Theory
30260. Political Economy of Development
40201. Topics in Political Economy
40202. Problems in Political Economy

Urban and Regional Economics

30240. Economics of War and Peace
30540. Restoring Economic Vitality to the Inner City
30810. Regional Economic Development

The remaining two courses may be any other junior- and senior-level economics courses, except those specifically designated as not fulfilling major requirements.

Almost all economic courses include discipline-specific writing assignments. These assignments typically involve the integration of graphical, mathematical, and statistical elements into the exposition to this end an economics major must fulfill an intensive-writing requirement in one of the following ways: (i) by taking a junior- or senior-level course specifically designated as an intensive writing course; (ii) by taking a special studies course that involves writing a term paper under the supervision of a faculty member; or (iii) writing a senior essay.

Departmental advisors will assist students in designing a program of study that meets their educational and career goals. Students are also encouraged to pursue related courses in other departments of the College of Arts and Letters, the Mendoza College of Business, and the College of Science. Materials relating to professional work in law, graduate study in economics, business in public power, and foreign service are available from the director of undergraduate studies.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name, as available, is also included.

ECON 10010. Principles of Micro Economics (3-0-3) Staff
An introduction to economics, with particular attention to the pricing mechanism, competitive and monopolistic markets, government regulation of the economy, labor-management relations and programs, income determination and public policy, trade, and the international economy.

ECON 10020. Principles of Macroeconomics (3-0-3) Mark
Prerequisite(s): See online Course Catalog for details. A continuation of introduction to economics with emphasis on national income and its determinants, fluctuations in national income, money and credit, fiscal and monetary policies, economic growth.

ECON 12101. Principles of Micro Economics (3-0-3) Dutt
Prerequisite(s): ECON 10010
ECON 12102. Principles of Micro Economics Tutorial (0-1-0) Staff
Corequisite(s): ECON 10010
Tutorial for ECON 10010.

ECON 13181. Social Science University Seminar (3-0-3) Ghilarducci, Kim, Rakowski
Economics sections will deal with different aspects of economic analysis and policy issues. The focus will be on understanding how economists think about theoretical issues and how they apply their analytical tools to real-world economic problems and policies. No background in economics is assumed. The seminars will satisfy the University and College of Arts and Letters social science requirements in addition to the University seminar requirement.

ECON 20010. Principles of Micro Economics (3-0-3) Staff
An introduction to economics, with particular attention to the pricing mechanism, competitive and monopolistic markets, government regulation of the economy, labor-management relations and programs, income determination and public policy, trade and the international economy.

ECON 20020. Principles of Macroeconomics (3-0-3) Mark
A continuation of introduction to economics with emphasis on national income and its determinants, fluctuations in national income, money and credit, fiscal and monetary policies, economic growth.

ECON 20502. Poverty and the Bishop’s Pastoral Letter (1-0-1) Wilber
Prerequisite(s): See online Course Catalog for details. This class is designed to rewrite the poverty section of Chapter 3 in the Bishop’s 1986 letter, “Economic Justice for All.” There will be hearings with groups of economists, theologians, community activists, et al. The idea is to simulate the process the bishops went through in writing the original document and to update the material in light of changes in the economy over the past 19 years. Each student will prepare a paper (8–10 pp.) that rewrite the poverty section.

ECON 22010. Principles of Economics II: Discussion (0-1-0)
An introduction to economics, with particular attention to the pricing mechanism, competitive and monopolistic markets, government regulation of the economy, labor-management relations and programs, income determination and public policy, trade and the international economy.

ECON 22020. Principles of Macroeconomics: Discussion (0-1-0)
Discussion: An introduction to economics with emphasis on the nature and method of economics, national income and its determinants, fluctuations in national income, money and credit, fiscal and monetary policies, economic growth.

ECON 30010. Intermediate Economic Theory—Micro (3-0-3) Staff
Prerequisite(s): See online Course Catalog for details. An introduction to microeconomic analysis. Topics include the differences between mainstream and Marxian economics, general philosophy and methodology, Marxian value theory, and critical appraisals and current relevance of Marx’s “critique of political economy.”

ECON 30020. Marxian Economic Theory (3-0-3)
Prerequisite(s): See online Course Catalog for details. An introduction to Marxian economic analysis. Topics include the differences between mainstream and Marxian economics, general philosophy and methodology, Marxian value theory, and critical appraisals and current relevance of Marx’s “critique of political economy.”

ECON 30040. Economics of War and Peace (3-0-3) Dur
This course examines the consequences of wars, including international wars, civil wars and terrorism. It also examines approaches to peace building and post-war reconstruction. While it focuses mainly on economic factors at work and makes use the tools of economic analysis, it adopts a broader political economy framework.
ECON 30260. Political Economy of Development
(3-0-3) Kim
This course surveys broad-ranging developmental problems in the Third World from a political-economy perspective, focusing in particular on the currently debated policy issues along with the basic analytical frameworks useful for the understanding of these issues. Although the subject matters largely concern the economic aspects of development, the approach taken for this course is interdisciplinary, involving, inter alia, an ethical and normative dimension.

ECON 30330. Statistics for Economics
(3-0-3) Lee, Marsh
The course is devised to present statistics and statistical inference appropriately for economics students. There are two goals for the course: first, to prepare the student to read elementary quantitative analysis studies; and second, to prepare the student to undertake elementary quantitative analyses.

ECON 30400. Labor Economics
(3-0-3) Ghiarducci, Sullivan
Prerequisite(s): See online Course Catalog for details.
A survey course covering the economics of employment and unemployment; wages and income distribution; poverty, education and discrimination; unions and labor and industrial relations systems; and comparative labor systems.

ECON 30460. Economics of Gender and Ethnic Discrimination
(3-0-3) Ghiarducci
Women and ethnic minorities have the lowest incomes, worst jobs, and highest levels of unemployment and poverty in the United States today. This course examines the role of racism and sexism in the US economy.

ECON 30500. Economics of Poverty
(3-0-3) Warlick
Prerequisite(s): See online Course Catalog for details. An examination of the extent and causes of poverty in the United States. The current system of government programs to combat poverty is analyzed. Reforms of this system are also considered.

ECON 30520. Economics of Education
(3-0-3) Warlick
Prerequisite(s): See online Course Catalog for details. This course reviews economic literature addressing current educational issues in America, including the adequacy of our K–12 public school system, the effectiveness of maker-based reforms (vouchers and public schools) and administered forms of accountability (standardized testing). We also examine the rate of return of additional years of education (how much education should individuals undertake?), access to higher education, financial aid systems, and option to offset the rising cost of higher education.

ECON 30530. Environmental Economics
(3-0-3) Prerequisite(s): See online Course Catalog for details. An analysis of the welfare economics of environmental problems, emphasizing market failures due to negative environmental externalities. Air, water, and land pollution are classic examples of these externalities, which occur when third parties bear costs resulting from the transactions of the two primary market participants. The theory and practice of environmental policy to promote efficiency at the US local, state, and federal levels and in other countries is explored. International problems such as transboundary pollution and global warming are also studied.

ECON 30540. Restoring Economic Vitality/Inner City
(3-0-3) This community-based learning and research course examines the political economy of US inner-city revitalization, with South Bend as a case study. Community-Based Learning (CBL) requires that students both learn and apply what they are learning within a setting outside the classroom. In addition to in-class seminar sessions, CBL activities will include meetings with local organizations that link public agencies and private enterprise, visits to varied businesses in urban South Bend, and meetings with local government representatives and relevant church and neighborhood organizations. During the first third of the semester, students will learn about the central problems of the US city and their roots, viewing the issues firsthand locally. In the second third, they will study how inner-city problems are being addressed in selected areas of the country as well as in South Bend. The South Bend Heritage Foundation (SBHF) will act as a client organization for this course by posing research questions for students to investigate during the last third of the semester. The SBHF is a private, not-for-profit service and community development corporation dedicated to the stabilization, enhancement, and empowerment of South Bend's inner-city neighborhoods.

ECON 30580. Industrial Organization
(3-0-3)
Introduces the student to economic thinking about the role of industry organization in economic performance. Traditional economic thinking that oligopolistic industry structures lead to poor performance is contrasted to theories that suggest that such organization may under some circumstances lead to superior performance. This perspective is used to evaluate the relative performance of US and Japanese industries.

ECON 30700. International Economics
(3-0-3) Prerequisite(s): See online Course Catalog for details. A study of the general theory of international trade; the pattern of trade, gains from trade, tariffs, trade and special interest groups, trade and growth, foreign exchange markets, balance-of-payment problems, and plans for monetary reform.

ECON 30800. Development Economics
(3-0-3) Ros
Prerequisite(s): See online Course Catalog for details. The current problems of Third World countries are analyzed in a historical context, with attention given to competing theoretical explanations and policy prescriptions. The course will combine the study of the experiences of Latin American, African, and Asian countries with the use of the analytical tools of economics.

ECON 30810. Regional Economic Development
(3-0-3) Leavy
The analysis of regional economic problems in the United States and selected European countries with a focus on regional theory, methods of regional analysis, and pertinent development programs.

ECON 30820. Economic Development of Latin America
(3-0-3) Ros
Prerequisite(s): See online Course Catalog for details. An examination of the roots of dependence in Latin America. An analysis of the key problems of economic development and the policies prescribed for their solution.

ECON 30822. Latino Economic Development Research and Policies
(2-0-2)
This course examines the Latino experiences in the United States and the underlying conditions of Latino workers, businesses, and communities. It begins with a profile of Latino workers by age, gender, education, immigrant make-up, and occupation in the labor market. Students will learn how to use federal and state data to examine Latino workers, income, and occupation status. Students will learn about the industrial and occupational classifications used by the federal government to study workers and working conditions. They will also study related public policies of the federal government that govern the human rights, economic status, and economic well-being of all US workers.

ECON 32510. Addressing US Poverty at the Local Level
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course focuses on four arenas where poverty manifests itself: homelessness, education, healthcare, and jobs. Writing-intensive.

ECON 33100. Philosophy of Economics
(3-0-3) Mirowski
Prerequisite(s): See online Course Catalog for details. What does it mean to do good work in economics? If
you thought the answer to this question was straightforward, you will be in for a surprise! The intention of the course is to problematize such notions as “prediction is the goal of economics” or “there is progress in economics” or “assumptions in economics should be (un)realistic.” To do this, we will explore literature on philosophy of science, sociology of scientific knowledge, and economic theory.

ECON 33120. Seminar in the History of Economic Thought (3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course explores literature on philosophy of economics, history of economic thought, and new directions in economic methodology.

ECON 33200. Introduction to Political Economics (3-0-3) Wolfson
Prerequisite(s): See online Course Catalog for details. An introduction to theoretical frameworks, economic policies, and social factors often downplayed or ignored in mainstream economics. Topics include alternative theories of political economy, the relationship between economics and politics, and the analysis of institutions. Writing-intensive.

ECON 33240. Economics of War and Peace (3-0-3) Dutt
Prerequisite(s): See online Course Catalog for details. This course examines the consequences of wars, including international wars, civil wars, and terrorism. It also examines approaches to peace building and post-war reconstruction. While it focuses mainly on economic factors at work and makes us use the tools for economic analysis, it adopts a broader political economy framework.

ECON 33250. Justice Seminar (3-0-3) Roos
An examination of major theories of justice, both ancient and modern. Readings include representatives of liberal theorists of right, such as John Rawls, as well as perfectionist alternatives. The course also serves as the core seminar for the philosophy, politics, and economics concentration.

ECON 33400. Labor Economics (3-0-3)
A survey course covering the economics of employment and unemployment; wages and income distribution; poverty, education and discrimination; unions and labor and industrial relations systems; and comparative labor systems.

ECON 33420. Employee Relations Law (3-0-3) Leahy
Prerequisite(s): See online Course Catalog for details. A study of the development of command statutory law with reference to industrial relation in the United States, giving emphasis to the case method.

ECON 33430. Collective Bargaining: Private (3-0-3) Leahy
The analysis of the procedures and economic implications of collective bargaining as it now operates in the United States. Emphasizes a game theory approach resulting in the negotiation of a labor contract.

ECON 33470. Labor Arbitration (3-0-3) Leahy
Prerequisite(s): See online Course Catalog for details. Analysis of the practice and procedures of arbitration in labor grievances with emphasis on rights and interests issues is both public and private sector employment. Course stresses an analysis of arbitral awards.

ECON 33500. Economics of Poverty (3-0-3)
Prerequisite(s): See online Course Catalog for details. An examination of the extent and causes of poverty in the United States. The current system of government programs to combat poverty is analyzed. Reform of this system are also considered.

ECON 33520. Economics of Education (3-0-3)
This course reviews economic literature addressing current educational issues in America, including the adequacy of our K-12 public school system, the effectiveness of market-based reforms (vouchers and charter schools) and administered forms of accountability (standardized testing). We also examine the rate of return to additional years of education (how much education should individuals undertake?), access to higher education, financial aid systems, and options to offset the rising cost of higher education.

ECON 33540. Restoring Economic Vitality to the Inner City: What Works, What Doesn’t, and Why (3-0-3)
This community-based learning and research course examines the political economy of US inner-city revitalization, with South Bend as a case study. Community-Based Learning (CBL) requires that students both learn and apply what they are learning within a setting outside the classroom. In addition to in-class seminar sessions, CBL activities will include meetings with local organizations that link public agencies and private enterprise, visits to varied businesses in urban South Bend, and meetings with area government representatives and relevant church and neighborhood organizations. During the first third of the semester, students will learn about the central problems of the US city and its roots, viewing the issues firsthand locally. In the second third, they will study how inner-city problems are being addressed in selected areas of the country as well as in South Bend. The South Bend Heritage Foundation (SBHF) will act as a client organization for this course by posing research questions for students to investigate during the last third of the semester. The SBHF is a private, non-profit service and community development corporation dedicated to the stabilization, enhancement, and empowerment of South Bend’s inner-city neighborhoods.

ECON 37950. Special Studies (V-0-V) Staff
Independent study under the direction of a faculty member. Course requirements may include substantial writing as determined by the director. The director will disqualify a student early for failure to meet course requirements. Students who have been disenrolled or who have failed at the end of the first semester are disqualified for Special Studies in the following term.

ECON 40050. Game Theory and Strategic Analysis (3-0-3) Rath
Prerequisite(s): See online Course Catalog for details. The objective of this course is to help students develop a good understanding of the basic concepts in game theory and learn how to employ these concepts to better understand strategic interactions. Topics covered will include normal form games, extensive form games, pure and mixed strategies, Nash equilibrium, subgame perfect equilibrium, repeated games, and introduction to games of incomplete information. Selected applications will include competition and collusion in oligopoly, entry deterrence, political competition and rent seeking, social norms and strategic interaction.

ECON 40280. Consumption and Happiness (3-0-3) Dutt
We live in an age in which consumption in many parts of the globe has increased to unprecedented levels and continues to rise. Many people take it for granted that this increase in consumption is a good thing because it increases human happiness. But others are more skeptical, arguing that increasing consumption has adverse consequences on the poor, the environment, and future growth; that it results in moral deprivation; and that it does not even make those who consume more any happier. This course critically examines this debate, which relates to all of us as consumers, using the tools of economic analysis.

ECON 40300. Math for Economists (3-0-3) Marsh
Exposition of mathematical methods used in economic theory and analysis with application of these methods to economic theory. Major methods covered include differential and integral calculus and matrix algebra. Recommended for students planning to go to graduate school in economics.

ECON 40310. Econometrics (3-0-3)
Prerequisite(s): ECON 30330 or ECON 303
Provides students with an understanding of when and how to use basic econometric methods in their work as an economists, including the ability to recognize which econometric technique is appropriate in a given situation as well as what explicit and implicit assumptions are being made using the method. Topics covered include estimation and hypothesis testing using basic regression analysis, problems with basic regression analysis, alternative econometric
methods, limited dependent variables, and simultaneous equation models.

ECON 40320. Applied Econometrics
(3-0-3) Lee
Prerequisite(s): See online Course Catalog for details. This course introduces the statistical and econometric methods using the least squares estimation method in empirical economic applications. It is oriented toward the practical applications of economic theory with econometric methods rather than the theoretical development of these subjects. Emphasis will be placed on the analysis of economic problems such as the capital asset pricing model, wage discrimination, and the married women workforce participation decision issues.

ECON 40360. Money, Credit, and Banking
(3-0-3) Bonello
Prerequisite(s): See online Course Catalog for details. An examination of the money and credit-supply processes and the role of money and credit in the economy. Topics include financial intermediaries, financial markets, the changing regulatory environment, monetary policy, and international monetary arrangements.

ECON 40447. Seminar in Health Care Policy
(3-0-3)
Prerequisite(s): (ECON 30010 or ECON 301)
The first segment of the course demonstrates how economics can be applied to the analysis of the health care sector. The second part focuses upon the pending policy debate of how we as a society will provide for the health care needs of the elderly.

ECON 40550. Public Budget Expenditure Policy
(3-0-3) Betson
Prerequisite(s): See online Course Catalog for details. This course will introduce students to normative and positive economic theories of the role of governmental agencies in the economy, privatization and the role of nonprofits; discussion of what level of government should undertake collective action (fiscal federalism); examination of the level and composition of our federal and local governments’ budgets as well as the current budgeting process; cost-benefit analysis, theoretical and pragmatic practices; and the impact of governmental rules and regulations on the economy.

ECON 40560. Tax Policy
(3-0-3) Betson
Prerequisite(s): See online Course Catalog for details. This course will introduce students to the following topics: description of alternative tax instruments; historical trends of tax policies of the federal and state governments; discussion of what would be a “good” tax and criteria for choosing among different taxes; theoretical analysis of taxes on household and business decisions; empirical evidence of the distribution and efficiency consequences of different taxes; debt and deficits.

ECON 40580. The Economics of Industrial Organization
(3-0-3) Warlick
Prerequisite(s): See online Course Catalog for details. An investigation into the structure of American industry and an analysis of the implications of corporate economic power for public welfare.

ECON 40700. International Economics
(3-0-3) Rakowski
Prerequisite(s): See online Course Catalog for details. A study of the general theory of international trade, the pattern of trade, gains from trade, tariffs, trade and special interest groups, trade and growth, foreign exchange markets, balance-of-payment problems, and plans for monetary reform.

ECON 40710. International Trade
(3-0-3) Kim
Prerequisite(s): See online Course Catalog for details. This course examines major theoretical, empirical and institutional issues in the study of international trade and international factor movements. The topics covered include determinants of trade patterns, trade and welfare, commercial policy, trade and growth, customs unions, international capital and labor movements, and trade and development.

ECON 40720. International Money
(3-0-3) Kim, Mark
Prerequisite(s): See online Course Catalog for details. This course examines major institutional changes in the international financial system, theoretical developments in the field of international monetary economics, and policy issues in the contemporary global financial market. Topics include balance-of-payments accounts, exchange rate markets and systems, open-economy macroeconomics, international debt, and contemporary international monetary and financial arrangements.

ECON 40830. Economic Growth
(3-0-3) Mark
Prerequisite(s): See online Course Catalog for details. This is an advanced undergraduate course that covers how economists have come to understand the long-run growth of economies. We will cover theory, evidence, and policy aspects of growth. We begin with empirical evidence—how rich are the rich countries, how poor are the poor, and how fast do the rich and poor countries grow. Next, we cover major theories of growth from the Solow model of the 1950s to the new growth theory that has ignited the field in recent years. These growth theories emphasize the role of saving, physical and human capital accumulation, technological change, structural change, and income distribution. On the policy side, we will critically examine the motivation and the success of various policies that have been implemented by international agencies such as the World Bank to promote growth—policies such as subsidized investment, education, birth control, and debt forgiveness.

ECON 4130. History of Economic Thought in the Context of Intellectual History
(3-0-3) Mirowski
Prerequisite(s): See online Course Catalog for details. This course intends to ask how it is that we have arrived at this curious configuration of doctrines now called “economics”; and importantly, how differing modes of historical discourse tend to ratify us in our prejudices about our own possible involvement in this project. The course will begin in the 18th century with the rise of a self-conscious discipline, and take us through the stabilization of the modern orthodoxy in WWII. Effort will be made to discuss the shifting relationship of economics to the other sciences, natural and social. A basic knowledge of economics (including introductory economics and preferably intermediate economics) will be presumed.

ECON 43202. Problems in Political Economy
(3-0-3)
A seminar course concerned with policy problems such as poverty, unemployment, quality of worklife, energy and the environment, corporate power, military power, and discrimination. Alternative policy prescriptions and methods of analysis are discussed. Orthodox, conservative, and liberal views are studied and later compared with nontraditional approaches to the analysis of American capitalism and its institutional modifications. Writing-intensive.

ECON 43280. Consumption and Happiness
(3-0-3) Dutt
Prerequisite(s): See online Course Catalog for details. We live in an age in which consumption in many parts of the globe has increased to unprecedented levels and continues to rise. Many people take it for granted that this increase in consumption is a good thing because it increases human happiness. But others are more skeptical, arguing that increasing consumption has adverse consequences on the poor, the environment, and future growth; that it results in moral deprivation; and that it does not even make those who consume more any happier. This course critically examines this debate, which relates to all of us as consumers, using the tools of economic analysis. Writing intensive.

ECON 43600. Current Economic Policy
(3-0-3)
Prerequisite(s): See online Course Catalog for details. The purpose of this seminar is to discuss current economic policy issues. Students will be required to read newspapers (Wall Street Journal, New York Times) on a daily basis and be prepared to discuss the economics of what was in the newspapers. Periodically throughout the semester, the students will write one-to two-page critiques of the coverage of an issue they found in the newspaper and will write a major paper on a current issue and make a presentation in the seminar.

ECON 47495. Senior Honors Essay I and II
(3-0-3) Staff
A two-semester tutorial requiring a completed essay on a selected topic in economics in depth. The John
Harold Sheehan Prize Essay Award with inscribed plaque is awarded by the Department of Economics to the graduating senior who has written the best senior honors essay.

ECON 47498. Special Studies: Readings and Research
(V-0-V) Prerequisite(s): Senior standing, dean’s list average, and written consent of instructor.

ECON 47950. Special Studies: Readings and Research
(V-0-V) Staff

Independent study under the direction of a faculty member. Course requirements may include substantial writing as determined by the director. The director will disenroll a student early for failure to meet course requirements. Students who have been disenrolled or who have failed at the end of the first semester are disqualified for Special Studies in the following term.

ECON 47960. Senior Honors Essay
(3-0-3)

A tutorial requiring a completed essay on a selected topic in economics in depth. The faculty of economics awards the John Harold Sheehan Prize Essay Award with inscribed plaque to the graduating senior who has written the best senior honors essay. Senior economics majors only.

English

Chair:
Stephen A. Fredman

Assistant to the Chair:
Matthew Benedict

Director of Undergraduate Studies:
Glenn Hendler

Director of Graduate Studies:
Sandra Gustafson

Director of Creative Writing:
William O’Rourke

William B. and Hazel White Professor of English:
Gerald L. Bruns

William R. Kenan Chair of English:
Joseph A. Buttigieg

Donald and Marilyn Keough Professor of Irish Studies:
Seanus Deane

John and Barbara Glynn Family Professor of Literature:
Margaret Anne Doody

Notre Dame Chair:
Regina Schwartz

Notre Dame Chair:
Luke Gibbons

Notre Dame Chair:
Kevin Hart

Notre Dame Chair:
Katherine Kerby-Fulton

Notre Dame Chair:
Katherine O’Brien O’Keeffe

Notre Dame Chair:
John Sitter

Professors:
Jacqueline Vaught Brogan; Donald P. Costello (emeritus); James P. Dougherty (emeritus); Christopher B. Fox; Stephen A. Fredman; Dolores W. Frese; Sonia G. Gernes (emeritus); Peter Holland (concurrent); Thomas J. Jemiolo (emeritus); Christopher Andrew Jones; Greg P. Kucich; Michael Lapidge (emeritus); Jill Mann (emeritus); John E. Matthews (emeritus); Lewis E. Nicholson (emeritus); William O’Rourke; Valerie Sayers; Regina Schwartz (visiting); Donald C. Snigowski (emeritus); Chris Vanden Bosche; James H. Walton (emeritus); Barbara Walvoord (concurrent); Thomas Werge

Associate Professors:
Kate Baldwin; James M. Collins (concurrent); Cornelius Eady; Stephen M. Fallon (concurrent); Barbara J. Green; Stuart Greene; Sandra Gustafson; Graham Hammill; Susan Harris; Glenn Hendler; Romana Huk; Cyraina Johnson-Roullier; William J. Krier

Assistant Professors:
Francisco Aragon (adjunct); Mary Burgess Smyth; Theresa Delgadillo (on leave 05–06 AY); John Duffy; Antonette Irving; Kelly Kinney (concurrent); Jesse Lander; Holly Martin (concurrent); Sara Maurer; Orlando Menes; Javier Rodríguez; John Staud (concurrent); Stephen Tomasula; Ivy Wilson

Professional Specialists:
Matthew Benedict; J. Anne Montgomery; Noreen Deane-Moran

Instructors:
Sarah Micklem; John Wilkinson (concurrent)

Teaching Scholars (Post-Doctoral Fellows):
Kristin Mahoney, Heidi Oberholtzer Lee

Program of Studies. The Department of English offers its majors a variety of courses in language and literature. The offerings include courses in the several periods of British literature from medieval to modern times, in American literature from colonial to modern times, in certain aspects of classical and European literature, and in other literatures written in English; in the genres of literature, in major authors, in linguistic and literary theory, and in expository and creative writing. All courses taught in the department, not just those designated as writing courses, contain significant writing components. All majors take both a methods course as an introduction to various modes of critical thinking and analysis, and a research seminar that emphasizes intensive writing.

The English major at Notre Dame studies the English language both as it has been used by skilled artists and as it can be used by the student. Precisely how the study proceeds is a matter of continuing decision by the student major. A new honors track within the major has recently been established for highly achieving students.

The department, then, makes available a wide variety of courses, encouraging each major to develop a program of selections suitable to his or her desires and needs; each major is assigned a faculty advisor to assist in this planning. The English major is thus able to select from a broad spectrum of possible combinations in designing a comprehensive education in the humanities. Of course, each major will vary his or her program to select courses appropriate to individual postcollege plans which might include careers in, e.g., education, business, journalism, government service or a graduate degree in business, law school, medical or dental school, graduate study for an MA, MFA, or PhD, or some less overtly vocational notion or purpose.

The requirements for the English major include: a minimum total of 10 courses (30 credit hours) in addition to the courses required by the college; at least one full-year course and one literature course. The total credit hours must include three courses (nine credit hours) in British and American literary traditions and seven other courses (21 credit hours) at the 40000- or 50000-level including a one-semester course designated “Methods” early in the major and a one-semester course designated “Seminar” to be taken in the senior year.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included. For fuller descriptions and recent additions to course
ENGL 10100. Introduction to Creative Writing (3-0-3) Bliss, Chien, Hoang
An introduction to writing fiction and poetry, with outside readings and coverage of basic critical terms.
In-class discussion of student work.

ENGL 10101. Introduction to Fiction Writing (3-0-3)
A workshop on the writing of fiction.

ENGL 10102. Introduction to Poetry Writing (3-0-3)
A workshop on the writing of poetry.

ENGL 13186. Literature University Seminar (3-0-3)
An introduction to the seminar method of instruction, emphasizing the analysis of literary texts.

ENGL 20011. Fiction Writing (3-0-3) Tomasula
A course in writing the short story and related forms of brief fiction.

ENGL 20012. Fiction Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A course in writing the short story and related forms of brief fiction.

ENGL 20013. Fiction Writing (3-0-3) Benedict
Prerequisite(s): See online Course Catalog for details.
A course in writing the short story and related forms of brief fiction.

ENGL 20014. Fiction Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A course in writing the short story and related forms of brief fiction.

ENGL 20015. Fiction Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A course in writing the short story and related forms of brief fiction.

ENGL 20016. Fiction Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A course in writing the short story and related forms of brief fiction.

ENGL 20017. Fiction Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A course in writing the short story and related forms of brief fiction.

ENGL 20018. Fiction Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A course in writing the short story and related forms of brief fiction.

ENGL 20031. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20032. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20033. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20034. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20035. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20036. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20037. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20038. Poetry Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details.
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20039. Poetry Writing (3-0-3)
A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue, and direct address.

ENGL 20071. Creative Nonfiction (3-0-3)
Prerequisite(s): See online Course Catalog for details.
This is a course in “close writing” in a wide range of dynamic and innovative genres of creative nonfiction, from the personal essay to meditations to literary journalism.

ENGL 20091. Writing, Rhetoric, and Public Life (3-0-3)
This course is devoted to the study and practice of writing in public life, or writings about political, environmental, and cultural issues.

ENGL 20100. Monsters in Literature (3-0-3)
A survey of two thousand years of “monsters” in literature, ranging from Metamorphoses by Ovid to Frankenstein by Shelley to Grendel by Gardner.

ENGL 20101. Introduction to Greek Literature (3-0-3)
Introduction to Greek Literature combines study of the literary genres that have broadly influenced the course of Western letters with representative works chosen for their traditional interest and openness to a variety of critical approaches. All Greek literature begins with the epic Iliad, which may be taken as the foundational text for the tragic view of life. This will be followed by readings of choral and solo lyric poetry, and then by drama, both tragic and comic. Critical historiography was a notable Greek contribution to the Western tradition, and it is represented by Herodotus, Thucydides, and Polybius. Demosthenes’ courtroom attack on Neaira illustrates rhetoric and reveals a great deal about gender and culture in the 4th century BCE. Plato’s social and moral criticisms will be followed by readings of choral and solo lyric poetry, and then by drama, both tragic and comic. Critical historiography was a notable Greek contribution to the Western tradition, and it is represented by Herodotus, Thucydides, and Polybius. Demosthenes’ courtroom attack on Neaira illustrates rhetoric and reveals a great deal about gender and culture in the 4th century BCE. Plato’s social and moral criticisms will be addressed in Gorgias or Symposium. Finally, literature of the imperial period will be represented by chosen Lives of Plutarch and satirical essays of Lucian.

ENGL 20102. Scandal, Intrigue in Traditional Japanese Literature (3-0-3)
Explore the aesthetics and politics of courtship and marriage among the aristocracy of Japan. Readings include 10th- and 11th-century classics such as The Pillow Book, The Tale of Genji, and The Genomine Years.

ENGL 20103. Love, Death, and Revenge in Japanese Drama (3-0-3)
An introduction to Japanese classical theater (Noh, Kyogen, Bunraku, and Kabuki) through readings and videotapes of selected plays.

ENGL 20104. Image of Women in Chinese Literature (3-0-3)
This course explores changing images of women in Chinese literature, from her early appearance in folk poetry to the dominant role she comes to play in the vernacular novel and drama.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 20105</td>
<td>Border Crossings: Mexican and Canadian Literature</td>
<td>3-0-3</td>
<td>Mexican and Canadian literature emphasizing cultural interaction between the USA and its southern and northern neighbors.</td>
</tr>
<tr>
<td>ENGL 20106</td>
<td>Point-of-View of the Novel</td>
<td>3-0-3</td>
<td>This course focuses on an introduction to the novel as a form, as a means to view the world of the author/artist and that of the reader.</td>
</tr>
<tr>
<td>ENGL 20107</td>
<td>Satire</td>
<td>3-0-3</td>
<td>An introduction to satire in Western literature.</td>
</tr>
<tr>
<td>ENGL 20108</td>
<td>Image and Text</td>
<td>3-0-3</td>
<td>This course investigates the interaction between the verbal language of poetry and prose on the page and the visual images which are designed to accompany them.</td>
</tr>
<tr>
<td>ENGL 20109</td>
<td>Self and Society in Modern Japanese Fiction</td>
<td>3-0-0</td>
<td>An exploration, in English, of how native Japanese fiction writers responded to the challenges of an “imported” modernity after World War II, including contemporary and post-modern Japanese fiction.</td>
</tr>
<tr>
<td>ENGL 20110</td>
<td>Late-Twentieth-Century Canadian Literature</td>
<td>3-0-3</td>
<td>The course examines selected works by contemporary Canadian authors, including those from Quebec.</td>
</tr>
<tr>
<td>ENGL 20111</td>
<td>Realism and the Supernatural</td>
<td>3-0-3</td>
<td>An attempt to develop a theory of the supernatural and the uncanny in “realistic” fiction from Daniel Defoe to Henry James.</td>
</tr>
<tr>
<td>ENGL 20112</td>
<td>Comedy</td>
<td>3-0-3</td>
<td>A multimedia examination of different and recurring patterns, themes, characters, types, and problems in comedy—in drama, opera, and operetta, film, fiction, and radio and TV—with particular focus on the role and treatment of women.</td>
</tr>
<tr>
<td>ENGL 20113</td>
<td>Fictions of Insanity</td>
<td>3-0-3</td>
<td>An examination of the literary motif of insanity in novels and short stories from the 19th and 20th Centuries, tracing cultural fascinations with “abnormal,” “insane,” “mad,” “psychotic,” “crazy,” and “irrational” minds.</td>
</tr>
<tr>
<td>ENGL 20114</td>
<td>From Beowulf to Monty Python</td>
<td>3-0-3</td>
<td>An exploration of the historical epoch known as “The Middle Ages” through its own texts as well as the modern texts that represent it.</td>
</tr>
<tr>
<td>ENGL 20115</td>
<td>City in Modern Chinese Fiction</td>
<td>3-0-3</td>
<td>Chinese society is often characterized as highly conformative and lacking in individuality. Is this true? What kind of behaviors then would be considered antisocial, and what are their moral, social, and political consequences? In this course, we will read fictional works depicting behaviors and attitudes that are considered by society in general as antisocial, anticonventional, and sometimes anti-Party. We will investigate the contexts of these behaviors and their political implications. For instance, are these behaviors justified? Are different standards applied to women? What are the temporal and spatial factors in people’s conception of an antisocial behavior? To what extent are these behaviors culturally determined? No prior knowledge of the Chinese languages or China is required.</td>
</tr>
<tr>
<td>ENGL 20117</td>
<td>Studies in Comedy</td>
<td>3-0-3</td>
<td>Various forms of comic literature through the ages.</td>
</tr>
<tr>
<td>ENGL 20118</td>
<td>Age of Augustus</td>
<td>3-0-3</td>
<td>The purpose of this course is to consider the historical events, cultural productions, social and political issues, and legacy of the age of Augustus. Topics to be considered will include the fall of the Republic, the Augustan architectural and literary program, artistic freedom under an autocracy, and the nature of empire. Readings will be taken from Cicero, Vergil, Livy, Horace, Ovid, Tibullus, Propertius, and Suetonius.</td>
</tr>
<tr>
<td>ENGL 20119</td>
<td>Fairy and the Christian Myth</td>
<td>3-0-3</td>
<td>This course will explore the interface and conflict between fairy and Christian in the medieval and renaissance tradition by discussing the legend of the holy grail and by reading Sir Gawain and the Green Knight, Book 1 of Spenser’s Faerie Queene, Shakespeare’s Midsummer Night’s Dream, Milton’s Comus, and parts of Tennyson’s Idylls of the King. In the second half of the course, we will turn to a modern mythmaker by reading Tolkien’s Lord of the Rings.</td>
</tr>
<tr>
<td>ENGL 20120</td>
<td>The Short Story in East Asia and the Asian Diasporas</td>
<td>3-0-3</td>
<td>This course introduces students to short stories by 20th-century writers in China, Taiwan, Korea, Japan, and the East Asian diasporas. The goals of the course are to examine the intertwined modern histories of East Asian nation-states, investigate the short story as a literary genre, and explore critical concepts of literary and cultural identity studies. The stories will be read in conjunction with critical essays on nation, gender, and the short story with particular attention to the narrative strategies of the authors. Reading the stories both in terms of the cultural and ideological contexts in which they were written and as material artifacts available to us in English today helps to problematize the meanings of “Chinese,” “Japanese,” or “Korean” in East Asia and beyond. Ultimately, this course will provide students with the conceptual framework and vocabulary to interrogate gender, race, and nationality as socially constructed categories. All readings are in English; no prior knowledge of Asia is presumed.</td>
</tr>
<tr>
<td>ENGL 20121</td>
<td>Chinese Literary Traditions</td>
<td>3-0-3</td>
<td>A survey course introducing students to the major themes and genres of Chinese literature through selected readings of representative texts.</td>
</tr>
<tr>
<td>ENGL 20122</td>
<td>Animal Antics of Britain</td>
<td>3-0-3</td>
<td>A close reading of some of the best animal stories in British literature: from Chaucer, Shakespeare, Spenser, Aesop’s Fables, and the story cycle of Reynard the Fox, to the novellas of A.S. Byatt, the film Babe, and the controversial art of Damien Hirst.</td>
</tr>
<tr>
<td>ENGL 20123</td>
<td>Food and Consumption in North American Literature</td>
<td>3-0-3</td>
<td>An exploration of the literary world of eating, food, and food culture through a long chronological span of American and Mexican writing, over a wide range of genres.</td>
</tr>
<tr>
<td>ENGL 20124</td>
<td>Japanese Film and Fiction</td>
<td>3-0-3</td>
<td>For Japan, an island nation whose feudal state followed a policy of isolation for over 150 years (1600–1868), the transition to modernity has been an abrupt and complicated process. Modernization has involved a transformation at every level of Japanese society, ranging from the political and economic realms, to the scientific, cultural, and educational. This course focuses on how some of Japan’s most creative authors and film directors have responded to debates relating to the strategies and sacrifices involved in enacting sweeping social changes, and to developing a modern, educated citizenry that would include not only elite males, but women, the poor, and ethnic or other minorities. Students will be introduced to the concepts of authorial empathy and tension between realism and fabrication in fiction writing and filmic expressions; and to ways in which gender, nationality, and other affiliations have been constructed in the Japanese cultural imagery.</td>
</tr>
<tr>
<td>ENGL 20125</td>
<td>Literary Outsiders</td>
<td>3-0-3</td>
<td>A close study of the motif of the outsider, in his or her various guises, primarily from literary but also philosophical, sociological, and psychological perspectives, with the goals of identifying what historical literary spaces outsiders inhabit and whether these spaces are still available to literary expression in the 21st century.</td>
</tr>
<tr>
<td>ENGL 20126</td>
<td>One Thousand Years of Monsters</td>
<td>3-0-3</td>
<td>A survey of “monsters” in Western literature.</td>
</tr>
</tbody>
</table>
ENGL 20139. English Catholic Literature, from Thomas More to Graham Greene (3-0-3)
A survey of selected English Catholic novelists.

ENGL 20200. Kingship in Renaissance Literature (3-0-3)
An examination of the mystique of kingship in the English Renaissance.

ENGL 20202. Love in the Middle Ages (3-0-3)
An exploration of the complex, moving, and often contradictory medieval literatures of love.

ENGL 20203. Shakespeare in Performance (3-0-3)
A performance-oriented Shakespeare course based on the rapprochement of theatrical and literary disciplines, techniques, and interpretations.

ENGL 20204. Shakespeare and Film (3-0-3)
A survey of how Shakespeare uses sex and violence as potential literary devices within his plays, and how film adaptations of the plays help us understand the effects of this sensationalism.

ENGL 20205. From Beowulf to Monty Python (3-0-3)
An exploration of the historical epoch known as "The Middle Ages" through its own texts as well as the modern texts that represent it.

ENGL 20206. Dante: Divine Comedy (3-0-3)
A study of The Divine Comedy, in translation with facing Italian text, with special attention to the history of ideas, the nature of mimesis and allegory, and Dante's sacramental vision of life.

ENGL 20207. The Journey in Medieval Literature (3-0-3) Bays
Map's The Quest of the Holy Grail; Dante's Divine Comedy; Chaucer's Canterbury Tales; Cervantes' Don Quixote.

ENGL 20209. Love's Knowledge in the Renaissance (3-0-3)
A survey of Renaissance literature based on what kind of knowledge these texts think love affords.

ENGL 20210. Religious Writings and Images in Medieval England (3-0-3)
This course examines the visual and dramatic aspects of literary religious writings. Texts include: The Mirror of the Blessed Life of Jesus Christ (selections), The Cloud of Unknowing (selections), Julian of Norwich's Showings, The Book of Margery Kempe, the York Corpus Christi Plays, from the Creation to the Last Judgment, and Chaucer's Summoner's Tale.

ENGL 20211. Shakespeare's Comedies (3-0-3)
A survey of the comedic plays of William Shakespeare.

ENGL 20212. Love Poetry in the Renaissance (3-0-3)
Close readings of the Renaissance "love poetry," juxtaposed to several classic Hollywood romantic comedies.

ENGL 20215. Introduction to Shakespeare (3-0-3) Martin
An examination of selected plays of Shakespeare, with an emphasis on Shakespeare's development as a dramatist and his techniques of character development.

ENGL 20302. The Romantic Tradition (3-0-3)
Between 1790 and 1830, the movement known as Romanticism profoundly changed the artistic, musical, historical, religious, and political sensibilities on the Continent and in Britain. Romanticism marked a turn from the rational formalism of the Classical period and reawakened an interest in myth, religious faith, the imagination, and emotional experience. In this course, we will focus principally on the German contribution to Romanticism and trace its origins, development, and eventual decline in works of literature, philosophy, theology, music, painting, and architecture. Works to be studied will include those by the writers Ludwig Tieck, Friedrich von Hardenberg (Novalis), and Friedrich Schlegel; the philosophers Fichte and Schelling; the theologian Friedrich Schleiermacher; the painters Caspar David Friedrich and some members of the Nazarene school; the composers Franz Schubert, Felix Mendelssohn, and Robert Schumann; and the architect Karl Friedrich Schinkel.

ENGL 20303. C.S. Lewis, Tolkien, and Inklings (3-0-3)
"Otherworldly" fiction as well as the theological, critical, and philosophical writings of C.S. Lewis, J.R.R. Tolkien, and the Inklings.

ENGL 20304. Madness in Victorian Literature (3-0-3)
An exploration of the Victorian fascination with the aberrant, the peculiar, and the fantastic alongside of the Victorians' notorious reputation for prudery and repressiveness.

ENGL 20305. Victorian Empire Writing 1888–1901 (3-0-3)
An exploration of the empire as theme in selected Irish writers of the late 19th century.

ENGL 20306. Crime in Nineteenth-Century Novels (3-0-3)
Diverse perspectives on Irish and British history and literature provide a frame for discussing violence and social change, sexuality, economics, and politics in novels written in Ireland and Britain during the last half of the 19th century.

ENGL 20308. Love and Money in the Nineteenth-Century British Novel (3-0-3)
This course focuses on the ways in which the novel both reflected and produced transformations in the relationship between class, gender, and love in 19th-century England.

ENGL 20309. British Novel: Economics, Politics, Gender (3-0-3)
Major British novels of the 18th, 19th, and 20th centuries confront the political, economic, and gender issues of their times.

ENGL 20310. Nineteenth-Century British Literature (3-0-3)
A survey of major 19th-century British writers.

ENGL 20311. Evolving Science Fictions (3-0-3)
A historical perspective on the development and growth of British science fiction literature in the 19th century.

ENGL 20329. The Victorian City (3-0-3) Mahoney
How notions of "the city" were depicted in 19th-Century British literature.

ENGL 20333. Religion and Ridicule in Eighteenth-Century British Literature (3-0-3) Traver
How the topics of religion and religious satire were explored by 18th-century British writers.

ENGL 20400. World War I: Narratives of War (3-0-3)
A study of how narratives concerning World War I affected two connected discourses: feminism and psychoanalysis, particularly in light of men's and women's differing roles in the war through the work (physical, emotional, and artistic) in which they were engaged.

ENGL 20401. History and Twentieth-Century Novels (3-0-3)
An exploration of how history and memory are narrated and constructed in American and European novels throughout the 20th century through answering such questions as: How is novel-writing different than history-writing? How does the process of writing relate to the process of memory, particularly in the case of a traumatic memory? What makes a novel "literary" versus merely "popular"? And does the creation of a narrative, story, or history have value, even if it leaves something, or someone, out of the story?
ENGL 20402. Paranoia and Narrative in Twentieth Century (3-0-3)
An evaluation of the ways in which narrative is implicated in our need to find a comfortable pattern for our lives, even if that pattern is self-destructive.

ENGL 20403. History and Twentieth-Century Novels (3-0-3)
An exploration of how history and memory are narrated and constructed in American and European novels throughout the 20th century through answering such questions as: How is novel-writing different than history-writing? How does the process of writing relate to the process of memory, particularly in the case of a traumatic memory? What makes a novel “literary” versus merely “popular”? And does the creation of a narrative, story, or history have value, even if it leaves something, or someone, out of the story?

ENGL 20404. Postmodern British Macabre (3-0-3)
A survey of texts by late-20th-century British novelists and musicians who, through various aesthetic strategies, attempted to reflect the chaos and insanity that seemed to be enveloping Britain as it finally imploded as an empire.

ENGL 20406. Mysticism in Modern Literature (3-0-3)
This course examines the persistence of mystical and spiritual traditions in the literary texts of the early 20th century: Underhill, Hopkins, Yeats, Conrad, Joyce, Owen, Eliot, Crane, Hesse, Forster, Mansfield, Woolf, and Waugh.

ENGL 20407. Christianity and Modernism (3-0-3)
A study of Christian writers and how they struggle with the literary and cultural movement labeled “modernism.”

ENGL 20408. Faith and Fragmentation in Modernity (3-0-3)
How British and American modernist writers responded to an upheaval of traditional religious belief in the first half of the 20th century.

How the novel chronicled the changes and social upheaval in British society and culture over the 18th, 19th, and 20th centuries.

ENGL 20501. Irish Fiction, 1945–2000 (3-0-3)
A study of major Irish writers since World War II.

ENGL 20502. National Cinema: Irish Cinema/Culture (3-2-3)
Corequisite(s): ENGL 21001
Every industrialized country, and many non-industrialized ones, have developed distinctive national cinemas. Often these productions are a dynamic mix of Hollywood influences, assertive local cultures, and government control. This course examines the films of one or more countries to reveal their distinctive styles, stories, and visual and narrative techniques. (The nationality varies each year.) The idea of “nation” as a critical concept is also addressed. May be repeated. Fulfills the University fine arts requirement and the Film/TV international area requirement.

ENGL 20503. Northern Irish Writing and Politics (3-0-3)
A study of Irish writers in the North since the Troubles began in the 1960s.

ENGL 20504. Writing in Northern Ireland (3-0-3)
This course explores the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century.

ENGL 20505. Imprisonment in Irish Literature (3-0-3)
The theme of imprisonment in 19th-century Irish writing.

ENGL 20507. Crime and Progress in the Nineteenth-Century British Novel (3-0-3)
Diverse perspectives on Irish and British history and literature provide a frame for discussing violence and social change, sexuality, economies, and politics in novels written in Ireland and Britain during the last half of the 19th century.

ENGL 20510. The Hidden Ireland (3-0-3)
Prerequisite(s): ENGL 21001
Dramatic representations of the Irish “character” and the Irish nation from the end of the 19th century through the 20th. Includes Yeats, Lady Gregory, O’Casey, Shaw, and Synge.

ENGL 20511. Modern Irish Drama (3-0-3)
This course explores the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century.

ENGL 20512. Introduction to Irish Writers (3-0-3)
Corequisite(s): ENGL 2514

ENGL 20514. Introduction to Irish Writers (3-0-3)
Prerequisite(s): FYC 13100 or FYC 110
Corequisite(s): ENGL 22514

ENGL 20516. The Irish in Their Own Words (3-0-3)
This course is designed as an introduction to the literature of Medieval Ireland. Particular emphasis will be placed on the prose saga texts like the Tain bo Cuailnge or Cattle Raid of Cooley, which features the legendary hero Cu Chulainn; also the various texts in both prose and poetry of the Fenian cycle of Fionn Mac Cumhall (Finn McCool). The manner in which such texts shed light on the nature of medieval Irish society will be examined. There will be regular reading and writing assignments, and students will be expected to take part in class discussion.

ENGL 20517. Women in Irish Oral Tradition (3-0-3)
A selection of texts by and about women in Irish and English traditions, including medieval Irish and late medieval Irish and English traditions, including medieval Irish and late

ENGL 20518. Anglo Irish Literature (3-0-3)
Witek
An examination of Irish Identity through an introduction to the literature, both historical and contemporary, of Anglo Ireland.

ENGL 20519. Irish Gothic/Union to Troubles (3-0-3)
An exploration of the ways in which Irish literature, both historical and contemporary, uses ghosts, vampires, demons, and rebels to grapple with threats facing Irish society.
ENGL 20528. Folklore in Irish Literature
(3-0-3) Henigan
A close reading of traditional Irish myths, tales, songs, customs, rituals, and beliefs.

ENGL 20530. Twentieth-Century Irish and Native-American Literature: When We were Noble Savages
(3-0-3) Dougherty-McMichael
From the outset of colonization in both Ireland and North America literature was employed in similar fashion to romanticize, demonize and, more often than not, silence Irish and Native American cultures. Today, with the surge in post-colonial literatures, Irish and Native American literatures have found new voices that look to the past in order to explore the present. Instead of romanticizing cultural memories, these authors subvert and challenge heroic representations while dispelling stereotypes. Together these separate literary traditions intersect and diverge, challenging accepted perspectives of history and culture while blending stories with oral tradition, popular history and pop culture.

With these intersections in mind, we will explore an array of literature from both Irish and Native American traditions, from novels to poetry to film. We will look at a variety of authors including Flann O’Brien, Nuala Ni Dhomhnaill, Eilis Ni Dhuibhne, Leslie Marmon Silko, Sherman Alexie, and Simon Ortiz. Requirements include a midterm exam, one short paper (3–5 pages), one longer paper (8–10 pages), and a presentation.

ENGL 20532. City Streets, City Beats: Belfast, Dublin, London, and Paris from Baudelaire to Bono
(3-0-3) Arbery
As one of the most dominant themes of modernity, the city figures as a poster child of trendsetters, go-getters, floozies, and philanderers. It is the embodiment of shabby chic. Wherever there’s couture there are cutthroats, and if there’s a ballroom there’s bound to be a bordello. Baudelaire’s Paris sets the tone for the modern city’s fast-paced but staggering tempo, and 150 years later, it can still be heard in Bono’s gravelly tones and nostalgic lyrics. This course focuses on four cities intimately connected through literature, art, music, and film. It will study both their tense political and social relationships with one another as well as their idiosyncratic cultures and geographies (including their landmarks, streets, transportation and water systems, etc.), and will think about the resonance of these cities’ histories on global, contemporary culture.

Readings include selections from Baudelaire and Apollinaire, works by Padraic O Conaire, Joseph Conrad, James Joyce, Liam O’ Flaherty, Samuel Beckett, Virginia Woolf, Elizabeth Bowen, John Banville, and Michael McLaverty, and selected poems from Seamus Heaney, John Montague, Derek Mahon, and Ciaran Carson. Photos, paintings, and song lyrics will supplement the readings, and there will also be a few movie showings. Course requirements include class participation, weekly quizzes, one 10–12 page paper, and a midterm.

ENGL 20601. Early Modern American Fiction
(3-0-3)
An examination of selected literatures written between the Civil War and World War II, specifically focusing on how this fiction shows the impact of economic and technological transformations on religious beliefs, conceptions of human identity, and work environments and men’s and women’s places in them.

ENGL 20602. Readings in Nineteenth-Century American Literature
(3-0-3)
This course focuses on major literary figures and works of 19th-century America, focusing chiefly on the two decades before the Civil War, a period often hailed as the first flowering of a genuine “American” literature.

ENGL 20603. Readings in Early American Literature
(3-0-3)
Close examination of selected works written by Americans from the 17th century through the Civil War.

ENGL 20604. American Fiction
(3-0-3)
An exploration of selected novels, written by a variety of American authors, that consider the question “what characteristics and values define ‘American’ identity?”

ENGL 20605. American Literature: Varieties of Religious Experience
(3-0-3)
Many American authors are skeptical toward religion, yet they are, nonetheless, preoccupied with the religious experience. This course explores the relationship between these attitudes in American literature.

ENGL 20606. American Women Writers to 1930
(3-0-3)
A close reading of “major” and “minor” American women writers of the 18th, 19th, and early 20th centuries.

ENGL 20626. American War Literature
(3-0-3)
Beginning with Mary Rowlandson’s captivity narrative and ending with Tim O’Brien’s The Things They Carried, an exploration of the aesthetic, historical, and theoretical functions and values of war writing in the United States.

ENGL 20702. Travel in American Literature
(3-0-3)
A close examination of the theme of “travel” in American literature from the Puritans to the present, focusing on literatures written by slaves seeking freedom, settlers in search of fertile land, Native Americans forced from ancestral homes, and other characters seeking “freedom” or a return to “home.”

ENGL 20703. Passing in Twentieth-Century American Literature
(3-0-3)
Interracial relationships as depicted in the writings of black and white American writers.

ENGL 20704. Contemporary Short Fiction
(3-0-3)
A study of short stories and novellas written in the last half of the 20th century.

ENGL 20705. The Criminal in American Literature
(3-0-3)
A survey of “criminals” in American literature.

ENGL 20706. Readings in American Novels
(3-0-3)
Close readings of selected novels of significant importance within the American literary tradition.

ENGL 20707. American Novel
(3-0-3)
Novels from Hawthorne to Morrison.

ENGL 20708. The City in American Literature
(3-0-3)
Literary representations of the city and social identity in American texts from the 1890s to the present, including Riis, Dreiser, Wharton, Sinclair, Yeierska, Wright, Paley, and Cisneros, as well as contemporaneous nonfiction and films.

ENGL 20717. Modernism, Life-Writing, and the Politics of Everyday Life
(3-0-3) Davis
A close study of modernist personal narratives.

ENGL 20800. Ethnic Identities
(3-0-3)
An exploration of the interconnectedness among literatures of prominent authors from the Americas, Africa, England, and the Caribbean.

ENGL 20801. African-American Literature and the Bible
(3-0-0)
An examination of the Bible, from Genesis to the Gospel writers’ parables of Jesus, and how these Hebrew and Christian stories inspired African-American artists.

ENGL 20802. Twentieth-Century Ethnic American Novels
(3-0-3)
An exploration, based on the theme of memory, of several ethnic American novels, specifically the ways in which remembering one’s own or one’s ancestors’ past becomes part of one’s self-identification as an ethnic American.

ENGL 20803. A Survey of Black Women Writing in America
(3-0-3)
This course is designed to familiarize students with the diverse concerns of Black women’s writing from the first novel written in 1854 through the present.
ENGL 20804. Testimonios (3-0-3)
“Testimonios” are statements or testaments by women and about their lives, and this course will explore Latinas’ testimonios as literature, life stories, and “holy” texts.

ENGL 20805. Twentieth-Century Ethnic American Novels (3-0-3)
An exploration, based on the theme of memory, of several ethnic American novels, specifically the ways in which remembering one’s own or one’s ancestors’ past becomes part of one’s self-identification as an ethnic American.

ENGL 20806. Latin American Images of the United States (3-0-3)
Drawing upon a wide variety of sources—novels, essays, poems, travel literature, social science texts, film, art, etc.—a survey of Latin American views of North American society, customs, politics, and individual character, with a particular emphasis on United States interventionism.

ENGL 20807. The Harlem Renaissance (3-0-3)
A study of the historical, cultural, and political circumstances that led to the flowering of African-American literature in the 20s and early 30s and the writers it fostered: Hughes, Hurston, Toomer, Redmon Fauset, Larson, Thurman.

ENGL 20808. Latino- and Latina-American Literature (3-0-3)
Studies of Latino and Latina authors, including Chicano, Caribbean, or South American.

ENGL 20809. West Indian Poetry (3-0-3)
Poems from the many languages and cultures of the Caribbean region.

ENGL 20810. African-American Migration Narratives (3-0-3)
Life writings and issues of self-representation in the African-American expressive cultural tradition in the 19th and 20th centuries.

ENGL 20811. Women in the Americas (3-0-3)
A survey of a wide variety of literature (fiction, poetry, testimonio, personal essay, autobiography, critical essay, and oral history) and film written by and about women in the Americas from the time of conquest/encounter to the present.

ENGL 20812. Icons and Action Figures in Latino/Latina Literature (3-0-3)
Understanding US Latino/Latina literature, art, and film through its many allusions to and re-interpretations of traditional icons and historic figures as well as legends, myths, popular figures, and action heroines of the Americas (including those with origins in Native American, Latino/Latina, African, Asian and European cultures).

ENGL 20813. Latino/a Poetry (3-0-3)
Close readings of prominent contemporary Latino poets.

ENGL 20814. Introduction to African-American Literature (3-0-3)
A survey of 300 years of African-American literature.

ENGL 20822. Beats, Rhymes, and Life: An Introduction to Cultural Studies (3-0-3) Irving
An introduction to cultural studies using a variety of media: literature, film, and music.

ENGL 20828. Tropical Heat Waves: Contemporary Latino/a and Caribbean Literature (3-0-3) Rohrleitner
A review of selected contemporary Latino/a and Caribbean novels.

ENGL 20838. Twentieth-Century American Feminist Fiction (3-0-3) Brogan
Close readings of major 20th-century novels, written by both men and women, which may be accurately described as “feminist.”

ENGL 20840. Performing Personality: Democratic Selves in the Public Sphere (3-0-3) Shortall
From the Salem witchcraft trials to the 1960s, how Americans created, discovered, and performed their “American” identities through public social formations such as audiences, traditions, political orders, reform movements, churches, friendships, and cities.

ENGL 20902. Introduction to Linguistics (3-0-3)
Study of the basic forms and syntax of the English language with application to teaching, writing, and literature.

ENGL 20903. Introduction to Post-Colonial Literature (3-0-3)
Traces the development of literatures from the former colonies of various empires, but principally the British and French.

ENGL 21001. National Cinema: Irish Cinema/Culture Lab (0-3-0)
Film lab/co-req for ENGL 20502.

ENGL 22514. Introduction to Irish Writers/Discussion (3-1-0)
Co-req for ENGL 20513 and 20514.

ENGL 27999. Special Studies (V-0-V)
Independent study under the direction of a faculty member. Does not fulfill a college literature or fine arts requirement.

ENGL 30011. Fiction Writing for English Majors (3-0-3) O’Rourke
An intensive fiction workshop exclusively for English majors.

ENGL 30012. Poetry Writing for English Majors (3-0-3) Menes
An intensive poetry workshop exclusively for English majors.

ENGL 30110. British Literary Traditions I (3-0-3) Fresc, Nolan
Intensive survey of British writers and literary forms from the beginnings through the Renaissance.

ENGL 30111. British Literary Traditions II (3-0-3) Fox
Intensive survey of British writers and literary forms of the 18th and 19th centuries.

ENGL 30115. American Literary Traditions I (3-0-3) Hendler, Werge
Introduction to American literature from its beginnings through the Civil War, emphasizing important figures, literary forms, and cultural movements.

ENGL 30116. American Literary Traditions II (3-0-3) Krier
Introduction to American literature from the Civil War through the 20th century, emphasizing important figures, literary forms, and cultural movements.

ENGL 30301. Methods: Literary Texts in Context (3-0-3)
This course will investigate the relationship between literary works and their cultural and historical context, focusing specifically on how the expansion (and, eventually, disintegration) of the British Empire influenced literary production. By looking at how the literary text reflects or transforms the ideas behind it, we will work toward an understanding of how and why literature becomes and remains culturally significant.

ENGL 30302. Methods: Introduction to Critical Theory (3-0-3)

ENGL 30303. Methods: Approaches to Otherness: The American Context (3-0-3) Baldwin
This course explores different theoretical approaches to conventional categories of “otherness.”
ENGL 30304. Methods: Interpretation of 1850s' America (3-0-3)
A close reading of three or four widely discussed American literary texts from the 1850s—perhaps Hawthorne's The Scarlet Letter, Stowe's Uncle Tom's Cabin, Melville's Benito Cereno, and Jacobs's Incidents in the Life of a Slave Girl—in an attempt to explore a range of critical approaches to analyzing each.

ENGL 30305. Methods: Reading Ulysses (3-0-3) Johnson-Roullier
This course explores various ways to read literature by employing different theoretical approaches to study James Joyce's most famous text.

ENGL 30306. Methods: Writing about Literature (3-0-3)
An intensive study of the "nuts and bolts" of reading, discussing, and writing about literary texts: the fundamentals of reading and writing about literature; the reading of texts within various contexts, such as other literary texts by the same author and other texts of the same genre; and the introduction of various critical approaches employed to analyze literature.

ENGL 30307. Methods: Paradise Lost (3-0-3)
A "hands-on" introduction to literary scholarship through an exploration of John Milton's Paradise Lost and its subsequent reception in 19th- and 20th-century England and America.

ENGL 30308. Methods: Hemingway and Walker (3-0-3)
A study of six different critical approaches to interpreting literary texts through the subsequently different (or overlapping?) ways of evaluating four works of literature, two by Ernest Hemingway and two by Alice Walker.

ENGL 30309. Methods: Close Reading—Poetry (3-0-3)
An introduction to the study of literature through learning how to read poetry, with close attention to details of sound and sense.

ENGL 30310. Methods: Feminist Literary Studies (3-0-3)
Introduces English majors to literary study by examining the many ways in which the concerns of the feminist movement have influenced the interpretation of works of literature.

ENGL 30311. Methods: Woolf and Bloomsbury (3-0-3)
A close investigation of the novels, essays, art, and political writings of some of the members of "The Bloomsbury Group," including Virginia Woolf, E.M. Forster, Roger Fry, and Leonard Woolf.

ENGL 30312. Methods: Narrative and Memory (3-0-3)
Close reading of a selected group of literatures to explore the force of memory (and of the related issues of history, remembrance, public commemoration, and memoir), supplemented by a variety of critical, theoretical, and historical approaches.

ENGL 30313. Methods: Forms Close Reading (3-0-3) Huk
An examination of the cultural and philosophical reasons for close-reading's birth in its modern form, its devaluation after mid-century, and its very recent come-back status in a practice that, though not yet fully developed, seems to wish to synthesize many of the opposing practices that have gone before it.

ENGL 30315. Methods: Caribbean Voices (3-0-3)
Through close analysis of several Caribbean voices, students will explore issues such as silence, voice, and language in cultural representation, the relation of these issues to cultural identity, and the shaping of such identity, to come to an understanding of the larger implications of Caribbean literature.

ENGL 30316. Methods: Reading for the Plot (3-0-3)
Through readings and re-readings of a few long Victorian and modern novels, this course will examine how literary works can be read through a variety of critical lenses.

ENGL 30317. Methods: Natives and Novels (3-0-3)
A close examination of the concepts of "natives" and "outsiders" in selected English Victorian novels.

ENGL 30318. Methods: Latino Literature (3-0-3)
Using various Latino/a literary texts, students will gain insights and experience into the models and methodologies one uses in analyzing literary texts as an English major.

ENGL 30319. Methods: Poetry and Prayer (3-0-3)
Through close readings of a wide range of poems that are also prayers, from medieval lyrics to contemporary verse, an investigation to determine if there exists a connection between poetry and prayer or if the two are radically incompatible.

ENGL 30325. Methods: American Renaissance (3-0-3) Wilson
An introduction to several methods of literary critical inquiry using texts of the American renaissance.

ENGL 40011. Advanced Fiction Writing (3-0-3)
An advanced fiction writing workshop.
ENGL 40103. Images of War and Peace in Literature
(3-0-3)
Using English-language novels and poetry of the 20th century, an examination of the metaphors and themes that unmask the realities of war, and how the texts themselves become battlegrounds on which the human imagination both creates an individual's sense of self and constructs and deconstructs cultural ideologies.

ENGL 40104. Dramatic Literature since 1900
(3-0-3)
An advanced survey of theatrical literature and criticism since the beginning of the 20th century. Students will read one to two plays per week along with selected secondary critical literature.

ENGL 40105. Irony
(3-0-3)
A survey of the irony in a variety of Western literatures.

ENGL 40106. Greek Tragedy
(3-0-3) McLaren
This advanced course in literature provides detailed study of the theory and practice of classical Greek tragedy. The structures and sensibilities that inform tragedy are assessed, with special attention to plays written by the three great tragedians, Aeschylus, Sophocles, and Euripides. The Greeks' own responses to tragedy, as represented by Aristophanes, Plato, and Aristotle, are also discussed. The form and function of Greek tragic plays, their place in classical culture, and their distinctive approach to issues of human life are key topics of the course.

ENGL 40107. Religion and Literature
(3-0-3)
A close analysis of the forms, ideas, and preoccupations of both the religious imagination in literature and of the historical relationships between religious faith and traditions in particular literary works.

ENGL 40108. Dramatic Literature before 1900
(3-0-3)
An advanced survey of theatrical literature and criticism from the earliest plays to the beginning of the 20th century. Students will read one to two plays per week along with selected secondary critical literature.

ENGL 40109. Literature Masterpieces from Africa
(3-0-3)
An introduction to the diversity of literatures from the African continent.

ENGL 40110. Studies in Comedy
(3-0-3)
A multimedia examination of recurring patterns and themes in comedy.

ENGL 40111. Faith in a Changed World
(3-0-3)
A close, formal analysis of the English translation of the Bible (King James Version), focusing on the distinctive poetic and literary qualities of theme, image, myth, and narrative form.

ENGL 40112. Understanding Story
(3-0-3)
Corequisite(s): ENGL 41001
An investigation of the shape(s), purposes, and multiple meanings of narratives both in the lives of individuals and within institutions and cultures by sampling the work of journalists in reporting news as story, medical professionals in collecting case histories, ethnographers in describing unfamiliar cultural practices or investigating inter-group or inter-state conflict situations, historians in interpreting the past, political leaders in establishing public policy and political power, and advertising and marketing interests.

ENGL 40113. Literature of Southern Africa
(3-0-3)
A study of the literary culture of Southern Africa in the last 25 years of the 20th century, specifically the ways in which individual writers confronted the apartheid regime and their responses to the new South Africa in the post-apartheid period.

ENGL 40114. Latin Literature in Translation
(3-0-3)
This is a survey, in lecture/discussion format, of selected works of Classical Latin literature. In addition to close reading of the texts, we routinely give attention to the socio-cultural worlds that produced Latin literature and to the character of Latin literature's abiding influence in Christian antiquity, the Middle Ages, the Renaissance and early modern periods, and modern cultures. Weekly quizzes, biweekly essays, and a final.

ENGL 40115. Bible and Literary Theory
(3-0-3)
An intense focus on the distinctive poetic and literary qualities of the English translation of the Bible (King James Version) through close formal analysis and through discussions of theme, image, myth, and narrative form.

ENGL 40116. Classical Epic
(3-0-3)
A study of the epic literature of classical antiquity in English translation, this course will give students a solid grasp of the texts of the classical epics and the cultural contexts in which they were set.

ENGL 40117. In Parables
(3-0-3)
This seminar takes as its primary focus the parables of Jesus, and seeks to examine their literary structure. We will read a broad selection of Jesus' parables and consider how they have been rewritten by later prose writers and poets. Finally, we will read new parables and ideas about parables by Kafka and Borges.

ENGL 40118. Philosophy and Literature Seminar
(4-0-4)
This intensive four-credit seminar is the introduction to the concentration in philosophy and literature and will pursue interdisciplinary approaches to literary, theoretical, and philosophical texts.

ENGL 40119. Monsters to Cyborgs
(3-0-3)
A critical analysis of monsters, cyborgs, and other "created bodies" in literature.

ENGL 40120. Greek Literature and Culture
(3-0-3) Schlegel
This course surveys the leading works of ancient Greek literature and examines the cultural contexts in which they were written, received, and transmitted. Students read poetry and prose from many genres, and sample works from a thousand years of extraordinary literary creativity. Among the authors introduced are Homer, Sappho, Aeschylus, Herodotus, Aristophanes, Plato, Theocritus, Plutarch, Lucian, and Longus. Special attention is paid to the formal structures of Greek literary works, the cultural issues they raise, and the lasting value of Greek literature to the modern age. The course prepares students for more advanced work in classical literature and culture. Offered annually.

ENGL 40121. The Art and Literature of Metamorphosis
(3-0-3) Bloomer
This course begins with a critical study of Ovid's great poem, the Metamorphoses. The poem itself became a subject of metamorphosis in poetry and art in the hands of such figures as Statius, Dante, Berticelli, Bernini, Rembrandt, Hughes, and Heaney. The course addresses the modeling of transformation within the literary text by examining first Ovid and his sources, and second, adaptations of his poem by writers such as Shakespeare and Kafka. Connections with folklore, magic, and religion are explored. The graphic arts receive equal consideration as the course explores how Ovid's ideas of the transformation of the body, the capacity of the human body for allegory, and the fragility of identity have influenced later artists and authors.

ENGL 40122. Love, Death, and Exile in Arabic Literature and Cinema
(3-0-3) Guo
This course explores literary and artistic presentation of the themes of “love, death, and exile” in Arabic literature and popular culture from pre-Islamic era to the present day. Through close readings of Arabic poetry, essays, short stories, and novels (in English translation), and analyzing a number of Arabic movies (with English subtitles), we discuss the following issues: themes and genres of classical Arabic love poetry; gender, eroticism, and sexuality in Arabic literary discourse; alienation, fatalism, and the motif of Al-batin ila al-watan (nostalgia for one's homeland) in modern Arabic poetry and fiction.
ENGL 40123. Canon and Literature of Islam (3-0-3) Afsaruddin
This course is an introduction to the fundamental religious texts and literature of Islam. The list includes the Qur'an (the central, sacred scripture of Islam), the Hadith (record of the speech and actions of the Prophet Muhammad), biography of the Prophet, exegetical literature, historical texts, mystical and devotional literature. Students will read primary texts in English translation with a focused discussion and analysis of form, content, historical background, religious significance, and literary allusions of the various texts. Themes such as “the unity and majesty of God,” “prophecy and revelation,” “good and evil,” “this world and the hereafter” will be dealt with in the lectures and conversation in class. The course places heavy emphasis on class discussion and student preparation.

ENGL 40124. Japanese Literature in the 1990s (3-0-3) Bowen-Stryuk
Japanese literature in the 1990s looks at the Japanese literary boom of the ‘90s as a literary project of re-remembering the past and intervening in the present. In the last decade-and-a-half, Japan has undergone a transformation from the economic miracle of the ‘60s and ‘70s to economic recession, and with the recession, many of the values that helped to sustain high economic growth have come to be questioned: strict gender differentiation, dedication to the company for men and to the home for women, frugality, sacrifice of the personal for the social, emphasis on high growth policies at the risk of the environment, a resurgence in narratives of national homogeneity, etc. In this course, we will look at work by Japanese writers from the beginning of the recession until today, thinking about the way writers are problematizing previous homogeneous notions of gender, ethnicity, and race; raising questions about the costs of high economic growth on society’s subalterns; rethinking the emblem of that growth, the salaryman, who has lately become a favorite butt of dissatisfaction; rethinking the as-of-yet unresolved significance of an ambitious and often cruel imperialist war on the Asian mainland; and finally, we will think about the significance of globalization and nationalism in Japanese literature.

ENGL 40129. The Individual in Nineteenth-Century Literature (3-0-3) Gasperetti
This course analyzes a seminal transition in Western society as it moves from an agrarian world centered around the rural estate to an urban culture built on industry and commerce. Literary texts emphasize the physical, psychological, and moral consequences to the individual of the decline of the estate, the rise of capitalism, the nontraditional nature of life and work in the city; various challenges to the established order (socialism, anarchism), and changing notions of gender. Texts include Daniel Defoe, Robinson Crusoe; Nikolai Gogol, “The Overcoat”; Eugene Sue, The Mysteries of Paris (excerpts); Leo Tolstoy, Childhood, Charles Dickens, Hard Times; Horatio Alger, Ragged Dick; Emile Zola, Germinal; and Henrik Ibsen, A Doll’s House. Nonliterary texts used to support the literary depiction of the era include John Locke, “Of Property”; Adam Smith, The Wealth Of Nations (excerpts); Karl Marx and Friedrich Engels, The Communist Manifesto; and Henry Mayhew, London Labour and the London Poor (excerpts).

ENGL 40190. Literacy, Schooling, Society (3-0-3)
An examination of several histories of education, with particular emphasis on English studies, and how these histories have helped to shape culture.

ENGL 40191. Perspectives on Literacy (3-0-3)
What it means to be “literate” and the conditions that enable literacy to flourish.

ENGL 40192. Introduction to Linguistics (3-0-3)
An examination of both the technical aspects of linguistics (phonetic transcription, morphology, syntax, etc.) as they relate to the development of the English language and the applications of linguistics to the study of literature.

ENGL 40193. Classical Rhetoric in Our Time (3-0-3)
First half of a yearlong survey of the history of rhetoric.

ENGL 40194. Writing Center Theory/Practice (1-0-1) Duffy
A one-credit course for students interested in tutoring in the University Writing Program.

ENGL 40196. The Teaching of Writing (3-0-3) Kinney
A theory- and practice-based course in the teaching of writing to junior and high school students.

ENGL 40201. Chaucer and the City (3-0-3)
An exploration of the idea of “the city” in Chaucer’s work by looking at the cities he does represent (Troy, London) in his work, by examining his relationship to urban forms of cultural expression (mystery cycles, mummmings, processions), and by investigating city life in 14th-century London.

ENGL 40205. Shakespeare and the Supernatural (3-0-3)
An examination of the supernatural in Shakespeare.

ENGL 40206. Advanced Topics in Theatre Studies (3-0-3) Holland
Corequisite(s): FT 41600
This course explores the phenomenon of Shakespeare and film, concentrating on the ranges of meaning provoked by the conjunction. We shall be looking at examples of films of Shakespeare plays both early and recent, both in English and in other languages, and both ones that stick close to conventionalized and historicized conceptualizations of Shakespeare and adaptations at varying degrees of distance towards the erasure of Shakespeare from the text. The transposition of different forms of Shakespearean textualities (printed, theatrical, filmic) and the confrontation with the specificities of film produce a cultural phenomenon whose cultural meanings—meaning as Shakespeare and meaning as film—will be the subject of our investigations. There will be regular (though not necessarily weekly) screenings of the films to be studied.

ENGL 40208. British Drama 1660–1775 (3-0-3)
Close readings of British dramatic literature created between the Restoration of Charles II in 1660 to the production of Sheridan’s THE RIVALS in 1775.

ENGL 40210. Shakespeare Performance: HENRY V (20-0-6) Rathburn
This is a unique, team-taught course, to which students are admitted by audition only. Enrolled students will receive a stipend, a three-credit-hour tuition remission, and an acting role in the summer 2001 production of Much Ado about Nothing.

ENGL 40211. History of the English Language (3-0-3) O’Keeffe
This course is designed to introduce students to the historical development of the English language, from its earliest recorded appearance to its current state as a world language.

ENGL 40212. Introduction to Old English (3-0-3) O’Keeffe
Training in reading the Old English language and study of the literature written in Old English.

ENGL 40213. Readings in Medieval Literature (3-0-3)
Close readings of selected Medieval literary texts written by men and women written between 500 and 1500 ACE.

ENGL 40214. Falling in Love in the Middle Ages (3-0-3)
This course attempts to explore the variety of medieval representations of love, and to show how they are intimately bound up with questions of free will and destiny, gender relations, the secularization of
learning, time, and eternity.

ENGL 40215. Milton
(3-0-3)
This course includes close readings of Milton's work, from all stages of his career, and discussions of his highly self-conscious attempt to make himself into England's greatest poet.

ENGL 40216. Mother Love
(3-0-3)
A close reading of medium-length story-making poems (shorter than epics, longer than lyrics) with an eye to their handling of matters related to maternity, covering texts from the Homeric Hymn to Demeter and Claudian's The Rape of Proserpina to excerpts from Virgil's Georgics to poetic works of the Renaissance.

ENGL 40217. Tudor-Stuart Drama
(3-0-3)
A survey of Tudor-Stuart drama.

ENGL 40218. Renaissance and Romantic Lyric
(3-0-3)
A study of the development of lyric poetry from the late 16th century up through the mid-19th century.

ENGL 40219. Chaucer: The Canterbury Tales
(3-0-3)
Chaucer's masterwork, studied in its original Middle English.

ENGL 40220. Love and Gender in the Renaissance
(3-0-3)
Examining works by Sidney, Spenser, Shakespeare, Marvell, Donne, and others, this course discusses how cultural understandings of gender influence the depiction of love.

ENGL 40221. Beowulf: Text and Culture
(3-0-3)
Using a glossed text of Beowulf in Old English, an examination of a wide range of critical and cultural issues: What relationship do we expect between "heroic" texts and the society which produced and enjoyed them? What cultural investments of our own lead us to read certain Old English texts and not others? How did Beowulf receive canonical status? What is a translation? And what strategies of reading can we bring to a thousand-year old poem?

ENGL 40222. Medieval Drama
(3-0-3)
A study of the literary, theatrical, and religious imaginations of medieval dramatic texts through readings, critical writing, discussion, and enactments of these texts.

ENGL 40224. Dante
(3-0-3)
A study of The Divine Comedy, with special attention to the history of ideas, the nature of mimesis and allegory, and Dante's sacramental vision of life.

ENGL 40225. Shakespeare in Performance
(3-0-3)
An introduction to Japanese classical theater—Noh, Kyogen, Bunraku, and Kabuki—through readings and videotapes of selected plays.

ENGL 40226. Shakespeare I
(3-0-3)
First half of a year-long survey of the works of Shakespeare, beginning with Two Gentlemen of Verona and concluding with Henry V.

ENGL 40228. Restoration, Early Eighteenth-Century Literature
(3-0-3)
Questions of the developing interest in the concept of "human nature" in late 17th- and early 18th-century literature: What does it mean to be human? Are humans "animals"? Are humans "naturally" selfish or benevolent? Are gender differences natural or cultural? What sort of obligations do humans have to the rest of the creation? What is the relation of the sort of innocence that the pope imagined as "the eternal sunshine of the spotless mind" to mature development?

ENGL 40229. Shakespeare's Religions
(3-0-3)
A critical analysis of religious influences and iconography in selected Shakespeare plays.

ENGL 40230. Medieval Visions
(3-0-3)
A survey of Medieval literature, excluding Chaucer.

ENGL 40231. Beowulf: Text and Culture
(3-0-3)
Using a glossed text of Beowulf in Old English, an examination of a wide range of critical and cultural issues: What relationship do we expect between "heroic" texts and the society which produced and enjoyed them? What cultural investments of our own lead us to read certain Old English texts and not others? How did Beowulf receive canonical status? What is a translation? And what strategies of reading can we bring to a thousand-year old poem?

ENGL 40232. Medieval Drama
(3-0-3)
A study of the literary, theatrical, and religious imaginations of medieval dramatic texts through readings, critical writing, discussion, and enactments of these texts.

ENGL 40234. Dante
(3-0-3)
A study of The Divine Comedy, with special attention to the history of ideas, the nature of mimesis and allegory, and Dante's sacramental vision of life.

ENGL 40235. Shakespeare in Performance
(3-0-3)
An introduction to Japanese classical theater—Noh, Kyogen, Bunraku, and Kabuki—through readings and videotapes of selected plays.

ENGL 40236. Shakespeare I
(3-0-3)
First half of a year-long survey of the works of Shakespeare, beginning with Two Gentlemen of Verona and concluding with Henry V.

ENGL 40238. Restoration, Early Eighteenth-Century Literature
(3-0-3)
Questions of the developing interest in the concept of "human nature" in late 17th- and early 18th-century literature: What does it mean to be human? Are humans "animals"? Are humans "naturally" selfish or benevolent? Are gender differences natural or cultural? What sort of obligations do humans have to the rest of the creation? What is the relation of the sort of innocence that the pope imagined as "the eternal sunshine of the spotless mind" to mature development?

ENGL 40239. Shakespeare's Religions
(3-0-3)
A critical analysis of religious influences and iconography in selected Shakespeare plays.

ENGL 40240. Medieval Visions
(3-0-3)
A survey of Medieval literature, excluding Chaucer.

ENGL 40241. Beowulf: Text and Culture
(3-0-3)
Using a glossed text of Beowulf in Old English, an examination of a wide range of critical and cultural issues: What relationship do we expect between "heroic" texts and the society which produced and enjoyed them? What cultural investments of our own lead us to read certain Old English texts and not others? How did Beowulf receive canonical status? What is a translation? And what strategies of reading can we bring to a thousand-year old poem?

ENGL 40242. Medieval Drama
(3-0-3)
A study of the literary, theatrical, and religious imaginations of medieval dramatic texts through readings, critical writing, discussion, and enactments of these texts.

ENGL 40244. Dante
(3-0-3)
A study of The Divine Comedy, with special attention to the history of ideas, the nature of mimesis and allegory, and Dante's sacramental vision of life.

ENGL 40245. Shakespeare in Performance
(3-0-3)
An introduction to Japanese classical theater—Noh, Kyogen, Bunraku, and Kabuki—through readings and videotapes of selected plays.

ENGL 40246. Shakespeare I
(3-0-3)
First half of a year-long survey of the works of Shakespeare, beginning with Two Gentlemen of Verona and concluding with Henry V.

ENGL 40248. Restoration, Early Eighteenth-Century Literature
(3-0-3)
Questions of the developing interest in the concept of "human nature" in late 17th- and early 18th-century literature: What does it mean to be human? Are humans "animals"? Are humans "naturally" selfish or benevolent? Are gender differences natural or cultural? What sort of obligations do humans have to the rest of the creation? What is the relation of the sort of innocence that the pope imagined as "the eternal sunshine of the spotless mind" to mature development?

ENGL 40249. Shakespeare's Religions
(3-0-3)
A critical analysis of religious influences and iconography in selected Shakespeare plays.

ENGL 40250. Medieval Visions
(3-0-3)
A survey of Medieval literature, excluding Chaucer.

ENGL 40251. Beowulf: Text and Culture
(3-0-3)
Using a glossed text of Beowulf in Old English, an examination of a wide range of critical and cultural issues: What relationship do we expect between "heroic" texts and the society which produced and enjoyed them? What cultural investments of our own lead us to read certain Old English texts and not others? How did Beowulf receive canonical status? What is a translation? And what strategies of reading can we bring to a thousand-year old poem?

ENGL 40252. Medieval Drama
(3-0-3)
A study of the literary, theatrical, and religious imaginations of medieval dramatic texts through readings, critical writing, discussion, and enactments of these texts.

ENGL 40254. Dante
(3-0-3)
A study of The Divine Comedy, with special attention to the history of ideas, the nature of mimesis and allegory, and Dante's sacramental vision of life.

ENGL 40255. Shakespeare in Performance
(3-0-3)
An introduction to Japanese classical theater—Noh, Kyogen, Bunraku, and Kabuki—through readings and videotapes of selected plays.

ENGL 40256. Shakespeare I
(3-0-3)
First half of a year-long survey of the works of Shakespeare, beginning with Two Gentlemen of Verona and concluding with Henry V.

ENGL 40258. Restoration, Early Eighteenth-Century Literature
(3-0-3)
Questions of the developing interest in the concept of "human nature" in late 17th- and early 18th-century literature: What does it mean to be human? Are humans "animals"? Are humans "naturally" selfish or benevolent? Are gender differences natural or cultural? What sort of obligations do humans have to the rest of the creation? What is the relation of the sort of innocence that the pope imagined as "the eternal sunshine of the spotless mind" to mature development?

ENGL 40259. Shakespeare's Religions
(3-0-3)
A critical analysis of religious influences and iconography in selected Shakespeare plays.

ENGL 40260. Medieval Visions
(3-0-3)
A survey of Medieval literature, excluding Chaucer.
ENGL 40335. Nineteenth-Century British Victorian Literature
(3-0-3)
A survey of selected works of 19th-century Victorian literature.

ENGL 40339. The Very Long Victorian Novel
(3-0-3) Maurer
A close reading of selected 19th-century British novels.

ENGL 40340. Celebrity, Scandal, and Obscurity: The Nineteenth-Century Poet
(3-0-3) Mahoney
How 19th-century British Victorian poets courted, simultaneously, celebrity, scandal, and obscurity.

ENGL 40403. Studies in Modern Poetry
(3-0-3)
This course focuses on four highly important and innovative, though still often underrated, poets: Vélimir Khlebnikov, Gertrude Stein, Mina Loy, and Miron Bialoszewski.

ENGL 40404. Early British Modernism
(3-0-3)
An analysis of the early stages of British Modernism as the novel shifted (in some cases) away from the predominant forms of Victorian Realism and toward the more experimental structures of the early 20th century.

ENGL 40405. Postmodern British Poetry
(3-0-3)
Study of competing galaxies of late-20th-century British poets, for whom more than art was at stake: agendas of race, gender, region, class, and other cultural materials.

ENGL 40406. Methods: T.S. Eliot
(3-0-3)
A close reading of Eliot's religious poetry, principally his "Four Quarters."

ENGL 40407. Seminar: The Modern Revolution
(3-0-3)
A focus on the first quarter of 20th-century British literature in order to tease out the relationships between revolutions in art and seismic social change.

ENGL 40408. Five Modern Poets
(3-0-3)

ENGL 40410. Existentialism: Philosophy and Literature
(3-0-3)
We will read representative literary and philosophical texts by Sartre (excerpts from B. Nausea, a few plays), Beauvoir (The Philosophy of Ambiguity, excerpts from The Second Sex, A Very Easy Death, a novel and/or excerpts from A Memoir), and Camus (Myth of Sisyphus, excerpts from The Rebel, The Stranger, The Plague, and/or The Fall).

ENGL 40411. Twentieth-Century British Women Writers
(3-0-3)
Modern and postmodern fiction (and some nonfiction prose) by British women. Authors may include Woolf, Butts, Rhys, Cunard, Richardson, Carrington, West, Mansfield, Carter, and Winterson.

ENGL 40412. Twentieth-Century British Novels
(3-0-3)
In looking at several British novels, each published at different moment of the 20th century, students will explore how art, in this case literature, engaged, or did not engage, the social world.

ENGL 40419. Gender, Sexuality, and Literary Experiment in Post-War British and Irish Poetry
(3-0-3) Huk
An analysis of British and Irish poetry written after War Two.

ENGL 40501. Contemporary Irish Drama
(3-0-3)
A close analysis of the dramatic literature produced by Irish playwrights during the latter half of the 20th century.

ENGL 40503. Anglo-Irish Identities 1600–1800
(3-0-3)
An exploration of the complex and contested cultural, political, and ideological identities of the Anglo-Irish.

ENGL 40504. Gothic Images in Modern Literature
(3-0-3)
An exploration of the ways in which such themes as doubling, haunting, terror, and sexual anxiety, themes that inhere in the Gothic novel, operate in modernist fiction.

ENGL 40505. Studies in Six Irish Writers
(3-0-3) Yeats, Elizabeth Brown, Bram Stoker, J.M. Synge, Seamus Heaney, and Medbh McGuckian.

ENGL 40506. Modern Irish Drama
(3-0-3)
A study both the drama produced by the playwrights of the Irish literary renaissance—W.B. Yeats, J.M. Synge, Lady Gregory, and Sean O’Casey—and the political struggle for Irish independence that was taking place at the same time.

ENGL 40509. Modern Irish Drama
(3-0-3)
In this course, we will study both the drama produced by the playwrights of the Irish literary renaissance—Yeats, Synge, Lady Gregory, and O’Casey—and the political struggle for Irish independence that was taking place at the same time.

ENGL 40511. Irish Film and Culture
(3-0-3)
An examination of the dominant images of Ireland in film and literature, and a review of development in a wider cultural and historical context.

ENGL 40512. Versions of the Gothic
(3-0-3)
A survey of Gothic fiction in England and Ireland from the mid-18th century to the Victorian Age.

ENGL 40513. Culture and Politics in Northern Ireland
(3-0-3)
Using a broad range of texts—drama, fiction, poetry, film, painting, and documentary material—an examination of the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century.

ENGL 40601. Voices of American Renaissance
(3-0-3)
A focus on the trope of "voice" as it shaped the literatures of the American renaissance period through an exploration of works by Emerson, Thoreau, Poe, Dickinson, Whitman, Douglass, Melville, Stowe, Hawthorne, and a number of lesser known authors and oral performers.

ENGL 40602. Tragedy: Shakespeare and Melville
(3-0-3) Staud
Using concepts of tragedy as a linking principle, this course reads several Shakespearean plays and then Moby-Dick, noting Shakespeare's influence on the American novelist.

ENGL 40603. Realism and Naturalism in American Literature
(3-0-3)
An examination of American literature between the Civil War and World War I in relation to the literary movements known as realism and naturalism.

ENGL 40604. Nature in American Literature
(3-0-3)
This course examines the central and changing role of nature in American literature, from the typological eschatology of the Puritans to the pop-culture apocalypticism of Don DeLillo's White Noise.

ENGL 40605. The American Scene
(3-0-3)
"To make much so much money that you won’t, that you don’t mind, don’t mind anything—that is absolutely, I think, the main American formula." Henry James, The American Scene, 1907. "Greed, for lack of a better word, is good, is right, it works...and it will save that malfunctioning corporation called the USA," Gordon Gecko, Wall Street, 1987. After a 20-year absence, Henry James returned to America to examine the country of his birth. His tour brought him to the above quoted and dismaying conclusion. This course tries to contextualize and understand James's remark by placing it within a broader atmosphere of late 19th- and early 20th-century American culture. We'll look at works that predate, are contemporary with, and follow James's American
tour. We’ll look at works of literature and biography, of politics and philosophy, and of theology and economics. Throughout, we will keep circling around and back to James’s notion of “The Main American Formula” and asking not only what exactly he meant, but how other major thinkers of the age understood or conceived of an “American Formula,” and how that “formula” could be measured at the level of the individual, the corporation, the country, and, with Conrad’s _Nostromo_, the world. Readings will include works of the following authors: Joseph Conrad, Theodore Dreiser, Henry Ford, Henry James, Theodore Roosevelt, Thorstein Veblen, and Edith Wharton. In addition, we will view several movies whose focus is directly related to the course’s central questions.

**ENGL 40606. Mark Twain**
(3-0-3) Wege
A study of Twain’s life and writings in light of the history of ideas and the literary, political, philosophical, and religious currents of 19th-century America.

**ENGL 40701. The American Novel**
(3-0-3) Wege
A consideration of the forms and preoccupations of selected 19th- and 20th-century American novels, with special attention to their major ideas and moral concerns.

**ENGL 40702. American Film**
(3-0-3) Krier
Presentations and discussions of the several genres of film produced in America since the early 1900s.

**ENGL 40703. Poetry and Pragmatism**
(3-0-3) An examination of the complex relationships between poetry, philosophy, and science at the end of the 19th century and the beginning of the 20th century through American poets as evinced in the works of Emily Dickinson, Robert Frost, and Wallace Stevens.

**ENGL 40704. Methods: Contemporary American Poetry**
(3-0-3) An exploration of the aesthetic, literary, and social significance of poetry, focusing on such issues as language itself, representation, history, power, and gender.

**ENGL 40705. Kerouac and the Beats**
(3-0-3) This seminar will re-examine Kerouac and his prose in relation to Beat subculture and the larger context of post-World War II American society. Although the work of other Beat writers, such as William S. Burroughs, Allen Ginsberg, and Gary Snyder will be considered, the primary focus will be on Kerouac. Moreover, the seminar will question the cultural codification of Kerouac as “King of the Beats” and advance the notion that he was a prose artist on a spiritual quest. Or, as Ginsberg aptly put it—an “American lonely Prose Trumpeter of drunken Buddha Sacred Heart.”

**ENGL 40706. Lost Generation**
(3-0-3) This course studies the writings of authors, mostly Americans, who achieved prominence in the 1920s: Hemingway, Fitzgerald, H.D., Stein, Cummings, Hughes, and others.

**ENGL 40708. Poetry and Performance**
(3-0-3) An investigation of the meeting-ground of poetry, conceptual art, new music, and performance art.

**ENGL 40709. The American Novel between the Two World Wars**
(3-0-3) This course pays particular attention to the different social contexts from which narratives emerged in order to see how novels participated in the contemporary cultural and political debates. Each of these works probes some defining notion of American identity, asking who or what constitutes “America.” We will also attend to that question by discussing each narrative’s formal characteristics and how they meet the author’s aims.

**ENGL 40710. Some Strains in Twentieth-Century American Fiction**
(3-0-3) This course studies the interconnections among six of our best fiction writers of the last century, tracing the dynamic aesthetic and moral development of American fiction from Fitzgerald through Hemingway, Faulkner, Hurston, and Walker to Morrison.

**ENGL 40711. Women’s Autobiography**
(3-0-3) A close analysis of women’s life narratives and poetry, based on the following questions: How do women’s narratives affirm or challenge cultural norms? How do concepts such as “high” and “low” art impact the reading of women’s autobiographical literature? And can lines be drawn between fiction and nonfiction when studying autobiography?

**ENGL 40712. American Fiction**
(3-0-3) A close examination of major mid-20th-century American novelists.

**ENGL 40713. And Now: Literature as Contemporary Art**
(3-0-3) A close reading and analysis of all writers who made presentations during the spring 2004 “And Now: Literature as Contemporary Art” conference at Notre Dame.

**ENGL 40714. City in American Literature**
(3-0-3) An exploration of the connections between literary representations of the city and social identity in a variety of American literary texts from the 1890s to the present.

**ENGL 40715. American Religious Imagination**
(3-0-3) Beginning with Ralph Waldo Emerson and ending with Harold Bloom, how Christianity has been refigured in America.

**ENGL 40716. Crossing Color Lines**
(3-0-3) An exploration of the conflicted and contradictory ways in which racial and ethnic identities have been constructed and mediated in American culture.

**ENGL 40717. American War Literature**
(3-0-3) Beginning with Mary Rowlandson’s captivity narrative and ending with Tim O’Brien’s _The Things They Carried_, an exploration of the aesthetic, historical, and theoretical functions and values of war writing in the United States.

**ENGL 40720. Manhattan: 1950–65**
(3-0-3) An examination of the vibrant Manhattan art community in the 1950s and 1960s, with a particular emphasis on the intersections of poets and painters.

**ENGL 40725. Class, Labor, and Narrative**
(3-0-3) Sayers
This course explores the works of selected American writers addressing class and labor.

**ENGL 40730. Great American Novels**
(3-0-3) Lee
Close readings of selected classic American novels.

**ENGL 40735. Witnessing the Sixties in America**
(3-0-3) Giamo
Beginning with a review of post-World War Two authors, a close analysis of both fiction and nonfiction written in America in the 1960s, with a particular emphasis on the Vietnam experience and the development of the counter culture.

**ENGL 40740. Literature and Consumer Culture**
(3-0-3) Meissner
This course traces the social changes that accompanied America’s movement from early retailing to a full-blown consumer culture. Beginning with representations from the later part of the 19th century, particularly of the development of Chicago as a mail order capital of the world and moving into the present through an examination of television shopping networks, this course will use material from a variety of perspectives and disciplines to examine what became a wholesale transformation of American life. In attempting to trace the trajectory of change from a country often identified by its rural isolation to a country of relentless publicity, from the farm to Paris Hilton, (who returned to _The Simple Life_), we will look at a series of linkages each of which played a specific and contributory role in the cultural shift toward a fully saturated consumerism. For instance, the early mail order catalogue empires of Aaron Montgomery Ward and Richard Warren Sears depended on the capacity of the railroad and postal
service to transport their goods from shopping catalogues to country kitchens, goods that went beyond kitchen utensils, clothes, ornaments, and shoes to include assembly-ready homes. South Bend has several Sears and Roebuck homes and part of our class time will be spent in looking at these houses in the context of the course themes. All of our discussion will take place against the backdrop of a larger question about the democratization of desire, about whether American culture became more or less democratic after the introduction of the mail order catalogue. Thus, the linkage between the catalogue, the home shopping network, and the notion that freedom to desire goods is a measure of democratic freedom. Of course, the possibilities for manipulation and control are also limitless.

ENGL 40745. Perspectives on Nature and Environment in America
(3-0-3) Doppke
Throughout American history, those who took a hand to alter nature—or raised one to preserve it—have rarely been concerned exclusively with the continent’s ecosystems. Rather, they saw themselves as advancing lofty ideals, such as progress or freedom. After a general introduction to American environmental history, this course examines how nineteenth and twentieth century American explorers, activists and writers have understood our alterations to landscape and river, and what the stakes are for modern environmentalists who seek to preserve what wilderness remains.

ENGL 40801. “Our America”: Exploring the Hyphen Between African and American in African-American
(3-0-3) Irving
Close readings of various 20th-century African-American literatures, with foci on how “black subjectivity” is created; the relationship between literature, history, and cultural mythology; the dialectic of freedom and slavery in American rhetoric; the American obsession with race; and the sexual ideology and competing representations of domesticity.

ENGL 40802. African-American Women Writers
(3-0-3) An exploration of the works of several African-American women writers, including Alice Walker, Toni Morrison, Audre Lorde, and June Jordan, specifically the relation these writers have to the larger American culture and what they have to say about our collective vision and future.

ENGL 40803. Women of Color
(3-0-3) A critical examination of the literature and scholarly writings about literature from “women of color” across disparate cultural backgrounds.

ENGL 40806. Growing Up Latino: Narrative and Literature
(3-0-3) An exploration of the narratives/stories written by Latino/a writers and what these works say about personal as well as cultural identities.

ENGL 40807. African-American Literature
(3-0-3) A historical and thematic account of the rise and achievement of African-American authors over several centuries.

ENGL 40808. Latino Poetry
(3-0-3) A study of prominent contemporary Latino/a poets whose work has enriched and diversified the canon of American poetry in the last 20 years.

ENGL 40809. Constituting Americans
(3-0-3) An exploration of life writings and issues of self-representation in the African-American expressive cultural tradition from 1850 to 1905.

ENGL 40810. Caribbean Voices
(3-0-3) An introduction to the literature of Anglophone Caribbean.

ENGL 40811. Native-American Literature
(3-0-3) This course serves as an introductory exploration of the literatures written by Native American authors—oral literatures, transitional literatures (a combination of oral and written expression), and contemporary poetry and prose.

ENGL 40812. African-American Poetry and Poetics
(3-0-3) An examination of poetry and poetics by black Americans from the beginnings to the present.

ENGL 40820. Writing Harlem: Race, Renaissance, and the Modern
(5-0-3) Johnson-Rouiller
A study of the historical, cultural, and political circumstances that led to the flowering of African-American literature in Harlem in the 1920s and 1930s.

ENGL 40830. Passing and Fictions of Race
(3-0-3) A critical examination of how “fictions” in the artistic sense (novels, stories, and movies) have both fostered and challenged “fictions” in the ideological sense, that is, the lies and mystifications about race that pervade American cultural life.

ENGL 40858. Introduction to African-American Literature
(3-0-3) Wilson
A broad introduction to the major writings of African Americans.

ENGL 40901. Feminist Theory
(3-0-3) An exploration of the main literary and artistic movements of the historical European avant-garde: Cubism, Vorticism, Italian and Russian Futurism, Dada, and Surrealism.

ENGL 40902. Joyce: Introduction to Critical Theory
(3-0-3) An exploration of the challenges to structuralism represented by post-structuralism (Derrida), new historicism (Foucault), psychoanalysis (Freud, Lacan, Kristeva), discourses of race and gender (W.E.B. DuBois, Audre Lorde, Luce Irigaray, Hortense Spillers, and Judith Butler) and post-colonialism (Said) through the reading of James Joyce’s A Portrait of the Artist as a Young Man from these various critical perspectives.

ENGL 40906. Gender and Culture
(3-0-3) Ellmann
An introduction to literary theories of gender and culture in film, literature, and other media.

ENGL 41001. Film Melodrama Lab
(3-3-0) During the lab times, certain films will be viewed for further discussion in class.

ENGL 41005. Irish Film and Culture Lab
(3-1-0) Corequisite(s): ENGL 40511

ENGL 43102. Seminar: Religion and Literature
(3-0-3) A consideration of the forms, ideas, and preoccupations of the religious imagination in literature and of the historical relationships between religious faith and traditions and particular literary works. The conflicts and tensions between modern gnosticism, in literature and ideology, and the sacramental imagination will constitute a recurring point of focus. We will also lend special attention to the vision and imagery of the journey and wayfarer and the conflicts and affinities between private and communal expressions of faith.

ENGL 43103. Seminar: Imperialism and Its Interlocutors
(3-0-3) By canvassing the Age of Empire, this seminar examines articulations of imperialism in the late Victorian and early Modernist British imagination and contemporaneous or subsequent responses of resistance to it. “Imperial” writers may include Cary, Conrad, Forster, Rider Haggard, and Kipling; “interlocutors” may include Achebe, Niaipaul, Kincaid, and Rhys.

ENGL 43201. Seminar: The Pearl Poet
(3-0-3) Close readings of the Arthurian romance of Gawain, Patience (the whimsical, pre-Panchocho-and-Gepetto paraphrase of the story of Jonah and the whale), Cleanneas (a series of homiletic reflections of great power, beauty, grim wit, and compassionate insight centered on varying conceptions of “purity”), and Pearl (the elegiac dream-vision that begins with the mourning father who has lost a young daughter, then moves with amazing grace from the garden where he grieves into a richly envisioned earthly paradise where he is astonished to re-encounter his lost
ENGL 43202. Seminar: Milton and His Contemporaries (3-0-3)
A close analysis of differing, and divergent, ways of seeing and representing reality in 17th-century Dutch painting and English poetry.

ENGL 43203. Seminar: Shakespeare and His Contemporaries (3-0-3)
This seminar places Shakespeare’s plays within the vibrant world of Tudor-Stuart drama.

ENGL 43204. Seminar: Medieval Romance (3-0-3)
An intensive analysis of medieval romance literature both in England and on the continent, beginning with the work of Chrétien de Troyes and including Chaucer’s *Trovius and Criseyde* and Malory’s Arthurian legends, focusing on the role of women in romance narratives, the relationship of the romance to history, modifications of and developments in the Arthurian tradition over time, and the place of the other (the foreign, the monstrous, the magical) in the romance.

ENGL 43205. Seminar: American Women Writers (3-0-3)
This course will focus on the work of women writers after World War II and up to the end of this past century, with the idea of gaining an understanding of the range of women writers in this country during this period.

ENGL 43206. Seminar: Medieval Dream before Freud (3-0-3)
Close readings of selected works from the medieval textual tradition in English where dreams hold a central place in the inscription of meaning.

ENGL 43207. Seminar: Everybody’s Shakespeare (3-0-3)
A close analysis of Shakespeare’s plays (including tragedies, comedies, and romances), as well as a number of contemporary 're-visions' of those works by authors of varying cultural, ethnic, or gender backgrounds.

ENGL 43208. Seminar: Enlightenment Drama (3-0-3)
A close study of drama, tragic, and comic, after Shakespeare.

ENGL 43209. Seminar: Chaucer (3-0-3)
In this course, we will read *The Canterbury Tales* from start to finish, focusing on questions of genre, poetic voice and authority, the relationship of history to literature, the development of character, and the emergence of vernacular poetry in English.

ENGL 43210. Seminar: Shakespeare’s Religions (3-0-3)
A critical analysis of religious influences and iconography in selected Shakespeare plays.

ENGL 43211. Seminar: Ideas of Justice (3-0-3)
An examination of various ideas of justice in early modern culture, from the trials of Socrates and Jesus to Shakespeare and Milton.

ENGL 43215. Seminar: Love and Society in Renaissance Poetry (3-0-3)
Hammond How depictions of “love” in selected Renaissance poetry reflected notions of “love” in the larger Renaissance society.

ENGL 43301. Seminar: Virtue, Sex, and the Good Life: Eighteenth-Century Novels (3-0-3)
The 18th-century novel deals with the questions of social, political, sexual, and economic identities and choices in a time of great change, and this course examines several novels representative of the time period.

ENGL 43302. Seminar: Jane Austen (3-0-3)
Research in the novels of Jane Austen.

ENGL 43303. Seminar: Victorian Fiction (3-0-3)
A close reading of five late-Victorian novels—Trollope’s *The Dower House*, Hardy’s *The Group*, Eliot’s *Daniel Deronda*, and Collin’s *Armadale*—that organize themselves around the thoughts and deeds of “bad girls.”

ENGL 43304. Seminar: Nineteenth-Century British Novel (3-0-3) Van den Bosch
The British novel, 1830–60, as a popular medium through which writers explored serious concerns: E. Bronte, Gaskell, Dickens, Collins.

ENGL 43305. Seminar: Victorian Radicals (3-0-3)
“Fringe” characters in, and elements of, British Victorian Literature, with a particular emphasis on a modern world being increasingly defined in economic terms.

ENGL 43401. Seminar: Modernism and Modernity (3-0-3)
By engaging a wide variety of modern writers ranging from D.H. Lawrence, T.S. Eliot, Larsen, Faуст, Barnes, Rhys, Woolf, Langston Hughes, and West, to Lewis, Joyce, and Beckett, the changing contours of literary modernism in the larger context of the philosophical, social, and political cultures of modernity.

ENGL 43402. Seminar: “God” in Postmodern British Poetry (3-0-3)
A multifaceted analysis of modes of “belief” in postmodern British poetry, with a particular emphasis on how the operations of ancient Hebraic and Christian texts come back into practice for these writers, and why those earlier frameworks for conceptualizing language and “saying God,” or failing to say it, seem newly hospitable in the face of deconstructive postmodern theories about “the word.”

ENGL 43403. Seminar: Gender and Modernism (3-0-3)
An intensive study of “feminine” or “women’s” modernism: modernist aesthetics read in relation to questions of race and gender; the formation of literary modernism’s often tense relation to mass culture; the development of political and literary avant-garde cultures (with specific emphasis on those marked by gender and race such as the suffrage movement and the Harlem Renaissance); the development of modern discourses of sexuality; the intimate and complex relationship between modernism and race; and the special attention given to women’s experiences of modernity, especially in relation to those aspects of culture typically excluded from definitions of the modern (shopping, maternity, consuming popular, sentimental fictions, etc.).

ENGL 43409. Seminar: Woolf and Bloomsbury (3-0-3) Green
An analysis of the novels, essays, art, and political writings of some of the members of the Bloomsbury Group—including Woolf, E.M. Forster, Roger Fry, and Leonard Woolf—in order to explore the complex moments of cross-fertilization, critique, and revision that define their encounters, along with notions of a “feminine” or “women’s” modernism.

ENGL 43501. Seminar: James Joyce (3-0-3)
Close readings and discussion of Joyce’s *Dubliners, A Portrait of the Artist as a Young Man,* and *Ulysses*.

ENGL 43502. Seminar: Contemporary Irish Literature (3-0-3) Harris
Irish drama, fiction, and poetry of the second half of the 20th century.

ENGL 43503. Seminar: Anglo-Irish Identities 1600–1800 (3-0-3)
Focusing on the 200-year historical period that was crucial in the formation of “Ireland,” this course explores the complex and contested cultural, political, and ideological identities of a group that have come to call the Anglo-Irish, including Swift, Berkeley, Edge worth, and Goldsmith.

ENGL 43504. Seminar: Modern Irish Fiction (3-0-3)
A close examination of the works of major Irish writers of fiction after the Second World War—Flann
O’Brien, Frank O’Connor, Mary Lavin, Patrick Kavanagh, Edna O’Brien, Michael MacLaverty, Sam Hanna Bell, and Brian Moore.

ENGL 43601. Seminar: Landscape in American Literature (3-0-3)
A thematic reading of “landscape” in American Literature from the Puritans to Toni Morrison.

ENGL 43701. Seminar: Southern Fiction (3-0-3)
Close readings of Southern fiction from 1900 to 1960, including Chopin, Glasgow, Toomer, Faulkner, Wright, Ellison, Hurston, Warren, Welty, and O’Connor.

ENGL 43702. Seminar: Suffragettes and Literature (3-0-3)
A close study devoted to tracing and defining the feminist literary cultures of the 20th century through, first, reading the writings created during the “First Wave” of feminist activism that defined women’s militant and nonmilitant struggle for the vote at the beginning of the last century, followed by exploration of the feminist writing and thought that followed the suffrage movement and paved the way for discussions of Women’s Liberation in the “Second Wave.”

ENGL 43801. Seminar: Women of Color (3-0-3)
An examination of the literatures of “women of color,” encompassing the linguistic, national, ethnic, and cultural experiences and connections among women of color in cultural diasporas around the world, and how these women use their work to (re)map the “margin,” recreating it as a place of connection and conversation, rather than exclusion and otherness.

ENGL 43802. Seminar: Black Cultural Studies (3-0-3)
This interdisciplinary course considers the conflicted ways in which “racial” identities and differences have been constructed throughout US culture.

ENGL 43803. Seminar: American War Literature (3-0-3)
Beginning with Mary Rowlandson’s captivity narrative and ending with Tim O’Brien’s The Things They Carried, an exploration of the aesthetic, historical, and theoretical functions and values of war writing in the United States.

ENGL 43804. Latino Poetry (3-0-3)
This course will focus on several prominent contemporary Latino and Latina poets—among them, Gary Soto, Lorna Dee Cervantes, Victor Hernandez Cruz, Martín Espada—whose work has enriched and diversified the canon of American poetry.

ENGL 43805. Seminar: Twentieth-Century Black Women Writers (3-0-3)
A close examination of major 20th-century African-American women writers.

ENGL 43806. Seminar: Caribbean Voices (3-0-3)
An introduction to the literature of the Anglophone Caribbean.

ENGL 43810. Seminar: Latino Literature (3-0-3)
A close examination of the historic, cultural, and artistic foundations of selected Latino writers.

ENGL 46001. Directed Readings (3-0-3)
ENGL 20503, Northern Irish Writing and Politics M-F 10:20–12:30, 6/19–7/10 Mary Smyth (Cross-listed with IRST 30204). This intensive course will chart the links between politics, history, and culture in the partitioned North of Ireland over the past 80 years or so. Both Ulster unionist and Irish nationalist ideologies will be explored through the writings of the following Irish writers: Frank McGuinness, Brian Friel, Sam Thompson, Seamus Deane, Seamus Heaney, Anne Devlin, Eoin MacNamee, Ciaran Carson, and Thomas Kinsella, among others. We will read drama, fiction, and poetry. There will also be a cinema element built into our survey of this complex conflict.

ENGL 47999. Special Studies (3-0-3)
Independent study under the direction of a faculty member.

ENGL 52999. Honors Thesis (3-0-3)
Arranged by department honors program advisor. Credits for research and writing honors thesis.

Graduate Courses. Courses numbered between 50000 and 59999 are open to qualified students. Description of these courses and of graduate work in English is in the Graduate School Bulletin of Information.

90013. Graduate Fiction Workshop
90032. Graduate Poetry Workshop
90091. The Writing Profession
90091. Literary Publishing
90110. English for Non-Native Speakers
90101. Introduction to Graduate Studies
90904. Philology and Weltliteratur
90232. Old English Literature
90233. History Plays of Shakespeare and Historiography
90311. Studies in Eighteenth-Century Literature
90304. Nineteenth-Century British Novel
90409. Modernism and Modernity
90511. Memory, Meaning, and Migration
90410. Crisis, Criticism, Cubism
90805. Latina/Literature
90705. Twentieth-Century Poetics
92001. Practicum: Teaching Writing
90902. Practicum: Teaching Creative Writing
92003. Practicum: Preparation for the Profession
92002. Practicum: Writing for the Profession
we seek to provide the creative and technological tools for student scholar/artists to build a basis for advanced study and professional careers in the arts should they so desire. It is our hope that those whose work and determination lead them to seek careers in these fields will be challenged and assisted by their liberal arts curriculum. Our courses provide tools to understand the analytical, technical and imaginative processes of the field, whether pursued as future work, study, or as an enhancement of intellectual life.

Most FTT courses fulfill the University fine arts requirement.

For more information and up-to-date listings of courses and FTT events, visit the Web at www.nd.edu/~ftt.

Program of Studies. Students interested in the major are encouraged to visit the departmental office (230 Marie P. DeBartolo Performing Arts Building) for information about the programs and department faculty. You also may visit our website at www.nd.edu/~ftt.

Step-by-step instructions for becoming a major are available on our website. All students declaring a major first must obtain the signature of the department chair or associate chair and a departmental faculty advisor will be assigned, with whom the student will consult to prepare a plan of study reflecting their educational interests and goals. Students may elect to major in the department as either a first or second major in accordance with college guidelines.

Normally, students concentrate in either film, television or theatre. At least 30 credit hours are needed to complete the major. The film concentration requires at least one elective on an international subject and at least three upper-level courses. The theatre concentration offers a supplementary major requiring 24 credit hours.

(A major combining courses from different concentrations is possible with approval of the department chair.)

The Department of Film, Television, and Theatre participates in two international programs by cross-listing courses and sponsoring internships. For more information, see the Bulletin descriptions for the Dublin program and the London program.

Several courses are offered in the summer session, including FTT 10101/20101 and 10701/20701. See the Summer Session Bulletin for availability and further information.

**Film Concentration**

30 credit hours

- 4 required core courses:
  - Basics of Film and Television
  - History of Film I
  - History of Film II
  - Film and Television Theory
- 6 electives (3 at the 40000 level and 1 international elective)

**General Electives**

- Introduction to Film and Video Production
- Writing for Screen and Stage I and II
- The Art and Science of Film Production
- Film and Digital Culture
- History of Documentary Film
- Topics in Media Theory, History, and Research: Film and Popular Music

**International Electives (30000 and 40000 Level)**

- Italian National Cinema
- Comedy Italian Style
- French Cinema
- New Iranian Cinema
- Irish Cinema and Culture
- Australian Cinema
- Hong Kong: Action Cinema in a Global Context

**Upper-Level Electives**

- Shakespeare and Film
- Intermediate Film Production
- Advanced Film Production
- Advanced Digital Video Production
- Sex and Gender in Cinema
- Topics: Film Noir
- Topics: Sound Design
- Contemporary Hollywood
- Postmodern Narrative

**Television Studies Concentration**

30 credit hours

- 3 required core courses:
  - Basics of Film and Television
  - History of Television
  - Film and Television Theory
- 7 electives (3 at the 40000 level)

- Introduction to New Media
- Principles of Mass Communication
- Broadcast Journalism
- History of Film II
- Writing for Screen and Stage I and II
- Introduction to Film and Video Production
- Film and Digital Culture
- Topics in Media Theory, History, and Research
- Broadcasting and Cable
- Sports Journalism
- Entertainment and Arts Law
- Media Ethics
- Media and the Presidency
- Advanced Digital Video Production
- Contemporary Hollywood
- Media Culture
- Media Internships
- Special Studies
- Issues in Film and Media

**Theatre Concentration**

30 credit hours

- 4 required core courses:
  - Theatrical Production (formerly Stagecraft)
  - Theatre, History, and Society
  - Script Analysis and Dramaturgy
  - Performance Analysis
Group B
Stage and Production Management
Costume History
Scene Design and Methodology
Lighting Design and Methodology
Costume Design and Methodology
CAD for the Stage

Group C
Acting Process
Writing for Stage and Screen I
Make-Up for the Stage
Voice and Movement
Directing Process
Writing for Stage and Screen II
Audition Seminar
Acting Shakespeare

Complementary Nature of Departmental Concentrations. There is a strong creative and scholarly relationship in the mix of courses and activities of the department of which students should be aware. The concentrations offered by this department can provide many complementary areas of creative and technical study for students involved in film and television production, as well as overlapping historical, theoretical and critical concerns. Similarly, those concentrations in theatre are urged to avail themselves of the many opportunities for production experience and critical, cultural and theoretical studies offered by the theatre faculty.

Cocurricular Activities. The department encourages non-majors to elect courses, participate as audience in our extensive film and theatre series, and involve themselves in film, television, and theatre production as a means of informing and complementing their liberal arts education at Notre Dame. Occasional guest artists and lecturers are also sponsored by the department. Information on all department-sponsored activities is available in the department office and on the department's website.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory hours per week and credits each semester are in parentheses. The instructor's name is also included. Many courses require completion of prerequisite courses, early application and/or permission prior to registration to assure the student's readiness to take the course. Students should discuss their interests and clarify course registration requirements with the course instructors and/or their advisors. Virtually all courses in this department require attendance at cinema screenings (labs), plays and other arts events.

FTT 10101. Basics of Film and Television
(3-0-3) Magnan-Park, Sieving, Wojcik
Corequisite(s): FTT 11101
This course introduces students to the study of film and television, with particular emphasis on narrative. Students will learn to analyze audio-visual form, including editing, framing, mise-en-scene, and sound. Students will consider topics in film and television studies such as authorship, genre, stardom, and feminism. Focusing on classical Hollywood and American TV, the course will also introduce students to international and/or alternative cinemas and television styles. Evening screenings are required. Serves as prerequisite to most upper-level courses in film and television.

FTT 10401. Introduction to the Fine Arts
(1-0-1) Martin
This one-credit, interdisciplinary seminar is designed to introduce first-year students to some of the University's finest art treasures. Students will have an opportunity to enjoy the arts at Notre Dame from a vantage point of academic preparation, direct personal observation and experience, and the insights of those who work in the arts. The following is a sample of the topics to be explored in the course: the Mesoamerican and the Rembrandt collections in the Snite Museum of Art, the work of the Actors From The London Stage and the Notre Dame Film, Television and Theater Department, the art of Ivan Mestrovic as found on campus, the Dante collection in the Rare Book Room, and a selection of on-campus classical and jazz concerts. Preparation to enjoy these and other topics will be built on pertinent readings, class discussions, and short written assignments, as well as tours, guest-led discussions, and attendance at exhibits, plays, films, and concerts. First-year students ONLY. Does not count toward the fine arts requirement.

FTT 10701. Introduction to Theatre
(3-0-3) Cole, Donnelly
A study of theatre viewed from three perspectives: historical, literary, and contemporary production practices. Through lectures, readings, and discussion, students will study this art form and understand its relevance to their own life as well as to other art forms. A basic understanding of the history of theatre and the recognition of the duties and responsibilities of the personnel involved in producing live theatre performances will allow students to become more objective in their own theatre experiences.

FTT 10900. Script Analysis and Dramaturgy
(3-0-3) Arons
In this course, students will learn: (1) how to read and interpret a play script for production (script analysis) and (2) how to read and understand a dramatic text in terms of its historical and literary contexts (dramaturgical analysis).

FTT 11101. Basics/Film and Television Lab
(0-2-0)
Corequisite(s): FTT 10101
During the lab times, certain films will be viewed for further discussion in class.

FTT 13182. Fine Arts University Seminar
(3-0-3) Chalmers, Pilkinton
This writing-intensive course will be devoted to a variety of different topics in film, television, new media, and theatre depending on the individual instructor's interests.

FTT 20002. Stagecraft: Theory and Practice
(3-0-3) Cole
A practical introduction to techniques, processes, and materials. The student will explore traditional and modern stagecraft methods: carpentry, rigging, basic scenic painting as well as basic technical drafting, design ideas, equipment use, safety, material handling, and problem solving. Students will gain practical experience participating on realized projects and productions.

FTT 20009. Broadway Theatre Experience
(1-0-1)
This short course offers students the opportunity to experience theatre at its finest. The course will include three days and two nights in New York City where we will see four professional productions: three Broadway shows (a musical, a comedy, a drama) and one off-Broadway show. The trip will include a talkback with professional theatre artists as well as a backstage tour of a current Broadway show. The course has a lab fee ($819/quad; $849/triple; $879/double; $1,029/single), which includes round-trip bus and air transportation from Notre Dame to the Hotel Edison in Manhattan, two nights at the hotel, best seats available for the four shows, and the theatre talkback and backstage tour. Prior to the tour, the class will meet to discuss the shows that will be seen, to become familiar with theatre conventions, and to understand the structure and development of professional theatre in America. The course will include the keeping of a journal by each student and will culminate with a paper discussing aspects of the plays that were seen. No prerequisite. By application only. Required field trips.

FTT 20101. Basics of Film and Television
(3-0-3) Magnan-Park, Sieving, Wojcik
Corequisite(s): FTT 21101
This course introduces students to the study of film and television, with particular emphasis on narrative. Students will learn to analyze audio-visual form, including editing, framing, mise-en-scene, and sound. Students will consider topics in film and television studies such as authorship, genre, stardom, and feminism. Focusing on classical Hollywood and American TV, the course will also introduce students to international and/or alternative cinemas and television styles. Evening screenings are required. Serves as prerequisite to most upper-level courses in film and television.

FTT 20102. Basics of Film and Television
(5-0-3) Collins
The goal of this course is to introduce students to the critical analysis of visual storytelling. This summer we will be concentrating on films and television programs that have acquired cult status. We will investigate how certain texts have gained this notoriety by examining them as works of art and as products of an entertainment industry. Feature titles include: Casablanca, Run Lola Run, Goodfellas, Swingers, and The Sopranos. This course meets the University fine arts requirement, and it is equivalent to FTT 104/204 and FTT 10101/20101.
FTT 20231. Shakespeare in Film (3–0–3)
This course studies filmed adaptations of Shakespeare's plays. The students will examine how contemporary directors and actors have animated the following plays: Romeo and Juliet, Othello, Richard III, Henry V, and Hamlet. We will view and discuss such diverse interpretations as Leonardo DiCaprio's gun-toting Romeo, Natalie Wood's singing Juliet, and Mel Gibson's confused and college-bound Hamlet. The artists we will study include Sir Lawrence Olivier, Ian McKellen, Kenneth Branagh, and Orson Welles. (Meets University fine arts and literature requirement.)

FTT 20280. Culture, Media, and Entertainment in China Today (3–0–3) Noble
This course is designed to provide students with an introduction to aspects of contemporary Chinese culture, media, and entertainment. The class focuses on the development of China's media and entertainment industries, including the online industry, the music industry, advertising, television, and the film industry. Students will learn to critically analyze authentic cultural products, study their cultural and literary dimensions, and discuss how culture affects the political and economic aspects of these industries. This class aims to be interdisciplinary and is designed to accommodate students from a large range of academic interests, including business, marketing, political science, economics, communication, media studies, music, sociology, literature, film, cultural studies, and Asian studies.

No prior knowledge of China or the Chinese language is required

FTT 20480. Introduction to New Media (3–0–3)
The Internet, interactive computer technologies, and unprecedented ways of performing and expressing ideas make an awareness of new media (broadly defined) necessary. This course examines the history, application, and social impact of these new systems.

FTT 20701. Introduction to Theatre (3–0–3) Cole, Donnelly
A study of theatre viewed from three perspectives: historical, literary, and contemporary production practices. Through lectures, readings, and discussion, students will study this art form and understand its relevance to their own life as well as to other art forms. A basic understanding of the history of theatre and the recognition of the duties and responsibilities of the personnel involved in producing live theatre performances will allow students to become more objective in their own theatre experiences.

FTT 20702. Stage Management (3–0–3) Dryer
Prerequisite(s): See online Course Catalog for details. This course will explore the duties and functions of the stage manager in both the preproduction and production phases of the mounting of a show. Students will learn how to produce a promptbook and to track and block a show. They will also learn performance etiquette and documentation of a production.

FTT 20703. Introduction to Theatre (5–0–3) Donnelly
An introductory study of theatre viewed from three perspectives: historical, literary, and contemporary production practices. Students will gain a basic understanding of live theatre performances with the goal of becoming more objective about their own theatre experiences. This course is equivalent to FTT 105/205 and FTT 10701/20701, and it meets the University fine arts requirement.

FTT 20900. Script Analysis and Dramaturgy (3–0–3) Arons
In this course, students will learn: (1) how to read and interpret a script for production (script analysis) and (2) how to read and understand a dramatic text in terms of its historical and literary contexts (dramaturgical analysis).

FTT 21000. Irish and American Tap Dance (1–0–1)
This course will teach a range of fundamental American tap steps in addition to at least two finished tap dance pieces set to music. Several hard-shoe Irish tap dances will be taught, and depending on the ability of the students, several other completed dances are possible. The particular range of individual tap dances learned will permit the student to use these steps and expand them to fit a wide diversity of music types and rhythms. Although the class is intended for students who have never learned tap previously, both elementary and middle-range students have found the class suited to their needs. Tap shoes are a necessity and should be purchased before the class begins. Does not fulfill the fine arts requirement.

FTT 21001. Acting: Process (3–0–3)
Prerequisite(s): See online Course Catalog for details. The purpose of this class is self-discovery and growth as an actor. You will be introduced to basic principles and techniques for preparation and performance, as well as a context for developing a working methodology for personal creative growth as an actor, the creation of a role, realization of a scene, and an introduction to the production process. You are expected, therefore, to know and apply these principles and processes. Scene work is prepared and rehearsed with a partner(s) outside of class for presentation in class. Written textual analysis (including detailed character study) is required for all scene work. A critical journal will reflect on assigned readings, responses to the work, and continuing assessment of personal growth.

FTT 21005. Ballet I (1.5–0–1.5)
Ballet I is an exploration of fundamental ballet technique. It is an activity course that is heavily dependent upon attendance. The course will be geared toward those who have had little or no ballet training, with the intention of getting the class moving quickly enough that those with some training will find it useful. Ballet, if pursued correctly, can be a great help to those who engage in other movement activities. While it is a stylized form, ballet fundamentals can provide a solid foundation for actors, athletes, and even normal pedestrians. For example, good ballet placement is also good posture. For the first class, dress comfortably and be ready to move. The only monetary investment for the course is a pair of ballet shoes, which may be purchased at The Ballet Shop in the nearby Town and Country Shopping Center. Does not fulfill the fine arts requirement.

FTT 21007. Writing for Screen and Stage I (3–0–3)
This course focuses on the basics of dramatic writing: story, dialogue, character, and style. Students will develop three short scenes as stage plays or as screenplays. The last section will be devoted to developing one of these for public reading.

This class is a prerequisite for Writing for Screen and Stage II, which will be offered during the spring semester.

FTT 21009. Performance Workshop I (3–2–3)
This class represents an exciting new venture for Notre Dame theater, introducing students to the alternative practices of performance art and performance theater. Bringing together painters, video artists, musicians, and writers (among others), performance has emphasized modernist and avant-garde experimentation. The work of these and other artists is studied through readings and film and video documentation. Students also will be asked to use these examples as models to create a series of their own short performance pieces. Students at all levels and disciplines are encouraged to enroll. A background in theater is not required—only a spirit of collaboration and openness toward alternative uses of character, text, space, lighting, and sound.

FTT 21101. Basics/Film and Television Lab (0–2–0)
Corequisite(s): FTT 20101
During the lab times, certain films will be viewed for further discussion in class.

FTT 30000. National Theatre (3–0–3)
This course provides students with insight into the development of European theatre, from Brecht-Weigel's work at the Berliner Ensemble to the theatre works of Giorgio Strehler at the Piccolo (Italy), Peter Brook at the Buffes de Nord (U.K., France), Ariane Mnouchkine at Theatre de Soleil (France), Peter Stein at the Schaubuhne, Pina Bausch at Tanztheater Wuppertal, and Heiner Mueller and Einar Schleef at the Volksbuehne and the Berlin Ensemble (Germany). Students are introduced to the main productions of these directors, their theatrical roots, and their influence on contemporary European theatre and playwriting.
TTT 30003. Playwriting and Screenwriting (3-0-3)
This is a creative-writing course that deals with the principles of dramatic construction. The course examines consideration of character development, plot structure, dialogue, and critical analysis, as well as and the evolution of dramatic form into cinematic narrative. Students can choose to work in either (or both) formats forms that is, theatre or film. Students will develop plays or screenplays appropriately for later production within the department and will analyze and evaluate each other's creative work. Screenings and play performances outside of class are may be required.

TTT 30004. Makeup for the Stage (3-0-3)
Prerequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 31102
This course deals with the practice and theory of makeup design, including basic, corrective, old-age, and special character makeup.

TTT 30008. Love, Death, Revenge: Japanese Drama (3-0-3)
This course is an introduction to Japanese classical theatre (Noh, Kyogen, Bunraku, and Kabuki) through readings and videotapes of selected plays.

TTT 30101. History of Film I (3-0-3) Sieving
Corequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 31101
This course traces the major developments within the history of US and international cinema from its beginnings to 1946. This will look at films from the major cinematic movements and genres and from major filmmakers. These films and filmmakers will be considered in terms of the economic, technological, and aesthetic forces that have shaped them.

TTT 30102. History of Film II (3-0-3) Magnan-Park
Prerequisite(s): TTT 30101 or FTT 310
Corequisite(s): FTT 31102
This course traces the major developments in world cinema from the post-WWII era to the present. The course will examine the shifting social, economic, technological, and aesthetic conditions of this period, especially the demise of the Hollywood studio system, the rise of new technologies and art world market outlets, and the globalization of cinema. The course will look at films from Hollywood to Hollywood film-making, but be also look at various international movements, including Italian Neorealism, the French New Wave, and recent Asian cinemas. Majors only through third period, then open to all.

TTT 30230. Australian Cinema (3-0-3)
Corequisite(s): FTT 31232
This course presents a survey of Australian cinema from the silent era to the present with special attention to the new Australian cinema of the 1970s. Students will examine these films in their social and political context. Throughout, we will consider how Australian films fashion an Australian identity. We will discuss Australia's complex relationship to European and American culture, representations of Aboriginal culture, women in the Australian cinema, the representation of the outback vs. the city, tourism, and the film industry, the role of film festivals, and more.

TTT 30231. Comedy, Italian Style! (3-0-3)
An exploration of comic traditions in Italy: the popular film genre known as "comedy Italian style" is analyzed in its historical development in the 1950s and '60s, together with Italian film comedies from the silent period through the present. Roberto Benigni's new film version of Pinocchio, for example, to be released in the United States in December of 2002, extends a long line of comic genius. The comedies of Bertolucci and Goddard and the充分肯定 value of Goodbye to Language provide further examples of a comic tradition that continues to be a vital force of aesthetic pleasure and political comment. Requirements include attendance at mandatory film screenings, participation in class discussions, and a number of short papers, and midterm and final exams. The class will be conducted in English.

TTT 30232. National Cinemas (3-2-3)
Corequisite(s): FTT 31232
Every industrialized country, and many non-industrialized ones, have developed distinctive national cinemas. Often these production are a dynamic mix of Hollywood influences, distinctive local culture, and government control. This course examines the films of one or more countries to reveal their distinctive styles, stories, and visual and narrative techniques. This course will also develop basic categories of film and cinematic narrative. Students can choose to work in either (or both) formats forms that is, film or television. May be repeated. Fulfills the University fine arts requirement and the Film/TV international area requirement.

TTT 30233. New Iranian Cinema (3-0-3)
Corequisite(s): FTT 31233
This seminar course will take up a selection of the best of the new wave of Iranian cinema (films by Kiarostami, Close-Up, Taste of Cherry, And Life Goes On, Through the Olive Tree, Mahdokht: Gabbbeh, the Cyclist, Samira Mahdokht, The Apple, Panahi, The Circle, Naedi, The Runner, and others) and debate its sources and its paradoxical arrival on the international film scene. We will consider the role of censorship, limited budgets, Islamic proscriptions, national history and aspirations, issues of gender and, in particular, the importance of the 2,500-year old, popular Persian poetic tradition in the inspiration and refinement of this unexpected and celebrated cultural phenomenon.

TTT 30234. New Directions in Russian Cinema (3-0-3)
Freed from the constraints of Soviet-era censorship, since 1990 Russian filmmakers have exploited the unique qualities of the film medium in order to create compelling portraits of a society in transition. The films we will watch cover a broad spectrum: reassessing Russia's rich pre-Revolutionary cultural heritage as well as traumatic periods in Soviet history (World War II, the Stalinist era); grappling with newly found taboo social issues (gender roles, anti-Semitism, alcoholism); taking an unflinching look at new social problems resulting from the breakdown of the Soviet system (the rise of neo-fascism, the war in Chechnya, organized crime); and meditating on Russia's current political and cultural dilemmas (the place of non-Russian ethnicities within Russia, Russians' love-hate relationship with the West). From this complex cinematic patchwork emerges a picture of a new, raw Russia, as yet confused and turbulent, but full of vitality and promise for the future. Short readings will supplement the film component of the course.

TTT 30235. Italian National Cinema (3-0-3)
Corequisite(s): LLRO 41545
Conducted in English, this course examines the concept and reality of "national cinema" in the Italian case. A history of one of the world's most renowned national cinemas focusing on the formation of national identity in film.

TTT 30237. Nazi Past in Postwar German Film (3-0-3)
How have German films since 1945 been trying to deal with the Nazi past? How do Germans picture their memories of the Third Reich? How do they define themselves within and against their country's history? And how do they live with their remembrances now? Primarily, this class aims at issues in the realm of ethics (perpetrators, victims, and passive accomplices; stereotypes; courage and cowardice; personal and national guilt; revisionism, coming-to-terms, and productive memory; responsibility and the [im]possible of reconciliation). Some central questions about German history during the Third Reich and the postwar era will be dealt with. The course will also develop a broad category of film analysis and ask questions about the special capacity of film to help a nation work through its past. Films subtitled, dubbed, or English language. Readings, lectures, and discussions in English.

TTT 30238. Short Story in East Asia and Beyond (3-0-3)
This course introduces students to short stories by 20th-century writers in China, Taiwan, Korea, Japan, and the East Asian diaspora. The goals of the course are to examine the intertwined modern histories of East Asian nation-states, investigate the short story as a literary genre, and explore critical concepts of literary and cultural identity studies. The stories will be read in conjunction with critical essays on nation, gender, and the short story, with particular attention to the narrative strategies of the authors. Reading the stories both in terms of the cultural and ideological contents in which they were written and as material artifacts available to us in English today helps to
problematize the meanings of “Chinese,” “Japanese,” or “Korean” in East Asia and beyond. Ultimately, this course will provide students with the conceptual framework and vocabulary to interrogate gender, race, and nationality as socially constructed categories. All readings are in English; no prior knowledge of Asia is presumed.

**FTT 30239. New Asian Cinema**  
(3-0-3)  
Corequisite(s): FTT 31239  
This course will introduce students to contemporary Asian cinema. We will examine how Asian filmmakers define themselves and their (inter)national identity through their aesthetic choices. We will also explore the impact of globalization on regional cinema, and the effect international audiences and international investment have on the films that are made. The course will focus on internationally acclaimed films representing countries including China, Japan, Taiwan, and Hong Kong. It will also place these Asian films in their political, cultural, and social context. Weekly film screenings required. All films with English subtitles. Course taught in English. The course could fulfill the University fine arts requirement, and satisfy the international area requirement for Film/TV concentrators.

**FTT 30240. Japanese Film and Fiction**  
(3-0-3)  
Prerequisite(s): See online Course Catalog for details.  
For Japan, an island nation whose feudal state followed a policy of isolation for over 150 years (1600–1868), the transition to modernity has been an abrupt and complicated process. Modernization has involved a transformation at every level of Japanese society, ranging from the political and economic realms, to the scientific, cultural, and educational. This course focuses on how some of Japan’s most creative authors and film directors have responded to debates relating to the strategies and sacrifices involved in enacting sweeping social changes, and to developing a modern, educated citizenry that would include not only elite males, but women, the poor, and ethnic or other minorities. Students will be introduced to the concepts of authorial empathy and tension between realism and fabrication in fiction writing and filmic expressions; and to ways in which gender, nationality, and other affiliations have been constructed in the Japanese cultural imagery.

**FTT 30241. China’s Underground Cinema**  
(3-0-3)  
This course explores “underground” films produced in Mainland China since the 1980s. Many films that were produced illegally or banned in China have garnered awards in prestigious international film festivals—Cannes, Berlin, Venice, Toronto, Tribeca (and the list runs on). How and in what ways were the films subversive? What is the role of China as a nation and state in the production of film today and in the past? How do these films play to the international film festival circuit and international market? Is commercialization realizing less government control of film and other media in China? The class will view both feature films and documentaries, including those unavailable in the US (but all with English subtitles). No prior knowledge of Chinese language, culture, or history is required.

**FTT 30242. African Cinema: Black Gazes/White Camera**  
(3-0-3)  
Corequisite(s): ROFR 31555  
A course exploring the image of black Africa through the lens of white cinematographers.

**FTT 30405. Introduction to Film and Video Production**  
(5-0-3) Mandell  
An introductory course in the fundamentals of writing, shooting, editing, and lighting for narrative film and video productions. This is a hands-on course emphasizing creativity, aesthetic, and technical expertise. Students learn the many aspects of filmmaking while making short films of their own using the new facilities in the Marie P. DeBartolo Performing Arts Center. Requirements: Three short digital video assignments, selected readings; and a final exam. This course is equivalent to FTT 361/561 and FTT 30410/50404.

**FTT 30410. Introduction to Film and Video Production**  
(4-0-4) Mandell  
Prerequisite(s): See online Course Catalog for details.  
An introductory course in the fundamentals of shooting, editing, and writing for film and video productions. This is a hands-on production course emphasizing aesthetics, creativity, and technical expertise. The course requires significant amounts of shooting and editing outside class. Students produce short video projects using digital video and Super 8mm film cameras and edit digitally on computer workstations. The principles of three-camera studio production are also covered.

**FTT 30411. Art and Science of Filmmaking**  
(3-0-3)  
Prerequisite(s): See online Course Catalog for details.  
This course is a behind-the-scenes look at the artists and craft people who work together to create both theatrical films and television programs. We will explore the many roles people play and the techniques used to make movies specifically the director, producer, and cinematographer’s relationship on a set. This study will combine history, technology, and the politics of both big budget shows and independent cinema. This is a course about film production without all of the hands-on experience, which will provide a basis for those thinking about doing production as well as expand the expertise for those who have taken production courses. We will, however, conduct various in-class film tests. There will be screenings, a midterm, and final paper (10 pages) regarding a chosen researched topic about filmmaking. Materials fee required.

**FTT 30430. History of Documentary Film**  
(3-0-3)  
Prerequisite(s): See online Course Catalog for details.  
This course will track the history of nonfiction film and television, examining various structures and formats including expository, narrative, experimental, formalist, docudrama, and “reality TV.” It will also examine the use of “actuality” footage in films that make no pretense to objectivity. At the center of the course will be a deconstruction of the notion of “film truth.” Students will develop skills in the critical analysis of documentary and examine the standards by which we evaluate them.

**FTT 30436. Topics in Media Theory, History, and Research**  
(3-2-3)  
Corequisite(s): FTT 31436  
An investigation of selected topics concerning theory, history, and research in film, television, the media, or cultural studies.

**FTT 30437. Topics: Film and Popular Music**  
(3-0-3) Wojcik  
Prerequisite(s): See online Course Catalog for details.  
This course examines the relationship between popular music and film through an examination of film scores, the genre of the musical, musical performance, the use of prerecorded pop songs in films, rockumentaries, music video, and pop biopics; We’ll see films using popular music of all kinds: Tin Pan Alley, ’50s rock ’n roll, jazz, disco, country, French pop, and more. We’ll consider the role of the star—ranging from Astaire to Travolta, Dylan to Madonna—and films by directors such as Scorsese and Welles. Looking at films from the 1930s to the present, we’ll consider the narrative function and meaning of music, industrial practices, changing social values, how songs get Academy Awards, how soundtracks circulate, and how film relates to various other musical media, such as radio and MTV. Throughout, we will pay special attention to how pop music affects film’s ideologies of gender, race, and sexuality. Students do not need a background in music. Films will include The Band Wagon, American Graffiti, A Man and a Woman, Saturday Night Fever, Touch Of Evil, Truth Or Dare, The Umbrellas of Cherbourg, Round Midnight, and Nashville.

**FTT 30460. Principles of Television and Multimedia Production**  
(3-0-3)  
This course provides a fundamental understanding of video and multimedia program production, from initial concept to final broadcast. The point of view is from the perspective of the executive producer, who oversees all business and creative aspects of television programs. All media that incorporates video, including broadcast television, CD-ROM, DVD, and the Internet, will be covered. Topics include proposal development and budget; understanding the target audience; audience exposure, attention,
perception, and retention; production elements: locations; the script; sponsor relations; credibility and ethics: motivational television; and on-camera interview techniques.

FTT 30461. History of Television
(3-0-3) Ohmer
Corequisite(s): FTT 31461
This course analyzes the history of television, spanning from its roots in radio broadcasting to the latest developments in digital television. In assessing the many changes across this span, the course will cover such topics as why the American television industry developed as a commercial medium in contrast to most other national television industries; how television programming has both reflected and influenced cultural ideologies throughout the decades; and how historical patterns of television consumption have shifted due to new technologies and social changes. Through studying the historical development of television programs and assessing the industrial, technological, and cultural systems out of which they emerged, the course will piece together the catalysts responsible for shaping this highly influential medium. Majors only through third period, then open to all.

FTT 30462. Broadcast Journalism
(3-0-3) Sieber
Four major topics are covered: (1) Writing for broadcast with emphasis on developing the student’s understanding of grammar and style in the construction of effective news stories; (2) newsroom structure: understanding who does what in today’s broadcast newsroom and how economics affects the flow of information; (3) journalism ethics: analysis of personal values, ethical principles, and journalistic duties that influence newsroom decisions; and (4) legal considerations in news gathering with special attention paid to libel laws and invasion of privacy.

FTT 30463. Broadcasting and Cable
(3-0-3) This course examines the history and current practices of the broadcast and cable television industry and looks at its effect on American culture and society. Topics of discussion include important issues in the industry, government regulation, news, sports, and entertainment programming strategies and practices, ratings, and advertising. The course also offers an introduction to basic television production through eight production sessions at WNDU-TV.

FTT 30464. Television in American Culture
(3-0-3) This course examines the development of commercial broadcast television in the United States, focusing on the industrial, economic, technological, and social forces that have shaped the images we see. We will look at how American television developed in the competitive business climate of the 1920s and 1930s, and how advertiser-supported networks came to dominate. We then analyze the role of television in America’s social and political life: its links to suburbia and consumerism, its impact on the political movements of the 1960s, and the ways it has represented America’s changing ideas of race, gender, and ethnicity.

FTT 30465. Sports and Television
(3-0-3) Heisler
Sports have played an integral role in the television industry since its medium’s early days. This course will highlight the history of sports on television and focus on the nuts and bolts of how television sports programming works today. The course will also examine the impact of televised sports on our culture as well as the ethical issues raised by the media’s coverage of sports. The course will require the completion of two exams and two medium-length research papers.

FTT 30467. Principles of Mass Communication
(3-0-3) Friedewald
This course is designed to provide a fundamental understanding of television, multimedia, and Web-based production from initial concept to final program delivery. The point of view is from the executive producer, who oversees all business and creative aspects of media productions. Topics include proposal development and budgets; defining the messages and target audiences; distribution, attention, perception and retention barriers; production elements; locations and studios; script writing; sponsor relations; media credibility and ethics; effects on behavior; television interview techniques; interactive learning; distance education; and Web design and advertising.

FTT 30491. Debate
(V-0-V)
This course will focus on research of current events and the efficacy of proposed resolutions toward the alleviation or reduction of societal harms. It will also involve discussion of debate theory and technique. Permission required. Offered spring semester only.

FTT 30801. Scene Design and Techniques for the Stage
(3-0-3) Phillips
Prerequisite(s): See online Course Catalog for details.
This is a beginner’s course in basic scenic design techniques and hand drafting for the stage. This course will take the student through the process of design from how to read a script, research, presentation, rendering, basic drafting, and if time allows, model building. No previous experience necessary.

FTT 30802. Lighting Design and Methodology
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course serves as an introduction to the theories and practice of lighting design for the stage. Students will explore the design process as well as study the practical considerations of the execution of a design. Specific topics covered will include electricity, light, theatrical equipment and its development, communication of the design, and the role of the designer within the artistic infrastructure.

FTT 30803. Costume Design and Methodology
(3-0-3) Donnelly
Prerequisite(s): See online Course Catalog for details.
This course teaches the principles of costume design for the stage and the techniques of constructing costumes. The course will explore the use of costumes to express character traits by analyzing play scripts. The course will include an introduction of the basic skills needed to construct costumes.

FTT 31001. Acting: Character
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
The second course in the acting progression, this course expands on basic methodology and incorporates physical techniques for building a character. Students explore psychological gestures, Laban effort shapes, and improvisation as they develop a personal approach to creating a role.

FTT 31002. Voice and Movement
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
A course designed to help the advanced acting student focus on kinesthetic awareness. The actor will identify and work to remove physical and vocal tensions that cause habituated movement and impede natural sound production. Through movement and vocal exercises created for actors, students will experience what "prepared readiness" for the stage consists of, and how to meet the demands of a live performance.

FTT 31003. Acting: Role/Contemporary
(3-0-3)
Advanced exploration of technique and methodology focusing on problem solving in approaching roles from the literature of the contemporary theatre.

FTT 31005. Acting: Role/Classical
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course looks at Shakespeare’s texts from the actor’s perspective. Various techniques for unlocking meaning and emotional content will be introduced. Students will use the First Folio for textual analysis and explore the fine arts in Elizabethan England to discover the physical world of Shakespeare’s characters. The course culminates in a series of vignettes allowing each student to create several different classical roles.

FTT 31006. Directing: Process
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course familiarizes students with the creative components of basic play direction, including skills such as play selection, script analysis, casting, blocking, rehearsal techniques, and collaboration with designers. Students will read plays from various historical periods, participate in class directing exercises, learn from guest speakers (including professional actors, designers, and directors) and observe seasoned directors in rehearsal. This course will culminate in
each student auditioning, casting, and directing a short play, documented in a production prompt-book. Majors only through third period, then open to all.

FTT 31008. Ballet II
(1.5-0-1.5)
A continuation of FTT 21005, Ballet I. Ballet concentrated on the fundamental techniques of classical ballet. Some previous ballet training is recommended; however FTT 21005 is not required.

FTT 31009. Collaborative Playwriting: Gender Issues in Asian Theatre
(3-0-3)
The course introduces the student to the process of devising a dramatic text leading to a performance of the text through collaborative methods. The class discourse will evolve from gender issues articulated by Asian theatre, traditional as well as contemporary. Through this method, the students contribute, evaluate, and try out their ideas towards the writing and production of a theatre creation, which shall be performed at the end of the semester. Approach is interdisciplinary.

FTT 31101. History of Film I Lab
(0-2-0)
Corequisite(s): FTT 30101
During the lab times, certain films will be viewed for further discussion in class.

FTT 31102. History of Film II Lab
(0-2-0)
Corequisite(s): FTT 30102
During the lab times, certain films will be viewed for further discussion in class.

FTT 31232. National Cinema: Irish Cinema/Cultural Lab
(0-3-0)
Corequisite(s): FTT 30233
During the lab times, certain films will be viewed for further discussion in class.

FTT 31233. New Iranian Cinema Lab
(3-0-3)
Corequisite(s): FTT 30233
Lab for FTT 30233.

FTT 31239. New Asian Cinema Lab
(3-0-3)
Corequisite(s): FTT 30239
During the lab times, certain films will be viewed for further discussion in class.

FTT 31436. Topics: African-American Cinema Lab
(3-2-3)
Corequisite(s): FTT 30436
During the lab times, certain films will be viewed for further discussion in class.

FTT 31437. Topics: Film and Popular Music Lab
(0-0-0)
Corequisite(s): FTT 30437
Certain films will be viewed for further discussion in class.

FTT 31461. History of Television Lab
(0-2-0)
Corequisite(s): FTT 30461
During the lab times, certain television shows will be viewed for further discussion in class.

FTT 31803. Costume Design/Methodology Lab
(0-2-0)
Corequisite(s): FTT 30803
Students will design costumes, learn how to construct costumes for the stage, and explore the process of organizing the script from the costume designer's viewpoint.

FTT 40000. CAD for the Stage
(3-2-3)
The study of the use of the computer to design scenery and lighting for the stage. The course will begin at a rudimentary level of understanding of computer-aided design and progress to 2-D and then 3-D design techniques. A basic understanding of the Macintosh computer system is necessary, and significant computer work is required outside class.

FTT 40001. Shakespeare in Performance
(3-0-3)
Corequisite(s): See online Course Catalog for details.
This course will explore Shakespeare's plays in performance across a wide range of history and forms. It will include explorations of the physical spaces and institutional organization of the theatres for which Shakespeare wrote and the effects of the actors and staging methods on his plays. It will look at the history of Shakespeare in performance from then until now, including Shakespeare adapted, Shakespeare restored, and Shakespeare reinvited. It will examine contemporary productions on stage, as well as in film and audio. It will involve visits to productions and workshops across the country. At the center of this period are found some of Italy's most highly regarded films made by directors such as Vittorio De Sica, Roberto Rossellini, and Luchino Visconti, among others. The goal is to better understand the challenges of producing films in a small nation and to interrogate the idea of a "national cinema" that represents the ideals and culture of a country. This discussion-oriented course will feature an engaging mix of comedies, horror films, and dramas. Students should be advised that a number of films in this course contain challenging sexual content.

FTT 40230. Contemporary Canadian Cinema
(3-0-3)
Corequisite(s): FTT 41230
This course examines recent trends in both English and French Canadian cinema, focusing on the work of such directors as Atom Egoyan, Favid Cronenberg, Denys Arcand, and Patricia Rozema, among others. The goal is to better understand the challenges of producing films in a small nation and to interrogate the idea of a "national cinema" that represents the ideals and culture of a country. This discussion-oriented course will feature an engaging mix of comedies, horror films, and dramas. Students should be advised that a number of films in this course contain challenging sexual content.

FTT 40231. Italian Cinema: Realities of History
(3-0-3)
Corequisite(s): ROIT 41508
This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–66, which stretches from the appearance of Blasetti's openly fascist “historical” reconstruction, La Vecchia Guardia, to Pasolini's "eccentric" exercise in Left-wing commitment, Uccellacci E Uccellini, with its mix of expressionist and hyper-realist techniques. At the center of this period are found some of Italy's most highly regarded films made by directors such as Vittorio De Sica, Roberto Rossellini, and Luchino Visconti, among others. The goal is to better understand the challenges of producing films in a small nation and to interrogate the idea of a "national cinema" that represents the ideals and culture of a country. This discussion-oriented course will feature an engaging mix of comedies, horror films, and dramas. Students should be advised that a number of films in this course contain challenging sexual content.

A full-immersion language experience for the study, practice, production, and performance of authentic Italian texts. Includes analytical and writing components.

FTT 40410. Film and Television Theory
(3-0-3) Collins
Prerequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 41101
This course offers an introduction to the philosophical, aesthetic, cultural, and historical issues that inform current scholarship and production in film and television. The focus of the course may vary from semester to semester.

FTT 40420. Contemporary Canadian Cinema
(3-0-3)
Corequisite(s): ROIT 41508
This course examines recent trends in both English and French Canadian cinema, focusing on the work of such directors as Atom Egoyan, Favid Cronenberg, Denys Arcand, and Patricia Rozema, among others. The goal is to better understand the challenges of producing films in a small nation and to interrogate the idea of a "national cinema" that represents the ideals and culture of a country. This discussion-oriented course will feature an engaging mix of comedies, horror films, and dramas. Students should be advised that a number of films in this course contain challenging sexual content.

FTT 40421. Italian Cinema: Realities of History
(3-0-3)
Corequisite(s): ROIT 41508
This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–66, which stretches from the appearance of Blasetti's openly fascist “historical” reconstruction, La Vecchia Guardia, to Pasolini's "eccentric" exercise in Left-wing commitment, Uccellacci E Uccellini, with its mix of expressionist and hyper-realist techniques. At the center of this period are found some of Italy's most highly regarded films made by directors such as Vittorio De Sica, Roberto Rossellini, and Luchino Visconti, among others. The goal is to better understand the challenges of producing films in a small nation and to interrogate the idea of a "national cinema" that represents the ideals and culture of a country. This discussion-oriented course will feature an engaging mix of comedies, horror films, and dramas. Students should be advised that a number of films in this course contain challenging sexual content.
neorealism’s impact on later filmmakers, such as Federico Fellini, Pietro Germi, Pier Paolo Pasolini, illo Pontecorvo, Dino Risi, and Francesco Rosi, who attempted to develop new versions of cinematic realism. Finally, the course aims to locate the films in their historical and cultural contexts and to address theoretical issues arising from the concept of “realism.” Taught in English. Fulfills FTT international requirements.

**FTT 40232. Americanization of European Culture (3-0-3)**

**Prerequisite(s):** See online Course Catalog for details.

This course focuses on Americanization seen as the result of cultural diffusion and a part of larger global processes. This subject has been long discussed by Western European scholars but from 1989 it has gained a significant importance in the countries of the former Soviet block. We will see how the issue of Americanization of popular culture is presented by scholars from both the West and the East. The subjects to be discussed include: fashion, popular music (including rap, hip-hop, rock, blues, etc.), movies, different television genres based on American models (talk shows, quizzes, sitcoms, soap operas, reality-based shows), changes in university education, fast-food restaurants, foodways, the fashion of reading self-help books and undergoing therapies, fitness, corporate cultures, advertising, shopping malls, multiples, cartoons, American holidays (St. Valentine’s Day, Halloween), the way the cities look, and finally, the American influence on the contemporary European languages. Fulfills FTT major international requirement

**FTT 40234. Film and the Latin American Imagination (3-0-3)**

**Corequisite(s):** ROSP 41555

This course considers the issue of Latin American identity through films from various national traditions, including Cuba, Chile, Mexico, and Brazil. Class discussions consider how shared cultural elements are represented in Latin American film and how these representations challenge assumptions about identity politics.

**FTT 40235. Third Cinema (3-2-3)**

**Corequisite(s):** FTT 41235

“Third Cinema” is the term for a wide, multicultural range of films from the Third World. Their stylistic and thematic practices differentiate them from the Hollywood and European traditions that have dominated world cinema. We will not study these films merely as isolated masterpieces, but rather in relation to their larger cultural, historical, and theoretical contexts. To this end, the course readings will include essays concerning not only the films themselves but also the theoretical and political issues they engage: colonialism and post-colonialism, cultural, ethnic, racial, and sexual difference, and questions of otherness and multiculturalism.

**FTT 40237. Contemporary French Cinema and Culture (3-0-3)**

**Corequisite(s):** FTT 41237

This course offers an introduction to contemporary French cinema beginning with the New Wave in the late 1950s extending to the present. We review the major developments in French cinema over the past 40 years in the context of post-War II French culture. In particular, we will ask such questions as: What is the relationship between the development of cultural policy and a French national cinema? How did the French New Wave define the direction of French cinema in subsequent decades? What are the influences of contemporary movements such as feminism, gay rights, and identity politics on French cinema? We will look at major auteurs such as Agnes Varda, Francois Truffaut, Eric Rohmer, and Jean-Luc Godard. We will also view films by younger directors such as Leo Carax and Claire Denis. No previous background in French or film studies is necessary and all films are shown in French with English subtitles.

Requirements include a weekly screening, readings, a midterm, a final, and a research project. Required readings, exams, lectures, and presentations will be in English.

This course fulfills the fine arts requirement. It satisfies the FTT international elective requirement and it also counts as one of the three required 4000-level courses for FTT majors. Students taking the course for credit in Romance Languages and Literatures will be required to attend a discussion section in French and to complete a substantial writing component in French. This course is cross-listed with Gender Studies and Romance Languages.

**FTT 40240. German Cinema/Weimar Republic (3-0-3)**

The years between 1918 and 1933 are the Golden Age of German film. In its development from expressionism to social realism, the German cinema produced works of great variety, many of them in the international avant-garde. This course gives an overview of the silent movies and sound films made during the Weimar Republic and situate them in their artistic, social, and political context. The oeuvre of Fritz Lang, the greatest German director, receives special attention. Should we interpret Lang’s disquieting visual style as a highly individual phenomenon independent of its environment, or can we read his obsessional themes (world conspiracies and terrorized masses, compulsive violence and revenge, entrapment, and guilt) as a mirror image of the historical period? Might his films, as some critics have suggested, even illustrate how a national psyche gets enmeshed in fascist ideology? Films subtitled, dubbed, or in English; readings, lectures, and discussions in English.

**FTT 40410. Intermediate Film Production 4-0-4 Donaruma**

**Prerequisite(s):** FTT 30410 or FTT 361

**Corequisite(s):** FTT 41410

This film production course will focus on 16mm black and white silent narrative filmmaking. We will explore the technical use and aesthetic application of the film camera and related equipment as well as the development of the short film narrative script. Students will shoot a short film lighting and composition exercise, an in-class film test, and ultimately produce, shoot and edit one 4–6 minute, 16mm B/W film in teams of two. The projects will be edited digitally, but there will be NO effects, fades, dialog titles, etc. The filmmaking process requires a lot of field work on locations and transporting heavy equipment. In addition to the projects there will be a midterm and a few papers required.

**FTT 40411. Professional Video Production 4-0-4**

**Prerequisite(s):** FTT 30410 or FTT 361

A course for the advanced production student interested in the techniques and technology of the broadcast video industry, utilizing the following post-production software: Avid Media Composer, Adobe After Effects, Lightwave 3D, and Digidesign Pro Tools. Students produce projects using Betacam SP and DV video equipment while learning the basics of non-linear editing, digital audio sweetening, 2-D composting, and 3-D animation techniques.

**FTT 40412. Advanced Film/Video Production: Script Development 3-0-3**

**Godmilow**

**Prerequisite(s):** FTT 40410 or FTT 448A

**Corequisite(s):** FTT 40413

This production workshop encourages the development of short scripts (including casting, pre-production, and storyboarding) for fiction, nonfiction, or formal film projects by pairs of students. It stresses writing skills with an emphasis on the development of innovations that expand the existing traditions of and boundaries between fiction and nonfiction practices.

**FTT 40413. Advanced Film Production Laboratory 3-0-3**

**Godmilow**

**Prerequisite(s):** FTT 40410 or FTT 448A

**Corequisite(s):** FTT 40412

This lab course stresses advanced production and editing skills on short scripted projects developed in FTT 40412, produced collaboratively by pairs of students, utilizing 16 mm color film technology. Film and projects are mixed and on-lined on digital video. Lab fee required.

**FTT 40430. Film and Society 3-0-3**

**Prerequisite(s):** See online Course Catalog for details.

Students will contextualize the films via a reader packet drawing on articles from anthropology, film studies, basic film production, and culture theory. Course work will include research papers and the
production of a short visual narrative piece representing students’ conceptualizations of a theme.

FTT 40431. Sex and Gender in Cinema
(3-0-3)

Prerequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 41431

This course analyzes representations of and theories about sex and gender in cinema. Students will read major texts in feminist theory, queer theory, and masculinity studies, in order to become familiar with important concepts and debates within the field. Topics covered will include “the male gaze,” spectatorship, performance, and stardom, camp, “reading against the grain,” consumption, gender and genre, race and gender, masquerade, authorship, and masculinity “in crisis.” Students will view classical Hollywood films, silent films, and avant-garde films and videos. Evening screenings required.

FTT 40432. Topics: Sound Design
(3-0-3)

Prerequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 41432

“Sound design” did not enter the lexicon of Hollywood production until the 1970s. Nevertheless, the concept is useful for tracing the history of the relation of sound and images in cinema from its earliest days. The range of this course will cover the function of musical accompaniment in the “silent” film, focus on the 1926–31 transition period, and end with an examination of the development of new acoustic technologies and concepts, such as Dolby and THX. The course is appropriate for students who are interested in film sound and music as historical and critical subjects, and for those who aim to use sound in producing films and videos.

FTT 40433. Cinema Ideologies
(3-0-3) Godmilow

Prerequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 41433

Cinema, both in fiction and nonfiction forms, is one of the major contributing forces to the construction of ourselves and our perception of “others” in terms of class, gender, and race. This course proposes to study and dissect these constructions in films like Malcolm X, Schindler’s List, Philadelphia, The Killing Fields, and Striptease through a close-reading practice.

FTT 40434. Topics
(3-2-3)

Prerequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 41432

This is an advanced study of the use of film or television technique. Students examine group styles—such as the Hollywood cinema or the European art cinema—or the individual styles of major film or television artists. Topics vary from semester to semester.

FTT 40435. Film and Melodrama
(3-2-3)

Prerequisite(s): See online Course Catalog for details.

This course concentrates on the most important developments in American cinema and culture since the 1960s. Beginning with the collapse of the classic studio system at the end of the 1950s, this course explores the profound changes that the film industry has undergone over the decades, and investigates the major aesthetic developments that occurred in film and other media during the same period-pop art, metafiction, and postmodernism.

Students survey critical moments in the development of Hollywood and American cinema from the early formation of the star system (c. 1910), through the establishment and demise of the producing studios, ending with the age of television and the multiplex. Topics may include the effects of censorship and the rating system, economic aspects of distribution and exhibition, and the changing film audience.

FTT 40437. Advanced Topics in Media Theory, History, and Research
(3-0-3)

Prerequisite(s): FTT 30101 or FTT 310

May be repeated for credit. An advanced investigation of selected topics concerning media or cultural studies.

FTT 40441. Contemporary Hollywood
5-0-3) Collins

This course will focus on Hollywood since 1975 and will trace the evolution of both the mega-blockbuster and “independent” filmmaking. The primary concern will be those directors whose work exemplifies the diversity of current American film—Tarantino, Lynch, Burton, Scorsese, Lee, Jarmusch. This course is equivalent to FTT 478/578 and FTT 40435/50530, and it meets the University fine arts requirement.

FTT 40490. Media Ethics
(3-0-3)

This course will examine the journalistic and ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Roughly half of the course will deal with case studies of ethical dilemmas and the other half will involve students in making choices for the front of the mythical newspaper. Although there will be readings from books on the topics, students will be expected to read The New York Times, The South Bend Tribune, and The Observer on a regular basis, especially on the class days when the front-page decisions will be made. The stories in those newspapers will provide the basis for those decisions. We will also consider how television deals with news on local and network levels.

FTT 40491. Entertainment and Arts Law
(3-0-3) Wilson

Persons in various positions in the arts and entertainment communities encounter a wide range of legal issues. Students will be introduced to the basic concepts of contract, copyright and First Amendment issues. In addition, students will examine the concepts of rights of publicity and privacy, story ideas, receipt of credit, and trademarks. Students are also exposed to the inner workings of the film, television, theatre, music, and publishing industries. It is assumed the students have no prior experience in the study of law. (Summers only.)

FTT 40501. Media and the Presidency
(3-0-3)

Prerequisite(s): See online Course Catalog for details.

As the brouhaha over Howard Dean’s “yell” illustrates, media have come to play a key role in the coverage of presidential elections. This course examines how print and broadcast media have functioned in US elections since the way we choose a President was first established. After a brief overview of changing relationships between journalists and presidential candidates in the 19th century, we will focus on elections since the 1920s, when radio first broadcast election updates. We will analyze how candidates have used radio, television, and the Internet to construct images of themselves and their platforms, and how journalists have become an active force in representing the political process. Rather than see electronic media as neutral or “objective,” we will assess the narrative strategies and visual and verbal codes by which media present politics to us, the voters.

FTT 40600. Advanced Topics in Theatre Studies
(3-0-3) Holland

Corequisite(s): FTT 41600

Advanced study in the areas of theatre history, dramatic literature, criticism, and theory. Topics are taught in a seminar format. May be repeated for credit.

FTT 40630. Topics: Film/History/Controversy
(3-0-3)

Prerequisite(s): See online Course Catalog for details.
Corequisite(s): FTT 41432

Seniors through 1st period, juniors through 2nd period, sophomores through 3rd period, then open to all.

From the earliest days of feature films, filmmakers have drawn on historical topics to tell enticing stories. At the same time, historical films have always drawn controversy from those who wish to correct the version of events portrayed. What is it about filmmaking that encourages such dramatization of historical events, and why do films often cause controversy when historical fiction novels rarely do? Does historical accuracy matter in film, and why?

In this class, we will examine a number of films with historical subjects with the aim of understanding how films “make” history and why these films have such an effect on public debate. We will also be studying a number of the films of director Oliver Stone, who has repeatedly drawn criticism for his historical films, and entered into debates with academic historians.

This will be a seminar-style class dependent on discussion and debate. Students should ensure they are able to attend the class screenings, as library video copies of films may be insufficient for proper study.
Possible screenings include: JFK, Nixon, Born on the Fourth of July, The Birth of a Nation, Mississippi Burning, Glory, Spartacus, The Patriot, Forrest Gump, and Braveheart.

FTT 40701. Theatre Seminar (3-0-3) Corequisite(s): FTT 41701
Preparation for advanced study of theatre. A course of study for the semester is developed between the student and a faculty advisor or advisors (selected on the basis of goals established at the beginning of the course). Students who will be taking this course should consult with the instructor during the spring pre-registration period in order to preliminary discuss future goals. Offered fall only. This course is required for all senior theatre concentrators.

FTT 40702. Audition Seminar (3-0-3) Scott Corequisite(s): FTT 41702
Preparation for advanced study of acting. A course of study for the semester is developed between the student and a faculty advisor or advisors (selected on the basis of goals established at the beginning of the course). Students who will be taking this course should consult with the instructor during the spring pre-registration period in order to preliminary discuss future goals.

FTT 40900. Dramatic Literature after 1900 (3-0-3) Pilkinton
An advanced survey of theatrical literature and criticism since the beginning of the 20th century. Students will read one to two plays per week along with selected secondary critical literature.

FTT 40901. History of Theatre before 1700 (3-0-3)
A rigorous survey of the development of theatre as an art form from the recorded beginnings in fifth-century BC Athens to the end of the 17th century, including the physical theatre, dramatic literature, production practices, cultural contexts, and theoretical foundations.

FTT 40902. History of Theatre since 1700 (3-0-3)
A rigorous survey of the development of theatre as an art form during the 18th, 19th, and 20th centuries, including the physical theatre, dramatic literature, production practices, cultural contexts, and theoretical foundations.

FTT 41000. French Theatre Production (1-0-1)
Students transform into actors of the Illustre Theatre de l’Universite de Notre Dame du Lac in a creative collaboration that has come to be known as the French play. We rehearse during the fall semester, and perform the play in late January. Students from all levels are encouraged to audition; theatrical experience is not expected.

FTT 41001. Advanced Scene Study (3-0-3) Prerequisite(s): FTT 21001 or FTT 221
This course will be an in-depth look at the acting process through a workshop study of monologues and scenes from the masters of modern theatre. The course begins with the plays of Chekhov and works through the 20th century to contemporary times.

FTT 41002. Advanced Acting Techniques (3-0-3) Prerequisite(s): See online Course Catalog for details. A course intended for the serious acting student, this advanced course uses method techniques in scene study and monologue work to hone the skills acquired in Character and Advanced Scene Study. Students will be responsible for finding, rehearsing, and performing texts from several genres. Class work will focus on impulse and response, creating realistic characters, and partner work. Rehearsals outside of class are mandatory.

FTT 41003. Advanced Film/Video Script Development (3-0-3) This class will introduce students to “Viewpoints,” the movement-based acting training system developed by Anne Bogart. Viewpoints training helps to raise an actor’s awareness of his or her body as a tool in creating theatrical meaning through its relationship to, and use of, space, architecture, rhythm, tempo, gesture, shape, and kinesthetic response. During the semester we will do a series of exercises in which actors will create their own non-script based theatre by exploiting the expression inherent in movement and relationship. Viewpoints training is a stimulating, exciting, and innovative method for expanding the actor’s range and ability. Students must wear clothing and shoes that allow for a full range of movement.

FTT 41004. Advanced Theatre Production Workshop (3-0-3) Corequisite(s): FTT 41004
A workshop course in the process of theatre production, in which students learn to do a dramaturgical analysis of a play for production as well as assume a major production responsibility including, but not limited to, that of performer, stage manager, assistant stage manager, prop master, costume, technical director, and assistant director. Does not count toward overload. May be repeated.

FTT 41006. Produce/Perform One-Person Shows (1.5-0-1.5) This half-semester course is an introduction to the many benefits that the one-person show bestows on the performer, especially a deepening sense of artistic liberty and identity, and the spirit of entrepreneurship. It is also an opportunity for the actor/director to study in minute detail “how a play works,” including concepts like necessity of action, through-line, and clarity of narrative. Finally, it is a chance for the actor to work on the rigorous convention of the soliloquy/monologue, with all its unique demands. Course includes instruction in seeking/adapting writing text, text analysis, warm-up techniques, rehearsal disciplines (especially improvisation), body awareness, and character work. Students will be required to perform a 10-minute piece for their final project.

FTT 41101. Film and Television Theory Lab (0-2-0) Corequisite(s): FTT 40101
During the lab times, certain films will be viewed for further discussion in class.

FTT 41230. Contemporary Canadian Cinema (3-0-3) Corequisite(s): FTT 40230
During the lab times, certain films will be viewed for further discussion in class.

FTT 41235. Third Cinema Lab (3-0-3) Corequisite(s): FTT 40235
During the lab times, certain films will be viewed for further discussion in class.

FTT 41237. Contemporary French Cinema Lab (3-0-3) Corequisite(s): FTT 40237
During the lab times, certain films will be viewed for further discussion in class.

FTT 41410. Intermediate Film Production Lab (0-0-0) Corequisite(s): FTT 40410
This film production course will focus on 16mm black and white silent narrative filmmaking. We will explore the technical use and aesthetic application of the film camera and related equipment as well as the development of the short film narrative script. Students will shoot a short film lighting and composition exercise, an in-class film test, and ultimately produce, shoot, and edit one 4–6 minute, 16mm B/W film in teams of two. The projects will be edited entirely on film. The filmmaking process requires a lot of field work on locations and transporting heavy equipment. In addition to the projects there will be a midterm and a few papers required.

FTT 41413. Advanced Film Production—Laboratory (3-0-3) Corequisite(s): FTT 40412
Students will work in teams of two and utilize 16 mm color film processes and/or Betacam videocassette technologies. Lab fee required.

FTT 41430. Film Topics: Comedy Lab (0-2-3) During the lab times, certain films will be viewed for further discussion in class.
FTT 41431. Sex and Gender in Cinema Lab  
(3-0-3)  
Prerequisite(s): FTT 40630  
During the lab times, certain films will be viewed for further discussion in class.

FTT 41432. Topics: Sound Design Lab  
(3-0-3)  
Prerequisite(s): FTT 40630  
During the lab times, certain films will be viewed for further discussion in class.

FTT 41433. Cinema Ideologies  
(0-0-0)  
Prerequisite(s): See online Course Catalog for details.  
Corequisite(s): FTT 40433  
During the lab times, certain films will be viewed for further discussion in class.

FTT 41435. Film Melodrama Lab  
(3-0-3)  
Corequisite(s): FTT 40435  
During the lab times, certain films will be viewed for further discussion in class.

FTT 41600. Shakespeare and Film Lab  
(0-0-0)  
Prerequisite(s): FTT 41433  
During the lab times, certain films will be viewed for further discussion in class.

FTT 41601. Issues in Film and Media Lab  
0-2.5-0  
Corequisite(s): FTT 43601  
Lab attendance at ND Cinema, Thursdays 7:00–9:30 p.m., is required.

FTT 41701. Theatre Seminar Lab  
(3-0-3)  
Corequisite(s): FTT 40701  
Preparation for advanced study of theatre.

FTT 43601. Issues in Film and Media  
(3-0-3) Crafton  
Corequisite(s): FTT 41601  
The purpose of this capstone course is to provide students concentrating in film and media with a senior seminar in which they may participate in some of the current critical debates in advanced film, television, and new media studies, through class discussion and in individual projects. The topics vary each semester, but might include the role of government control of and social influence on the media, the effects of new global markets, concerns about representing race and gender, and new critical and aesthetic approaches. The course will be formatted as the kind of seminar that one might encounter in a graduate program, with students sitting around a table giving oral presentations based on readings and screenings. The class will meet in one 150-minute session, with a short mid-session break. There will be guest faculty visiting the class. Each student will write a 15–20 page term paper that will be developed over the semester in close consultation with the instructor. Lab attendance at ND Cinema, Thursdays from 7:00–9:30 p.m., is required.

FTT 45001. Theatre Internship  
(V-0-V)  
Prerequisite(s): FTT 30463 or FTT 395  
Students who successfully complete FTT 30463 may be eligible for an internship at WNDU-TV, the local NBC affiliate, or Golden Dome Productions, a video production company. Interns must work 10–12 hours a week and accumulate at least 150 hours during the semester. Interns also must complete a significant project, which must be approved by supervisor and instructor, a mid-semester progress report, and a final evaluation.

FTT 45900. Broadcast Internship (WNDU)  
(V-0-V)  
Prerequisite(s): FTT 30462, FTT 30410, or FTT 30463  
Interns must work 10–15 hours per week and complete 150 work hours by the end of the semester (120 hours for the summer session) to obtain three credits. Interns will complete a project, mid-semester progress report and a final evaluation.

FTT 45501. Media Internship  
(V-0-V)  
Prerequisite(s): FTT 30463 or FTT 395  
Students who successfully complete at least two of the following courses, FTT 30462, FTT 30410, or FTT 30463, may be eligible for an internship at a television station or network, radio station, video production company, film production company or similar media outlet.

FTT 46600. Thesis/Undergraduate Research  
(V-0-V)  
Research for the advanced student. Taken S/U only.

FTT 47001. Practicum  
(V-0-V)  
Practical projects for the advanced student. May be repeated up to six hours of credit. Taken S/U only.

FTT 47601. Special Studies  
(V-0-V)  
Taken S/U only. May be repeated up to six hours of credit. Only by prior permission of the Programme. Application required early in the semester prior to departure for London.
German and Russian Languages and Literatures

Chair:
David W. Gasperetti
Rev. Edmund P. Joyce, CSC, Professor of German
Language and Literature:
Mark W. Roche
Paul G. Kimball Professor of Arts and Letters:
Vittorio Höele
Professors:
Vittorio Höele; Randolph J. Klawiter (emeritus); Klaus Lanzinger (emeritus); Thomas G. Marullo; Robert E. Norton (on leave); Vera B. Profit; Konrad Schaum (emeritus)
Associate Professors:
David W. Gasperetti; Alyssa W. Gillespie; Albert K. Wimmer
Assistant Professors:
Jan Lüder Hagens; John I. Liantas
Associate Professional Specialist:
Hannelore Weber
Visiting Assistant Professional Specialists:
Doris Jankovits; Sieglinde Poelzler-Kamatali

Program of Studies. The study of German and Russian languages and literatures provides educational opportunities relevant to an increasingly interdependent world. The acquisition of foreign language skills in general is an important component of liberal education because it enhances students’ powers of communication and serves to introduce them to enduring cultural achievements of other peoples. In this sense, the study of German and Russian widens students’ intellectual horizons, stimulates the understanding of several significant cultural traditions and allows the examination of these traditions in a more sophisticated and cosmopolitan manner.

The goal of all levels of language courses are oral and reading competence and linguistic and stylistic mastery. Courses in advanced German or Russian language, literature, culture and civilization expose the student to a wealth of literary, cultural and humanistic traditions as well as facilitate a better understanding of the rich national cultures of the German- and Russian-speaking countries.

The Department. The Department of German and Russian Languages and Literatures offers instruction in German and Russian at all levels of competence, from beginning language courses at the 10000 level to literature and civilization courses on the 30000 and 40000 levels.

THE GERMAN PROGRAM

Requirements: First Major, Supplementary Major, and Minor
Majors must select at least one course each from clusters A and B (in that order; see Schematic Organization of the German Program below) before taking courses from Cluster C and should take at least one course from Cluster C before proceeding to courses from Cluster D. Courses from Cluster D are intended to serve as culminating (senior-year) courses. For first majors, at least four of these courses must be taken at the home campus; for supplementary majors, three courses must be taken at the home campus.

First Major
1. Successful completion of 10 courses (30 credit hours) above the three-semester language requirement (i.e., beyond 20201).
2. Of these 10 courses, seven (7) must be taught in German. Four (4) of the upper-division courses must be taken at the home institution, and at least two (2) of these courses must be at the 40000 level from departmental offerings.

Supplementary Major
1. Successful completion of eight courses (24 credit hours) above the three-semester language requirement (i.e., beyond 20201).
2. Of these eight courses, six (6) must be taught in German; three (3) of the latter must be upper division courses taken at the home institution from departmental offerings, two (2) at the 30000 level, and one (1) at the 40000 level.

Minor (only for non-Innsbruck students)
Minors may take any combination of courses in Clusters A, B, and C (see Schematic Organization of the German Program below). The culminating course for the minor may be (but does not have to be) from Cluster D.

Minors are expected to successfully complete five courses (15 credit hours) at the 20201 level or above, only one (1) of which may be taught in English.

A year of study abroad in Innsbruck, Austria, is an incomparable opportunity to improve language skills and strengthen cultural understanding. Majors and supplementary majors are therefore strongly encouraged to participate in this program during their sophomore or junior year. For further information, see “International Study Programs” in the front section of this Bulletin.

Senior Thesis
German majors who wish to graduate with honors may write a Senior Thesis. For those German majors who elect to write a thesis, several requirements must be met: (1) The student must have a GPA of 3.5 or higher in the major, (2) the thesis must be at least 40 pages long, and (3) the thesis must be written in German.

The student writing a thesis enrolls in GE 48499 and receives one course credit (three credit hours) for the course. Although the thesis is graded by the advisor (to receive honors, the thesis must receive a grade of A), the entire department reads the thesis, acting as an advisory body to the advisor. The thesis is due the week after spring break, and the student is strongly advised to begin thinking about it and start conferring with the advisor before the October break of the fall term.

THE RUSSIAN PROGRAM

Requirements for Russian Majors
Majors in Russian must complete 10 courses (30 credit hours) beyond the three-semester language requirement, of which four must be taken at the 30000 or 40000 level from departmental offerings. At least two of these courses must be literature in the original Russian (40000 level). In addition, one course may be on a Russian subject in another discipline, e.g., art, political science, or history.

Supplementary majors in Russian must complete eight courses (24 credit hours) beyond the three-semester language requirement, of which three must be taken at the 30000 or 40000 level from departmental offerings. As with the major, two of these courses must be in Russian literature in the original. In addition, one course may be on a Russian subject in another discipline, e.g., art, political science, or history.

Minor in Russian
The minor consists of 15 credits, or five courses, of which at least four must be in Russian language and/ or literature at the 20000 level or above and conducted in Russian; of these four, at least one must be

SCHEMATIC ORGANIZATION OF THE GERMAN PROGRAM

• CLUSTER A (Conversation/Composition/Reading)
Prerequisite for this cluster is 20202 or the equivalent.

30102. ABCs of Speaking, Reading, and Writing about Literature
Offered in the fall semester in odd-numbered years.

30103. Advanced Conversation
Offered every spring semester.

30105. Stylistics and Composition
Offered in the fall semester in even-numbered years.

• CLUSTER B (Introduction to Culture and Literature)
Prerequisite for this cluster is at least one course from Cluster A.

30107. German Cultural History
Offered every spring semester.

30108. Survey of German-language Literature
Offered every fall semester.

• CLUSTER C (30000-Level Literature, Culture, Linguistics, and Professional German)
A variety of courses offered as dictated by student needs and faculty specialization.

• CLUSTER D (40000-Level Literature, Culture, Linguistics, and Professional German)
A variety of courses offered as dictated by student needs and faculty specialization.
at the 40000 level. The fifth course may be a course on Russian literature taught in English, or a course on a Russian subject in another discipline (e.g., art, philosophy, political science, history, theology, etc.).

Minor in Russian and East European Studies

For a minor in Russian and East European studies, students must have (1) at least four college semesters or the equivalent of Russian or a language spoken in Central or Eastern Europe (German will be accepted in certain cases); (2) four area studies courses beyond the major, chosen from at least three departments (students with double majors can normally count two courses in the second major toward fulfilling this requirement); and (3) a thesis normally written in the senior year and directed by a faculty member in the Russian and East European Studies program. Students can typically attain six credits for this project, i.e., three credits for directed readings in the first semester and three credits for writing the thesis in the second.

Study Abroad

Our students are encouraged to experience firsthand the excitement of being immersed in Russian culture through participation in a study program in Russia. Programs are available during the summer (five to six weeks) or for an entire semester or academic year. Credits earned for course work taken in approved programs may be applied toward the Russian major or minor at Notre Dame. Grants are available on a competitive basis for summer language study through the Office of International Studies and through the Russian and East European Studies program.

Writing-intensive Courses

All 30000- and 40000-level literature courses in German or Russian are writing intensive. Majors in German or Russian who take upper-level literature courses fulfill the writing-intensive requirement of the College of Arts and Letters.

Placement and Language Requirement

At the beginning of each semester, placement tests in German and Russian will be administered that will allow students either to test out of one or two semesters of the language requirement or enroll in a course commensurate with their language proficiency. The placement test is mandatory for students who had German or Russian in high school.

Students testing out of three semesters must complete an additional course at the 20000 level or higher before testing out of the language requirement. This includes students who have taken an AP or SATII exam.

Course Descriptions. The following course descriptions give the number, title, and a brief characterization of each course. Lecture or class hours per week, laboratory or tutorial hours per week, and credits each semester are in parentheses. Not all of these courses are offered every year.

**GERMAN**

**GE 10101. Beginning German I**
(4-0-4) Jankovits
An introductory course of the spoken and written language. Aims at the acquisition of basic structures, vocabulary, and sound systems. Not all of these courses are offered every year.

**GE 10102. Beginning German II**
(4-0-4) Poelzler, Kamatali
Continuation of an introductory course of the spoken and written language. Aims at the acquisition of basic structures, vocabulary, and sound systems.

**GE 10111. Intensive Beginning German I**
(6-0-6) Weber
In this course, students will develop skills in understanding, speaking, reading, and writing German. They will also attain a grasp of the basic structures of the language. During class, emphasis will be placed on using the language to communicate and interact in a variety of situations and contexts. In addition, there will be a comprehensive introduction to the culture of German-speaking countries, with a particular emphasis on Austria, as this course is designed to prepare students with no previous study of German to participate in the International Studies Program in Innsbruck.

**GE 10112. Intensive Beginning German II**
(6-0-6) Hagens
Continuation of GE 10101 (with permission) or 10111. In this course students will develop skills in understanding, speaking, reading, and writing German. They will also attain a grasp of the basic structures of the language. During class, emphasis will be placed on using the language to communicate and interact in a variety of situations and contexts. In addition, there will be a comprehensive introduction to the culture of German-speaking countries, with a particular emphasis on Austria, as this course is designed to prepare students to participate in the International Studies Program in Innsbruck.

**GE 13186. The National Epics of England, France, Spain, Germany, Switzerland and North America**
(3-0-3) Wimmer
This course provides comprehensive training in all language skills (speaking, reading, writing, and listening). Students will read and discuss selected cultural and literary texts with an emphasis on the period 1500-1750. They will review grammar in the context of situations and readings, become acquainted with Austrian culture and history, employ typical conversational strategies and gambits, sharpen listening skills, produce various types of written expression, and enlarge their active and passive vocabulary. This course is designed to prepare students with some previous study of German for the Innsbruck Foreign Studies program.

**GE 30102. The ABCs of Reading and Writing about Literature (in German)**
(3-0-3) Profit
At most, two works will be read: Durrenmatt’s *Der Richter und sein Henker* and *Der Besuch der alten Dame*. We will read these carefully, with great attention to detail. Writing assignments will evolve from the readings; they may include a character portrayal, the description of an outdoor event, a short conversation, description of a crime scene, etc. They will increase in length from a single paragraph to two or three pages.

**GE 30103. German for Conversation**
(3-0-3) Poelzler, Kamatali
This is an advanced German language course, designed for students who have successfully completed a minimum of four semesters of German. This course expands on the grammatical structures of the German language spoken in German-speaking countries today, with emphasis on communication
and acquisition of advanced language skills: reading and listening comprehension, and oral and written expression. A study of everyday German culture supports the language study. The conversational component of the course requires student-teacher and student-student interaction (in large and small group settings) to exchange information, clarify meanings, express opinions, argue points of view, and engage in any other communicative function for which native speakers use language. The course includes ongoing evaluation of students, using a variety of evaluative instruments and communicative contexts. Note: Native speakers or students who already have achieved a high level of oral proficiency (to be determined by an oral proficiency interview with the instructor) will not be given credit for this course.

GE 30105. Advanced Stylistics and Composition
(3-0-3)
This course offers students the opportunity to increase the sophistication of their written German. Speaking, listening, and reading skills also will benefit. Assignments are varied widely to address the interests and strengths of all students and to allow many opportunities for creativity. For example, students may work at writing letters, biography or autobiography, short stories, editorials, film reviews, or advertisements, to name just a few of the genres and writing styles we explore. In the process, students build their vocabulary, including idiomatic expressions, and solidify their understanding of German grammar. German culture, as expressed in short texts, the Internet, films, and music, provide a rich and meaningful context for the writing process. Students work frequently in groups to read and edit each other's work.

GE 30106. The Face(s) of German Identity
(3-0-3)
The dismantling of the border between the two German states not only changed the German landscape but also disrupted the silence regarding concepts of national identity in Germany. This course examines the cultural constructions of nation and identity in Germany, beginning with the French Revolution and continuing to today. The subjects we examine include essays, poetry, short stories, films, architecture, and painting, facilitating classroom discussions on the intersecting discourses of geography, religion, gender, ethnicity, and nationality and their influence on German identity.

GE 30107. Kulturgeschichte
(3-0-3)
This course offers a survey of major developments in the cultural history of Germany and Central Europe. The course will investigate different manifestations of German and Central European cultures, such as literature, painting, architecture, music, and philosophy, as well as their interrelationships and historical contextualization. The course will provide an overview of important cultural and historical developments that have shaped German-speaking Europe. The goal is to familiarize students with basic techniques of approaching and interpreting texts and artifacts while preparing them for a wider range of more specialized courses. Taught in German.

GE 30108. Literatur Von Gestern und Heute
(3-0-3) Jankovits
This course acquaints students with the major periods and issues of German literature through the examination of a significant constellation of literary texts. Students read, discuss, and analyze selected texts from prose, poetry, and drama and become familiar with basic techniques of approaching and interpreting texts that will prepare them for a wider range of more specialized courses.

GE 30113. Business German (in German)
(3-0-3)
German business language and practices. Designed to introduce the internationally oriented business and German major to the language, customs, and practices of the German business world.

GE 30215. Medieval German Literature
(3-0-3) Wimmer
This course constitutes a survey of German literature from its beginnings during Germanic times until the 16th century. Ideas, issues, and topics are discussed in such a way that their continuity can be seen throughout the centuries. Lectures and discussions are in German, but individual students' language abilities are taken into consideration. Readings include modern German selections from major medieval authors and works such as Hildebrandlied, Rolandlied, Nibelungenlied, Iwein, Parzival, Tristan, courtly lyric poetry, the German mystics, secular and religious medieval drama, Der Achermann aus Bubmen, and the beast epic Retenke Fuchs. Class discussions and brief presentations in German by students on the selections are intended as an opportunity for stimulating exchange and formal use of German.

GE 30365. German Novelle
(3-0-3)
This course will explore the German Novelle, one of the most popular genres of 19th-century German literature. Each work will be read and discussed with careful attention to its formal characteristics as well as its historical and cultural contexts. By proceeding chronologically through the literary periods of Romanticism, Biedermeier, Poetic Realism, and Naturalism, students will gain a sense of literary developments in the 19th century and how these reflect shifts within the broader culture. Among the writers to be read: Goethe, Tieck, Kleist, Hoffmann, Eichendorff, Stifter, Storm, Keller, and Hauptmann. As a 30000-level course, writing will be emphasized. Students will be required to rewrite each of their essays.

GE 30635. National Theatre: Contemporary Europe
(3-0-3)
This course provides students with insight into the development of European theatre, from Brecht-Weigel's work at the Berliner Ensemble to the theatre works of Giorgio Strehler at the Piccolo (Italy), Peter Brook at the Buffes de Nord (UK, France), Ariane Mnouchkine at Theatre de Soleil (France), Peter Stein at the Schaubuehne, Pina Bausch at Tanztheater Wuppertal, and Heiner Mueller and Einar Schleif at the Volksbuehne and the Berlin Ensemble (Germany). Students are introduced to the main productions of these directors, their theatrical roots, and their influence on contemporary European theatre and playwriting.

GE 30650. The Romantic Tradition
(3-0-3)
Between 1790 and 1830, the movement known as Romanticism profoundly changed the artistic, musical, historical, religious, and political sensibilities on the Continent and in Britain. Romanticism marked a turn from the rational formalism of the classical period and reawakened an interest in myth, religious faith, the imagination, and emotional experience. In this course we will focus principally on the German contribution to Romanticism and trace its origins, development, and eventual decline in works of literature, philosophy, theology, music, painting, and architecture. Works to be studied will include those by the writers Ludwig Tieck, Friedrich von Hardenberg (Novalis), and Friedrich Schlegel; the philosophers Fichte and Schelling; the theologian Friedrich Schleiermacher; the painters Caspar David Friedrich and some members of the Nazarene school; the composers Franz Schubert, Felix Mendelssohn, and Robert Schumann; and the architect Karl Friedrich Schinkel.

GE 30670. Ostalgie: The Cultural Legacies of the GDR
(3-0-3)
Through literature, film, and news sources, this course examines the cultural production of the German Democratic Republic. We look at how East German cultural policies influenced literary content and style, what forms that resistance to these policies took, and how East German artists grappled with Nazi Germany and the Holocaust and have now transformed into the new unified Germany.

GE 30790. Germany and the New Millennium
(3-0-3)
This course addresses the most important political, socioeconomic, cultural, and environmental issues currently confronting Germany, Austria, and Switzerland. The course is designed to develop confidence in communicative skills and greater facility in dealing with ideas in German and aims to expand the learners' cultural knowledge acquired in previous German courses, with emphasis on communication and acquisition of the advanced language skills: genre-based reading and listening comprehension, and oral and written expression on contemporary topics. The conversational component of this course will require student-teacher and student-student interaction (in large and small group settings) to exchange cultural information, clarify meanings, express opinions, argue points of view, and engage in communicative functions that language is used for. This course will include an ongoing evaluation of students, using a variety of evaluative instruments and communicative contexts.
GE 30891. Masterpieces of German Literature (3-0-3)
A sampling of the most beautiful, moving, and humorous prose and poetry of the 20th century will be read and interpreted. Amongst other authors, we will focus our attention on selections from Heinrich Boll, Wolfgang Borchert, Frisch, Karl Krolow, and Rainer Maria Rilke. The written assignments will evolve from the texts studied. Taught in German.

GE 40471. Twentieth-Century Prose and Poetry (3-0-3)
In order to acquaint the student with the rich diversity of 20th-century German literature, a wide variety of materials will be studied. They will not only encompass various genres: the short story, the drama, and the poem, but will also represent various time periods: from the beginnings of the 20th century to the '50s. Among others, readings will include: Franz Kafka, *Die Verwandlung*, Wolfgang Borchert, *Draussen vor der Tür*, and poems from Rilke to Celan. An oral report, two papers, and a two-hour final will supplement thorough and engaging class discussions based upon close readings of the selected texts.

GE 40484. Overcoming Political Tragedy (3-0-3)
Fulfills literature requirement in the College of Arts and Letters. An interdisciplinary course in drama and peace studies. Drama is a potentially fascinating topic for peace studies because, at the heart of traditional drama and theatre, there is conflict and the question of whether it can be resolved. Moreover, just as politics is often dramatic, drama is often political; there is, for example, an extensive tradition of plays that make a theme of political revolution, usually in the form of tragedy or comedy. Students in this course read classic political dramas that are neither tragedies nor comedies, but rather bring potentially tragic public conflict to positive yet nontrivial resolution. Having discussed definitions of tragedy and comedy, and what might be the advantages of aesthetic renditions of conflict, the class then reads some of these dramas of political reconciliation: Aeschylus, *Oresteia/Eumenides*, Shakespeare, *Measure for Measure*, Calderon, *The Mayor of Zalamea*, Corneille, *Cinna*, Lessing, *Nathan the Wise*, Schiller, *William Tell*, Kleist, *The Prince of Homburg*, Brecht, *The Caucasian Chalk Circle*, Lan, *Desire*, and Fugard, *Valley Song*. (We also may include selected films, such as *Meet John Doe*, *On the Waterfront*, or *Twelve Angry Men.*) We will examine these plays (and films) through both the categories of drama analysis and theories of conflict resolution, mediation, and transformation, with the expectation of achieving greater depth in our interpretations of the dramatic texts and in our understanding of the theories of conflict resolution. Students of peace studies and political science who are familiar with these pieces of world literature will have acquired a new kind of resource for their ability to think through and work in conflict resolution.

GE 40486. Der Artusroman/Arthurian Epic (3-0-3)
Come and explore the enduring legend of King Arthur and his court as interpreted by German authors of the high Middle Ages (late 12th and 13th centuries). We spend the majority of the semester on the three best-known and most complete Arthurian epics in the German tradition: *Erec* and *Edecl*, *The Sengfried*, and *Völfich von Eschenbach's Parzival*, as well as other later German adaptations they influenced. These tales are among the most imaginative and fascinating in the German canon, full of the adventures and exploits of knights and ladies. Our exploration of these texts focuses on their relationship to their French and English predecessors, on the many twists and turns in story line and character development that each individual author creates, and on the information they suggest about “real” life in the medieval world. We also take a look at some of the most interesting modern literary and film adaptations of the Arthurian legend.

GE 40490. Schiller (in German) (3-0-3)
In this course, we will consider Friedrich Schiller as a dramatist, poet, aesthetic philosopher, and historian. We will read several of Friedrich Schiller’s most important plays, including *Die Räuber*, *Kabale und Liebe*, *Die Verschwörung des Fiesko*, *Wallenstein*, *Maria Stuart*, and *Die Braut von Messina*. In addition, we will read from his letters on beauty (*Kallias*), and the essays über Anmut und Würde, über Naiive und Sentimentalische Dichtung, and *Die Ästhetische Erziehung des Menschen*. Finally, we will also read selections from his historical works on the Thirty Years’ War and on The Netherlands.

GE 40648. German Cinema in the Weimar Republic (1918–33) (in English) (3-0-3)
The years between 1918 and 1933 are the Golden Age of German film. In its development from expressionism to Social realism, the German cinema produced works of great variety, many of them in the international avant-garde. This course gives an overview of the silent movies and sound films made during the Weimar Republic and situates them in their artistic, social, and political context. The oeuvre of Fritz Lang, the greatest German director, receives special attention. Should we interpret Lang’s disquieting visual style as a highly individual phenomenon independent of its environment, or can we read his obssessive themes (world conspiracies and terrorized masses, compulsive violence and revenge, entrapment and guilt) as a mirror image of the historical period? Might his films, as some critics have suggested, even illustrate how a national psyche is evolved from the texts studied. Taught in German.

GE 40669. Modern Metropolis in German Literature (3-0-3)
If Paris was known as the capital of the 19th century, turn-of-the-century Berlin was declared the capital of the 20th century. The largest then German metropolis came to epitomize rapid and spectacular modernization in Germany that started before World War I and continued during the Weimar Republic. Berlin had it all: gigantic industrial factories, glamorous boulevards, street lights, dazzling shop windows, night life, movies and entertainment, armies of white-collar employees, housing barracks, modern architecture, shopping, traffic, crime, and social problems. This course offers an introduction to one of the most dynamic periods in German cultural history (1900–35) as it is represented in texts and films about the big city. The discussions will focus on the following questions: Why did the big city appear fascinating and inspiring to some authors, and to others it loomed as a dreadful epitone of alienation and decadence? How were modern phenomena reflected in language and images? What were the forms of aesthetic innovation and artistic experimentation associated with the representation of modern life? Did men and women experience metropolitan modernity differently?

GE 40672. The Modern German Short Story (3-0-3)
Modern German Prose: the German short story and other forms of prose from the “Stunde Null” in 1945 to the 1990s. Authors range from East and West. German writers of the immediate postwar era to the most recent commentators on issues of politics, society, gender, and aesthetics.

GE 40675. Minority German Writers (in German) (3-0-3)
This course explores German-language literature written by authors of non-German heritage. As a seminar it opens up the possibilities of reading a more diverse body of post-1945, and more specifically post-Wende, German literature. Secondary texts will help us to understand the social and historical context in which these authors write. The primary reading selections will include works by authors of African, Turkish, Sorbian, Roma, and Arab heritages.

GE 40685. Twentieth-Century German Literature (3-0-3)
This survey course introduces students to the major writers in 20th-century German-language literature. We will be reading, discussing, and writing about poems, short stories, and dramas by authors such as George, Hofmannsthal, Rilke, Tark, and Thomas Mann, Kafka, Musil, Brecht, Celan, Bachmann, Frisch, Dürenmatt, Enzensberger, Christa Wolf, Peter Schneider, Brinkmann, Hahn, and Königsdorf. By also considering these writers, contexts—the trends and movements they were part of, the activities in
the other arts that influenced them, the contemporary discourses that surrounded them—we may be able to add depth and nuance to our readings. Thus, depending on student interest and ability, we will familiarize ourselves with the larger environs of 20th-century German-language culture. Taught in German.

GE 40855. German Drama 1750 to the Present (in German) (3-0-3)
We will read and discuss some of the greatest plays in the German dramatic tradition, by authors such as Lessing, Goethe, Schiller, Klein, Grillparzer, Nietzsche, Freitag, Hauptmann, Hofmannsthal, Brecht, and Werfel. We will focus on the so-called "drama of reconciliation," a newly rediscovered genre, where the conflict is serious but ends harmoniously. By interpreting classic German-language plays in the original, you will (1) learn how to approach drama analysis, and (2) develop a sense for the history of drama throughout the past 250 years. In addition, we will study a few short, and often English-language, texts in the theory of drama ( Aristotle, Schelling, Carriere, and Cavell, as well as the department's own Hilde and Roche), which will (3) allow you to differentiate between the basic genres of drama (tragedy, comedy, and drama of reconciliation), and (4) better understand the nature of conflict and reconciliation. Students interested in other national literatures will have the opportunity to draw comparisons with plays by authors such as Aeschylus, Sophocles, Shakespeare, Calderon, Corneille, Racine, and Ibsen; and those interested in film may branch out into analyzing works by directors such as Hitchcock, Renoir, Ford, Capra, Curtiz, Hawks, Chaplin, and Kurosawa.

GE 40889. Literature and Religion (3-0-3)
Literature, according to Martin Walser, descends just as irrefutably from religion as human beings do from the apes. Indeed, there is no denying that even during aesthetic modernism, literature, art, and religion are closely intertwined. When art achieved autonomy, it was the last Renaissance man—a philosophical mind, a scientist, and a statesman, who has written some of the most sublime German literature in all three genres. But one of his greatest artworks was his own life. We will read his autobiography Dichtung und Wahrheit, which gives us a splendid overview of Germany's intellectually most prolific time, and his Italienische Reise, one of the most intense experiences of the essence of Italian culture ever. One of the focuses of the seminar will be on the literary transformation of biographical facts peculiar to all autobiographies, and to Goethe in particular.

GE 43439. Goethe on His Life and on His Discovery of Italy (3-0-3) Hörl
Goethe is doubtless the greatest German poet. He was the last Renaissance man—a philosophical mind, a scientist, and a statesman, who has written some of the most sublime German literature in all three genres. But one of his greatest artworks was his own life. We will read his autobiography Dichtung und Wahrheit, which gives us a splendid overview of Germany's intellectually most prolific time, and his Italienische Reise, one of the most intense experiences of the essence of Italian culture ever. One of the focuses of the seminar will be on the literary transformation of biographical facts peculiar to all autobiographies, and to Goethe in particular.

GE 43483. Seminar on German Women Writers (in German) (3-0-3)
Participants in this seminar will explore the rich literary history of female writers from German-speaking Europe. We read works of many genres (drama, short story, novella, novel, letter) by women from the early Middle Ages to the present. In the process, we encounter Europe's first playwright, one of the 21st-century's brightest young literary stars, and an array of intriguing women who lived in the interim. We scrutinize and apply various theoretical and critical approaches to women's literature, both in writing and in lively debates.

GE 43499. German Literature Senior Seminar (3-0-3)
Seminar devoted to the intensive study of selected works, periods, and genres of German literature.

GE 47498. Special Studies I and II (3-0-3)
Prerequisite(s): Senior standing, dean's list.

GE 48439. Goethe's Lives (3-0-3)
Goethe is doubtless the greatest German poet. He was the last Renaissance man—a philosophical mind, a scientist, and a statesman, who wrote some of the most sublime German literature in all three genres. But one of his greatest artworks was his own life. We will read his autobiography Dichtung und Wahrheit, which gives us a splendid overview of Germany's intellectually most prolific time, and his Italienische Reise, one of the most intense experiences of the essence of Italian culture ever. One of the focuses of the seminar will be on the literary transformation of biographical facts peculiar to all autobiographies, and to Goethe in particular.
GE 48499. Senior Thesis
(3-0-3)
German majors who wish to graduate with honors may write a senior thesis. For those German majors who elect to write a thesis, several requirements must be met: (1) The student must have a GPA of 3.5 or higher in the major, (2) the thesis must be at least 30 pages long, and (3) the thesis must be written in German.

The student writing a thesis enrolls in GE 48499 and receives one course credit (three credit hours) for the course. Although the thesis is graded by the advisor (to receive honors, the thesis must receive a grade of B+ or higher), the entire department reads the thesis, acting as an advisory body to the advisor. The thesis is due the week after spring break, and the student is strongly advised to begin thinking about it and start confering with the advisor before the October break of the fall term.

RUSSIAN

RU 10101. Beginning Russian I
(4-0-4) Marullo
No prerequisite. Develops students' skills in listening, speaking, reading, and writing while also fostering an appreciation for Russian culture. Emphasis is placed on the acquisition of basic structures, vocabulary, and sound systems. Students will be encouraged to use their language skills to communicate and interact in a variety of situations and contexts.

RU 10102. Beginning Russian II
(4-0-4)
Continuation of Beginning Russian I. Develops students' skills in listening, speaking, reading, and writing while also fostering an appreciation for Russian culture. Emphasis is placed on the acquisition of basic structures, vocabulary, and sound systems. Students will be encouraged to use their language skills to communicate and interact in a variety of situations and contexts.

RU 13186. Literature University Seminar (in English)
(3-0-3) Gillespie
First-year students only. This course introduces students to Russian literature and culture while also serving as an introduction to the seminar method of instruction. The course is writing-intensive, with emphasis given to improving students' writing skills through the careful analysis of specific texts.

RU 20101. Intermediate Russian I
(3-0-3) Gasperetti
This is the first half of a two-semester review of Russian grammar designed to facilitate a near-native proficiency with the form and function of Russian nouns, verbs, and adjectives. Exceptional forms are stressed, and reading selections on contemporary Russian life and excerpts from literature are employed to improve comprehension and build conversational and writing skills.

RU 20102. Intermediate Russian II
(3-0-3) Gasperetti
This is the second half of a two-semester review of Russian grammar designed to facilitate a near-native proficiency with the form and function of Russian nouns, verbs, and adjectives. Exceptional forms are stressed, and reading selections on contemporary Russian life and excerpts from literature are employed to improve comprehension and build conversational and writing skills.

RU 30101. The Literature of Imperial Russia I
(in English)
(3-0-3)
The first part of a two-semester survey of long and short fiction focusing on the rise of realism in Russia. Topics to be included are the content and method of realism ("gentry," "urban," "classical," "romantic," "empirical," and "psychological"); the evolution of the "family" chronicle; the nature and development of the Russian hero and heroine, particularly the "superfluous man," the "philosophical rebel," the "man-god," and the "moral monster"; the interplay of "patriarchal," "matriarchal," and "messianic" voices; the dynamics of the Russian soul and soil; the interaction of lord and peasant; the premonition of catastrophe and Apocalypse; and finally, the conflict between city and country, "old" and "new," Russia and the West. Daily readings and discussions. Several papers, projects, and exams.

RU 30102. The Literature of Imperial Russia II
(in English)
(3-0-3)
The second part of a two-semester survey of long and short fiction focusing on the rise of realism in Russia. Topics to be included are the content and method of realism ("gentry," "urban," "classical," "romantic," "empirical," and "psychological"); the evolution of the "family" chronicle; the nature and development of the Russian hero and heroine, particularly the "superfluous man," the "philosophical rebel," the "man-god," and the "moral monster"; the interplay of "patriarchal," "matriarchal," and "messianic" voices; the dynamics of the Russian soul and soil; the interaction of lord and peasant; the premonition of catastrophe and Apocalypse; and finally, the conflict between city and country, "old" and "new," Russia and the West. Daily readings and discussions. Several papers, projects, and exams.

RU 30201. Dostoevsky (in English)
(3-0-3)
No prerequisite. Dostoevsky in English is an intensive, in-depth survey of the major long and short fiction of one of the world's greatest and most provocative writers. Readings include: The House of the Dead (1862); The Notes from the Underground (1864); Crime and Punishment (1866); and The Brothers Karamazov (1879–80). Topics to be discussed: the evolution of the Dostoevskian hero and heroine within the context of the writer's fiction, as well as within the social and literary polemics of the age; the content and method of both "urban" and "psychological" realism; the interplay of "patriarchal," "matriarchal," and "messianic" voices; the dynamics of Russian soul and soil; the conflict between city and country, "old" and "new," Russia and the West; the influence of the "saint's tale," the "family chronicle," the "detective story," and the genres of journalism and drama on Dostoevsky's writing; and the writer's political, theological, and epistemological visions, in particular, his distrust of behavior (i.e., co-dependency, sadomasochism, sexual perversion, and the like) and his endorsement of so-called "Pau- line mysticism." The first three weeks of the course will focus on Dostoevsky's early fiction, the thesis being that many of the ideas, images, and themes
of the writer’s major novels were rooted in the early experiments of both his “Petersburg” and “Siberian” periods. Daily readings and discussions. Several small papers, projects, and exams.

RU 30202. Tolstoy (in English) (3-0-3)

Tolstoy in English is an intensive, in-depth survey of the major long and short fiction of one of the world’s greatest and most provocative writers. Readings include: Childhood, Boyhood, Youth (1852–57), The Sevastopol Tales (1855–56), The Cossacks (1863), War and Peace (1865–69), Anna Karenina (1875–77), The Death of Ivan Ilych (1886), The Kreutzer Sonata (1889), and Master and Man (1895).

Topics to be discussed: the evolution of the Tolstoyan hero and heroine within the context of the writer’s fiction, as well as with the social and literary polemics of the age; the interplay of “patriarchal,” “matriarchal,” and “messianic” voices; the dynamics of Russian soul and soil; the conflict between city and country, “old” and “new,” Russia and the West; and the writer’s political, theological, and epistemological visions, in particular, his theory of history, his defense of the family, his endorsement of “rational egoism,” his distrust of socially inspired “great men” in life.

RU 30501. Holy Fools in Christian Tradition (in English) (3-0-3)

Through the analysis of a variety of texts ranging from the New Testament to hagiographies and philosophical treatises we will examine different forms of holy foolishness in spiritual and cultural traditions of Eastern and Western Christianity and establish their cultural bearings. Concepts under discussion will include asceticism; sainthood; herey; canonization; hagiography. Among the course readings will be the First Epistle of the Apostle Paul to the Corinthians; early Christian Paternika; individual vitae of Byzantine holy fools (St. Simeon of Emessa, St. Andrew of Constantinople); controversial lives of Christian saints (Life of Alexis the Man of God); lives of Eastern Orthodox saints (Kiev Cave Monks; St. Basil the Fool of Moscow); Lives of Western Christian Saints (St. Francis of Assisi); and later elaborations on the subject of folly found in such works as In Praise of Folly by Erasmus of Rotterdam and Madness and Civilization by Michel Foucault.

RU 33001. Brothers Karamazov (in English) (3-0-3)

No prerequisite. This course is a multifaceted investigation into the philosophical, political, psychological, religious, and literary determinants of Fyodor Dostoevsky’s longest and most complex novel. The Brothers Karamazov. Emphasis is placed on daily, in-depth discussions based on a close reading of the text. Additional assignments illuminate a variety of themes in the novel, from the author’s visionary political predictions and rejection of West European materialism to his critique of rationalism and insistence on the link between faith and morality.

RU 33401. Russian Women Memoirists (in English) (3-0-3)

Throughout the history of Russian literature, the genres of autobiography, memoir, and diary have provided a venue for women to find their voices in a private arena safely distanced from the privileged genres of novels and lyric poetry. This course examines the history and development of the female memoir in Russian literature, from the 18th-century memoirs of a courtier of Catherine the Great to documents of the Stalinist terror and prison camp life of the 20th century. We will also address theoretical questions about women’s autobiographical writing and consider the relationship of the works we read to the dominant “male” literary tradition.


Gasperetti

Analyzes a seminal transition in Western society as it moved from an agrarian world centered around the rural estate to an urban culture built on industry and commerce. Literary texts emphasize the physical, psychological, and moral consequences to the individual of the decline of the estate, the rise of capitalism, the nontraditional nature of life and work in the city, various challenges to the established order (socialism, anarchism), and changing notions of gender. Texts include Daniel Defoe, Robinson Crusoe; Nikolai Gogol, “The Overcoat”; Eugene Sue, The Mysteries of Paris (excerpts); Leo Tolstoy, Childhood; Charles Dickens, Hard Times; Horatio Alger, Ragged Dick; Emile Zola, Germinal, and Henrik Ibsen, A Doll’s House. Nonliterary texts used to support the literary depiction of the era include John Locke, “Of Property,” Adam Smith, The Wealth of Nations (excerpts); Karl Marx and Friedrich Engels, The Communist Manifesto; and Henry Mayhew, London Labour and the London Poor (excerpts).

RU 33520. New Directions in Russian Cinema (3-0-3)

No prerequisite. Freed from the constraints of Soviet-era censorship, since 1990 Russian filmmakers have exploited the unique qualities of the film medium in order to create compelling portraits of a society in transition. The films we will watch cover a broad spectrum: re-assessing Russia’s rich pre-Revolutionary cultural heritage as well as traumatic periods in Soviet history (World War II, the Stalinist era); grappling with formerly taboo social issues (gender roles, anti-Semitism, alcoholism); taking an unflinching look at social problems resulting from the breakdown of the Soviet system (the rise of neo-fascism, the war in Chechnya, organized crime); and meditating on Russia’s current political and cultural dilemmas (the place of non-Russian ethnicities within Russia, Russians’ love-hate relationship with the West). From this complex cinematic patchwork emerges a picture of a new, raw Russia, as yet confused and turbulent, but full of vitality and promise for the future. Short readings supplement the film component of the course.

RU 40101. Advanced Russian I (3-0-3)

This year-long course is designed to significantly improve students’ comprehension and self-expression skills in Russian, serving as a preparation for Russian literature courses in the original. The course will include an intensive review of Russian grammar; Russian stylistics, syntax, and grammar at the advanced level; reading and analysis of a wide range of 19th-century Russian literary texts; writing essays in Russian; and extensive work on vocabulary building and advanced conversation skills. The course will be conducted in Russian.

RU 40102. Advanced Russian II (in Russian) (3-0-3)

This year-long course is designed to significantly improve students’ comprehension and self-expression skills in Russian, serving as a preparation for Russian literature courses in the original. The course will include an intensive review of Russian grammar; Russian stylistics, syntax, and grammar at the advanced level; reading and analysis of a wide range of 19th-century literary texts (including fiction, poetry, interviews, songs, and newspaper materials); writing essays in Russian; and extensive work on vocabulary building and advanced conversation skills.

RU 43101. Nineteenth-Century Russian Literature Survey (in Russian) (3-0-3)

Introduces the major movements and authors of the 19th century. Special attention is given to the genesis of the modern tradition of Russian literature in the first half of the century and to the role literary culture played in the political and social ferment of the era. Readings, discussions, and written assignments are in Russian and English.

RU 43102. Twentieth-Century Russian Literature Survey (in Russian) (3-0-3)

Prerequisite(s): RU 20102 or RU 202

This course surveys the generic richness, stylistic innovation, and political intrusion into literature that defined Russian literary culture in the first six decades of the 20th century. It introduces such movements/periods as Symbolism, Aemreism, Futurism, the “fellow travelers,” socialist realism, and the “thaw.” Readings, discussions, and written assignments are in Russian and English.

RU 43208. Chekhov (in Russian) (3-0-3)

This course is an introduction to the short stories and plays of Anton Chekhov, with attention to the development of his art of characterization, dialogue, plot construction, and innovative dramatic technique. Central themes of the course will be alienation and banality in Chekhov’s works, Chekhov’s attitude to science and progress, and his views on the future of Russia. A portion of the semester will be largely devoted to the reading and performance (in Russian) of one of Chekhov’s plays.
RU 43405. Russian Romanticism (in Russian) (3-0-3)

Prerequisite(s): RU 20102 or RU 202

This course introduces students to the literature of Russian Romanticism, which came into being at the turn of the 19th century, dominated Russian literature in the 1820s and was still influential well into the latter part of the century. Inspired by Russian writers’ encounters with English, German, and French Romantic literature, Russian Romanticism was, paradoxically, the first literary movement in Russia that sought to develop a definitively national, uniquely Russian literature and literary language. We will explore this quest for a national literature in light of Russian Romanticism’s Western influences. In so doing, we will study works of poetry, fiction, drama, and literary criticism by a diverse group of Romantic writers including Vasily Zhukovsky, Alexander Pushkin, Nikolai Gogol, Mikhail Lermontov, Karolina Pavlova, Fedor Tютчев, Afanasy Fet, and others. Themes of the course will include the national and the exotic, the natural and the supernatural, rebellion and social alienation, violence, and passion.

RU 43420. Post-Soviet Literature and Culture (3-0-3)

In the last two decades, Russia has undergone dramatic changes ranging from the crisis of the totalitarian system and disintegration of the Soviet empire to the rapid development of new trends in literature and culture. We will survey these new trends, with a focus on defining the nature and multiplicity of “post-Soviet” cultural sensibilities in recent Russian short fiction, essays, poetry, lyrics, and interviews, as well as in pop-culture and film. Topics under consideration will include traditional and new, post-Soviet and postmodern, as well as feminist, emigre, and post-colonial discourses.

RU 43501. St. Petersburg as Russian Cultural Icon (in Russian) (3-0-3)

In the last two decades, Russia has undergone dramatic changes ranging from the crisis of the totalitarian system and disintegration of the Soviet empire to the rapid development of new trends in literature and culture. We will survey these new trends, with a focus on defining the nature and multiplicity of “post-Soviet” cultural sensibilities in recent Russian short fiction, essays, poetry, lyrics, and interviews, as well as in pop-culture and film. Topics under consideration will include traditional and new, post-Soviet and postmodern, as well as feminist, emigre, and post-colonial discourses.

RU 46101. Special Studies (3-0-3)

Directed reading course.

RU 47101. Area Studies (3-0-3)

Fall semester research in Russian and East European area studies. By the end of the semester, the student will be expected to produce an annotated bibliography of sources, a thesis statement, and an outline/proposal for the research project as a whole.

History

Chair:
John T. McGreevy

Director of Graduate Studies:
Olivia Remie Constable

Director of Undergraduate Studies:
Daniel A. Graff

Andrew V. Tates Professor of History:
John H. Van Engen

Andrew V. Tates Professor of History:
Thomas P. Slaughter

Francis A. McIntyre Professor of History:
George M. Marsden

Carl E. Koch Assistant Professor of History:
Emily Osborn

Rev. John J. Casanavagh, CSC, Professor of Humanities:
James Turner

Rev. Theodore M. Hoeburgh, CSC, College of Arts and Letters Chair:
Sabine G. MacCormack

Robert M. Convery Director of the Medieval Institute:
Thomas Noble

John M. Regan Jr. Director of the Joan B. Kroc Institute for International Peace Studies:
R. Scott Appleby

Professors:
R. Scott Appleby (on leave spring 2006); Doris Bergen (Warsaw, spring 2006); Rev. Thomas Blantz, CSC; Olivia Remie Constable; Christopher S. Hamlin (on leave 2005–06); Thomas A. Kselman; Sabine G. MacCormack (joint with Classics); (on leave fall 2005); George S. Marsden; John T. McGreevy; Dian H. Murray; Thomas Noble (on leave 2005–06); Thomas P. Slaughter; James Smyth; James Turner; John H. Van Engen (on leave spring 2006); J. Robert Wegs

Professors Emeritus:
Robert E. Burns; Michael Crowe (concurrent); Vincent P. De Santis; Jay P. Dolan; J. Philip Gleason; Rev. Robert L. Kerby; Walter Nugent; Rev. Marvin R. O’Connell; Andrej Walicki

Associate Professors:
Ted Beatty; Gail Bederman; Paul Cobb; Brad Gregory (on leave 2005–06); Semon Lyandres; Rev. Wilson D. Miscamble, CSC; Richard Pierce; Linda Przybylszewska; Rev. Robert Sullivan; Julia Adeney Thomas (on leave fall 2005)

Assistant Professors:
Jon Coleman; Asher Kaufman; Margaret Meserve; Emily Osborn (on leave 2005–06); Marc Rodriguez

Professional Specialist:
D’Arcy Jonathan Boulton (Angers, 2005–06)

Assistant Professional Specialist:
Daniel A. Graff

Concurrent Faculty:
Heidi Ardizzone (American Studies); Keith R. Bradley (Classics); Steven Brady (First Year of Studies); Kathleen Sprows Cummings (Cushwa Center); Robert Goulding (Program of Liberal Studies); Lionel Jensen (East Asian Languages and Literatures); Kelly Jordan (ROTCT); Dorothy Pratt (Arts and Letters); Thomas Schlereth (American Studies); Phillip Sloan (Program of Liberal Studies); Thomas A. Stapfleld (History and Philosophy of Science); Kevin Whelan (Keough Institute for Irish Studies)

Visiting Assistant Professors:
Jonathan Lyon; Kim Pelis; Ramnarayan Rawat; John Soares

Fellows:
Vincent Carey (Keough Institute, spring 2006); Alan Durston (Erasmus Institute, fall 2005); Susan Fitzpatrick-Behrens (Kellogg Institute, spring 2006)

Postdoctoral Teaching Fellows:
Margaret Abrazo; Misoara Deac

Graduate Teaching Fellows:
Nabhan Fancy (spring 2006); Justin Poche (spring 2006)

Program of Studies. The Department of History offers courses for undergraduates designed to expose them to life in the past as it was experienced and understood in the Americas, Europe, Asia, Africa, and Australia. Courses offered consist of lectures and seminars that require students to develop both a critical appreciation of primary and secondary texts and skills in historical thinking and writing.

Students interested in majoring in history at the University of Notre Dame have two options. The standard major option consists of 10 three-credit upper-level history courses (beginning with a 3 or higher), beginning with an exciting introductory seminar (HIST 33000—History Workshop), which plunges students into the work of writing history from the moment they join the major through intensive interpretation of primary source documents. To encourage breadth of historical knowledge, standard majors also take a variety of courses emphasizing different chronological periods and geographical areas. More specifically, they must take one course from four of the five following fields: African/Asian/ Middle Eastern history; Ancient/Medieval European history (to 1500); Modern European history (from 1500); United States history; Latin American history. One of the four courses must contain substantial material on the period before 1500. In addition, to encourage depth in a particular field of interest, standard majors also declare a concentration consisting of three courses. (These concentrations must be approved by the major’s advisor by the beginning of the senior year.) Standard majors also take an elective in any field they choose. To complete their course work, standard majors take a departmental seminar (HIST 43xxx), which offers the opportunity to conduct primary research and produce a substantial paper.

The second option is a supplementary major, consisting of eight three-credit upper-level history courses (beginning with a 3 or higher). The supplementary major is designed for those majoring in other departments but also interested in pursuing
a program of study in history. To encourage breadth of historical knowledge, supplementary majors take a variety of courses emphasizing different chronological periods and geographical areas. More specifically, they must take one course from four of the five following fields: African/Asian/Middle Eastern history; Ancient/Medieval European history (to 1500); Modern European history (from 1500); United States history; Latin American history. One of the four courses must contain substantial material on the period before 1500. In addition, supplementary majors take three electives. To complete their course work, supplementary majors will take a departmental seminar (HIST 43xxx), which offers the opportunity to conduct primary research and produce a substantial paper.

Note: While nearly all history courses are taught for three credits, students can also fulfill requirements by an accumulation of one-credit mini-courses if they are offered.

History Honors Program. The History Department offers a special program of study, the History Honors Program, for the most talented and motivated standard majors. Each fall semester, the junior class of history majors are invited to join; those selected begin the program in the spring semester of their junior year. A student in the History Honors Program will take 11 three-credit upper-division History courses to satisfy both the Honors Program and History Major requirements. In addition to taking the introductory gateway course (HIST 33000 — History Workshop) and a variety of courses emphasizing geographical and chronological breadth (see the standard major option above), the student also takes two special Honors seminars. Instead of completing a departmental seminar, the student researches and writes a senior thesis, receiving three credits in each semester of the senior year. Each History Honors student will select a field of concentration and takes two additional courses in this field to complete the program. In the spring of the junior year, the student enrolls in an Honors Program Methodology Seminar (HIST 53001), designed to introduce the student to the various methods historians utilize to analyze and write about the past. (Students admitted to the Honors Program, but studying abroad during the spring semester junior year, are exempt from HIST 53001. They must, however, register a thesis topic and advisor with the director of Undergraduate Studies by the end of that semester.) In the fall of the senior year, the student will enroll in an Honors Program Reading and Discussion Colloquium (HIST 53002), intended to introduce the student to basic issues of critical interpretation and historiography through a specific field. In the fall and spring of the senior year, the student will work on a thesis (up to 50 pages) under the supervision of a specific faculty member. The student will register for HIST 58001 (three senior thesis credits) each semester of the senior year.

Phi Alpha Theta. Students who have completed at least four major-level courses in history, earning a grade point average of 3.5 or above, and whose cumulative grade point average is at least 3.2, are eligible for the Notre Dame chapter of Phi Alpha Theta, a national history honor society. The History Department initiates new members once per year.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week, and credits each semester are in parentheses.

HIST 10400. Current Affairs: Historical Context

(1-0-1)

This is a one-semester, one-credit-hour course, open only to first-year students. The purpose of the course is to provide a forum in which students can follow and discuss contemporary world affairs beyond the headlines. Students will read *The New York Times* on a daily basis, and will come to class prepared to discuss the events in the news. In addition, each student will choose a specific and continuing newsworthy topic to follow over the course of the semester. The student will research the historical background of this subject and give a presentation on this issue to the class. A paper of approximately eight pages will be due on this topic at the end of the semester.

HIST 10200. Western Civilization I

(3-0-3)

Corequisite(s): HIST 12200

A survey of the central themes in Western civilization from ancient Mesopotamia to the Renaissance. Emphasis will be on problems of social organization, especially the mutual obligations and responsibilities of individuals and states; evolving concepts of justice; aesthetic standards; religious ideas and institutions; basic philosophical concepts; different kinds of states; and the ideologies that defined and sustained them.

HIST 12200. Western Civilization I Tutorial

(0-0-0)

A weekly tutorial required for students registered for HIST 10200, Western Civilization I, or its cross-lists.

HIST 10210. Ancient Greece and Rome

(3-0-3)

Mazurek

An introduction to the major historical and cultural periods of ancient Greek and Roman civilization through close reading of texts central to the Classical Greek and Latin literary traditions. Topics to be considered include: concepts of the divine; heroism and virtue; concepts of gender; democracy, empire, and civic identity. The course aims to deepen students' appreciation for the classical roots of their own social, intellectual, and religious lives.

HIST 10400. Western Civilization II

(3-0-3)

Bergen

Corequisite(s): HIST 12400

This course will provide a comprehensive overview of European history over the last four centuries. During this period European states emerged as powerful institutions, extending their control over the peoples of Europe, and battling with each other for territory, subjects, and status, both in Europe and throughout the world. The enormous growth of state power provoked opposition from both elites and ordinary people. This course will explore resistance to the state as well as tracing its growth, with special attention paid to the English revolution in the 17th century, the French and Russian revolutions in 1789 and 1917, and the collapse of the Soviet empire in the late 20th century. Particular attention will be paid to the development of the ideologies of liberalism, socialism, and nationalism, which defined new relationships between people and their states in the 19th and 20th centuries. The changing status of women, and the emergence of feminism as another ideological alternative, will be dealt with as well. The conflicted relationship between Europe and its colonial territories will constitute another major theme.

HIST 12400. Western Civilization II

(0-0-0)

Corequisite(s): HIST 10400

A weekly tutorial required for those registered for HIST 10400 or its cross-lists.

HIST 10409. Collapse of European Communism

(3-0-3)

Why did certain countries become communist regimes after World War II? And how did communism collapse there? This course will explore the rise and fall of communism in Eastern Europe from World War II to 1989. Emphasis will be placed on the Hungarian, Czech, Polish, and Yugoslav experiences.

HIST 10600. US History I: to 1877

(3-0-3)

Coleman

Corequisite(s): HIST 12600

A survey of the social, cultural, and political history of the British North American colonies and the United States to the close of the Civil War. Organized around the question of American "nationhood," topics include Native American, European, and African encounters; regional development and divergence; imperial conflict and revolution; constitutional development and argument; democratization and its implications; religious impulses and reformism; immigration and nativism; the importance of land and westward expansion; slavery and emancipation; sectional division and Civil War.

HIST 10605. US History II: from 1877

(3-0-3)

Rodriguez

Corequisite(s): HIST 12605

This course will be a survey of the political, diplomatic, economic, social, and cultural development of the United States from 1865, the end of the Civil War, to 1988, the end of the Ronald Reagan presidency. Major topics to be covered include post-war reconstruction, the Industrial Revolution of the late 19th century, the progressive legislation of Presidents Theodore Roosevelt and Woodrow Wilson, the causes of the Wall Street Crash and Great Depression, the New Deal programs of Franklin Roosevelt, World Wars I and II, the Fair Deal and containment policies of Harry Truman, Dwight Eisenhower's Modern Republicanism, the New Frontier of John Kennedy, Lyndon Johnson's Great Society, the civil rights and feminist movements, Vietnam, Richard
Catholicism in the United States from colonial times

This course is a survey of the history of Roman Catholicism in the United States from colonial times to the present. We will consider, among others, the following topics: immigrant and ethnic Catholicism, women in the Church, Catholic social reform, devotional and parish life, and the relationship between Catholicism and American democracy. Texts for the course include a general history, two interpretive works, and a course packet of primary sources. Requirements include a midterm and final examination and three short (3–5 pp.) essays.

HIST 12184. History University Seminar (3-0-3)
An introduction to the seminar method of instruction that explores the major methodologies of the historical discipline and which accent the organization and expression of arguments suggested by readings in historical topics.

HIST 20290. Castles and Courts in Medieval Europe (3-0-3)
Corequisite(s): HIST 22290
The expanded title of this course is Castles, Castellany, and Courts in Latin Europe, 900–1650. This course will examine the high period in the history of the castle—a combination of fort and residence—of the castellany or district subjected to the domination of a castle, and of the household and court of the kings, princes, and barons who built such residences and organized their lives and their activities within their various structures. It will first consider the castle as a form of fortification, review briefly the history of fortifications before 900, and examine the ways in which lords and their builders steadily improved their defensive capabilities in response to new knowledge and to new methods and tools of siegework. It will then examine the relationship of the castle to the contemporary forms of non-fortified or semi-fortified house, and finally its relationship to the lordly household (the body of servants organized into numerous departments associated with particular rooms or wings of the castle) and with the court (or body of soldiers, officers, allies, students, and temporary guests) who filled the castle when the lord was present. The course will conclude with an examination of the history of the castellany as a form of jurisdiction. The course will concentrate on the castles of the British Isles and France, but will examine the great variety of types found throughout Latin Europe.

HIST 20400. Western Civilization II (3-0-3)
Corequisite(s): HIST 22400
Bergen
This course will provide a comprehensive overview of European history over the last four centuries. During this period European states emerged as powerful institutions, extending their control over the peoples of Europe, and battling with each other for territory, subjects, and status, both in Europe and...
throughout the world. The enormous growth of state power provoked opposition, from both elites and ordinary people. This course will explore resistance to the state as well as tracing its growth, with special attention paid to the English revolution in the 17th century, the French and Russian revolutions in 1789 and 1917, and the collapse of the Soviet empire in the late 20th century. Particular attention will be paid to the development of the ideologies of liberalism, socialism, and nationalism, which defined new relationships between people and their states in the 19th and 20th centuries. The changing status of women, and the emergence of feminism as another ideological alternative, will be dealt with as well. The conflicted relationship between Europe and its colonial territories will constitute another major theme. In addition to political and social developments, this course will treat in broad terms the major cultural and intellectual trends in Europe, examining the growth of the critical spirit in the Enlightenment and the emphasis on feeling and subjectivity in the age of Romanticism. The course will conclude with a section on recent developments, focusing on efforts to create an integrated Europe, and on the emergence of the current tensions that divide Europe and the United States. Slides, music, and film will be used to illustrate and supplement material treated in lectures. Students will be assigned a general text and about five additional books, including both primary and secondary sources. The grade will be based on two short essays, a mid-term and final exam, and on class participation. Students registering for this class are also required to take a corequisite.

HIST 20600. US History I: to 1877
(3-0-3) Coleman
Corequisite(s): HIST 22600
A survey of the social, cultural, and political history of the British North American colonies and the United States to the close of the Civil War. Organized around the question of American “nationhood,” topics include Native American, European, and African encounters; regional development and divergence; imperial conflict and revolution; constitutional development and argument; democratization and its implications; religious impulses and reformism; immigration and nativism; the importance of land and westward expansion; slavery and emancipation; sectional division and Civil War. Kennedy, Lyndon Johnson’s Great Society, the Civil Rights and feminist movements, Vietnam, Richard Nixon and Watergate, and the presidencies of Gerald Ford, Jimmy Carter, and Ronald Reagan. The class format will be two lectures each week and one discussion session. There will be three short writing assignments, a midterm, and a final examination.

HIST 22290. Castles and Courts in Medieval Europe
(0-0-0)
A weekly tutorial required for those registered for HIST 20290, Castles and Courts in Medieval Europe, or its cross-lists.

HIST 22400. Western Civilization II Tutorial
(0-0-0)
Corequisite(s): HIST 20400
Required tutorial for HIST 20400 and its cross-lists.

HIST 22600. US History 1 Tutorial
(0-0-0)
Corequisite(s): HIST 20600
Required tutorial for HIST 20600 and its cross-lists.

HIST 22605. U.S. History II Tutorial
(0-0-0)
Corequisite(s): HIST 20605
Required tutorial for HIST 20605 and its cross-lists.

HIST 20612. American Catholic Experience
(3-0-3) Cummings
Corequisite(s): HIST 22612
This course is a survey of the history of Roman Catholicism in the United States from colonial times to the present. We will consider, among others, the following topics: immigrant and ethnic Catholicism, women in the Church, Catholic social reform, devotional and parish life, and the relationship between Catholicism and American democracy. Texts for the course include a general history, two interpretive works, and a course packet of primary sources. Requirements include a midterm and final examination and three short (three- to five-page) essays. Students enrolled in this class must also take HIST 22612, a tutorial.

HIST 20910. History of Mexico
(3-0-3)
Mexican history is often portrayed as a recurring conflict between foreign conquests and an authentic Mexican culture. We will examine this theme over 500 years of Mexican history, from indigenous cultures and the Spanish conquest to the 20th-century revolution and its social consequences. Through readings, lectures, discussions, art, and film we will explore the roots of modern Mexico and its development from the 15th century to the present. No background in Mexican or Latin American history is required.

HIST 22612. American Catholic Experience Tutorial
(0-0-0)
A weekly tutorial required for those registered for HIST 20612 or its cross-lists.

HIST 33000. History Workshop
(3-0-3) Cobb, Constable, Kedman
This course introduces students to how historians study the past. Students will gain insight into the nature of historical inquiry through discussion of exemplary works of history, analysis of primary source documents from various time periods and places, and, most important, their own efforts to write history. Readings will include important secondary historical works as well as discussions of how historians actually do history. Writing assignments will include at least two 10-page histories written by each student from primary source documents. This course is a requirement for—and open only to—history majors pursuing the standard major in history (not the supplementary major).

HIST 30050. African History to 1800
(3-0-3)
This course introduces students to major themes in African history to 1800. It investigates agricultural and iron revolutions, states and empires, religious movements, and patterns of migration and labor exploitation. The latter part of the course focuses on Africa in the era of trans-Atlantic slave trade, from 1550 to 1800. We will study the various methods that historians use to investigate the past; we will also delve into some of the intellectual debates surrounding pre-colonial Africa and the slave trade. By the end of the course, students will have a firm understanding of states and societies in Africa in the pre-colonial period.

HIST 30060. African History since 1800
(3-0-5)
This course will focus on African history from 1800 to the independence movements of the 1960s. In the 19th century, new states, economies, and societies emerged in Africa as African peoples developed new relations among themselves and with the rest of the world. With the “scramble for Africa” of the 1880s, European powers colonized Africa and suppressed many of these processes. In the 1960s, however, self-rule resurged as Africans helped throw off the yoke of colonial rule and form independent nation-states. This course will consider the social, economic, and political history of Africa by using case studies from the Democratic Republic of Congo (Congo-Zaire), Nigeria, South Africa.

HIST 30080. Medieval Middle East
(3-0-3) Cobb
This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century CE until the rise of Mongol successor polities in the 15th century. The course is structured to cover political and cultural developments and their relationship with broader changes in society during the formative centuries of Islamic civilization. Specific topics include the career of the Prophet Muhammad and the origins of the earliest Muslim polity; the creation and break-up of the Islamic unitary state (the Caliphate); and the impact of Turkic migrations on the Middle East; social practices surrounding the transmission of learning in the Middle Ages; the diversity of approaches to Muslim piety and their social and...
political expression; popular culture; non-Muslims in Islamic society; and the creation of the medieval Islamic "international" cultural order. Among the more important themes will be long-term cultural and social continuities with the Islamic and ancient Near East, and concepts of religious and political authority.

HIST 30085. Modern Middle East (3-0-3)
This course surveys Middle Eastern history from 1500 to the present. The primary themes to be covered include: the emergence and demise of the last Muslim unitary states; European colonial and imperial penetration of the Middle East in the 19th century; the social and cultural impact of imperialism; state-building in the 20th century; new ideologies/nationalisms; and contemporary problems of political and economic development. We will also consider the most important movements of Islamic reform and revival over the past two centuries.

HIST 30106. Modern South Asia (3-0-3)
More than one-fifth of the world's population lives in South Asia, a region comprised of the modern nations of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, Afghanistan, and the Maldives. This introductory course will provide a survey of issues and events in South Asian history from the establishment of British East India Company rule in 1757 to the decolonization of South Asia in 1947. The course will explore the following themes: the rise of a trading company, the East India Company and its transition into a colonial power; the emergence of a colonial economy; colonial production of knowledge; 19th- and 20th-century cultural, religious, and political movements and formations of new identities; the emergence of elite and popular nationalisms; independence; and the partition of the subcontinent.

HIST 30110. Ancient Japan (3-0-3)
This course provides training in understanding and engaging history as a series of wide-ranging debates. The class will examine three issues: first, the politically charged question of Japan's origins in myth and archeology; second, the question of whether the forces of Chinese culture or nature as disease and environmental degradation defined the Yamato state from the sixth to the ninth century; and, third, whether Heian court power until about 1200 rested on economic, political, military, judicial, or aesthetic grounds. The second purpose of the course, the development of the disciplined imagination necessary to enter another culture and another time, relies on the reading of primary texts in translation. There will be three tests and several classroom assignments.

HIST 30120. Modern Japan (3-0-3)
This introduction to modern Japanese history focuses on political, social, economic, and military affairs in Japan from around 1600 to the early post-WWII period. It considers such paradoxes as samurai bureaucrats, entrepreneurial peasants, upper-class revolutionaries, and Asian fascists. The course has two purposes: (1) to provide a chronological and structural framework for understanding the debates over modern Japanese history; and (2) to develop the skill of reading texts analytically to discover the argument being made. The assumption operating both in the selection of readings and in the lectures is that Japanese history, as with all histories, is the site of controversy. Our efforts at this introductory level will be dedicated to understanding the contours of some of the most important of these controversies and judging, as far as possible, the evidence brought to bear in them.

HIST 30123. The Japanese Empire and Literature (3-0-3) Bowen-Stryuk
Japan emerged on the global stage as an imperialist power with the defeat of China in 1895 (over Korea) and the defeat of Russia in 1905 (again, over Korea). By the end of the World War I, the "Japanese Empire" included Taiwan, Korea, the south Pacific islands called Nan-yang, and the southern half of Sakhalin, not to mention the late 19th century acquisitions Okinawa and Hokkaido. Hardly a static referent from 1895 until its dismantling upon defeat in 1945, the "Japanese Empire" must have meant something terribly different, depending on whether you were a Japanese national or colonial subject; a man or a woman; in the military or a man of letters; a domestic worker or colonial settler; businessman or maid. Even within the Japanese archipelago—indeed, even at the height of government censorship on cultural production in the early to mid 1940s—the meaning of the "Japanese Empire" was a site of cultural contestation.

This class looks at the literary and artistic production—fiction, memoirs, poetry, film, visual arts and drama—of the 50-year rise and fall of the Japanese Empire. A current of this class deals with the inter-Asian, Bolshevist-inspired organizations that looked to Japanese radicals, with no little irony, for solidarity in the fight against Japanese imperialism.

HIST 30140. Premodern China (3-0-3)
The course will provide a general survey of Chinese history from the Shang Dynasty (1766–1027 BC) to 1600 AD. Besides highlighting the major developments of each dynasty, the course will devote special attention to the Confucian and legalist underpinnings of the Chinese empire, the influence of Buddhism on Chinese society, the emergence of gentry culture and the civil service examination system, and the phenomenon of "barbarian" conquest and cultural interaction.

HIST 30141. History of Chinese Medicine (3-0-3) Murray
In light of the contemporary currency of certain Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings. The first unit, Medicine in Ancient China, will explore the earliest medical ideas of the Chinese and will demonstrate how the state's political unification gave rise to a correlative cosmology that not only included Heaven and Earth, but also human beings as integral elements of an organic cosmos. The second unit will explore the influences and contributions of Taoism (Daoism) and Buddhism to Chinese medicine and will explore what it meant to be both physicians and patients in late imperial China. The third unit will focus on medicine in contemporary China and will feature the experiences of Elisabeth Hsu, a student of Chinese medical anthropology who, as a part of her doctoral research, enrolled as a student in Yunnan Traditional Chinese Medical College between September 1988 and December 1989. We will conclude the course with a brief examination of the influence of Chinese medicine on the contemporary world.

HIST 30142. Chinese Mosaic: Philosophy, Politics, Religion (3-0-3)
This course is a special-topics class that provides an introduction to the diverse life ways constituting the puzzle of the Chinese people. The course will chart the terrain of current Chinese imagination as it has been shaped from the contending, and often contentious, influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while at the same time requiring critical engagement with the philosophic and religious traditions animating this culture. Thus, as they learn about China, students will also reflect on how it has been interpreted by Chinese and by Westerners. From readings in both primary texts and secondary interpretations, the class will reconstruct the ethos of the Chinese, attending particularly to the ways in which inherited traditions have been affected by the rise of the modern, authoritarian state. Our concerns will include questions of philosophy as a response to moral crisis, the abridgement of tradition in ideology, the creative reinvention and persistence of popular religion, and the politics of representation. From our attempts to address these concerns, we will reconstitute the philosophic discourse of ancient China and the religious practice of the present in an unconventional, but more evocative, manner that engenders understanding of contemporary political resistance to single-party rule.

HIST 30143. Chinese Ways of Thought (3-0-3)
This is a special-topics class on religion, philosophy, and the intellectual history of China. Conventionally it is assumed that the religion and philosophy of the Chinese can be easily divided into three teachings: Daoism, Buddhism, and "Confucianism." This class questions this easy doctrinal divisibility by introducing the student to the world-view and life experience of Chinese as they have been drawn and local cultic traditions, worship and sacrifice to heroes, city gods, earth gods, water sprites, nature deities, and above all, the dead. China's grand philosophical legacy of Daoism, Buddhism, "Confucianism," and later "Neo-Confucianism" with which we have become familiar in the West, derived from the particular
historical contexts of local practice and it was also in such indigenous contexts that Islam and later Christianity were appropriated as native faiths.

HIST 30150. Modern China (3-0-3)

The course will provide a general survey of Chinese history from 1644 (the establishment of the Qing Dynasty) to the present. It will highlight China's evolution from a period of strength and unity during the last dynasty to a period of disunity and weakness during the revolutionary period 1911–49, back to a period of strength under the Communist government from 1949 to the present. Special attention will be given to the problems of economic modernization, the role that foreigners have played in this process, and the relationship of both to cultural development.

HIST 30201. History of Christianity to 1500 (3-0-3)

A survey of the development of Christianity from late antiquity to the eve of the 16th-century Reformation. Emphases include processes of Christianization, definitions of prescribed and proscribed beliefs and practices, institutional elaboration, relations with imperial and royal authority, impact of and on culture, and varieties of religious behaviors. Although the history of the Latin (Catholic) church is highlighted, the dynamics and consequences of its separation first from the Oriental and then from the Orthodox churches will be examined. The course aspires to achieve a routine of interactive lectures. There will, in addition, be three small-group reading seminars and at least one individual conference. Requirements include three short (five to six pages) papers that engage the texts discussed in the seminars, midterm and final examinations, class attendance and participation. The written examinations seek to assess knowledge applied as analysis.

HIST 30211. Women in Antiquity (3-0-3)

The categories of female and male and the dynamics between men and women fascinated the ancient Greeks and Romans every bit as much as they do us today. Considering the immense influence of ancient Greek and Roman culture upon our own, we should not be surprised that much of our current thinking about modern gender roles has its roots in the literature and history of ancient Greece and Rome. This course examines the various roles, behaviors and values associated with women and men in Greco-Roman antiquity in order to provide students with: 1) a fuller understanding of the texture and dynamics of ancient Greek and Roman society; and 2) a better appreciation of the historical and cultural background to some of today's gender debates. We will make use of a wide variety of sources—poetry, drama, history, art, and archaeology—to study and contextualize both mythological and literary representations of women and material evidence for the everyday lives of actual Greek and Roman women. Class topics and readings follow chronologically and are structured as follows: (1) Women in Greek Myth; (2) Women in Archaic Greece (late 8th–6th c. BCE); (3) Women in Classical Athens (5th–4th c. BCE); (4) Women in the Hellenistic World (4th–1st c. BCE); and (5) Women in the Roman World (7th c. BCE–3rd c. CE). Students will be evaluated on the basis of class participation, a midterm and final exam, and two short essays.

HIST 30212. History of Ancient Medicine (3-0-3)

This course will trace the development of Ancient medicine from the neolithic period down to the second century after Christ. The emphasis will be on three cultures, Egyptian, Greek, and Roman. How historians use the three main categories of evidence (written documents, human remains, and artistic representations) will be clearly illustrated.

HIST 30220. Greek History (3-0-3)

The purpose of the course is to provide a basic narrative history of Greece from the Bronze Age through the Roman conquest. The second purpose is systematic insight into special problems of two key phases of Greek development, the archaic and classical periods. The rapid growth of the city-states and the cultural ideals and problems that led to the invention of philosophy and tragedy are considered. The course then takes up the institutions and policies of democratic and imperial Athens and the political theories they embodied. The class ends with a look at the new Hellenistic world and the impact of Greek values on Christianity. The grade is based primarily on two essay exams plus the final.

HIST 30222. Gods, Heroes, Mysteries, Magic (3-0-3)

Contrary to popular belief, the ancient Greeks were a strange bunch. Their statues were not really pristine white marble; their beliefs were hardly consistently rational. With this mindset as our starting point, in this course we will examine some literary (epic, hymns, tragedy, comedy), archaeological (temples, sanctuaries), and material (vase paintings, coins, votives, curse tablets) remains of the ancient Greek world to develop a picture of its varied and unique religious beliefs and practices. In addition to this historical perspective, this course will also take an anthropological and cultural approach to the study of Greek religion. We will consider anthropological definitions of religion and read comparative material from other cultures. Finally, in articulating Greek religious beliefs and practices, we will further consider how these institutions intersected with politics, gender, and class within and among Greek city-states, focusing on ancient Athens for which we have the most thorough documentation.

HIST 30230. Roman History (3-0-3) Mazurek

This course introduces students to ancient Roman history by tracing the development of Roman civilization through the major political, religious and social institutions of the Roman Republic and Empire. Major topics of study will include: Rome's conquests in Europe and the Mediterranean; the careers of Julius Caesar and the Emperor Augustus; Rome's treatment of foreign peoples and institutions (e.g. early Christianity).

HIST 30231. Roman Law and Governance (3-0-3)

The course will provide a historical overview of Roman Republican and Imperial law from the XII Tables to Justinian's Digest. We will investigate not only the Roman judiciary and juristic writings, but also the other branches of government, in order to create a thorough understanding of the bureaucratic operation of the ancient Roman state. Specific topics covered include civil law, criminal law, constitutions, laws, jurists, magistrates, assemblies, and provincial administration. In addition to taking a midterm and final, students will write and rewrite one three- to five-page paper. Prior study of Roman history is recommended, but not required.

HIST 30260. Late Antiquity (3-0-3)

This course will explore the transformation of the Roman World from about 300 to 600 AD. We will ask: was it a "fall" of the Roman Empire a "civilizational catastrophe"? Or was it a slow, messy process blending continuity and change? Or was late Antiquity itself a dynamic and creative period? Our emphasis will fall on the changing shape of Roman public life; the barbarians and their relations with Rome; the emergence of the Catholic Church; the triumph of Christian culture; and literature, art, and architecture in the late imperial world. There will be a midterm and a final. Students will write either one term paper or a series of shorter papers. Readings will emphasize primary sources.

HIST 30261. Middle Ages I (3-0-3) Lyon

This course will examine the history of the Roman world from the time of the first incursions of barbarians into the Roman empire in the 3rd century to the time of the final invasions in the 10th. It will concentrate first on the crises of the 3rd century, and on the consequent transformation of the relatively unified, urbanized, tolerant, polytheistic Roman Empire of late Antiquity into the two distinct, deurbanized, intolerant, monotheistic, and politically divided civilizations of Latin or Catholic Christendom and Greek or Orthodox Christendom. Next it will briefly examine the emergence in the 7th century of the new monolithic religion of Islam and the new civilization and empire centered on it, which quickly conquered not only the old Persian empire but most of the Asian and all of the African provinces of the continuing Roman empire, and in 711–18 conquered most of Spain as well. The remainder of the course will concentrate on the history of Latin Christendom and its pagan barbarian neighbors to the north and east between the beginning of the Germanic conquests of the western provinces c. 400 and the final conversion of the peoples of central and northern Europe to Christianity and the simultaneous emergence of a new socio-political order in the older kingdoms around 1000. There will be two short papers, two tests, and a final examination.
HIST 30263. World of Charlemagne
(3-0-3)
The Carolingian (from *caro* + *bunus*, Latin for Charles: Charles the Great—Charlemagne—was the most famous Carolingian) period, roughly the 8th and 9th centuries, was foundational for Western Europe. But this was also the time when the mid-Byzantine Empire consolidated its position and when the Abbasid family of caliphs introduced important and durable changes in the Islamic world. This course will focus on the West in the age of Charlemagne, but will draw frequent comparisons with and make continuous reference to Europe's Byzantine and Islamic neighbors. The course will explore such themes as: Europe's Roman and Christian inheritances from antiquity; the peoples of the Carolingian world; kingship and empire; political and social institutions and ideologies; religious and secular law; war and diplomacy; agriculture and trade; the church—popes, bishops, monks, and nuns; theology; art and architecture; Latin and vernacular literature. Reading assignments will combine modern scholarship and primary sources (in translation). Students will write midterm and final examinations and will choose between several short papers or one long paper.

HIST 30270. Middle Ages II
(3-0-3)
This course is a thematic survey of the high (1000–1300) and late (1300–1500) Middle Ages. The course begins with an introduction to three emblematic developments of the high Middle Ages: cathedral-building, the crusading movement, and the beginnings of the universities. Themes addressed include: the nature of high medieval religion, the agricultural and commercial revolutions, and high medieval politics and patronage. Treating the later Middle Ages, the course focuses upon a catastrophic event and an epic poem. The Black Death (and related late-medieval catastrophes) has traditionally been seen as marking a turning point in European history. To what extent is this so? Finally, Dante’s *Inferno* will offer a window into key issues of late-medieval religious culture, including papal politics, the role of the laity in religion, late-medieval philosophical thought, heresy, and the Italian city-state as the site of a new Renaissance of learning.

HIST 30273. World of the Late Middle Ages, 1300–1500
(3-0-3) Van Engen
The course studies Europe in the time of the late middle ages, roughly 1300–1500, often called a time of crisis: plague, war, rebellion, economic upheaval. But it was also a time of enormous achievement, of Dante and Chaucer, of new techniques in warfare and government, of conciliar representation in church and state, of extravagant display in fashion and building. This course will proceed by way of both secondary and primary readings, with at least three short papers and student discussion required.

HIST 30291. Politics and Religion in Medieval Europe
(3-0-3)
This course considers the intersection between political action and religious claims in medieval Europe. Virtually all the powers—kings and popes, princes and bishops—claimed to act on religious principle and in accord with transcendent notions of virtue or world order. And yet they fought bitterly with each other, with words and with swords, and mutually condemned one another. The course will begin with the showdown between emperors and popes known as the Investiture Contest, then take up pivotal figures like Pope Innocent III, King Frederick II, and Pope Boniface IX, and conclude with sections on the spiritual Franciscans and on conciliarism. Two papers based on primary sources, one midterm, and a final.

HIST 30293. American Social Movements
(3-0-3)
Where does social protest fit in the history of American politics? What counts as activism? This interdisciplinary survey of civil rights and social protest movements in the United States examines 19th- and 20th-century movements, as well as several contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiographies to trace several traditions of protest that both depend on and offer challenges to a democratic society.

HIST 30296. War and Diplomacy in the Middle Ages
(3-0-3) Lyon
What kinds of governments and “non-state actors” engaged in warfare and diplomacy during the European Middle Ages? Were battles and military campaigns commonplace between approximately 500 and 1500 AD? Did the rulers of Europe in this period develop effective strategies for settling their disputes in more peaceful ways? This course will give students the opportunity to answer these and other questions about the nature of war and diplomacy in the Middle Ages. Topics will include the Roman Empire’s efforts to control the waves of Germanic invaders; the dynastic disputes that regularly threatened to destroy the Merovingian and Carolingian Empires; the Viking incursions; the Papacy’s conflicts with the rulers of Germany; the crusaders’ strategies for conquering and maintaining control of the Holy Land; the emergence of the Italian city-states as military powers; and the Hundred Years War. Through lectures, discussions, and the reading of a broad range of primary sources, students will be challenged to think about how various types of medieval rulers used war and diplomacy to achieve their political goals.

HIST 30330. Muslims and Christians in Medieval Europe
(3-0-3)
Corequisite(s): HIST 32330
The encounter between Christianity and Islam began in the 7th century, AD, the time of the Prophet Muhammad. Within a few centuries, Islamic rule had spread across the southern Mediterranean world from Syria to Spain. This shift initiated a long-term relationship—sometimes hostile and sometimes peaceful—between Christians and Muslims in these regions. The neighboring presence of Islam had an enduring influence on medieval Christian theology, philosophy, medical knowledge, literature, culture, imagination, art, and material life. Likewise, developments in Christian Europe and Byzantium, especially the Crusades, affected the Islamic world. This course will trace the history of the Christian-Muslim relationship, from its beginnings in the early medieval period until the Renaissance (15th century). The heritage of this medieval encounter still has profound resonance in the modern world of today.

HIST 32330. Muslims and Christians in Medieval Europe Tutorial
(0-0-0)
A weekly tutorial required for those registered for HIST 30330, Muslims and Christians in Medieval Europe, or its cross-lists.

HIST 30331. Medieval Spain
(3-0-3)
This lecture course will cover the history of medieval Spain from the Visigothic period (6th to the 7th centuries) until the time of Ferdinand and Isabella (15th century). The main focus of the course will be the interaction (both congenial and confrontational) of the three religious groups resident in the Iberian Peninsula: Christians, Jews, and Muslims. The course will proceed roughly chronologically, with pauses to consider particular topics in social, intellectual, and economic history. interspersed with lectures, discussion sessions will concentrate on close readings of primary texts and consideration of some of the historiographical problems peculiar to Spanish history. There will be several short papers, a midterm, and a final exam.

HIST 30350. Humor and Violence in History
(3-0-3)
This course explores the relation between humor and violence from Western antiquity to the present, and works from the premise that humor is a response and antidote to violence and suffering. We will use a wide range of literary works, films, and students’ assignments to investigate our subject. Course requirements include numerous short quizzes, three analytical and creative papers of intermediate length, and group presentations.

HIST 30352. The Reformation
(3-0-3)
Corequisite(s): HIST 32352
A narrative history of Christianity in Western Europe from c. 1500–c. 1650, which takes an international and comparative perspective, including Catholicism, Protestantism, and radical Protestantism. Topics covered include Christianity on the eve of the Reformation, Christian humanism, Luther and the German Reformation, the Peasants’ War and Anabaptism, the English Reformation, Calvin and Calvinism, Catholic Reform and the Council of Trent,
the French Wars of Religion, confessionalization, the Thirty Years War, and the English Revolution. Major themes include matters of religious content (doctrinal positions and devotional sensibilities), the relationship between different Christian groups and political regimes, the impact of religious changes across the population, and the definitive emergence of Christian pluralism. Lectures plus discussion.

HIST 32352. The Reformation
(0-0-0)
A weekly tutorial for those enrolled in HIST 30532 or its cross-lists.

HIST 30353. The Catholic Reformation
(3-0-3)
Corequisites: HIST 32353
This course will examine some of the main historical realities, theological developments, and traditions of spirituality within Roman Catholicism c. 1450–c. 1700, the period of Catholic reform both before and after the emergence of the Protestant Reformation. The class format will be two lectures plus one discussion-based tutorial section per week, the latter based on the reading of primary sources in translation. Major topics to be discussed include the character of the late medieval church and reforming efforts within it (e.g., the Observant movement, Christian humanism); Roman Catholic response to the Protestant Reformation, including the Roman Inquisition; the revival of existing and emergence of new religious orders (especially the Society of Jesus); the Council of Trent and its implementation among the clergy and laity; Catholic missionary activity in Asia and the Americas; post-Tridentine Catholic art and scholarship; the relationship between the Church and European states in the 16th and 17th centuries; Jansenism; and the flowering of Catholic spirituality in the 17th century.

HIST 32353. The Catholic Reformation—Tutorial
(0-0-0)
A weekly tutorial required for those registered for HIST 30353, The Catholic Reformation, or its cross-lists.

HIST 30401. History of Christianity II, 1500 to the Present
(3-0-3)
This course surveys the development of modern Christianity, with emphasis on the West. Subjects include ideas and movements of reform, church government and structures, missionary enterprises, forms of spirituality and worship, and the political role and cultural impact of Christianity. Requirements: two examinations and class participation, including three reading seminars with papers.

HIST 30406. Europe in the Twentieth Century
(3-0-3)
This course presents a general history of the world from a European perspective, 1917 to 1989. The goal of this course is to convey a broad understanding of various policies—what they have and have not been, the major problems they faced, and the directions they might be taking. The approach of the course is neither revisionist nor traditionalist. In such controversial areas, it is impossible to give really broad answers that everyone will find acceptable.

HIST 30407. Europe between the Wars
(3-0-3) Crago
Between the end of the First World War and the beginning of the Second, there were only 20 years. But during this short period were Hitler, Stalin, the Great Crisis, the League of Nations, and much more. Understanding the present requires knowledge of these pivotal years.

HIST 30408. Holocaust
(3-0-3)
Corequisites: HIST 32408
In this lecture/discussion class, we will study the Nazi German program of mass killings that has come to be known as the Holocaust. We will explore the ideas, decisions, and actions that culminated in the murder of an estimated hundred thousand people deemed handicapped, half a million Roma (Gypsies), and six million European Jews. The role of historical prejudices, the impact of National Socialist ideology and leadership, and the crucial factor of the war itself will all be considered. We will address the experiences of those targeted for annihilation as well as the actions of perpetrators and the role of others: bystanders, witnesses, and rescuers. At the same time we will examine how attacks on other groups—for example, homosexuals, Polish intellectuals, Soviet prisoners of war, Jehovah’s Witnesses, and Afro-Germans—fit into the overall Nazi scheme for a “new world order.” The legacy of the Holocaust after 1945 will be discussed as well. Course requirements include short papers in response to weekly readings, a comparative book review, and a cumulative final exam.

HIST 32408. Holocaust Tutorial
(0-0-0)
A weekly tutorial required for those registered for HIST 30408, The Holocaust, or its cross-lists.

HIST 30409. Europe since 1945
(3-0-3) Weg
This course will include discussion of the history, politics, and culture of the post-World War II period. Beginning with the destruction wrought by the war, it will examine closely the tie between the economic-political resurgence of Europe, and the development of the “Cold War.” Important subjects covered include the development of the European Union, the development of consumer societies, the 1968 turmoil in both the West and East, the establishment and eventual collapse of the dictatorships in Russia and eastern Europe, the growing internationalization of European economies after the 1960s, the “normalization” of politics and societies after 1970, the end of the Cold War, and the major role of European countries throughout the world in the contemporary period. Naturally, the role of individuals in these broad transformations will not be neglected.

HIST 30411. British History: 1660–1800
(3-0-3)
This course of lectures and readings concentrates on British (that is, Scottish as well as English) history from the restoration of monarchy in 1660 to the great crisis detonated by the French Revolution and war in the 1790s. Themes include the politics of Protestant dissent, political ideologies, the role of parliament, Jacobitism, and the rise of the radical parliamentary reform movement.

HIST 30415. England since 1789
(3-0-3)
The course involves, besides lectures, reading and thinking about and discussing both the history and the interpretation of major elements in the development of modern English politics, society, and culture. Requirements include regular class attendance and participation, midterm and final examinations, and 20 to 25 pages of reading associated with the small seminars into which the class will divide a few times during the semester.

HIST 30416. The Great Victorian Experiment: England in the Long Nineteenth Century
(3-0-3)
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A thematic survey of Great Britain during the long 19th century, from the impact of the French revolution in 1789 to the first World War I in 1914. The period saw the emergence of many of the most characteristic and most controversial features of the modern world, such as industrialism, capitalism, the welfare state, the expansion of civil and political rights, and the colonial development of the nonwestern world. The course uses the three themes of introspection, innovation, and inquiry to understand these changes. Nineteenth-century Britain is known for its earnestness, the intensity with which its elites scrutinized their souls on everything from the foundations of faith to social responsibility to their own sexuality. It is known also for an enormous amount of social-technical innovation, planned and unplanned, of steam engines, sewers, and slums, of new ways of organizing work and handling money, of new aspirations, of new classes and class relations, and of new modes of social organization and social control. Finally it is known as a time of passionate spirit of inquiry, a time of a massive increase in literacy and of hunger for knowledge, a time of immense confidence when it was felt that new knowledge from economics, sociology, biology, geography, and would provide true, rational, and fair answers to all political problems and conflicts.

HIST 30431. Irish History I
(3-0-3) Smyth
This course explores the main themes in Irish histories from the plantation of Ulster, after 1603, to the rebellion of 1798 and the Act of Union with Great Britain in 1800. Attention focuses on plantation, colonization, and religious conflict; the Cromwellian reconquest and the Williamite wars in the 17th century, and the anti-Catholic penal laws and rise of Protestant Ascendancy in the 19th century. This dramatic and formative period witnessed the emergence of many of the forces and rivalries that shaped
modern Irish politics and society and continues to generate lively disagreement among historians today.

HIST 30432. Irish History II
(3-0-3)
This course will consist of lectures and readings examining Irish political history and Anglo-Irish relations from 1801 up to and including the current conflict in Northern Ireland. Attention will be given to religious conflict, the development of romantic and revolutionary nationalism, the changing nature of Anglo-Irish relations, and the special problems of the North. A mid-semester examination, a paper/essay, and a final will be required.

HIST 30450. France: From the Old Regime to the Revolution
(3-0-3) Kiezman
In 1700, France, under the Sun King, Louis XIV, was the most powerful state in Europe. Louis’ court at Versailles was a brilliant cultural center, envied by the rest of Europe, whose kings saw France as a model to be emulated. In 1789, the French Revolution challenged and eventually destroyed the monarchy, but the power of France nonetheless grew. By 1800, France, under the leadership of the consul Napoleon, was expanding rapidly in Europe, and would eventually control an empire that included Spain, Italy, and much of central Europe. This course examines French history from the establishment of the Bourbon family on the throne in 1589 to the rise of Napoleon in 1790s, with about one-third of the class concentrating on the revolutionary events that began in 1789. The course is organized around major political developments, and seeks to understand how the monarchy, so potent in 1700, could have collapsed less than a century later. Students will also read, listen to, and view some of the great cultural achievements of the time—the plays of Moliere, the music of Lully, the novels of Voltaire, and the paintings of David. The course will generally consist of lectures on Monday and Wednesday and discussions on Friday. Students will read about six books, a mixture of primary and secondary sources, which will form the basis for discussions. There will be a midterm and a final, and students will also write one 10-page essay on a topic of their choice.

HIST 30451. Modern France
(3-0-3)
This course will survey the history of France in the 19th and 20th centuries and will balance attention to political and social developments with an interest in French culture. Themes will include: the revolutions of the 19th century that culminated in a democratic republic; industrialization and the persistence of the peasant ideal; changes in women’s roles, gender relations, and sexuality; colonialism and imperialism; victory in World War I; defeat and collaboration in World War II; the role of intellectuals in French social life; decolonization and postcolonialism; cultural and ethnic differences in contemporary France; and Franco-American relations. Students will develop an appreciation for the vitality of the French past and an understanding of the current role of France in Europe and the world. The format will be lectures supplemented by discussions, readings, and some films.

HIST 30465. Twentieth-Century German History
(3-0-3)
This course examines modern Germany from national unification in 1871 to the recent unification of the two Germanies and beyond. We will investigate cultural, political, and social dimensions of Germany’s dynamic role in Europe and in the world. Topics include Bismarck and the founding of the Second Reich, World War I and the legacy of defeat, challenge and authority in the Weimar Republic, the National Socialist revolution, war and Holocaust, collapse of the Third Reich, conflict and accommodation in East and West Germany, and unification and its aftermath. Class format will combine lectures with discussion of readings from political, social, literary, and diplomatic sources.

HIST 30471. Early Imperial Russia, 1700 to 1861
(3-0-3)
This course will analyze crucial developments in the political and cultural history of early imperial Russia meaning Russia from the late 17th century to the mid-19th century. Among the questions treated will be: the unitary state in late 17th-century Russia; the religious schism between Orthodox and Old Believers; the making of the empire under Peter the Great and Catherine the Great; the rise of the serf system; comparisons between serfdom and American slavery; the Napoleonic wars; the development of political opposition to the autocracy; and the abolition of serfdom. The course will combine lectures and discussion. Requirements will include a five-to-seven page paper, a midterm examination, and a final examination. The instructor hopes students will come to learn and have fun; he will. No prior knowledge of Russian history is needed.

HIST 30472. Late Imperial Russia
(3-0-3)
This course examines Russian history from the end of serfdom in 1861 to the revolutions of 1917. The instructor will acquaint students not only with the political history of Russia in this turbulent period, but also with topics that are sometimes neglected in broad surveys: the resemblances between Russian serfdom and American slavery; the history of family life, gender relations and sexuality in Russia; the role of religion in defining Russian identities; the psychological underpinnings of political radicalism and terrorism; the difficult relationships between various ethnic groups in the “prison of peoples.” Course requirements will include a short essay, a midterm examination, and a final examination. No prior knowledge of Russian history required.

HIST 30473. Twentieth-Century Russian History
(3-0-3) Lyandres
This course will examine some of the most important ideas, events, and personalities that shaped Russian and Soviet history from the beginning of the last tsar’s reign in 1894 to the emergence of the Soviet Empire at the end of the Second World War. In particularly, we will explore the role of politics and ideology in Russian society, the origins of Leninism and the creation of the first socialist state as well as the experience of Stalinism and the Nazi-Soviet War. Students will be asked to take two examinations and to write a term paper.

HIST 30474. Russian History since World War II
(3-0-3)
This course surveys the history of Russia and its peoples in the second half of the 20th century, with a particular focus on the role of ideology, politics, and culture in Soviet and contemporary Russian society. We will explore the emergence of the Soviet Empire at the end of WW II, the experience of late Stalinism and post-Stalinist socialism, the collapse of the communist regime, and the disintegration of the Soviet Union in 1991, as well as Russia’s uneasy transition “out of totalitarianism” during the last decade of the 20th century. Students will be asked to take two exams and to write a 10-page term paper.

HIST 30481. East-Central European History II
(3-0-3) Corequisite(s): HIST 32481
A survey of the history of East-Central Europe from the partitions of Poland to the outbreak of World War II. The lecture will place special emphasis on the political, social, and cultural histories of Poles, Czechs, Slovaks, Croats, and Hungarians.

HIST 32481. East-Central European History II Tutorial
(0-0-0)
A weekly tutorial required for students registered for HIST 30481, East-Central European History II.

HIST 30482. Eastern Europe since 1945
(3-0-3)
The course surveys the emergence of communist Eastern Europe in the wake of World War II, and then explores the seminal developments that contributed to the collapse of communism. Emphasis will be placed on the Hungarian, Czech, Polish, and Yugoslav experiences. Students in the course will examine the evolution of East European society by reading traditional historical and political writings as well as drawing on literary and film accounts of the period. Although a lecture class, the instructor has reserved Fridays for in-class discussion. Students will read approximately seven books. They will also be expected to sit for a midterm examination and a final examination, and to complete a 10- to 15-page research paper.

HIST 30490. Nineteenth- and Twentieth-Century Polish History
(3-0-3)
This lecture course explores Polish history from the partitions to the present. Special emphasis will be placed on understanding Poland’s changing political, cultural, social, and physical geography. Politically effaced from the map of Europe twice in the two
HIST 30501. Early Modern Rome (3-0-3)
This course traces the interlocking histories of the papacy and the city of Rome from the Renaissance to the birth of the modern Italian state. Topics will include the rise and fall of the papal monarchy; cultural and intellectual life at the Vatican court; the urban fabric of Rome from the Renaissance to the Baroque; the peculiar strains of Roman society; and the tumultuous relationship, both political and cultural, between Rome and the rest of Europe from the Reformation to the age of revolution. The course will proceed chronologically, but will pause frequently to examine special topics including: the Renaissance cardinal and his household; Michelangelo’s Rome; the building of St. Peter’s; Jesuit science; the trial of Galileo; archaeology and antiquarianism; the Roman Carnival; the Inquisition; Bernini’s Rome; the Grand Tour; Rome in the Romantic imagination; and Napoleon’s Rome. Students will write several short papers in response to readings and visual materials, and take a midterm and a final exam.

HIST 30550. Technology of War and Peace (3-0-3)
This course surveys the impact of military technologies on world history from the 16th century onward. Topics include the rise of gunpowder weaponry and the fortification revolution in the early modern period, navalism, particularly in the 19th century, the role of military technologies in European colonial expansion, and the science-based military of the 20th-century, chemical and biological (and so-called “soft-kill”) weapons, leading up to the age of nuclear weapons. The course considers also military technologies as deterrents, military technologies as expressions of culture, and the issue of warfare as a stimulus to technological development.

HIST 30584. Empires: Their Rise and Fall (3-0-3)
This course will examine the history of empire and imperialism, from its commencement in antiquity to its decline in the 20th century, focusing on the period from the “high point” of imperialism in the early 19th century to decolonization. Although the emphasis of the course will be on the imperial efforts of European powers, non-European empire building will also be discussed to better illustrate the international implications of the phenomenon.

HIST 30601. Colonial America (3-0-3) Slaughter
This course considers the history of New World exploration and settlement by Europeans from the 15th century to the 18th century. It examines the process of colonization in a wide variety of cultural and geographic settings. It explores the perspectives of Indians, Europeans, and slaves with a particular emphasis on the consequences of interracial contacts. We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and de-peopling) of English North America.

HIST 30602. Revolutionary America (3-0-3)
When speaking of the American Revolution, many writers reach for a comment made by John Adams in 1818 that, “[T]he Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people...” Whether this assertion is true historically or not, it still does not adequately describe what that revolution was. The American Revolution obviously had its political elements, primarily the formation of the United States. To reach its political goals, military means were necessary. Without a successful War for Independence, there would have been no revolution. To leave matters there, however, would be insufficient. A fuller understanding of the revolution would need to address how it affected the whole spectrum of American life. It would consider the revolution as a social movement that challenged the political and social hierarchies of the day. It would also ask how the revolution affected those who were not white males, especially women, slaves, and Native Americans. Without considering the possible negative implications of the revolution, any telling would be incomplete. This class will take up these challenges and attempt to make a full-orbed presentation of the events surrounding the American Revolution. It will introduce students both to elites and to those whom the popular narrative glosses over. It will attempt to count the losses,
as well as the gains, which flowed from the move to independence from Britain. Finally, it will attempt to describe the many changes through this period, which resulted, not only in a new political nation, but in a new society and culture—changes that in varying degrees are still with us today and of which contemporary Americans are the inheritors.

HIST 30603. The New Nation, 1781–1841 (3-0-3)
This course examines the social, political, and cultural history of the United States from the ratification of the Constitution to the beginnings of the political crisis over expansion and slavery. It covers the democratization of politics and the problems of national independence in the wake of the Revolution; territorial expansion; economic change; the development of regional, class, religious, racial, ethnic, and gendered subcultures; slavery and resistance to slavery; and the new political and reform movements that responded to the era’s deep and lasting changes.

HIST 30604. US Civil War and Reconstruction, 1864–77 (3-0-3)
Arguably the study of the American Civil War is a suitable training ground for novice historians, for traditionally, a historian must learn to examine events and issues from varying perspectives. Indeed, in this course, emphasis lies not only on the events of the period, but also on the interpretation of those events by different interest groups. Students are expected not only to learn the facts of the era, but also to think about the consequences of events on different sections and different peoples. This course divides the period into three sections: the coming of the Civil War, the War, and Reconstruction. A test follows the end of each section; half of the final exam will be on the Reconstruction section and the rest will be comprehensive. In addition to the tests, students will write a short paper and a short book review.

HIST 30606. Gilded Age and Progressive Era (3-0-3)
Through discussion and lectures students will examine the emergence of a recognizably modern United States. Topics examined will include: the emergence of the corporation, Progressive reforms, the changing contours of American religion, the character of the New South, the battle for women’s suffrage, developments in the arts, and American involvement in the First World War.

HIST 30608. The United States, 1900–45 (3-0-3) Blantz
The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1900 to 1945. Major topics will include the background for Progressive reform, the New Nationalism and New Freedom administrations of Theodore Roosevelt and Woodrow Wilson, the diplomacy of the early 20th century, the causes and results of World War I, the Republican administrations of the 1920s, the New Deal administration of Franklin D. Roosevelt, isolationism and neutrality in the inter-war period, and the American home front during World War II. There will be a required reading list of approximately seven books, two shorter writing assignments, and three major examinations, including the final.

HIST 30609. United States since World War II (3-0-3)
The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1945 through the presidency of George H.W. Bush. Although the military and diplomatic history of World War II will be considered by way of background, the principal topics of investigation will be the Fair Deal Program of President Truman, the Cold War, the Korean Conflict, the Eisenhower Presidency, the New Frontier, Vietnam, President Johnson’s Great Society, the Civil Rights Movement, the Nixon years, the social and intellectual climate of this post-war era, and the presidencies of Gerald Ford through George H.W. Bush. There will be a required reading list of approximately six books, two shorter writing assignments, and three examinations.

HIST 30610. Latinos in the United States (3-0-3)
This course will examine the history of Latinos/as in the US. Readings and discussions will trace the founding and development of early Mexican-American communities in the present-day Southwest. We will then topically and chronologically cover the post-1900 urban and regional experiences of Latin American-origin immigrants, migrants, and exiles throughout the US. The focus will be on those people coming from Mexico and the Hispanic Caribbean, but immigrants from Central and South America are also included. Some of the areas of emphasis are the Chicano Movement and civil rights; Latino music and culture; race, ethnicity, and the family; education; and contemporary trends in transnational migration. The instructor will necessarily adopt a comparative approach, and students will study and critique a variety of interpretations and ideologies. Lectures and discussions will be supplemented with visual material. Grading will be based primarily on two midterm essay exams and a final research paper (10 pages).

HIST 30611. War, Memory, and American History (3-0-3) Grow
Wars have always cast long shadows over American history. The 2004 presidential election—with its heated rhetoric about swifftoats, discarded medals, National Guard string-pulling, and even forged documents—has been a timely reminder that the memory of the Vietnam War continues to pervade American life. These events have coincided with a surge of recent historical scholarship that has argued that memory matters in American history. In particular, battles over the meaning and memory of wars have shaped American culture and politics long after the actual bullets have stopped flying. The memory of wars—how the participants and subsequent generations perceive them, what we collectively remember and what we forget—may be as important as the wars themselves in influencing American culture. This class will examine the memory of wars in American history from the colonial period to the present. We will consider the memory of wars between colonists and Native Americans, the American Revolution, the Civil War, World War I, World War II, and Vietnam.

HIST 30612. War, Memory, and American History (3-0-3) Mason
In the late 1960s, black militant H. Rap Brown exclaimed, “Violence is as American as apple pie.” It might be said that the purpose of this entire course will be to evaluate the truth of Brown’s statement. This will be accomplished in two ways: first, by surveying some of the major episodes and themes of violence in American history, from its colonial origins through contemporary foreign policy and domestic debates; and second, by assessing the meaning of that violence as it simultaneously reflects and shapes American society, culture, and values. This course will include significant reading and writing components, as well as a group project.

HIST 30613. Women and Religion in US History (3-0-3)
The course is a survey of women and religion in America during the 19th and 20th centuries. Among others, we will consider the following themes: how religion shaped women’s participation in reform movements such as abolition, temperance, and civil rights; how religious ideology affected women’s work, both paid and unpaid; the relationship between religion, race, and ethnicity in women’s lives; female religious leaders; and feminist critiques of religion. We will examine women’s role within institutional churches in the Protestant, Catholic, and Jewish traditions, as well as raise broader questions about gender and religious belief. How did religious belief affect women both as individuals and in community? How could religion be used to both reinforce and subvert prevailing gender ideology? Course requirements include a midterm and final examination, several short writing assignments, and a final paper (10–12 pages) on a subject of the students’ choice.

HIST 30614. Latinos in the United States (3-0-3) Blundo
The course is an exploration of women and religion in America during the 19th and 20th centuries. Among others, we will consider the following themes: how religion shaped women’s participation in reform movements such as abolition, temperance, and civil rights; how religious ideology affected women’s work, both paid and unpaid; the relationship between religion, race, and ethnicity in women’s lives; female religious leaders; and feminist critiques of religion. We will examine women’s role within institutional churches in the Protestant, Catholic, and Jewish traditions, as well as raise broader questions about gender and religious belief. How did religious belief affect women both as individuals and in community? How could religion be used to both reinforce and subvert prevailing gender ideology? Course requirements include a midterm and final examination, several short writing assignments, and a final paper (10–12 pages) on a subject of the students’ choice.

HIST 30615. United States Labor History (3-0-3) Graff
This course will examine the history of paid and unpaid labor in the United States from colonial times to the near present. We will seek to understand how working people both shaped-and were shaped-by the American Revolution, early industrialization, the debates over slavery and free labor culminating in the Civil War and Reconstruction, the rise of big business, the creation of a national welfare state, the Cold War-era repression of the Left, and continuing debates over the meanings of work, citizenship, and democracy. Throughout the course, we will devote considerable time to the organizations workers themselves created to advance their own interests, namely the unions and affiliated institutions that have made
up the labor movement. We will also pay special attention to the crucial connections between work and identities of class, race, and gender as they evolved over the past two centuries.

HIST 30619. American Thought, Belief, and Values since 1865
(3-0-3)
A study of Americans’ most characteristic intellectual, moral, and religious beliefs and why these have flourished in the American cultural setting. The course will survey American history with emphasis on topics such as Old World influences on American ideals, the relation of American materialism to American beliefs, the relation of individuals to communities, the outlooks of diverse subcultures, competing religious and secular faiths, religion in education, the search for truth in a pluralistic society, moral authority in democratic culture, the competing authorities of faith and science, social science and civil law, popular philosophies such as Enlightenment ideals, romanticism, pragmatism, and postmodernism, and the impact of mass media on American beliefs and values. Substantial readings, discussions, short reports and papers on readings, and exams will be required.

HIST 30620. American Legal History
(3-0-3)
This seminar-style course deals with the interaction between the legal system and social change in the United States from the 1600s to the 1980s. Primary emphasis is given to the 19th-century and 20th-century, two periods where American legal culture took on much of its fundamental character and adjusted to significant social change. Main themes include the relationships between law and development; individual rights in the public and private spheres; the development of the legal profession; the post-New Deal state; and the various US “rights” movements. Reading consists of primary sources documents and a short survey text. Grades will be based on a series of short papers and classroom discussion. Prior knowledge of American history is helpful but not required.

HIST 30621. Prehistory of the American Southwest
(3-0-3)
This course uses archaeological data and theory to explore the cultural life of prehistoric Southwest Americans over the last 12,000 years. The course emphasizes origins and cultural development from an early pioneer stage to the later, sophisticated, and diverse cultures of the Native Americans. The course will focus on material culture, environmental relationships, and technology to explore cultural change, land-use patterns, economics, and political complexity. In addition, some understanding of the methods by which archaeology is done by scientists in North America and an introduction to historical archaeology are included.

HIST 30622. American Legal History
(3-0-3) Rodriguez
This seminar-style course deals with the interaction between the legal system and social change in the United States from the 1600s to the 1980s. Primary emphasis is given to the 19th-century and 20th-century, two periods where American legal culture took on much of its fundamental character and adjusted to significant social change. Main themes include the relationships between law and development; individual rights in the public and private spheres; the development of the legal profession; the post-New Deal state; and the various US “rights” movements. Reading consists of primary sources documents and a short survey text. Grades will be based on a series of short papers and classroom discussion. Prior knowledge of American history is helpful but not required.

HIST 30623. Medicine in Modern History
(3-0-3) Coleman
This course examines health as a unifying concept in American history. It follows several themes: how class, race, and gender; as well as age; lifestyle; and place have manifested themselves in differential health experience; the ongoing conflict between personal liberty and the interests of the state, the remarkable diversity of American medical systems and their close relation to religious and social diversity; the place of medicine in Americanization campaigns; the changing political economy of American medicine; and finally, the emergence of health as the core concern of the American dream. In short, by the end of the course you should have a good understanding of the uniqueness of American medicine and its central place in America’s history. You should have acquired an historical and critical context that will be of use in your own encounters with matters of health and medicine—as intelligent citizens and about issues of public health and questions of medical ethics, and as creative thinkers about more satisfactory modes of medical practice and health improvement and protection. The course will use three to five texts, and require exams, project, and presentation.

HIST 30624. History of the American West
(3-0-3) Abruzzo
Few American regions have generated as many cultural narratives, myths, and icons as the transcontinental American West. This course takes both the reality and the romance of the West seriously, asking students to examine how the American conquest of the West inspired storytelling traditions that distorted and shaped the region’s history. To get at this interaction, we will read novels, histories, and first-hand accounts as well as view several Hollywood westerns. The class is reading- and discussion-intensive. Students will write several short papers as well as a longer final essay.

HIST 30626. Medicine in Modern History
(3-0-3) Abruzzo
How do we explain sweeping moral changes in society? Why did so many people support legal slavery for so long, and what motivated others to turn against it? What is the relationship between social change and moral theory? The purpose of this class is to examine the moral frameworks that Americans have used to understand—and to change—their society. We will focus on highly debated issues in American history, looking at the way that Americans thought about issues such as slavery, animal cruelty, sex, family roles, labor, economics, war and citizenship, and civil rights. We will look at both sides of debates to understand the values and beliefs that shaped traditions of social change and resistance to that change.

HIST 30627. History of the American West
(3-0-3) Coleman
This course will focus on dress and material/visual culture in Colonial North America. It will introduce methodology, and offer an overview of key themes in the history of dress and consumerism within the framework of gender studies. In our focus on the
colonial period (especially the 18th century), we will analyze the economics of dress (the production, marketing, and acquisition of cloth and clothing) and will assess the importance of fashion to commerce and politics. We will evaluate the role of dress in the construction of colonial identities, and we will examine the ways that dress operated as a visual locus for racial, class, and ethnic encounters.

HIST 30700. Survey of African-American History I
(3-0-3)
This African-American history survey begins with an examination of West African origins and ends with the Civil War era. We will discuss the Atlantic slave trade, slavery in colonial America, the beginnings of African-American cultures in the North and South during and after the revolutionary era, slave resistance and rebellions, the political economy of slavery and resulting sectional disputes. Particular attention will be paid to northern free blacks.

HIST 30701. Anglo-American Thought
(3-0-3)
A survey of the intellectual history of Britain and English-speaking America from around 1600 to the mid-19th century, including European backgrounds and contexts, with an emphasis on writings about religion, government, natural science, education, and human nature. Besides exploring the early-modern Anglophone world on its own terms, the course aims to help us understand better the origins and implications of our own ways of thinking. There will be a midterm examination, a final examination, and a term paper based on primary sources.

HIST 30703. History of US South to 1877
(3-0-3)
This course will provide a survey of the American South through Reconstruction. We will briefly describe Native American societies and early Spanish settlements in Florida and the Southwest before addressing in greater detail the political, cultural, and social history of the region as it was settled beginning in the southeast. We will examine how ideas like honor, freedom, patriarchy, and religious beliefs were forged and evolved in the context of a slave economy, and how they shaped the day's political questions. We will also consider the Confederate experience and Reconstruction.

HIST 30704. History of American Women I
(3-0-3)
This course surveys the social, cultural, and political developments that shaped American women's lives from the colonial period to 1890. It will analyze both the ways American culture defined women's place during different historical periods and the ways women themselves worked to comply with or to resist those definitions. Topics include pre-industrial society, transformations in work and family life, industrialism and class formation, slavery, women's culture, and the emergence of a women's movement. Throughout, stress will be laid on the importance of class, race, and ethnicity in shaping women's historical experience.

HIST 30705. US Foreign Policy before 1945
(3-0-3) Brady
This course covers the main developments in American foreign relations from the Spanish-American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in the two world wars. A recurring theme will be the major traditions in America foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

HIST 30706. Sex, Sexuality, and Gender in the United States to 1890
(3-0-3) Bederman
Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will both introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes towards sexuality (the Puritans were not anti-sex); how different cultures' views of sex shaped relations between colonists and Indians; why sex was an important factor in establishing laws about slavery in Virginia; birth control and abortion practices; changing patterns of courtship; men who loved men and women who loved women; and why the average number of children in American families fell by 50 percent between 1790 and 1890. Over the course of the semester, students will also design a small research proposal on some aspect of the history of American sexuality prior to 1890. Written assignments will include a weekly journal, midterm and final examinations; a book review; and a small research project.

HIST 32706. US Sex/Sexuality/Gender Tutorial
(0-0-0)
A weekly tutorial required for those registered for HIST 30706, US Sex/Sexuality/Gender to 1890, or its cross-lists.

HIST 30707. American Intellectual History I
(3-0-3) Turner
The first half of a two-semester sequence surveying the American intellectual history.

HIST 30750. Race, Ethnicity, and Racism in Modern America
(3-0-3) Mason
This course will survey American attitudes, beliefs, and practices regarding race and ethnicity from the late 19th century to the present, including a consideration of the development and changing meaning of the concept of "racism." A major emphasis will be to trace the shifting constructions of ethnicity over time and the constantly evolving understandings of what race entails, how racial boundaries are demarcated and crossed, and how all these definitions are historically and culturally flexible. Another central theme will be to trace how various European groups transformed themselves from racial-ethnic outsiders to being "white," a process that simultaneously expanded the bounds of inclusion for some and solidified the terms of exclusion for others.

HIST 30800. Survey of African-American History II
(3-0-3) Turner
African-American history II is a course that examines the broad range of problems and experiences of African Americans from the close of the American Civil War to the 1980s. We will explore both the relationship of blacks to the larger society and the inner dynamics of the black community. We will devote particular attention to Reconstruction, the migration of African Americans from the rural south to the urban north, and the political machinations of the African-American community. We will also examine the political impact of cultural exhibitions. The course will utilize historical documents in the form of primary sources, scholarly articles, and other secondary sources. Classes will be conducted as lecture-discussions. Students enrolled in History 30800 must also take HIST 32800, a tutorial.

HIST 30802. US Political Traditions since 1865
(3-0-3) McGreevy
Students will investigate the political debates—and simultaneous examinations of democracy's character—that have animated American reformers and intellectuals since the Civil War. The focus will be on these political traditions, not the studies of voter behavior or policy implementation that also constitute an important part of political history. The course will begin with discussion of the debate over slavery and Reconstruction, and move through the "social question" of the late 19th century, Progressive reform in the early 20th century, the New Deal, the origins of modern conservatism, and various post-World War II social reform movements. Readings will include court cases, memoirs, speeches, and a sampling of the philosophical and historical literature.

HIST 30803. History of the US South, 1876 to the Present
(3-0-3)
What does it mean for someone, something, or some place to be "southern"? This course is a study of peoples, cultures, and identities in the southern United States since Reconstruction. Emphasis will be placed on cultural (including pop cultural), political, and social history.

HIST 30804. History of American Women II
(3-0-5)
This course surveys women's relationships to the social, cultural, and political developments shaping US society from 1890 to the present, concentrating on developments in women's activism, work, and popular culture. Topics include the New Woman and Progressivism; the transformation of feminism in the 1920s; women's role in the development of the welfare state; women's paid and unpaid labor; women's changing roles in the Depression, World
War II, and Cold War periods; the Women's Liberation Movement of the 1960s; and the polarized politics of gender in recent decades. Written assignments will include a 10- to 12-page research paper and short weekly journals on the readings and lectures. Readings will include a mix of recent articles and primary sources. Particular attention will be paid to the impact of class, race, ethnicity, and sexuality on issues of gender.

HIST 30850. Twentieth-Century American Military Experience (3-0-3)
Is America, as historian Geoffrey Perret contends, a "country made by war"? Regardless of one's opinion, a systematic study of America's wars is essential to either confirm or refute the above statement and obtain a more complete understanding of the nation. There have certainly been ample historical occurrences to support Perret's assertion over the last century, and this course will investigate the validity of the question by examining the modern American military experience from after the Franco-Prussian War of 1871 to the present. We will explore the causes, conduct, and consequences of the major military conflicts of the 20th century in which the US was involved or that had a significant impact on the US, using traditional historical materials. We will also read several battlefield memoirs to further examine the conflicts at the tactical level and also explore the human dimension of war. Using a fundamental thesis to address war at the political, strategic, operational, and tactical levels, the goal of the course will be to gain a better understanding of the relationship among the different levels as well as the importance of each. As a part of their discovery process, students will take three essay exams and write a research paper assessing the combat effectiveness of a particular unit that existed during this period to assist them in determining, developing, and delivering a response to Perret's statement.

HIST 30854. US Presidents: FDR to Clinton (3-0-3) DeSanctis A study of the personalities, style, policies, and performances of American presidents from Franklin D. Roosevelt to Bill Clinton as they developed the modern American presidency and made it the most important elective office in the world.

HIST 30855. Catholicism in Twentieth-Century America (3-0-3)
The course examines the patterns of Catholic intellectual life, religious culture, social engagement, and public presence in the United States throughout the 20th century. Themes receiving special attention in the lectures and class discussions will include: US Catholic response to the theory of evolution and to the social sciences; the rise and decline of Thomism as the philosophical framework of Catholic thought and education; Catholic participation in the labor movement and the Civil Rights Movement; the new theologies and social ethics of the '60s; the impact of the Second Vatican Council; shifting modes of public Catholicism; the Catholic culture wars of the 1980s and 1990s.

HIST 30894. Visual America (3-0-3)
Offered as a sequel to American Art (AMST 20107), the course has two objectives: first, to introduce students to the various methods scholars have developed to use visual evidence in cultural history research; and second, to provide students with a content course in United States history, one where they receive an overview of the various roles that the art forms noted above have played in 19th- and 20th-century American life. Iconographic analysis—the uncovering of past and present, conflicting and paradoxical layers of cultural meanings within an image or assemblage of images—will be an important part of the course.

HIST 30897. Home Fronts during War (3-0-3)
In the wake of the events of September 11 and the current uncertainty of their effects on our military actions and international relations, this course turns to look within the United States. How have Americans responded at home to war and threats of war throughout the 20th century and into the 21st? What internal divisions and shared identities has war inspired or revealed? In other words, we will examine not the battles and factors that determined the military outcomes, but the domestic struggles that have defined our national experience and informed many of our responses to current events. Topics will include critiques of democracy and civil rights inclusion during WWI; treatment of Japanese Americans during WWII; development of peace movements, anti-nuclear movements; Cold War politics and fears of American communism; debates over the draft, just-war, racism at home, and US policies abroad in the wake of Vietnam. The final unit will focus on the Gulf War, terrorism, and developments since September 11, 2001.

HIST 30899. American Social Movements (3-0-3)
Where does social protest fit in the history of American politics? What counts as activism? This interdisciplinary survey of civil rights and social protest movements in the United States examines 19th- and 20th-century movements, as well as several contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiographies to trace several traditions of protest that both depend on and offer challenges to a democratic society.

HIST 30901. Colonial Latin America (3-0-3)
This course provides an introduction to the major themes of Latin American colonial history, including the discovery, conquest, and settlement of the New World; the institutional framework established by the Iberian countries to advance their economic, political, and religious interests in the region; and various aspects of Latin American society and culture until independence in the early 19th century.

HIST 30902. The Emergence of Nationalism in Latin America (3-0-3) Jaksic This course provides an introduction to the major themes of 19th-century Latin American history. It provides an overview of the colonial background to the independence struggle that engulfed the region in the early part of the century, describes the motivations, and in many cases reluctance, of the colonies to disengage from the Spanish empire, and the legacies and opportunities for the construction of a new social, political, and economic order in the region. The course examines the influence of regionalism in the emergence of the new nations, and pays particular attention to the impact of liberalism and nationalism on social, political, and economic structures in the region. Course requirements include reading assigned chapters and essays for each class, a midterm exam, a book review essay, and a final exam.

HIST 30911. Indigenous and Colonial Mexico (3-0-3) Beatty This course investigates the history of Mesoamerica from the Olmec, Mayan, and Aztec societies to Mexico's independence from Spain after 1800. We will examine the nature of several indigenous societies; their conquest and domination by Europeans; post-conquest debates concerning Indians' nature and colonial Indian policy; the structure of colonial society, including relations between Indians, Africans, and Europeans; Catholic conversions and the role of the Church; and finally the causes of independence. We will use readings, lectures, discussions, archeological evidence, film, and literature throughout the course. Students need not have any background in Latin American history.

HIST 30912. History of Modern Mexico (3-0-3)
This course examines Mexico from the late 19th century to the present. Through readings, lecture, discussion, film, and research we will visit the major themes of modern Mexico. Our studies range from the country's economic growth at the turn of the century to NAFTA; from the violent years of revolution after 1910 to the gradual emergence of democracy in the 1990s; and from the many who have struggled with poverty to those few who have wielded economic and political power. One of the paradoxes of 20th-century Mexico is the juxtaposition of one of Latin America's most politically stable nations in a society filled with divisions and frequently with conflict. The ways in which the Mexican Revolution, the nation's unique agrarian reform project, and late-century neo-liberalism have shaped Mexico over the last century will receive particular attention.
social, economic, and political developments during that time. Topics will include indigenous people, the formation of colonial societies and economies, independence, slavery, abolition and post-emancipation society, immigration, the emergence of populist politics, industrialization and efforts to develop the Amazon, military rule, and democratization.

HIST 30925. History of Chile (3-0-3)
Chile is generally considered as an exceptionally stable and even prosperous country when compared with many of its neighbors in the region. This course will explore the politics, culture, and economy of Chile since independence in order to assess whether the country is unique, or has shared many of the difficulties and challenges of other Latin American nations. The readings, lectures, and discussions will cover such topics as Chilean independence, wars, and revolutions in the 19th century, as well as labor unrest, political mobilization, and state-led economic development. The course will also cover the Pinochet dictatorship and human rights, and the return to democracy in the 1990s. In addition to textbooks, students will use other sources, such as novels and films to explore different facets of Chilean history.

HIST 30975. Making Australia (3-0-3) Miscamble
The struggle to “make” Australia, as opposed to replicating Britain, got underway early on after European settlement, and it has been in process ever since. This course will seek to understand and illustrate this nation-building process. Approximately two-thirds of the course will be devoted to examining the major issues in Australia’s history, beginning with an appropriate treatment of Aboriginal history through to the present debates over Australian identity and the nation’s political structure. The final third of the course will explore important issues in contemporary society and culture. This course will have special interest for students who either have studied or plan to study in the Notre Dame Australia program. In addition to reading five or six books, students will view a number of important Australian documentary and feature films. A willingness to participate in extracurricular activities is a prerequisite for the course. (Please keep Wednesday evening clear in your schedule.) The course will involve lecture, discussion, and class presentations. Students will write a 10-page research paper and take mid-semester and final examinations.

HIST 40061. Prophets/Protest in African History (3-0-3)
This dialogue-intensive seminar focuses on men and women who led political, religious, and social movements in Africa in the 19th and 20th centuries. The Islamic Murrde brotherhood in Senegal, the Women’s Wars of Nigeria, and the Mau Mau uprising in colonial Kenya will introduce students to important episodes in African history and to the intellectual debates of the field. Students are expected to read a variety of texts, participate vigorously in class discussion, make oral presentations, and complete written assignments.

HIST 40084. Christianity in the Middle East (3-0-3)
The spread of Christianity from Jerusalem into Asia Minor and Europe is well documented. But Christianity is not a European phenomenon; it is Middle Eastern and Semitic in its origins. Why was the existence of Christianity in the Middle East marginalized by the earliest Christian historians? Why is Christianity in the Middle East so inadequately understood today? This course will examine the evidence for Christianity articulated in the native Aramaic language and culture of the region. We will investigate the origins and development of the indigenous “Oriental” churches of Syria, Lebanon, Jordan, Iraq, and Iran, and the missionary activity that took the gospel into India and China. Topics will include the Semitic approach to Jesus and the Gospel, Christianity and the Arabs, and the impact of the Crusades. The course will conclude with an investigation of Islamic fundamentalism, and the diaspora of Middle Eastern Christians in Europe and the Americas. Drawing from local history, native accounts, and archaeological evidence, we will piece together the largely untold story of Christianity in the Middle East.

HIST 40121. Nation and Culture in Modern Japan (3-0-3)
From Gilbert and Sullivan's operetta, The Mikado, to the cherry blossom poems of kamikaze suicide pilots in World War II, the nation of Japan has been presented as obsessed with the arts. But is this aesthetic image simply ornamental? What are the political ramifications of a national identity intimately intertwined with ideas of traditional high culture? Why did the country have a division between art and craft? This course traces the intersection between high art and national identity in Japan from the mid-19th century to the mid-20th century (5/4 a brief postwar postscript.) During this century, Japanese government officials and intellectuals carefully crafted a national image that went through at least three stages in relation to high culture. In the early Meiji period (1868–90), the Japanese leadership had little use for Japan's traditional arts and fervently pursued a policy of Westernization in culture as well as politics and economics. After 1890, Japanese arts were revived as a basis for Japanese nationalism, partly because of interest from Europeans and Americans who were intrigued by Japanese handicrafts, painting, sculpture, and ceremonies. During the Taisho (1912–26) and early Showa (1926–60) eras, culture was developed as a bulwark of ultranationalism. The main focus of this course will be the ideological and political uses of high culture. Readings for this course will include primary documents (in translation) as well as secondary works. No background knowledge of Japanese history is required.

HIST 40231. Cicero and Political Tradition (3-0-3)
The life and writings of Marcus Tullius Cicero (106–43 BC) have been studied in light of the different aspects of his eventful career as a lawyer and advocate, orator, politician, statesman, and philosopher. His surviving writings—political and judicial speeches, treatises on religion, law, ethics, political philosophy and rhetoric, and also many personal letters—shed light on the diverse successes and reversals of his public and private life. Those who study Cicero tend to focus on one or two aspects of his achievement to the exclusion of the others. In this course, we will try to understand how the different branches of Cicero's life and work fit together, why he thought that philosophy, law, and religion were relevant to politics, and why and how ethical considerations should condition one's private and public life. In pursuing these issues, we will think about Cicero's intellectual and political predecessors, both Greek and Roman, before reading a selection of his own writings. By way of understanding some aspect of Cicero's enormous influence we will conclude with reading part of The Federalist Papers.

HIST 40232. Romans and Christians (3-0-3)
This course will examine the early development of the Christian religion in its historical Roman context. It will begin with a survey of the political, social, and administrative structures of the Roman Empire in the period from Augustus to Constantine, move to a study of the complexity and diversity of
Roman religious life and culture (with special attention to Mystery Cults, e.g. that of Isis), and then examine the development of the Jesus movement and Rome's reaction to it. Particular topics to be studied will include miracle-working and the practice of magic, the problem of the historical Jesus, the sectarian and subversive character of early Christianity, the issue of how persecution and martyrdom are to be historically understood, and the meaning of religious conversion in the polytheistic Roman world. Above all the course will concentrate on the questions of how and why in historical terms a new religious system came to have such appeal that Constantine chose to make himself the first Christian emperor of Rome.

HIST 40233. Romans and Their Gods (3-0-3)
An introduction to the way in which the Romans conceived of, worshipped, and communicated with the myriad gods of their pantheon. The course will focus first on conventional religious rituals and their cultural value, and secondly on the success of Roman polytheism in adapting to changing historical and social conditions. Particular attention will be paid to the so-called ‘Mystery Religions,’ including Christianity, and their relationship to conventional forms of religious behavior.

HIST 40234. Family/Household in Roman World (3-0-3)
A survey of the life-course in Roman antiquity. Topics studied will include: marriage, divorce, child-rearing, old age, the way in which family and household were conceptualized by the Romans, and the demographics of the Roman world.

HIST 40294. Thought and Culture in the High Middle Ages (3-0-3)
This is a course about the thought and culture of Medieval Europe in the years 1100 to 1350. The course takes seriously the notion of “mind,” that all people, whatever their gender or social class, were gifted with powers of understanding and decision-making amidst life’s dilemmas. It asks what we know about how these people thought about, perceived, and experienced their world, what ideals they set for themselves, what they hoped to achieve, how they set about the task of living. The course will proceed with lectures on specific topics and introductions to texts or authors, but in good part by way of a careful reading and discussion of assigned primary sources. Those sources will range from medieval romances to mystical poems, from political philosophy to devotional meditations.

HIST 40470. Dostoevsky's Russia (3-0-3)
This course will focus: (1) on Dostoevsky’s life, his religious and ideological beliefs as articulated in major fictional and nonfictional works, his contributions to 19th-century debates about Russia's place in the world and its historical "mission"; and (2) on the Russian social, religious and ideological context(s) in which Dostoevsky operated. The reading will likely include Dostoevsky's Notes from the House of the Dead, Notes from the Underground, Crime and Punishment, The Idiot, and Brothers Karamazov.

HIST 40475. Modern Russian Society and Culture I (3-0-3)
This course examines selected critical issues in the foundations of modern Russian society and culture from the late 19th through the first half of the 20th century. Lectures and discussions include such topics as late Imperial politics and society, cultural innovation of the “Silver Age,” World War I, Revolutions of 1917, creation of socialist society and culture, and the experience of the Stalinist terror. There will be a term paper, a midterm, and a final exam.

HIST 40476. Modern Russian Society and Politics II (3-0-3)
This course surveys the history of Russia and its peoples in the second half of the 20th century, with a particular focus on the role of politics and ideology in Soviet (1941–91) and contemporary Russian society (1991–2000). We will explore the experience of the Great Patriotic War, late Stalinism and post-Stalin socialism, the emergence of the Soviet Empire at the end of the Second World War, the collapse of the communist regime and the disintegration of the Soviet Union in 1991, as well as Russia's uneasy transition out of totalitarianism during the last decade of the 20th century. Students will be asked to take midterm and final examinations, and to write a term paper.

HIST 40480. Polish and Lithuanian Commonwealth (3-0-3)
This course will survey the history of the Polish and Lithuanian Commonwealth from its origins in the 1386 dynastic union of Jogaila, Grand Duke of Lithuania, with Hedwig, the daughter of Polish king Louis the Great (1370–82) through the transformation into a political union at Lublin in 1569 to the collapse of the Commonwealth, which culminated in three partitions at the end of the 18th century. Special emphasis will be placed on the political processes that transformed the Commonwealth into one of the most democratic countries in the world, but also ultimately contributed to its decline. Attention, too, will be paid to the wars that ravaged the Commonwealth, including those with Muscovy, Sweden, the Ottoman Empire, and with the peoples of what today is modern Ukraine.

HIST 40551. History of Modern Astronomy (3-0-3)
Traces the development of astronomy and cosmology from the late 17th century to the 1930s. Attention is given to the interactions of astronomy with other areas of science and with philosophical, religious, and social factors. Satisfies core history requirement.

HIST 40580. Enlightenment In Europe (3-0-3)
By intensively studying diverse works we shall first try to map the sheer variety of the cultural achievements of Europeans, from Dublin to Naples and Koenigsberg to Madrid, during the long 18th century (ca. 1687–1807). Then we shall critically analyze some of the major scholarly efforts to reduce and organize it all into some unitary movement, usually called “The Enlightenment.” Requirements include actively participating in class meetings, which will center on our discussions of particular works, two examinations, and writing a 15- to 20-page integrative essay on one of the major themes (freedom, power, knowledge, faith, emotions, history, and progress) of the works we study together.

HIST 40628. African-American Resistance (3-0-3) Pierce
An exploration of a series of cases of African American resistance throughout US history.

HIST 40630. Crime, Heredity, and Insanity in American History (3-0-3)
The 19th century witnessed a transformation in the understanding of the origins of criminal behavior in the United States. For many, a religious emphasis on humankind as sinful gave way to a belief in its inherent goodness. But if humans were naturally good, how could their evil actions be explained? Drawing on studies done here and abroad, American doctors, preachers, and lawyers debated whether environment, heredity, or free will determined the actions of the criminal. By the early 20th century, lawyers and doctors had largely succeeded in medicalizing criminality. Psychiatrists treated criminals as patients; judges invoked hereditary eugenics in sentencing criminals. Science, not sin, had apparently become the preferred mode of explanation for the origins of crime. But was this a better explanation than what had come before? Discussion will be the primary form of instruction.

HIST 40680. Jacksonian America (3-0-3)
This course explores the early 19th-century history of the United States, from the close of the War of 1812 to the coming of the Civil War (1815–48). Although the era and course take their name from President Andrew Jackson, we will cover much more than national politics and affairs of state. We will explore the birth of mass political parties, conflicts between nationalism and sectionalism, early industrialization and the rise of class conflict, the development of slavery and antislavery, changing gender roles and the rise of feminism, evangelical religion and reform, and Native American resistance and removal.

HIST 40851. African-American Civil Rights Movement (3-0-3)
There may not be a term in American society as recognized, and yet as misunderstood, as “Civil Rights.” Often civil rights are conflated with human rights,
even through each are distinct of the other. During the semester, we will trace the African-American Civil Rights Movement in the United States during the 20th century, as well as its lasting impact on American society. We will do so using as many media as possible. Fortunately, we will have the opportunity to study an important part of American history in significant detail. The time span we cover will not be that great, but the issues we investigate challenge the founding principles of American society to its core.

HIST 40853. The US and the Vietnam War (3-0-3)
This course examines the participation of the United States in its "longest war"—the conflict in Vietnam. The course is taught primarily from an "American" as opposed to a "Vietnamese" perspective. Broad topics to be covered include: Vietnamese background (land, people, history, culture); American Political and Diplomatic Decision Making; 1950–75: How the War was Fought; Debating the War; The War at Home; The Aftermath of War; and Lessons of the War. This is a lecture AND a discussion course. Attendance at BOTH is required. Approximately six books will be assigned.

HIST 40855. Labor Movements in Twentieth-Century US (3-0-3)
This course explores American workers' collective efforts as workers in their search for economic security, political power, and social and cultural autonomy from the 1890s to the near present. For the most part, this course will focus on the unions and related organizations forged by workers throughout the past century—from major umbrella groups like the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important sectoral actors like the Brotherhood of Sleeping Car Porters, the United Automobile Workers, the American Federation of Teachers, and the United Farm Workers. The central questions of the course will be: When, where, and why have U.S. workers organized collectively in the 20th century—and how successful have they been? What has been the response of employers, the government, and the public at large to these collective efforts of workers, and how and why have those responses changed over time? What has been the relationship between organized labor and racial and gender discrimination, as well as the causes of racial and gender equality? And how have Americans generally, and workers in particular, understood the labor movement in relation to capitalism, freedom, and democracy? Students will be expected to write several short papers, engage in regular classroom discussion, and screen several films outside of class.

HIST 40887. Material America: Creating, Collecting, Consuming (3-0-3)
A seminar exploring how historians, archaeologists, art historians, folklorists, geographers, and cultural anthropologists use material culture as important evidence in interpreting the American historical and contemporary experience. Research fieldwork in area museums and historical agencies such as the Snite Museum, the Northern Indiana Center For History, National Studebaker Museum, and Copshaholm/Oliver Mansion will be part of the seminar.

HIST 40888. Building America (3-0-3)
A seminar designed to examine the social and economic factors, energy and land use policies, demographic urban/suburban trends, technological innovations and artistic impulses that have produced the American built environment, 1740 to 1940. Comparing several building types the private residence, the workplace, and the public building the seminar will explore structures and spaces as material culture evidence of American domestic, real estate, political, and cultural history. Attention will be paid to high-style and vernacular architecture, new building forms (skyscrapers, highway buildings, department stores) as well as work sites such as mills, factories, and commercial buildings, plus four American world fairs.

HIST 40890. Nature in America (3-0-3)
This is a seminar designed to explore the concept of nature in the American historical and contemporary experience within an interdisciplinary context of art, history, literature, and ecology. In addition to weekly reading discussions, the seminar will meet, on a number of occasions, at several nature sights: Morris Conservatory and Mueseell-Elison Tropical Gardens; Potawatomii Zoo; Elkhart Environmental Center; Shiojiri Niwa Japanese Garden; Fernwood Botanical Garden and Nature Preserve; University of Notre Dame Grene-Nieuwland Herbarium. Purpose: To study nature in American art (painting, photography, sculpture), seminar meetings will be held at the Snite Museum of Art, South Bend Regional Museum of Art, and the Midwest Museum of American Art.

HIST 40891. Race, Gender, and Women of Color (3-0-3) This seminar analyzes dominant American beliefs about the significance of race and gender primarily through the focusing lens of the experiences of women of color in the US. How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other Americans? How have women of color responded to and reinterpreted white American ideas about their identity to develop their own self-defenses and ideologies?

HIST 40895. Global Development in Historical Perspective (3-0-3)
The difference between rich and poor nations is not, as Ernest Hemingway once said, that the rich have more money than the poor, but is in part because the rich produce more goods and services. Industrialization, in other words, has often brought wealth (as well as social dislocation and protest) to those who have succeeded. This course examines the process of industrialization from a comparative perspective and integrates the history of industrialization and its social consequences for Western Europe (Britain and Germany), the United States, Latin America (Mexico), and East Asia (Japan and South Korea). We will concentrate on these countries' transition from agriculture-based societies to industrial societies. We will analyze the process of industrialization on two levels from above the role of political authority and from below a view of factory life, industrial relations, and protest from the perspective of workers and the working classes. No specific prerequisites in history or economics are necessary.

HIST 40973. Archives and Empires: Inca/Spainiards (3-0-3)
Traditionally, scholars have highlighted the differences between the Inca empire and that of its Spanish conquerors. These differences are indeed striking, and will be explored in this course. But there are also similarities between the two imperial polities, which we will likewise study. Attention will focus on the production, collection, ordering, and storage of information by both imperial and local authorities, and on how this information was used. The Incas recorded administrative and narrative information on quipus (knotted cords) and with reference to indigenous Andean languages. The Spanish in the Andes briefly used this system before switching to alphabetic writing and the Spanish language. Questions we will address include: did this change affect
HIST 40974. de las Casas: Context/Resonance (3-0-3)
The Spanish conquest of Central and South America generated a crisis of conscience in Spanish universities and in Spain at large. People wanted to know: was the conquest justified, and if not, seeing that it could not be undone, what were the invaders to do? In this prolonged and often bitter debate, Bartolomé de las Casas (1484–1566), Dominican friar and bishop of Chiapa in Mexico, formulated what still are among the most moving and intellectually incisive arguments for the equality of all human beings. He also wrote one of the earliest comparative histories of civilization (the Apologética Historia). The task of the course is to understand the thought of Las Casas and his followers in its 16th-century context, and then to enquire into the connections between the ideas of Las Casas and contemporary theologians of liberation, in particular Gustavo Gutierrez.

HIST 43075. Jerusalem (3-0-3)
This research seminar provides an in-depth examination of the city of Jerusalem and its diverse historical experiences from the rise of Islam to the present (ca. 600–2000). Although the instructor will provide background information and feedback, this course is primarily student-driven: you will lead portions of discussions, present your research, and constructively critique the work of your peers. In addition to certain common readings, discussions will center on certain “hot topics” in the historical image of Jerusalem. Students will be assigned specific, usually “classic” studies of the topic at hand. Specific topics include the meaning of the Dome of the Rock; pilgrimage; the origin(s) of the Crusades; cross-cultural notions of sanctity; the Ottoman context, and the divided city. Rather than a simple chronological “biography” of a city, this course will provide a nuanced introduction to one of the most enduring symbols in Western, Jewish, and Islamic civilization.

HIST 43130. Occupation of Japan (3-0-3)
After years of fierce fighting in the Pacific, the victorious Allies occupied Japan from August 1945 until 1952. The “Basic Initial Post-Surrender Directive” charged military occupiers and their civilian auxiliaries with democratizing the former enemy empire. The Big Question—one that we will return to again and again in our discussions—is what is democracy and how is it created and sustained?

HIST 43250. Seminar: Travel in the Middle Ages and Beyond (3-0-3)
Many familiar events (from Exodus, to the voyages of Columbus, the Crusades, or the American Gold Rush) can be seen as examples of travel in history. This seminar will examine the phenomenon of travel, and will look at different types of travelers, including soldiers, pilgrims, explorers, missionaries, adventurers, and merchants. We will concentrate on the medieval period (500–1500 CE), but will also consider travel in other periods. The chronological scope of the course will be broad in order to trace changing perceptions of the world from the early Middle Ages up through the voyages of Marco Polo and Christopher Columbus. We will read the writings of Christian, Jewish, and Muslim travelers, and will discuss the differing motives, interests, and concerns of these itinerant men and women. We will also discuss the evolution of cartography, and shifting views of the world as revealed in early maps. The course will cover the technical aspects of medieval travel, with a discussion of roads, bridges, inns, overland transport, and shipping. We will also consider less physical aspects of travel and the ways in which medieval writers employed the metaphor of travel in different genres of literature such as the epic quest and accounts of spiritual journeys. Students will write a research paper based on primary sources broadly concerned with issues of travel in a historical period of their choice.

HIST 43252. Heretics and Friars, Mystics and Nuns (3-0-3)
From about 1100 until about 1400, European society witnessed wave after wave of new religious movements. These energies yielded groups and teachers of all stripes, men and women regarded as heretics and as saints. This course will treat the most important of these, from the Cistercian monks who rejected the established ways of their fellow Benedictines around 1100, to Francis of Assisi’s lay penitents and preachers, to suspect beguines in the Lowlands and the Rhineland mystics. The emphasis will fall upon studying texts from these religious teachers and actors that will help us get at the aspirations of these new religious, while setting them in their social and cultural environments.

HIST 43350. Seminar: In the Heart of the Archive (3-0-3)
This course reviews the cultural politics of archives from their emergence in Mesopotamia, their function in the Greek polis, the emergence of archival bureaucracies in 12th-century Europe, the archivoclasm of the Reformation, and then the fabrication of “national” archives in Imperial Europe of the 19th century. We will then consider the debates over digital archives. Each student will pick a major archive and consider its formation and cultural logic.

HIST 43410. Seminar: Victorian Revolution in Government (3-0-3)
Prior to the 19th century, government—particularly in the British Isles—was expected to be minimal, occasional, amateur, and cheap, concerned only with maintaining property and religion, and, when unavoidable, with the defense of the realm. Modern governments (including the British) are large, permanent, professional (and costly) complex bureaucracies, concerned with how much you can load on a ship, what colors you can put in margarine, what you must learn in school, and with the regulation of the economy; the welfare of all citizens; and the quality of the environment, social and natural. We know that this revolutionary change in government happened during the 19th century, primarily in response to the great social changes of urbanization and industrialization, but historians disagree as to how it came about. Early in the semester, our meetings will be devoted to a critical reading of the state of the historical literature on this question; in the middle we will be learning to use the archives; and toward the end we will be meeting together to discuss our interpretations of the evidence. This seminar will meet the research seminar requirement for history majors, who have priority in enrollment. The seminar is also recommended to any student with an interest in public service or public policy.

HIST 43470. Seminar: The Russian Revolution (3-0-3)
This research seminar is designed to familiarize history majors with main categories of primary sources (e.g., official documents, diaries, memoirs, correspondence), major historical interpretations, and historical method through study of selected events of the Russian Revolution. Students are expected to write a major research paper.

HIST 43550. Seminar: The Cold War (3-0-3)
This course will address the individuals and issues involved in the emergence and development of the Cold War from its World War II beginnings to its postwar development. Stress will be placed on the origins of the Cold War but topics that have a major bearing on its later development will be considered. Students will be graded on their classroom participation (25 percent), short classroom presentations (25 percent), and on their final term paper (50 percent). While emphasis will be placed on the European/Russian role in the Cold War, the role of Americans will naturally be included. Students will be required to seek out original documents such as memoirs and printed archival sources, when not hindered by language obstacles. Of course, some original sources involving major individuals and issues have been translated into English.

HIST 43552. Seminar: Nationalism in Europe (3-0-3)
This course will begin with several joint sessions devoted to an examination of the role nationalism has played in shaping modern European history. Given the broad nature of the course, emphasis will be
Students will read and discuss key works in the field dealing with topics such as Hitler’s rise to power, European diplomacy in the 1930s; the course of World War II; Nazi occupation practices; the Holocaust and other programs of mass killing; women and the war effort; popular consensus, collaboration, and resistance; and the immediate postwar period. At the same time, each student will write a major research paper, based on primary sources, that explores in depth some aspect of this crucial period of European history. Class time will be divided approximately equally between discussing common readings and developing the skills necessary to produce a research paper.

HIST 43557. Seminar: Modern European Revolutions
(3-0-3) Lyandres

This research seminar is designed to familiarize history majors with main categories of primary and secondary sources, major historical interpretations, and historical method through study of selected events and personalities of Modern European Revolutions, including the Russian Revolutions of 1905, 1917, and 1991; Eastern European Revolutions of 1989; the Orange Revolution in Kiev in November and December 2004 (as well as the Velvet Revolution in Tbilisi of the fall of 2003). Students are required to write a major research paper based largely on primary sources.

HIST 43610. Notre Dame History
(3-0-3)

This seminar will offer the student the opportunity to research an aspect of Notre Dame history of his or her particular interest—a graduate student, administrative decision, etc. Research topics might include Father Sorin’s rebuilding of the Main Building after the fire of 1879, priest-chaplains serving in the Civil War, Notre Dame during World War I or World War II, Rev. Julius Nieuwland, CSC, and the discovery of synthetic rubber, Notre Dame’s Minims Department (grade school), Notre Dame’s Preparatory School (high school), Notre Dame’s Manual Labor School, Immigrant Scholars on the Notre Dame faculty in the 1930s, Holy Cross Religious as Japanese Prisoners of War in World War II, the inauguration of the Great Books Program, Rev. John J. Cavanaugh, CSC, and the Kennedy Family, Rev. Theodore Hesburgh, CSC and the Civil Rights Commission, etc. After some introductory readings on the history of the University, the principal work of the course will be the research, in primary and secondary sources, and the writing of a paper of approximately 30 pages, and a presentation of the paper for class discussion.

HIST 43612. Seminar: US Catholic History
(3-0-3)

This seminar is designed with two goals in mind: to introduce students to the major events and themes in the history of American Catholicism, and to help students organize, research, and write an original work of historical scholarship. During the first half of the semester, we will read and discuss a variety of primary and secondary sources concerning the following topics: immigrant and ethnic Catholicism; the experience of Catholic women, especially women religious; Catholic devotional life; Catholic social movements; and the relationship between Catholics and the broader American society. We will explore some of the major historical interpretations of the Catholic experience, and become familiar with methods of historical research. During the second half of the semester, students will work independently (in consultation with the instructor) to prepare their research papers. At the end of the semester, they will share their findings with other participants in the seminar through an oral presentation.

HIST 43613. Seminar: US Legal History
(3-0-3)

This course examines the role of law in the history of the United States from its origins as a British colony to the late 20th century. It looks at law not only as a functional response to social transformation, but also as both a powerful force shaping daily life and as a key component of American political mythology. The course will examine constitutional, common, and statute laws, as well as legal culture and institutions. Key subjects include the market revolution, slavery, the Civil War amendments, laissez-faire constitutionalism, legal realism, the New Deal, and civil rights. This course combines lecture and discussion. To that end, the instructor will pick three to five students each week to be responsible for the reading, and will call on those students during class. Each student will be on-call at least twice during the semester, it is advisable for you to read for every session, as it will be difficult to follow the lecture without adequate preparation.

HIST 43614. Seminar: The Religious Factor in American History
(3-0-3) Marsden

This seminar surveying how religion has interacted with American culture, including thought, moral values, social views, education, and politics. Students will write a research paper on a topic of their choice.

HIST 43651. Women and Gender in the United States, 1929–84
(3-0-3)

This research seminar will cover changing gender relations in the US between the Great Depression and the end of the Reagan era. Students will read and discuss recent books and articles covering a variety of topics which may include: gender relations during the Great Depression; whether WWII was a turning point for women’s work; the feminine mystique; women in the Civil Rights movement; the women’s liberation movement of the 1960s and 1970s; changes in masculinities and their relation (or lack of relation) to the women’s movement; the gay rights movement; and changes in women’s workforce participation and family life. During the latter half of the semester, students will concentrate on producing a substantial paper, based on original primary source research, on a topic of their choice selected in consultation with the instructor.
HIST 43652. Seminar: US Thought, Belief, Value (3-0-3)
A research seminar surveying early America's most characteristic intellectual, moral, and religious outlooks. The course will provide a broad introduction to topics such as the religious foundations of influential Americans such as Puritans in New England and Quakers in Pennsylvania, the European origins of American beliefs, the Enlightenment of the 18th century, the origins of American political thought, the impact of evangelicalism on the new republic, romanticism and Transcendentalism, the role of science, anti-slavery and other reform thought before the Civil War, the South, and the ideological and moral issues of the Civil War. The course will include consideration of the outlooks of some of early America's greatest thinkers and writers. Students will write a research paper on a specific person or topic in one of these areas.

HIST 43750. Seminar: United States in the Twentieth Century (3-0-3) Blanz
The purpose of this course is twofold. First, it should permit the student to gain a greater familiarity with several of the major topics in 20th-century American history—the Progressive Period of Theodore Roosevelt and Woodrow Wilson; the Wall Street Crash of 1929 and the Great Depression; the New Deal legislation of Franklin Roosevelt; World Wars I and II; the Cold War; the Fair Deal Program of Harry Truman; Dwight Eisenhower's Modern Republicanism; John Kennedy's New Frontier; the Great Society of Lyndon Johnson; the Civil Rights Movement and the Feminist Movement; Richard Nixon and Watergate; aspects of 20th-century American culture; and the presidency of Ronald Reagan. Second, and more importantly, the course will offer each student the opportunity to research and produce a major paper on a topic of his or her own choosing in 20th-century American history. Approximately one-fourth of the semester will be devoted to reading and discussion of several of the above topics, and the rest of the semester to research and writing the seminar paper. The papers will be summarized for class discussion in the last four meetings of the semester.

HIST 43751. Seminar: Religion and Politics in Twentieth-Century US (3-0-3)
This course will examine the relationship between religion and political violence in the 20th century, focusing on the United States in comparative perspective. The course will be divided into three parts: students may write their seminar paper on a topic in any one of these three thematic areas. Part one will examine the writings and cultural influence of major thinkers in the U.S. Protestant, Catholic, and Jewish communities who addressed the questions of war, peace, and America's role in the world (e.g., Reinhold Niebuhr, Thomas Merton, Abraham Joshua Heschel, John Courtney Murray, SJ). The second part will examine cases of religiously inspired violence in the United States (e.g., the Ku Klux Klan, the militias, and Oklahoma City), Egypt, Iran, Palestine/Israel, Lebanon, and India in the 20th century. The third part will examine the concept of “American exceptionalism” and whether, to what extent, and why it applies to the question of religious violence. Each student will be required to write brief reviews of weekly assignments during the first part of the semester and to prepare a seminar paper, to be presented at later meetings.

HIST 43753. Seminar: Urban Oral Histories (3-0-3)
For years, historians rejected oral sources, claiming that they were unverifiable utterances from respondents who were often equally unreliable. In the recent past, however, oral history has become an accepted form of research and a staple of certain historical fields. In the seminar, participants will devise, construct, and implement an urban history research project that draws extensively on oral sources. We will examine the methodology, practices, and pitfalls of oral history in classroom discussion and secondary sources.

HIST 43754. Seminar: African-American Civil Rights in the US (3-0-3)
The primary goals of the class are to introduce the participants to the major scholarly works and developments related to African-American civil rights and to facilitate the development of a research strategy for the production of an article-length scholarly treatment of a selected aspect of civil rights history. Projects should reflect the evolving interpretive synthesis of the history of the Civil Rights Movement and its relationship to the major social, political, economic, and cultural trends of the 20th century. Students may also examine the ways in which the history and achievements of the Civil Rights Movement have been represented and interpreted.

HIST 43900. Latin American Independence Movements (3-0-3)
This seminar focuses on the breakdown of the Spanish empire in Latin America, and the emergence of new nation-states in the region in the first quarter of the 19th century. Contrary to common expectations, the former colonies did not form a united nation but rather split into 10 different republics that developed their own unique histories, only to split further apart during the course of the century. This seminar examines the origins and actors of the independence movements, the development of an ideology of emancipation, and the varied causes of fragmentation. The first third of the seminar is devoted to a common set of readings on Latin American independence. Students choose, in consultation with the professor, a specific topic of research. Students will work on primary source material, develop a thesis, and present their results in class for comment and discussion. At the end of the semester, students will submit a 25-page seminar paper.

HIST 43901. Seminar: Coffee/Sugar/Other Goods (3-0-3)
Between their origin in the earth and their ultimate destination in our bodies, coffee, sugar, and other addictive commodities (such as tobacco, cacao, tea, opium, cocaine, and perhaps oil) have had profound effects on world history. In all cases, their production, processing, distribution, and consumption have been intertwined with the historical development of individuals, peoples, nations, and international relations. Growing consumption has profoundly altered the social, economic, and environmental history of producing countries, with especially profound impact on those individuals whose labor brings them from the earth. And in all cases, most of the world's supply of such commodities comes from relatively poor regions while consumption is centered in the relatively wealthy, industrialized nations.

The course introduces students to the broad outlines of the history of comparative commodities through class readings and discussions. Students will then conduct research on an approved topic related to a specific commodity or theme that examines one aspect of the role of a commodity in world history. Course requirements include the submission of a bibliography, a thesis statement, a draft, and a 25-page research paper.

HIST 53001. Honors Methodology (3-0-3)
This course is open only to students in the Department of History honors program. It has two agendas: (1) to introduce students to theoretical and practical foundations of historical method; and (2) to help get you started on your honors research. During the first half of the semester, we will discuss and practice key aspects of historical method, providing a structure for you to start your own research. You will work on multiple drafts of a research proposal, develop a bibliography, and begin your research in primary sources. By the end of the semester, you should be close to completing your research and beginning to write the first draft of your honors essay. This course will try to assist you in planning and budgeting your time toward the goal of minimizing the stress and maximizing the intellectual rewards of participating in the honors program.

HIST 53002. Honors Colloquium (3-0-3) Bederman
This course, designed for students in the honors program in the History Department, will introduce students to the ways in which history is conceptualized, written, and argued about. Students will approach these issues through a study of France, focusing on three topics that have generated important and exciting debates among historians: the French Revolution, World War II and the Vichy regime, and colonialism and decolonization. Students will approach these topics by reading and discussing both classic texts and recent works. At the end of the semester, students will have the opportunity to pursue the historiographical debates that emerge from their honors thesis.
HIST 58003. Honors Thesis (3-0-3)
History Honors Program students only. In the fall and spring of the senior year, the history honors student will work on a thesis (up to 50 pages) under the supervision of a specific faculty member. This directed writing course will satisfy the seminar requirement (HIST 43750 or 43753) of the major and will be written within the student’s field of concentration.

HIST 56050. Directed Readings (0-0-V)
Independent study of special topics under the direction of a faculty member. Agreement by the faculty member and approval by the director of graduate studies required. (Annual).

Mathematics
Chair: Bill Dwyer
Associate Chair: Alex A. Himonas
Director of Graduate Studies: Julia Knight
Director of Undergraduate Studies: Matt Gursky
William J. Hank Family Professor of Mathematics: William G. Dwyer
Charles L. Huisking Professor of Mathematics: Julia F. Knight
John and Margaret McAndrews Professor of Mathematics: Francois Ledrappier
Vincent J. Duncan and Annamarie Micus Duncan Professor of Mathematics: Andrew Sommese
Notre Dame Professor of Applied Mathematics: Joachim J. Rosenthal
John A. Zahm, CSC, Professor of Mathematics: Stephen A. Stolz

Professors:
Mark S. Alber; Steven A. Buechler; Jianguo Cao; Peter A. Cholak; Francis X. Connolly; Leonid Faybusovich; Matthew Gursky; Alexander J. Hahn; Qing Han; Alex A. Himonas; Alan Howard (emeritus); Bei Hu; Juan Migliore; Timothy O’Meara (Kenna Professor of Mathematics, emeritus, and provost emeritus); Richard R. Otter (emeritus); Barth Pollak (emeritus); Mei-Chi Shaw; Brian Smyth; Dennis M. Snow; Nancy K. Stanton; Wilhelm Stoll (Duncan Professor of Mathematics, emeritus); Laurence R. Taylor; E. Bruce Williams; Pit-Mann Wong; Warren J. Wong (emeritus); Frederico Xavier

Associate Professors:
Mario Borelli (emeritus); John E. Derwent (emeritus); Jeffrey A. Diller; Matthew J. Dyer; Samuel R. Evens; Michael Gekhtman; Abraham Goetz (emeritus); Brian C. Hall; Xiabo Liu; Cecil B. Mast (emeritus); Gerard K. Misiolek; Livia Nicolaescu; Claudia Polini; Sergei Starchenko; Vladeta Vuckovic (emeritus)

Assistant Professors:
Katrina D. Barron; Richard Hind; David P. Nicholls

Program of Studies. Students in the College of Arts and Letters may pursue a major in mathematics with a concentration in honors. (Note that this program should not be confused with the Arts and Letters/Science Honors program and that several concentrations, including Honors, are available with a major in mathematics in the College of Science.) The mathematics major in arts and letters aims to give the student a thorough liberal intellectual discipline and to furnish an adequate background for other fields of study. At the same time it prepares the student for graduate work in mathematics, and many of those who have taken the program have entered graduate schools in that field. Others have entered philosophy, medicine, law, economics and industrial management.

Students intending to follow this major in the College of Arts and Letters must declare their intention to the advisor indicated by the mathematics department and the dean of arts and letters at advance registration in the spring of their freshman year. Students must have completed or be completing satisfactory work in MATH 165 and 166. The program of their studies is subject in its entirety to approval by the advisor.

Students whose first major is in the College of Arts and Letters may also pursue a second major in mathematics. See “Mathematics As a Second Major” in the College of Science section of this Bulletin.

THE PROGRAM OF COURSES

First Year
First Semester
English 3
History or Social Science 3
MATH 12850. Honors Calculus I 4
Natural Science 3
Language: (French, German or Russian recommended) 3
Physical Education

16

Second Semester
Language: French, German or Russian 3
University Seminar 3
MATH 10860. Honors Calculus II 4
Natural Science 3
Electives 3
Physical Education

16

Sophomore Year
First Semester
Core Course 3
Language: French, German or Russian 3
Fine Arts Elective 3
MATH 20810. Honors Algebra I 3
MATH 20850. Honors Calculus III 4

16

Second Semester
Introduction to Philosophy 3
Core Course 3
Theology 3
MATH 20820. Honors Algebra II 3
MATH 20850. Honors Calculus IV 4

16
### Medieval Studies

**Robert M. Conway** Director of the Medieval Institute: Thomas E.X. Noble (history)

**Fellows and Associated Faculty of the Medieval Institute**

- Asma Afsaruddin (Classics: Arabic)
- Joseph P. Amar (Classics: Arabic)
- Charles E. Barber (art history)
- Terri Bays (English)
- Alexander Blachly (music)
- W. Martin Bloomer (Classics: Latin)
- Joseph Bobik (philosophy)
- D’Arcy Jonathan Dacre Boulton (history)
- Maureen McCann Boulton (Romance languages: French)
- Calvin M. Bower (music)
- Keith R. Bradley (classics: Roman history)
- Rev. David B. Burrell, CSC (philosophy)
- Theodore J. Cachey (Romance languages: Italian)
- John C. Cavadias (theology)
- Paul M. Cobb (history)

Robert R. Coleman (art history)
- Olivia Remie Constable (history)
- Lawrence S. Cunningham (theology)
- Rev. Brian E. Daley, SJ (theology)
- JoAnn DellaNeva (Romance languages: French)
- Rev. Michael S. Driscoll, SJ (theology)
- Stephen D. Dumont (philosophy)
- Kent Emery Jr. (liberal studies: philosophy)
- Alfred Freddosio (philosophy)
- Dolores Warwick Frese (English)
- Stephen E. Gersh (philosophy)
- Robert Goulding (history)
- Brad S. Gregory (history)
- Li Guo (Classics: Arabic)
- Susanne Hafner (Mellon Fellow)
- Peter Holland (theology)
- David Jenkins (librarian)
- Rev. John I. Jenkins, CSC (philosophy)
- Louis Jordan (librarian)
- Encarnación Juárez (Romance languages: Spanish)
- Kathryn Kerby-Fulton (English)
- Mary M. Keys (political science)
- Brian Krostenko (Classics: Latin)
- Blake Leyerle (theology)
- Sabine MacCormack (English)
- Julia Marvin (liberal studies)
- Ralph M. McInerny (philosophy)
- Margaret Meserve (history)
- Christian R. Moevs (Romance languages: Italian)
- David O’Connor (philosophy)
- Katherine O’Brien O’Keefe (English)
- Mark C. Pilkinton (theater)
- Jean Porter (philosophy)
- Thomas J. Prügl (theology)
- Gretchen Reydams-Schils (liberal studies: philosophy)
- Gabriel Said Reynolds (theology)
- Robert E. Rodes (law)
- John Roos (political science)
- Charles M. Rosen (art history)
- Dayle Seidenspinner-Núñez (Romance languages: Spanish)
- Daniel J. Sheerin (Classics: Latin)
- Susan Guise Sheridan (anthropology: archaeology)
- Rabbi Michael A. Signer (theology)
- Marina Smyth (librarian)
- John Van Engen (history)
- Joseph P. Wawrykow (theology)
- Albert K. Wimmer (German)
- Robin Darling Young (theology)

**The Medieval Institute Undergraduate Programs**

The liberal arts were first cultivated as a university curriculum during the Middle Ages; thus, the undergraduate programs in the Medieval Institute offer an ideal context in which to pursue them in the modern world. Medieval Studies foster close reading, precise textual analysis, careful writing, and vigorous discussion. Medieval Studies therefore provide not only a solid foundation for graduate study, but also—and even more significantly—a superb liberal arts education relevant to a wide variety of personal and professional goals. The objective of undergraduate programs in the Medieval Institute is to introduce students to medieval culture and to the disciplinary and interdisciplinary skills necessary for the serious pursuit of the liberal arts in general and medieval studies in particular.

Undergraduate studies in the Medieval Institute may follow one of three tracks:

1. The Major in Medieval Studies
2. The Supplementary Major
3. The Minor in Medieval Studies

All three of these programs enable students to take a wide variety of courses focused on the intellectual, cultural, and religious heritage of the medieval world. Students have access to the resources of the collection and staff of the library that forms the core of the Medieval Institute, located on the seventh floor of the Hesburgh Library; they also are encouraged to participate in the intellectual life of the Medieval Institute, particularly to attend the institute’s lecture series and to engage in discussion with guest scholars, faculty members, and graduate students, as well as undergraduate colleagues. Undergraduates in the institute compete for the Michel Prize, awarded to an outstanding paper written by an undergraduate on a medieval topic, and participate in the unique graduation ceremony sponsored by the institute.

1. **The Major in Medieval Studies**

   Students wishing to major in Medieval Studies build their program of studies from courses offered by the 10 departments that participate in the interdisciplinary program of the Medieval Institute: (1) Anthropology; (2) Art, Art History, and Design (art history); (3) Classics (Latin); (4) English (Old and Middle English); (5) German and Russian (Old and Middle High German); (6) History; (7) Music (musicology); (8) Philosophy; (9) Romance Languages and Literatures (Old and Middle French, Old Provençal, Spanish, and Italian); and (10) Theology. While students are encouraged to explore various directions in all these departments, the fundamental requirements for the major in Medieval Studies are as follows.

   **A. Two semesters of a language appropriate to Medieval Studies** 6 or 0 credits

   Two semesters of a language appropriate to Medieval Studies forms a prerequisite for any major. Normally, Latin will form the language component in the program, but the student is encouraged to study Greek, Hebrew, or Arabic if his or her interest lies in Eastern Europe or in Arabic culture. Syriac may be taken if the student has a strong interest in Eastern liturgies and patristic studies. If the student counts two semesters of Latin, for example, as the college requirement, the prerequisite is fulfilled, but the credit does not apply to the major; if, on the other hand, the student uses another language to meet the college

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### Junior Year

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<tr>
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### Senior Year

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(At least six credits of mathematics electives must be at the 40000 level.)

**Course Descriptions.** See “Mathematics” in the College of Science section of this Bulletin.
MEDIEVAL STUDIES

This course will be selected carefully in consultation with the undergraduate advisor. The course normally will be taken in an area in which the student has a strong background and, in certain cases, even may be a graduate-level seminar.

G. Two further courses in Medieval Studies chosen from any of the participating disciplines
   0 or 6 credits
   These courses should be chosen in consultation with the undergraduate advisor, so that they both strengthen the primary field of interest and broaden the student's background and disciplinary skills. Upper-level courses in an additional foreign language may fulfill this requirement.

Total credits for supplementary major: 30

3. The Medieval Studies Minor
   The Minor in Medieval Studies allows students who are also committed to other programs of study to pursue their interests in medieval culture by combining a focused group of courses treating the Middle Ages with a Major and/or a Supplementary Major in other departments.

Requirements:
   Five courses treating aspects of the Middle Ages distributed among three disciplines. Students are encouraged to use at least one course offered in the Medieval Institute itself as one of the “disciplines.”

While the minor has no specific language requirement, the student is encouraged to use courses in a language to complete the minor. Minors are taken seriously in the Medieval Institute and participate fully in the graduation ceremony sponsored by the institute. For further details, see the listing under Minors.

Most courses in the major and minor programs are drawn from participating departments, and full course descriptions should be sought in the relevant sections of the Bulletin. For additional information on specific programs in the institute and availability and sequence of courses, see the director of undergraduate studies.

Course Descriptions: The following list of courses gives the number and title of each course. Lecture hours per week, studio hours per week, and credits each semester are in parentheses. The instructor's name is also included.

MI 13185. Philosophy University Seminar
   (3-0-3) Gersh
   The course is an introduction to Greek philosophy with special reference to its two greatest figures: Plato and Aristotle. Plato was the inventor or at least the architect of the realm of ideal or abstract forms and of the immortality of the human soul. Aristotle, although critical of Plato in many respects, also continued his approach in such areas as the systematization of logical and scientific methods. Since both Plato and Aristotle viewed the ability to distinguish real truths from the realm of sophistry and illusion as the distinguishing feature of the "philosopher," they continue to have great relevance in our modern world dominated by media and commercialism.

During the course, students will read and discuss a selection of works (or extracts) in English translation. These will include Plato: Phaedo, Symposium, Republic, Sophist, Timaeus, and Aristotle: Physics, Metaphysics, On the Soul, Nicomachean Ethics.

MI 20275. Castles and Courts
   (3-0-3) Corequisite(s): HIST 22290
   This course will examine the high period in the history of the castle—a combination of fort and residence—of the castellany or district subjected to the domination of a castle, and of the household and court of the kings, princes, and barons who built such residences and organized their lives and their activities within their various structures. It will first consider the castle as a form of fortification, review briefly the history of fortifications before 900, and examine the ways in which lords and their builders steadily improved their defensive capabilities in response to new knowledge and to new methods and tools of siegecraft. It will then examine the relationship of the castle to the contemporary forms of non-fortified or semi-fortified house, and finally its relationship to the lordly household (the body of servants organized into numerous departments associated with particular rooms or wings of the castle) and with the court (or body of soldiers, officers, allies, students, and temporary guests) who filled the castle when the lord was present. The course will conclude with an examination of the history of the castellany as a form of jurisdiction. The course will concentrate on the castles of the British Isles and France, but will examine the great variety of types found throughout Latin Europe.

MI 20276. Introduction to Islamic Civilization
   (3-0-3) Guo
   This course provides an introduction to Islamic civilization and Muslim culture and societies through scholarly works, literature, media clips, films, and audio-video material (some made by the instructor during recent trips to the Middle East). The background reading will provide a context for the audio-visual material, giving a general overview of the history of the Islamic world from the advent of Islam to the present day. The ultimate goal of this course is for students to gain a better understanding of the Muslim peoples and their culture and societies within the broader context of Islamic civilization. The background material from the classic works and the Arabic civilization, and then the religious, philosophical, and political aspects of the civilization. The course will then focus on the political, ideological, and cultural aspects of the civilization, focusing on the role of the Islamic world in the development of Western European culture and its influence on the Islamic world and, vice versa, and exposure to Middle Eastern culture.

MI 20277. Martyrs, Monks, and Crusaders
   (3-0-3)
   This course will survey the history of Christianity from its status as a persecuted minority religion of the Roman Empire to its position of dominance in the civilizations of medieval Europe and Byzantium.
In addition to examining major figures, institutions, and ideas within the major movements, we will consider the interplay between political, social, and cultural factors and developments in the church. We will pay special attention to the relationship between Christianity and culture, the “losers” as well as the “winners” in theological debates, Christian contacts with Jews and Muslims, the roles of women in the church, and the variety of spiritual traditions that flourished in the Middle Ages. Reading, analysis, and discussion of primary source documents from the early and medieval church will be an important part of the course.

MI 20702. Introduction to Art and Catholicism

This undergraduate lecture/discussion course will give students the opportunity to analyze and discuss the history of Catholic doctrine as it pertains to the visual arts. From the Council of Elvira in 306 AD to John Paul II’s Letter to Artists of 1999 Catholicism has engaged with and debated the role of the arts as a legitimate vehicle for spiritual experience and theological knowledge. In this course, we will examine the changing, complex, and various ideas that have been brought to the question of the function of art in the Church. It will become clear that Catholic attitudes to the arts have been subject to complex change as the Church has attempted to accommodate traditional pagan practices in Late Antiquity; the impact of Byzantine and Carolingian theological discourse on the arts; Mendicant thought and practice regarding the arts; lay piety in the Later Middle Ages; issues raised by the Reformation; the accommodation of traditional pagan practices in Late Antiquity. This course will examine the history of Catholic responses to these challenges and consider, as theologians, how Christians might approach them today.

MI 20473. Regarding the Islamic Challenge to Christian Theology

Prerequisites: See online Course Catalog for details. While many Christians have described Islam as a Christian heresy, many Muslims consider Christianity to be an Islamic heresy. Jesus, they maintain, was a Muslim prophet. Like Adam and Abraham before him, like Muhammad after him, he was sent to preach Islam. In this view Islam is the natural religion—eternal, universal, and unchanging. Other religions, including Christianity, arose only when people went astray. Therefore Muslims have long challenged the legitimacy of Christian doctrines that differ from Islam, including the Trinity, the incarnation, the cross, and the new covenant and the church. In this course we will examine Islamic writings from the Qur’an to contemporary texts, in which these doctrines are challenged. We will then examine the history of Christian responses to these challenges and consider, as theologians, how Christians might approach them today.

MI 30193. From Beowulf to Monty Python

What is so fascinating about the Middle Ages? As a popular setting for film and literature throughout the 20th century, the Middle Ages often serve either as a Golden Age that critiques the problems of the present, or a pre-Enlightenment epoch of superstition and ignorance. From T.H. White’s King Arthur to Errol Flynn’s Robin Hood and Monty Python’s search for the Holy Grail, this course will explore the medieval period through its own texts as well as the modern texts that represent it. The legend of King Arthur, read against the background of English history, will serve as a foundation from which to examine how a story changes to meet changing historical needs. Seamus Heaney’s new translation of the Old English epic Beowulf will give us the opportunity to think about what makes a hero, while John Gardner’s Grendel tells the same story in a way that asks what makes a monster. Finally, we will try to determine what purpose the Middle Ages serve in the modern imagination, from C.S. Lewis’ The Lion, the Witch and the Wardrobe to the Mystery series Cadfael. Ultimately, we will use this fascination with the Middle Ages to examine the complex means by which the present approaches the past.

MI 30194. The Journey in Medieval Literature

This course will explore the complex, moving, and often contradictory medieval literatures of love. We will begin with spiritual meditations on the love of God for human beings and the love of humans for God, examining how love was imagined to work within human communities by such figures as St. Augustine and St. Francis. We will then discuss what has been called “courty love,” as it was depicted in 12th century Arthurian romances and in handbooks of love. We will finish with the late medieval notions of love and the self found in Chaucer’s poetry and Malory’s Arthurian prose.

MI 30303. Middle Ages

This course will examine the history of the Roman world from the time of the first incursions of barbarians into the Roman Empire in the third century to the time of the final invasions in the 10th. It will concentrate first on the crises of the third century, and on the consequent transformation of the relatively unified, urbanized, tolerant, polytheistic Roman Empire of Late Antiquity into the two distinct, deurbanized, intolerant, monotheistic, and politically divided civilizations of Latin or Catholic Christendom and Greek or Orthodox Christendom. Next, it will briefly examine the emergence in the seventh century of the Christian church—eternal, universal, and unchanging. Other religions, including Christianity, arose only when people went astray. Therefore Muslims have long challenged the legitimacy of Christian doctrines that differ from Islam, including the Trinity, the incarnation, the cross, and the new covenant and the church. In this course we will examine Islamic writings from the Qur’an to contemporary texts, in which these doctrines are challenged. We will then examine the history of Christian responses to these challenges and consider, as theologians, how Christians might approach them today.

MI 30182. Religious Writings and Images in Medieval England

This course examines the visual and dramatic aspects of literary religious writings. Texts include: The Mirror of the Blessed Life of Jesus Christ (selections), The Cloud of the Unknowing (selections), Julian of Norwich’s Showings, The Book of Margery Kempe, the York Corpus Christi play, from the Creation to the Last Judgement, and Chaucer’s Summoner’s Tale.

MI 20278. King Arthur in History and Literature

This course—intended to introduce undergraduates to one of the major themes as well as to the interdisciplinary approaches characteristic of Medieval Studies—is a team-taught examination of the development and influence of the legend of Arthur, King of Britain, both in history and in literature. The historical Arthur is a very obscure figure, but he was probably a Romano-Celtic war-leader who fought the invadingAngles and Saxons at the beginning of the history of what was to become England. His memory was preserved in the oral literature of his own people, now called the Welsh, but he was soon converted into a mythic hero surrounded by magical companions. In the 12th century this legendary Arthur was not only incorporated into the new historiography of England (since 1066 under the rule of French-speaking Normans) but into the new genre of literature created in France around 1150—the chivalric romance—which itself embodied a new ideal for the relationship between men and women derived from the songs of the troubadours of the south. The great majority of these tales of love and marvelous adventures written over the next four centuries were to be set in the court of the legendary Arthur, and the Round Table was invented in this period as the central focus of the ideals it was to represent. History soon began to imitate literature, as kings and princes attempted to emulate the idealized Arthurian court in their tournaments and other court festivities, and from 1330 to 1469 actually founded orders of knights based on the Round Table. The class will read the relevant parts of some of the chronicles, histories, and epics in which Arthur was mentioned, as well as a representative sample of the Arthurian romances of the later period, and of related documents like the statutes of the chivalric orders. Two in-class tests, two short papers, and a final examination will be required.

MI 20772. Music History I: Medieval and Renaissance

A survey of music. The study of the major forms and styles in Western history. Required of music majors and minors, but open to students with sufficient musical background.

MI 20711. Medieval Studies

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century of the new monotheistic religion of Islam and of the new civilization and empire centered on it, which quickly conquered not only the old Persian empire but most of the Asian and all of the African provinces of the continuing Roman empire, and in 711–18 conquered most of Spain as well. The remainder of the course will concentrate on the history of Latin Christendom and its pagan barbarian neighbors to the north and east between the beginning of the Germanic conquests of the western provinces ca. 400 and the final conversion of the peoples of central and northern Europe to Christianity and the simultaneous emergence of a new sociopolitical order in the older kingdoms around 1000. There will be two short papers, two tests, and a final examination.

MI 30204. Middle Ages II (3-0-3)
This course is designed as a topical introduction to European history between 1000 and 1500. It will examine the evolution of various forms of economic systems, societies, and civilizations in Western Europe during this period, concentrating on France, Italy, England, and Germany. History majors as well as students interested in a historical introduction to medieval civilization are welcome.

MI 30216. England as a Nation, 1272–1603 (3-0-3)
This interdisciplinary course examines the formation of English national identity from the reigns of Edward I to Elizabeth I (1272–1603). Students will gain an understanding of a time when English society was transformed amidst the tumult of wars, revolts, plague, and religious change, and emerged with a clear sense of nationhood. The course will combine lectures and discussions, including the examination of primary source material. Throughout the semester, students will be asked to write responses to reading material and produce several short essays, as well as one research paper.

MI 30217. One Hundred Years War (1337–1453) (3-0-3)
This course surveys the history of France and England during the 14th and early 15th centuries. Major themes include the dynastic claims of English kings upon the crown of France, the Black Death, the rise of the Burgundian state, the growth of a middle class, the question of growing national identity, and new trends in the arts.

MI 30218. History of Christianity to 1500 (3-0-3)
A survey of the development of Christianity from late antiquity to the eve of the 16th-century Reformation. Emphases include processes of Christianization, definitions of prescribed and proscribed beliefs and practices, institutional elaboration, relations with imperial and royal authority, impact of and on culture, and varieties of religious behavior. Although the history of the Latin (Catholic) church is highlighted, the dynamics and consequences of its separation first from the Oriental and then from the Orthodox churches will be examined. The course aspires to achieve a routine of interactive lectures.

MI 30235. Medieval Middle East (3-0-3)
This course offers a survey of Middle Eastern history from the rise of Islam in the 7th century CE until the rise of Mongol successor polities in the 15th century. The course is structured to cover political and cultural developments and their relationship with broader changes in society during the formative centuries of Islamic civilization. Specific topics include: the career of the Prophet Muhammad and the origins of the earliest Muslim polity; the creation and breakup of the Islamic unitary state (the Caliphate); the impact of Turkish migrations on the Middle East; social practices surrounding the transmission of learning in the Middle Ages; the diversity of approaches to Muslim piety and their social and political expression; popular culture; non-Muslims in Islamic society; the creation of the medieval Islamic “international” cultural order. Among the more important themes will be long-term cultural and social continuities with the Islamic and ancient Near East, and concepts of religious and political authority.

MI 30269. World of the Late Middle Ages, 1300–1500 (3-0-3) Van Engen
The course studies Europe in the time of the late Middle Ages, roughly 1300–1500, often called a time of crisis: plague, war, rebellion, economic upheaval. But it was also a time of enormous achievement, of Dante and Chaucer, of new techniques in warfare and government, of conciliar representation in church and state, of extravagant display in fashion and building. This course will proceed by way of both secondary and primary readings, with at least three short papers and student discussion required.

MI 30271. Crusade and Jihad: Medieval Holy Wars (3-0-3)
This course will provide a history of the crusading movement of Western Europe (ca. AD 1095–1291) and its impact on the civilizations of the medieval West and Near East. Course material will address the history not only of the events of the Crusades, but of the peoples and ideas involved in them as well as their long-term legacies. What were the motivations of the Christian crusaders? How did the Muslims and Jews of the Near East view the Crusades, and how did they respond to them? In what ways did the prolonged contact between these two major civilizations affect the societies, religions, and economies of each?

MI 30272. Christian/Jew/Muslim in the Middle Ages (3-0-3)
This course examines the three major Abrahamic religions of the medieval West. We will explore the similarities and the differences among the three religions, and consider how they influenced each other and how they distanced and refused each other. The goal is to investigate the range of ideas concerning the nature of faith and law existing in the Middle Ages and to think about how context—political, social, cultural, and intellectual—informs those ideas. During the semester students will compare important texts from the three major religions, analyze their content, and evaluate the relationships between them. All of our reading will be primary sources, available for purchase at the bookstore or as part of a course pack.

MI 30273. Muslims and Christians in the Medieval World (3-0-3) Constable
Corequisite(s): HIST 32330
The encounter between Christianity and Islam began in the seventh century AD, the time of the Prophet Muhammad. Within a few centuries, Islamic rule had spread across the southern Mediterranean world from Syria to Spain. This shift initiated a long term relationship—sometimes hostile and sometimes peaceful—between Christians and Muslims in these regions. The neighboring presence of Islam had an enduring influence on medieval Christian theology, philosophy, medical knowledge, literature, culture, imagination, art, and material life. Likewise, developments in Christian Europe and Byzantium, especially the Crusades, affected the Islamic world. This course will trace the history of the Christian-Muslim relationship, from its beginnings in the early medieval period until the Renaissance (15th century). The heritage of this medieval encounter still has profound resonance in the modern world of today.

MI 30274. Gender, Sexuality, and Power in the Middle Ages (3-0-3)
What has gender to do with sexuality and how can we think about its entanglements in terms of a history of power? How do shifting borders between what counts as masculine and what counts as feminine produce other kinds of bodies in medieval societies: bodies that don’t matter? Using original sources and material remains produced from the third through 15th centuries, together with current feminist and queer theory, students will think about the work of gendered embodiment and the production of bodies that don’t matter.

MI 30281. War and Diplomacy in the Middle Ages (3-0-3) Lyon
What kinds of governments and “non-state actors” engaged in warfare and diplomacy during the European Middle Ages? Were battles and military campaigns commonplace between approximately 500 and 1500 AD? Did the rulers of Europe in this period develop effective strategies for settling their disputes in more peaceful ways? This course will give students the opportunity to answer these and other questions about the nature of war and diplomacy in the Middle Ages. Topics will include the Roman Empire’s efforts to control the waves of Germanic invaders; the dynastic disputes that regularly threatened to destroy the Merovingian and Carolingian Empires; the Viking incursions; the Papacy’s conflicts with the rulers of Germany; the crusaders’ strategies...
for conquering and maintaining control of the Holy Land; the emergence of the Italian city-states as military powers; and the Hundred Years War. Through lectures, discussions, and the reading of a broad range of primary sources, students will be challenged to think about how various types of medieval rulers used war and diplomacy to achieve their political goals.

MI 30301. Ancient and Medieval Philosophy (3-0-3) Burrell, Dumont, Fredroso
This course will concentrate on major figures and persistent themes. A balance will be struck between scope and depth, the latter ensured by a close reading of selected texts.

MI 30411. Christian Theological Traditions I (3-0-3) Cunningham
A survey of Christian theology from the end of the New Testament period to the eve of the Reformation. Through the close reading of primary texts, the course focuses on the Christology of such influential thinkers as Origen, Athanasius, Augustine, Anselm, and Aquinas. How do these thinkers understand the person and work of Jesus Christ? What are the Christological problems that they tried to resolve? How do the different Christologies of these thinkers reflect their differing conceptions of the purpose and method of “theology”? Some attention will also be given to non-theological representations of Christ. How does the art of the early and medieval periods manifest changes in the understanding of the significance of Jesus? This course is obligatory for all first and supplementary majors but is open to others who have completed the University requirements of theology and who wish to gain a greater fluency in the history of Christian thought. Fall only.

MI 30500. Survey of Spanish Literature I (3-0-3) Juárez
A survey of Spanish literature through 1700. Readings of selected texts in prose, poetry, and theater from the medieval, Renaissance, and baroque periods.

MI 30530. Survey of French Literature and Culture (3-0-3) DellaNevia
Reading of selections and complete works of outstanding French authors from major genres and periods. All majors are required to take this sequence, or equivalent advanced courses. Students are expected to have already taken ROFR 30310.

MI 30551. Introduction to Italian Literature I (3-0-3) Moevs
An introduction to the major writers, genres, and critical issues of Italian literature from its origins through the High Renaissance. Besides the Tre Cornere (Dante, Petrarch, Boccaccio), we will read works ranging from St. Francis and the ducento poets (Giacomo da Lentini, Guido Cavalcanti) through the humanists (Poliziano, Lorenzo de’Medici), and the great figures of the High Renaissance (Machiavelli, Ariosto), in their historical, cultural, geographical, and artistic (including musical) context. Taught in Italian.

MI 30600. Latin Literature and Stylistics (3-0-3) Krostenko
Prerequisite(s): CLLA 2003 or CLLA 103 or CLLA 103A or CLLA 201
Provides an introduction to the advanced study of Latin literary texts through close reading of selected texts combined with practice in Latin composition.

MI 30601. Ovid’s METAMORPHOSES (3-0-3) Krostenko
Prerequisite(s): CLLA 20004 or CLLA 325
In this course, we translate and discuss selected passages from the Metamorphoses, Ovid’s idiosyncratic poetic history of the world. Topics for our discussions include the spiritual, moral, religious, political, and physical transformations portrayed between the creation story at the beginning and the deification of Caesar at the end of the text; the tension between Ovid’s adherence to Roman traditions and his irreverent, sometimes subversive, artistic originality; the poem’s narrative techniques, poetic style, and structure; the significance of intertextual allusions to Greek drama, Virgilian epic, and Ovid’s own love poetry; the instability of gender; portraits of the poet within the work; and the innumerable faces of love, as presented through characters who are pious, raging with passion, inseparable, violent, infatuated, lovesick, devoted, and much more. Above all, this course aims at clarifying how Ovid’s inexhaustible playfulness and delightful wit contributed to shaping a work of both epic grandeur and lyric intimacy that continues to inspire poets, composers, novelists, painters, and at least one playwright whose version recently made it all the way to Broadway. Daily preparation and active participation in class are essential components of the course; brief written assignments, one midterm exam, one brief project, and a final exam also count towards the final grade.

MI 30662. Canon and Literature of Islam (3-0-3) Alsarifuddin
This course is an introduction to the religious literature of the Arab-Islamic world. Emphasis is on works from the classical and medieval periods of Islam, roughly from the seventh to the 14th century of the Common Era. We will read selections from the Qur’an (the sacred scripture of Islam), the Hadith literature (sayings attributed to the prophet Muhammad), the biography of the Prophet, commentaries on the Qur’an, historical and philosophical texts, and mystical poetry. All texts will be read in English translation. No prior knowledge of Islam and its civilization is assumed, although helpful.

MI 30680. Medieval German Literature (3-0-3)
This course constitutes a survey of German literature from its beginnings during Germanic times until the 16th century. Ideas, issues and topics are discussed in such a way that their continuity can be seen throughout the centuries. Lectures and discussions are in German, but individual students’ language abilities are taken into consideration. Readings include modern German selections from major medieval authors and works such as Hildebrandslied, Rolandlied, Nibelungenlied, Iwein, Parzival, Tristan, courtly lyric poetry, the German mystics, secular and religious medieval drama, Der Ackermann aus Bohmen, and the beast epic Reinherz Fuchs. Class discussions and brief presentations in German by students on the selections are intended as an opportunity for stimulating exchange and formal use of German.

MI 30690. Holy Fools in Christian Traditions (3-0-3)
No prerequisite. Taught in English. Through the analysis of a variety of texts ranging from the New Testament books to hagiographies and philosophical treatises we will examine different forms of holy foolishness in spiritual and cultural traditions of Eastern and Western Christianity and establish their cultural bearings. Concepts under discussion will include asceticism; sanctity; heresy; canonization; hagiography. Among the course readings will be the First Epistle of the Apostle Paul to the Corinthians; Early Christian Paterika; individual Viteo of Byzantine holy fools (St. Simeon of Emessa, St. Andrew of Constantinople); controversial Lives of Christian Saints (Life of Alexius the Man of God); Lives of Eastern Orthodox Saints (Kieve Cave Monks; St. Basil the Fool of Moscow); Lives of Western Christian Saints (St. Francis of Assisi); and later elaborations on the subject of folly found in such works as “In Praise of Folly” by Erasmus of Rotterdam and “Madness and Civilization” by Michel Foucault.

MI 30700. Survey of Medieval Art (3-0-3)
This course will introduce the visual arts of the period c. AD 300 to c. AD 1300. In the course of the semester, we shall devote much time to considering the possibility of a history of medieval art, as the objects and practices of the Middle Ages will be shown to make our assumptions about the nature of art history problematic. Working from individual objects and texts we will construct a series of narratives that will attend to the varieties of artistic practices available to the Middle Ages. From these, it will be shown that art was a vital, complex, lucid, and formative element in the societies and cultures, both secular and sacred, that shaped this period.

MI 30701. Survey: Medieval Architecture (3-0-3)
This course will investigate the art produced in Western Europe between the seventh and 11th centuries. Often characterized as a Dark Age, this period in fact demonstrates a fertile, fluid, and inventive response to the legacy of Late Antique Christianity. The course will focus on the production and reception of illuminated manuscripts, perhaps the site where the most original encounters with and re-shaping of this legacy occur. This course should interest those who wish to think through the relationship of words and images on the page and in life.
MI 30723. Gothic Art  
(3-0-3)  
This course studies Gothic monuments—those commissioned and made and how they functioned for different audiences. Among others we consider the following questions: what motives fueled large architectural enterprises? What was their cultural, political, and social significance to women and men, to the laity and clergy, and to viewers from different social classes? How did imagery convey complex theological messages to this varied audience? How did architectural or public images differ from the portable private works of art which became increasingly popular in the late Gothic period?

MI 30753. Art into History: Byzantine  
(3-0-3)  
Byzantine art has often been opposed to the traditions of Western naturalism, and as such has been an undervalued or little known adjunct to the story of medieval art. In order to develop a more sophisticated understanding of this material we will examine the art produced in Byzantium in the period from the ninth to the twelfth century, a period marking the high point of Byzantine artistic production and influence. Stress will be placed upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past, and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians, can write the history of this rich culture will be a central issue of this course.

MI 30754. The Art of Mythology  
(3-0-3)  
Open to all students. This cross-disciplinary class is an exploration of the representation of classical myth in Western art and literature, ranging from the seventh century BCE, to the 18th century CE. Beginning with mythological subjects in the political and religious sculpture, temple architecture and vase decoration of Ancient Greece, we will move on to study Roman painting and sculpture, medieval Ovidian allegory, the Renaissance reinvention of classical types and 18th-century neo-classicism. We will compare literary and visual narratives, evaluating the discursive modes of each, and analyzing how and why poets, philosophers, artists, sculptors, and architects selected and adapted the episodes that they did. Primary readings will include selections from Greek and Roman epic, lyric and dramatic poetry, Greek and Roman philosophical mythology, and early analyses of the relationship between art and myth such as Philostratus' Eklogones. Among the artistic works that we will examine will be Raphael's Roman cycles, Bellini and Titian's poetry, and Bernini's sculpted dramas. We will consider the erudite contexts for such works, including gardens, drawing rooms, princely residences, and civic institutions. We will discuss the connection between political power and myth, and concepts such as heroism, metamorphosis, and earthly and divine love. One aim of this class will be to identify the explanatory character of myth, and of story-telling within culture, as means of historical self-understanding, self-revelation, and catharsis.

MI 30755. Rome: Journey in Art and History  
(3-0-3)  
Gill  
This class is an exploration of the history and culture of Rome from late medieval times through the 20th century, with an emphasis on art and architecture. We will examine the urban panorama of the Eternal City through a series of layered investigations of its major sites and monuments, such as the Capitoline Hill, St. Peter's and the Vatican complex, the Lateran, and Santa Maria Maggiore. We will read travelers' descriptions and literary evocations of the city with a view to reliving the enchantment of Rome, and the "idea" of Rome, through the ages. In addition to our readings and lectures, members of the class will have an opportunity to develop projects on objects, structures, or works of art of their own choosing.

MI 30800. Ancient and Medieval Political Theory  
(3-0-3)  
Keys  
What is the meaning of justice and why should we care about it? Can politics ever perfectly establish justice? Which forms of government are best for human beings to live under, and why? What is the political relevance of religion and philosophy, family and ethnicity, war and peace, nature and freedom, law and right? What are the qualities of a good citizen and political leader? How should relations among diverse political communities be conducted? This course introduces students to theoretical reflection on these and related questions through the study of some of the great works of ancient and medieval political thought. Readings will include writings of authors such as Thucydides, Plato, Aristotle, Cicero, Augustine, Farabi, Maimonides, and Aquinas.

MI 30900. Unsolved Historical Mysteries  
(3-0-3)  
This course examines three episodes: the trial of the Knights Templar (1312), the trial of Joan of Arc (1431), and the fate of the princes in the Tower (1483). Emphasis will be on the careful reading of primary texts (in translation), evaluating conflicting accounts, source criticism, surveying historiographical debates, and reconstructing plausible narratives. The trial of the Templars illustrates the difficulty of discovering the truth from suspicious and contradictory evidence. Were the Templars guilty of secret crimes, or the victims of scheming political enemies? The conviction of Joan of Arc as a heretic was almost immediately denounced, and provides an interesting case study in the convergence of religion and politics. The fate of the princes in the Tower of London is a classic historical mystery. Did Richard III have them killed, or did they somehow survive only to reappear in the reign of Henry VIII? At stake here is the reputation of Richard III. Was he a monstrous villain or the victim of Tudor propaganda? Each case illustrates the way historical narratives are constructed. Assignments include a research project of 10 to 15 pages to be worked out in consultation with the instructor.

MI 30901. History of Communication Technologies  
(3-0-3)  
This history of the survival and destruction of books, from Alexandria to the Internet. Our understanding of historical events is based primarily on written evidence. But have you ever stopped to consider how these documents were made, how they were preserved, and how it is that we possess them now? This course questions how we "know" anything about the past by examining the transmission of written sources through time. We will survey the different ways that people have recorded their histories—in stone, on papyrus scrolls, in hand-written and printed books, on websites—and how their choices have affected the way we now understand the past. We will also consider how libraries have helped to create and shape "knowledge" through their accumulation and preservation of these sources. Course requirements include participation in class discussions, completion of a series of short papers, a midterm examination, and a final paper and presentation.

MI 30902. Polish and Lithuanian Commonwealth  
(3-0-3)  
This course will survey the history of the Polish and Lithuanian Commonwealth from its origins in the 1386 dynastic union of Jogaila, Grand Duke of Lithuania, with Hedwig, the daughter of Polish king, Louis the Great (1370–82), through the transformation into a political union at Lublin in 1569 to the collapse of the Commonwealth, which culminated in three partitions at the end of the 18th century. Special emphasis will be placed on the political processes that transformed the Commonwealth into one of the most democratic countries in the world, but also ultimately contributed to its decline. Attention, too, will be paid to the wars that ravaged the Commonwealth, including those with Muscovy, Sweden, the Ottoman Empire, and with the peoples of what today is modern Ukraine.

MI 30903. Modeling Sanctity: The Saint in Image and Text  
(3-0-3)  
In this course, we will examine the lives and legacy of selected saints with a view to defining the ideal qualities and criteria by which sainthood is made known. Incorporating visual as well as textual materials, hagiographies, theological writings, and written testimonies, the course will consider the varieties of evidence that testify to sanctity. An important part of this course will be a discussion of how different kinds of evidence must be evaluated according to their medium and audience, for example, how visual portrayals—whether portrait, narrative cycle or manuscript representations—can be compared to written ones, and differentiated from textual sources not only in iconographic terms but also as unique and forceful forms of knowledge in their own right.
MI 40003. Introduction to Christian Latin
(4-0-4) Sheerin
This course has two goals: to improve the student's all-around facility in dealing with Latin texts and to introduce the student to the varieties of Christian Latin texts and basic resources that aid in their study. Exposure to texts will be provided through common readings that will advance in the course of the semester from the less to the more demanding and will include Latin versions of Scripture, exegesis, homiletic texts dealing with religious life, formal theological texts, and Christian Latin poetry. Philological study of these texts will be supplemented by regular exercises in Latin composition. (Medieval Latin, a survey of Medieval Latin texts, will follow this course in the spring term.)

MI 40004. Medieval Latin
(3-0-3) Mantello
This course is an introduction to the Latin language and literature of the late antique and medieval periods (ca. AD 200–500). Designed to move students toward independent work with medieval Latin texts, the course will emphasize the close reading and careful translation of a variety of representative word formation, orthography and pronunciation, morphology and syntax, and prose styles and metrics. The course will also introduce the practical areas of medieval Latin scholarship, including lexicography, bibliographies, great collections and repertories of sources, and reference works for the study of Latin works composed in the Middle Ages.

MI 40020. Intensive Latin Review
(1-0-1) Mantello
This course is an intensive, one-week review of the principal construction of classical Latin syntax, designed for those who have completed elementary and intermediate classical Latin or the equivalent and wish to study medieval Latin.

MI 46020. Directed Readings
(V-0-V) Mantello
Offers advanced undergraduate students a possibility to work closely with a professor in preparing a topic mutually agreed upon.

MI 40021. The Medieval Book
(3-0-3) Bower
A historical survey of the medieval book as a cultural, archeological, artistic, and commercial object from about AD 300 to 1500.

MI 40025. Readings in Medieval Latin
(3-0-3) Mantello
This course aims at making its students better translators of medieval Latin texts. To that end, we will focus on the translation and morphological and syntactical analysis of a variety of excerpts. In order to ensure the relevance of our brief selections for the broader research interests of the students, our readings will be taken whenever feasible from the reading lists of other courses offered during the current term. Enrollment in any of these other courses is not a prerequisite for our course. Daily preparation and active participation in class are essential components of this course; two written assignments, brief quizzes, one midterm exam, and a final exam also count towards the final grade.

MI 40102. History of the English Language
(3-0-3) O'Keeffe
This course is designed to introduce students to the historical development of the English language, from its earliest recorded appearance to its current state as a world language.

MI 40110. Introduction to Old English
(3-0-3) O'Keeffe
Training in reading the Old English language, and study of the literature written in Old English.

MI 40117. Beowulf
(3-0-3) Beowulf is the longest and earliest surviving heroic poem in any medieval Germanic language, and has been recognized for over two centuries as a literary masterpiece. Yet, on examination, the reasons why it is reckoned a masterpiece are not always clear: its narrative design is frequently obscure and its language is dense and often impenetrable; and it relates to a Germanic society which can barely be reconstructed, let alone understood, by modern scholarship. The aims of the course will be to understand the narrative design and poetic language of Beowulf; and then to attempt to understand these features of the poem in the context of early Germanic society.

MI 40118. Introduction to Old English
(3-0-3) training in reading the Old English language, and study of the literature written in Old English.

MI 40146. Chaucer: Canterbury Tales
(3-0-3) Chaucer's masterpiece, studied in its original Middle English.

MI 40147. Chaucer and the City
(3-0-3) Though Chaucer lived and worked in London, only rarely does his poetry depict urban life. This course will explore the idea of the city in Chaucer's work in three ways: by looking at the cities he does represent (Troy, London), by examining his relationship to urban forms of cultural expression (mystery cycles, mumming, processions), and by investigating city life in 14th century London. Is the city "absent" for Chaucer? Can we discern the influence of urban life on the Canterbury Tales? On Troilus and Criseyde? Students should come prepared to learn to read Middle English aloud (no experience necessary).

MI 40180. Medieval Drama
(3-0-3) This class will exercise literary, theatrical, and religious imagination through readings, critical writing, discussion and enactments of medieval dramatic texts. There also will be occasional viewings of filmed contemporary presentations of medieval plays. The goal of our individual and collective work aims at a deeper understanding and appreciation of what it was that medieval people meant to do when they "played" salvation history—altering, embellishing, at times "modernizing" and sometimes "deforming" the text of sacred scripture on which these pre-renaissance dramas were based.

In the course of the semester we will attend closely to the gradual, intricate movement from sacred liturgies to secular comedies, with special attention given to the relation of actors and audiences. In so doing, we will also observe and assess—literally and metaphorically—how the comic drama of everyday events and concerns has been subtly connected to the events of salvation history. We will also try to decide whether the development of farce, ribaldry, melodrama, and realism were a logical outgrowth of, or a deviation from, the original sacred traditions. All members of the class will take their occasional turn as producers and performers.

In addition to periodic short written assignments of one to two pages, each student will submit a version of production notes and observations generated by the experience of serving as producer and/or actor in an extended scene or entire short drama. Everyone, including the teacher, will read with an open notebook: this informal reading journal will record ideas, thoughts, difficulties, insights, questions, frustrations, and illuminations that will serve simultaneously as a sourcebook for the papers and productions.

MI 40192. Readings in Medieval Literature
(3-0-3) This course attempts to explore the variety of medieval representations of love, and to show how they are intimately bound up with questions of free will and destiny, gender relations, the secularization of learning, time, and eternity.

MI 40194. Readings in Medieval Literature
(3-0-3) This course will read a series of medieval texts chosen to display the remarkable variety and diversity of subjects and styles that attracted some of the most powerfully expressive men and women of the Middle Ages (500–1500). Readings are drawn from the fields of theology, philosophy, literary criticism, poetry, and prose fiction. All readings will be in Modern English translation; and the texts have been chosen for their exceptional ability to display and elicit sympathetic historical imagination, whose construction and critique is our collective term project. Midterm and final exams. Regularly assigned short papers (one to two pages) will serve as the basis for in-class discussions, and will prepare you to write the final term paper, due at the end of the semester, on a topic of your choice, to be individually determined in conference with the teacher. Students, individually or in teams, with an appropriate and well-conceived creative project arising from the work of the class, may, with prior approval, substitute that project for the final term paper.
TEXTS: Augustine, *On Christian Doctrine*; Boethius, *Consolation Of Philosophy*; Boccaccio, selections from *On Poetry*. Marie de France, *Laiss*; four short stories [the four “Branches”] from the anonymous Welsh *Mabinogion*; the anonymous French *Song of Roland* and *Quest of the Holy Graal* [original precursor to Monty Python and Indiana Jones versions] and Chaucer’s *Prologue* and *Tale*.

**MI 40197. Medieval Visions**
(3-0-3)
A survey of Medieval Literature, excluding Chaucer.

**MI 40210. Late Antiquity**
(3-0-3)
This course will explore the transformation of the Roman World from about 300 to 600 AD. We will ask: was the “fall” of the Roman Empire a civilizational catastrophe? Or was it a slow, messy process blending continuity and change? Or was late Antiquity itself a dynamic and creative period? Our emphasis will fall on: The changing shape of Roman public life; the barbarians and their relations with Rome; the emergence of the Catholic Church; the triumph of Christian culture; literature, art, and architecture in the late imperial world. There will be a midterm and a final. Students will write either one term paper or a series of shorter papers. Readings will emphasize primary sources.

**MI 40212. World of Charlemagne**
(3-0-3)
The Carolingian (from *caro*, Latin for Charles: Charles the Great—Charlemagne—was the most famous Carolingian) period, roughly the eighth and ninth centuries, was foundational for Western Europe. But this was also the time when the mid-Byzantine Empire consolidated its position and when the Abbasid family of caliphs introduced important and durable changes in the Islamic world. This course will focus on the West in the age of Charlemagne, but will draw frequent comparisons with and make continuous reference to Europe’s Byzantine and Islamic neighbors. The course will explore such themes as: Europe’s Roman and Christian inheritances from antiquity; the peoples of the Carolingian world; kingship and empire; political and social institutions and ideologies; religious and secular law; war and diplomacy; agriculture and trade; the church—popes, bishops, monks, and nuns; theology; art and architecture; Latin and vernacular literature. Reading assignments will combine modern scholarship and primary sources (in translation). Students will write midterm and final examinations and will choose between several short papers or one long paper. Graduate students will meet weekly with the professor, carry out reading assignments different from those of the undergraduates, and submit a series of short papers.

**MI 40214. Renaissance Italy**
(3-0-3)
This course examines the political, cultural, social, and religious history of Italy from about 1350 to 1550. Starting with an extended study of Florence, its economic foundations, social and political structures, artistic monuments, and key personalities, the course then examines how the culture of the Florentine Renaissance spread to the rest of Italy, especially to the papal court of Rome and the princely courts of northern Italy, and, finally, to the new nation-states of northern Europe. Key topics will include: the growth of the Italian city-state; the appearance of new, Renaissance “characters” (the merchant, the prince, the courtier, the mercenary, the learned lady, the self-made man); Renaissance humanism and the classical revival; the relationship between art and politics; and Renaissance ideas of liberty, virtue, historical change, and the individual’s relationship to God. The course will not tell a story of steady progress from medieval to modern institutions, societies, and modes of thinking; rather, we will consider the Renaissance as a period in flux, in which established traditions thrived alongside creative innovations and vigorous challenges to authority. Students will write one long paper and take a midterm and a final exam.

**MI 40215. History of Medicine to 1700**
(3-0-3)
This class surveys the history of Western biomedico-ideas, research, and health care practices from its ancient Mediterranean and Middle Eastern foundations to the medical reforms and materialistic theories of the mid-18th century. The canonical approach emphasizes the growth of rational medicine, focusing on the development of medical epistemology and method, but also considers how medicine as it has been practiced in the West reflected classical theory, embraced folk beliefs and treatments, and integrated the therapeutic and doctrinal knowledge of Medieval Islam. Medical thought and practice was shaped by the intellectual, social, and religious changes that shook Europe in the late Middle Ages and early modern period, resulting in a profound transformation of natural philosophy and efforts to reform society during the scientific revolution and nascent Enlightenment. Many of the basic elements of modern medical ethics, research methodology, and the criteria for sound scientific thinking that first emerged in late classical Greek thought were refined during this period, and much of the diversity of healing paradigms in American and European national cultures today, as well as many of the reactions of Western medical authorities to non-Western ideas and practices, can be understood if viewed in the context of antecedent medical principles.

**MI 40231. Medieval Spain**
(3-0-3)
This course, a smaller reading plus discussion course, examines the history of Spain in the Middle Ages. Topics to explore include the arrival of Islam, the Christian Reconquest, Iberian Jewish life, Iberian economy and urban life under Christian rule, the idea of Iberian society, and Jews and Muslims under Christian rule.

**MI 40232. Anglo-Saxon England**
(3-0-3)
Who are the English? In this course we will explore the origins of England, and discuss the social, cultural, and political changes taking place on the island of Britain from the pre-Christian era until the 12th century. Beginning with an exploration of Celtic Britain, we will then analyze the principal Anglo-Saxon kings and their achievements; the historical significance of English poems such as *Beowulf*, the lasting effects of the Vikings in England; and the Norman conquest of England in the 11th century. General themes will include the problems associated with Anglo-Saxon Christianity, how the English portrayed their own history, England’s relationship with her neighbors (e.g. Scotland, Wales, Ireland, and France), and the contributions of medieval England to European history.

**MI 40233. Medieval Ireland**
(3-0-3)
This course comprises a survey of the history and culture of the Irish and other Celtic peoples from the Neolithic era to approximately AD 1500. We will explore the main documentary sources in translation—mythological and historical, ecclesiastical and secular—as well as discussing the importance of the archaeological evidence.

**MI 40234. Late Medieval/Early Modern Ireland**
(3-0-3)
This course offers new perspectives on the struggle for mastery in Ireland from 1470 to 1660. Though keeping in mind the traditional view of the “English conquest” (decades of rebellion, dispossession, and plantation until, in the aftermath of Cromwell, all Ireland was finally subjected to English rule) this course will take a different approach. By investigating a range of primary sources from the period, students will explore the interactions between the three different models of conquest: (1) descendants of the old Norman colonists (e.g. FitzGeralds and Butlers) seeking to finish the job; (2) Tudor reform (inspired by Renaissance optimism), by which the English attempted to establish rule by means of legal, social, and cultural assimilation; and (3) unabashed exploitation by English private entrepreneurs on the make. The most important effect of these “contending conquests” was the way they shaped the diverse responses of the native Irish, ranging from accommodation and assimilation to outright rebellion and national war.

**MI 43259. Jerusalem**
(3-0-3)
This research seminar provides an in-depth examination of the city of Jerusalem and its diverse historical experiences from the rise of Islam to the present (c. 600–2000). This course is primarily student-driven: students will lead portions of discussions, present their research, and constructively critique the work of their peers.
MI 306. Seminar: The Black Death
(3-0-3)
This course explores the scholarship on the “Black Death” in seminar format. Each week, students will read primary sources, theoretical/methodological articles, and conflicting historiographical opinions, working from the outset to produce original, issue-based arguments that address the central questions of the literature. At stake in the course are questions concerning medieval and modern understandings of nature, morality, and medicine; of the relationship between economy and culture; the nature of “crisis” and the difficulty of interpreting later-medieval sources pertaining to all of these.

MI 101. Politics and Religion in Medieval Europe
(3-0-3)
This course considers the intersection between political action and religious claims in medieval Europe. Virtually all the powers—kings and popes, princes and bishops—claimed to act on religious principle and in accord with transcendent notions of virtue or world order. Yet they fought bitterly with each other, with words and with swords, and mutually condemned one another. The course will begin with the showdown between emperors and popes known as the Investiture Contest, then take up pivotal figures like Pope Innocent III, King Frederick II, and Pope Boniface IX, and conclude with sections on the Spiritual Franciscans and on conciliarism.

MI 202. Witchcraft and Occult 1400-1700
(3-0-3)
The persecution of witches took place during the period when modern rationality was being defined, from the High Renaissance to the early Enlightenment. Although the numbers executed were not as great as used to be thought, the notoriety of some cases and the widespread use of the concepts meant that the ideas involved were of considerable importance, not least in defining the nature of womanhood and the scope of the devil’s power in the world.

There was wide variation across Europe, with some Catholic and Protestant states prosecuting extensively and others largely avoiding trials for witchcraft or stopping them at an early date. In many countries and regions, most cases were against women; in some others, most were against men. The powers and character attributed to witches varied widely and the beliefs involved were not universally accepted as true. Explaining this complexity has proved to be one of historians’ most challenging tasks, provoking bitter disputes and varied explanations.

This course will examine texts from the period, to see what contemporaries made of the matter, and studies by a wide range of historians, who have used anthropology, psychology, and gender studies in an attempt to explain the phenomenon. Attention will also be paid to learned magic, alchemy, and astrology in order to provide contrast and context for early modern beliefs about the occult.

MI 103. Foreign Influence in Medieval Ireland
(3-0-3)
This course is a broad-based exploration of Ireland and her neighbors from the eighth century to the 16th. Beginning with the long-term consequences of Viking activity in Ireland and England, students will consider in detail the reasons behind the Norman conquests of Ireland and Britain, and the profound French political, social, and cultural influence on the region. We will then focus on Irish interprovincial warfare, especially the extent to which the real Brian Boru corresponded to the saintly champion portrayed in some historical sources. We will assess relations among Ireland, England, Wales, and France by examining questions of church and state; and investigate why propaganda and “forged” history became predominant in the British Isles in the 12th century. The course also includes analysis of English colonization in Ireland from English, Irish, and Scottish perspectives; and assessment of Gaelic politics and culture during the Tudor conquest.

MI 104. The Vikings
(3-0-3)
The Vikings are notorious in European history for plunder and pillage, pagan savagery, and horned helmets. Participants in this lecture-and-discussion course will study the impact of Viking invaders in Europe and North America over four centuries, and will consider whether Scandinavians made any real contribution to the societies they terrorized. Discussion (including heated debates) will be based on medieval primary sources from England, Ireland, France, and Russia. Scandinavian life at home and in the possible reasons for migration will also be considered, as background to the more exciting events abroad. The importance of archaeological evidence (including art), and modern treatments of Vikings in film and literature, will also be included. Requirements include participation in group discussions, a final exam, and a research paper (10 pages approx.) on a topic of the student’s choice.

MI 105. War/Money/Romance: 1100–1200
(3-0-3)
During the 12th century, the royal court of England made revolutionary advances in killing, counting, and judging at the same time that they patronized the emergence of Arthurian romance. History textbooks usually compartmentalize the history of war, accounting, the law, and romance. This course, instead, asks what they may have in common, specifically how they were engendered on the bodies of imaginary dead maidens, cannibalized Muslims, and tortured Jews. We will study breakthroughs in royal accounting procedures as a powerful formal rhetoric with links to law and war. As a formal rhetoric capable of abstracting space, accounting transformed the social space of the body, household, and court and also inaugurated new notions of social time. We also will consider how the same court patronized new forms of Arthurian romance. We will ask how romance renders violence and forgets the violence perpetrated by Christians elsewhere, especially on the Crusades (First Crusade, 1096–1102; Second Crusade, 1147–49; Third Crusade, 1189–92; Fourth Crusade, 1202–04). Finally, we will question how accounting and violence intersect with the treatment of Jewish communities residing in England during the 12th century.

MI 106. Heretics and Friars, Mystics and Nuns
(3-0-3)
From about 1100 until about 1400, European society witnessed wave after wave of new religious movements. These energies yielded groups and teachers of all stripes, men and women regarded as heretics and as saints. This course will treat the most important of these, from the Cistercian monks who rejected the established ways of their fellow Benedictines around 1100, to Francis of Assisi’s lay penitents and preachers, to suspect beguines in the Lowlands and the Rhineland mystics. The emphasis will fall upon studying texts from these religious teachers and actors that will help us get at the aspirations of these new religious, while setting them into their social and cultural environments.

MI 107. Thought and Culture in the High-Middle Ages
(3-0-3)
This is a course about the thought and culture of Medieval Europe in the years 1100 to 1350. The course takes seriously the notion of “mind,” that all people, whatever their gender or social class, were gifted with powers of understanding and decision making amidst life’s dilemmas. It asks what we know about the way these people thought about, perceived, and experienced their world, what ideals they set for themselves, what they hoped to achieve, and how they set about the task of living. The course will proceed by lectures on specific topics and introductions to texts or authors, but in good part by way of a careful reading and discussion of assigned primary sources. Those sources will range from medieval romances to mystical poems, from political philosophy to devotional meditations.

MI 108. Martyrs and Monastic Lives
(3-0-3)
Early and medieval Christian communities were largely defined by their views not only of God or the personhood of Jesus, but also of the body; under fierce debate were questions of what, when, or even whether, to eat, drink, or engage in sexual activity. By reading intriguing texts stemming from the experience of martyrdom and monasticism, this course will illustrate how often explicitly theological concerns (for instance, an understanding of the incarnation) have their roots in just such pressing social concerns. Christians were further urged to ponder the relationship of the body to theology, by the experience of sporadic persecution launched against them initially by pagans, but after Constantine, increasingly by other groups of Christians. This course will examine a selection of intriguing texts stemming from the experience of martyrdom and monasticism. We will begin with the earliest portrait of Christians left to us, namely that found in the New Testament, and will end with the Reformation period, which
not only saw a reassessment of the goals and goodness of the monastic life but also a resurgence of persecution. Two further and related concerns will also shape this course, namely, the uncovering of the contours of "ordinary" Christian life in these periods, and a growing appreciation of how Christian women, whose stories have often been eclipsed in surveys devoted to intellectual or doctrinal history, have shaped Christian tradition through their ascetic practices, and have been in turn shaped by them. Our perspective will be that of social historians.

MI 40269. Senses/Culture/Mind: Late-Medieval Europe
(3-0-3)
This course studies the culture and thought of medieval Europe on the eve of its transition into the modern world, focusing on the 14th and 15th centuries. This era is often depicted as a time of extremes, of mystics, sophisticated court masques, impenetrable scholastic thought, and the dance of death. Because contemporaries proved unusually articulate in expressing their passions and worries in literature and art, historians can examine their sense of life and death with care. Combination of lectures and discussions; readings in primary and secondary materials.

MI 402321. Boethius: An Introduction
(3-0-3)
This course will attempt a study of Boethius, one of the foundational figures of medieval culture, in an interdisciplinary and open-ended manner. Our approach will be interdisciplinary in that we shall simultaneously study philosophical—thereological and literary subject matter and simultaneously apply philosophical—thereological and literary methods. It will be open-ended in that students will be expected to react creatively to the topics under review in terms of their own independent studies and research (e.g. in connecting Latin and vernacular materials). During the course we shall read a broad selection of passages in Latin and in English translation drawn from Boethius' work in the fields of science (arithmetic, music), logic, and theology. Part of the course will be devoted to a close study of de consolatione philosophiae. We shall study Boethius as reading intertextually the Greek philosophers Plato and Aristotle and the Greek scientists Nicomachus and Ptolemy, without forgetting the Latin theology of Augustine. Turning from Boethius to Boethius in quotation marks and Boethius "under erasure," we shall study Boethius read intertextually by glossators, commentators, and other writers from the eighth to the fourteenth century. Requirement: one final essay (ca. 20 pp.).

MI 40361. Plato Christianus
(3-0-3)
Gersh
This course is designed as an introduction to the philosophy of Plato, the "Platonism" (i.e., Middle Platonism, Neoplatonism) of antiquity, the transformation of Platonism by the Greek and Latin Church Fathers, and the medieval and Renaissance traditions derived from the above. In the first half of the semester, we shall survey the tradition as a whole and deal with a variety of general questions. However, particular attention will be given to two fundamental hermeneutic criteria employed by the followers of this tradition: namely, "radical selectivity" and "philosophical allegorization." In the second half of the semester, two specific texts that have arguably set the pattern for the Latin and Greek intellectual traditions respectively will be studied in more detail: Augustine's On the City of God and the works of pseudo-Dionysius the Areopagite. The course is intended to be accessible to students without knowledge of Latin or Greek. Requirement: one final paper of approx. 20 pp.

MI 40363. Poetry and Philosophy in the Twelfth Century
(3-0-3)
Gersh
This course will aim to provide a close reading of Bernard Silvestris' Cosmographia and Alan of Lille's De Planctu Natura against the background of early 12th-century philosophical thought and grammatical-rhetorical theory. Although it will be initially necessary to cover the philological and historical ground with some care, the course will also attempt to explore in a more speculative and creative manner the question of the kind of relation between philosophy and literature in general that works like the Cosmographia and De Planctu suggest. As stimuli to such reflections, we shall pause to examine in some detail such textual phenomena as the philosophical allegory, the hermeneutical and metaphysical implications of number, the notion of self-reflexivity, and the negative symbol. The course is intended to be accessible to students without skill in Latin (although the latter would, obviously, be an advantage). Requirement: one final paper of approx. 20 pp.

MI 40410. Jews and Christians through History
(3-0-3)
Signer
In the closing days of the Second Vatican Council Nostri Aetate (Declaration on non-Christian Religions) reversed a negative attitude of the Catholic Church toward Judaism and the Jewish people. This remarkable change promoted "dialogue" with Jews, and positive changes in the ways in which Judaism was presented in Liturgy and Catechesis. Reactions from the Jewish communities were diverse: from rejection to welcome. This course will explore a number of issues that emerge from the history of Christian thought and theology: How did a negative image of Judaism develop within Christianity? In what ways did these unfavorable teachings contribute toward violence against the Jews? What is the relationship between Christian anti-Jewish teachings and anti-Semitism? Is there any correspondence to Christian hostility within Judaism? In what ways have Jewish authors reacted to Christian tradition? We shall also want to construct a more positive theology for the future. How can Jews and Christians develop religious responses to modernity? In what senses can a study of Judaism by Christians, or Christianity by Jews, help either community to understand itself better? How can Christians and Jews develop a theology of "the other" which is not triumphalist, but empathetic?

MI 40433. Theology of St. Augustine
(3-0-3)
Gersh
Augustine of Hippo was arguably the most influential theological thinker in the history of western Christianity. A brilliant professional rhetorician and a profound student of Neoplatonic philosophy, Augustine brought his gifts and training to the service of the Church when he was baptized, after a long struggle of faith, in 387. Yet perhaps because of his gifts, he was always surrounded by controversy, and has remained so down to the present—appearing to many to be responsible for some of the main shortcomings of the Church's theology and practice, even as his writings largely set the agenda for later theological discussion in the West. In this course, we will read a representative sample of his major works—some of his early philosophical treatises, the Confessions, his Homilies on 1 John and on some of the Psalms, some of his controversial works on grace and human freedom, and parts of On Christian Teaching, On the Trinity, and On the City of God. Our goal will be to discover Augustine's characteristic blend of exegesis, pastoral concern, philosophical speculation, and spirituality, and to let it challenge and nourish our own reflective faith.

MI 40441. Thomas Aquinas: Theologian
(3-0-3)
The writings and thought of Thomas Aquinas influenced the subsequent course of Catholic theology perhaps more than any other single theologian in the church history. By exploring his career as a Dominican master through a variety of his writings, this course will provide students with a basic introduction to Aquinas' theology. To that end, the course will pay particular attention to his masterpiece the summa theologica as well as other shorter works in order to highlight the major loci of his theology (e.g. God, Trinity, creation, sin, grace, virtues, Christ, and the sacraments). Students will be required to write four papers on assigned readings and prepare short class presentations.

MI 40452. St. Anselm's Philosophy/Theology
(3-0-3)
In his encyclical Fides Et Ratio, Pope John Paul II dedicates long passages to Saint Anselm's account of the relation between faith and reason, and to his concept of God. This course is a general introduction to the philosophical theology of Saint Anselm based on a reading of selected chapters from his works, in particular the Monologion, the Proslogion, the Cur Deus Homo, and the early dialogues. The themes will include: Life and works, historical context, faith and reason, proofs of the existence of God, doctrine of the Trinity, theory of creation, philosophy of language, theory of truth, anthropology, ethical theory, concept of freedom, freedom and grace, doctrine of original sin, redemption, love of oneself related to love of God, spirituality, monastic "techniques" of the inner life, and influence. The course will consist of lectures, discussions, and seminar presentations.
MI 40465. Topics in Medieval Theology: The Sacraments  
(3-0-3) Prugl
An examination of the development of Christian thought from the Council of Constance in 1415 to the First Vatican Council in 1869–70, with special attention given to the impact of the Reformation and the Enlightenment on the formation of Christian theology.

MI 40470. Topics in Historical Theology: Medieval Spirituality  
(3-0-3)
This course considers selected texts from the history of Christian spirituality. The cluster of texts changes, but some representative topics have included monastic texts, texts from the early Franciscan movement, and texts in hagiography.

MI 40502. Renaissance and Baroque Poetry of Spain  
(3-0-3)
A close reading of traditional and Italianate poetry that includes villancicos, romances, and the works of Garcilaso de la Vega, Fray Luis de Leon, San Juan de la Cruz, Gongora, Quevedo, and Sor Juana Ines de la Cruz.

MI 40504. Cervantes: Don Quixote  
(3-0-3)
A close reading of Cervantes' novel in relation to the prose tradition of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, and the picaresque novel. We will also pay attention to the historical, social, and cultural context of the work.

Students in this seminar must participate actively in class discussions. Each student will be required to make a presentation (15 minutes) upon the subject of his/her term paper. The term paper, of approximately 8–10 pages, will be on a topic individually agreed upon and discussed by each student with the instructor. No prior knowledge of Cervantes is necessary to take this course, but a solid knowledge of Spanish is required. The final grade will be given according to the following distribution: one midterm exam, 20 percent; one term paper and presentation, 40 percent; one final exam, 25 percent; class participation, 15 percent.

MI 43506. Senior Seminar  
(3-0-3)
This course may cover an in-depth study of a particular author, theme, genre or century. In addition to treating the primary texts, some critical material will be required reading. This course culminates in a substantial research paper. Taught in Italian.

MI 40582. European Literature and the Vernacular Middle Ages  
(3-0-3)
The seminar will show how the vernacular literature of the Middle Ages constitutes the basic root of European literature, acting as a new model as well as a bridge between classical antiquity and modern culture. The approach will be comparative and intertextual, works from different languages being examined together. Images and themes will be selected in order to show continuity and change: for instance, the theme of love and the "noble heart," the characters of Cipolla and the Pardoner, Tristius from Boccaccio to Chaucer and Shakespeare, the stories of Francesca and Crisyyde, the recognition scenes in Odyssey XXIII, Paragorars XXX, and Perico, as well as those in Inferno XV, T.S. Eliot's Little Gidding, and Seamus Heaney's Station Island.

MI 40601. Ovid's METAMORPHOSES  
(3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
In this course, we translate and discuss selected passages from the Metamorphoses, Ovid's idiosyncratic poetic history of the world. Topics for our discussions include the spiritual, moral, religious, political, and historical transformations portrayed between the creation story at the beginning and the deification of Caesar at the end of the text; the tension between Ovid's adherence to Roman traditions and his reverential, sometimes subversive, artistic originality; the poem's narrative techniques, poetic style, and structure; the significance of intertextual allusions to Greek drama, Virgilian epic, and Ovid's own love poetry; the instability of gender; portraits of the poet within the work; and the innumerable faces of love, as presented through characters who are pious, raging with passion, inseparable, violent, infatuated, lovesick, devoted, and much more. Above all, this course aims at clarifying how Ovid's inexhaustible playfulness and delightful wit contributed to shaping a work of both epic grandeur and lyric intimacy.
that continues to inspire poets, composers, novelists, painters, and at least one playwright whose version recently made it all the way to Broadway. Daily preparation and active participation in class are essential components of the course; brief written assignments, one midterm exam, one brief project, and a final exam also count towards the final grade.

MI 40602. Latin Love Elegy
(3-0-3)
Representative selections from the poets of the late Roman Republic, including Lucretius, Catullus, Horace, and Virgil.

MI 40604. Postclassical Satire
(3-0-3)
This survey will begin with introductory readings in classical satire and satiric inventive and narrative, and then move on to consider specimens of a variety of late antique and medieval texts written in a satiric mode: satire, invective, parody, mock epic, etc. A sound knowledge of Latin is required. Course requirements include in-class reports, an annotated translation, and an interpretative essay.

MI 40605. The Romans and Their Gods
(3-0-3)
An introduction to the way in which the Romans conceived of, worshipped, and communicated with the myriad gods of their pantheon. The course will focus first on conventional religious rituals and their cultural value, and secondly on the success of Roman polytheism in adapting to changing historical and social conditions. Particular attention will be paid to the so-called mystery religions including Christian-ity, and their relationship to conventional forms of religious behavior.

MI 40606. Family and Household in the Roman World
(3-0-3)
A survey of the life-course in Roman antiquity. Topics studied will include marriage; divorce; child-rearing; old age; the way in which family and household were conceptualized by the Romans; and the demography of the Roman world.

MI 40632. Medieval Latin Survey
(3-0-3)
This survey of Medieval Latin texts emphasizes literary texts, but some attention will be given to more technical writing as well.

MI 40633. Medieval Latin Texts
(3-0-3)
A survey of Medieval Latin Texts, designed to introduce intermediate students to medieval Latin literature and to help them progress in translation skills.

MI 40634. St. Augustine’s Confessions
(3-0-3)
Prerequisite(s): CLLA 20004 or CLLA 325
This course provides an introduction to St. Augustine’s Confessions, through reading of extensive selections from the Latin text, a careful reading of the entire work in English translation, and the application of a variety of critical approaches, old and new.

MI 40661. Islam: Religion and Culture
(3-0-3)
This introductory course will discuss the rise of Islam in the Arabian Peninsula in the seventh century of the Common Era and its subsequent establishment as a major world religion and civilization. Lectures and readings will deal with the life of the Prophet Muhammad, the Qur’an and its role in worship and society, early Islamic history, community formation, law and religious practices, theology, mysticism, and literature. Emphasis will be on the core beliefs and institutions of Islam and on its religious and political thought from the Middle Ages until our own time. The latter part of the course will deal with the spread of Islam to the West, resurgent trends within Islam, both in their reformist and extremist forms, and contemporary Muslim engagements with modernity.

MI 40681. Der Artusroman/Arthurian Epic
(3-0-3)
Come and explore the enduring legend of King Arthur and his court as interpreted by German authors of the high Middle Ages (late 12th and 13th centuries). We spend the majority of the semester on the three best-known and most complete Arthurian epics in the German tradition: Erec and Iwein by Hartmann von Aue, and Wolfram von Eschenbach’s Parzival, as well as other later German adaptations they influenced. These tales are among the most imaginative and fascinating in the German canon, full of the adventures and exploits of knights and ladies. Our exploration of these texts focuses on their relationship to their French and English predecessors, on the many twists and turns in story line and character development that each individual author creates, and on the information they suggest about “real” life in the medieval world. We also take a look at some of the most interesting modern literary and film adaptations of the Arthurian legend.

MI 40720. Late Antique and Early Christian Art
(3-0-3)
Art in Late Antiquity has traditionally been characterized as an art in decline, but this judgment is relative, relying on standards formulated for art of other periods. Challenging this assumption, we will examine the distinct and powerful transformations within the visual culture of the period between the third and sixth centuries AD. This period witnesses the mutation of the institutions of the Roman Empire into those of the Christian Byzantine Empire. Parallel to these social changes we can identify the emergence of a Christian art that defines our basic assumptions about the role of art in a Christian society. The fundamental change in religious identity that was the basis for this development had a direct impact upon the visual material that survives from this period. This course examines the underlying conditions that made images so central to cultural identity at this period.

MI 40721. Early Medieval Art
(3-0-3)
This course will investigate the art produced in Western Europe in the period between the seventh and 11th centuries. Often characterized as a Dark Age, this period in fact demonstrates a fertile, fluid, and inventive response to the legacy of the Roman Empire. The city of Rome, the Carolingian Empire of the ninth century, the Ottoman Empire of the 10th century, and Anglo-Saxon art will provide the primary material discussed. Themes that will thread through this course include those of papal and imperial authority and patronage, monasticism, the role of the past, the impact of theology upon artistic production, and the book.

MI 40722. Romanesque Art
(3-0-3) Barber
In this course we will examine the place of art in an expanding culture. The 11th and 12th centuries witnessed the economic and military expansion of the societies of Western Europe. This growth produced a complex and rich art that can be broadly labeled as Romanesque. We will investigate this phenomenon (or rather these phenomena) through three actual and metaphorical journeys: the pilgrimage to Santiago de Compostela, a journey to the ruins of ancient Rome, and a visit to the Paleste of the Crusades. These journeys, in many ways typical of this period, will provide the means of examining how the art of this period responds to the various new demands of an increasing knowledge provoked by travel.

MI 40724. Byzantine Art
(3-0-3)
Byzantine art has often been opposed to the traditions of Western naturalism, and as such has been an undervalued or little known adjunct to the story of medieval art. In order to develop a more sophisticated understanding of this material we will examine the art produced in Byzantium in the period from the ninth to the 12th century, a period that marks the high point of Byzantine artistic production and influence. Stress will be placed upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians can write the history of this rich culture will be a central issue of this course.

MI 40725. Fifteenth-Century Italian Renaissance Art
(3-0-3)
Open to all students. This course investigates the century most fully identified with the Early Renaissance in Italy. Individual works by artists such as Brunelleschi, Donatello, Ghiberti, Botticelli, and Alberti are set into their social, political, and religious context. Special attention is paid to topics such as the origins of art theory, art and audience, portraiture and the definition of self, Medici patronage, and art for the Renaissance courts of northern Italy and Naples.
MI 40726. Northern Renaissance Painting
(3-0-3) Rosenberg
Open to all students. This course traces the development of painting in Northern Europe (France, Germany, and Flanders) from approximately 1300 to 1500. Special attention is given to the art of Jan Van Eyck, Roger van der Weyden, Heironymous Bosch, and Albrecht Durer. Through the consideration of the history of manuscript and oil painting and the graphic media, students will be introduced to the special wedding of nature, art, and spirituality that defines the achievement of the Northern Renaissance.

MI 43750. Medieval Art Seminar
(3-0-3) Barber
The subject of this seminar will vary from year to year.

MI 43751. Renaissance Art Seminar
(3-0-3) Seminar on specific subjects in Renaissance art.

MI 47752. Topics in Medieval Art
(3-0-3) The topic and format of this course will vary from year to year.

MI 40757. Venetian and Northern Italian Renaissance Art
(3-0-3) Coleman
This course focuses on significant artistic developments of the 16th century in Venice with brief excursions to Lombardy and Piedmont. Giorgione, Titian, and Palladio, the formulators of the High Renaissance style in Venice, and subsequent artists such as Tintoretto and Veronese are examined. An investigation of the art produced in important provincial and urban centers such as Brescia, Cremona, Milan, Parma, Varallo, and Vercelli also provide insight into the traditions of the local schools and their patronage.

MI 43757. Seminar: Venetian and Northern Italian Renaissance Art
(3-0-3) This course focuses on significant artistic developments of the 16th century in Venice with brief excursions to Lombardy and Piedmont. Giorgione, Titian, and Palladio, the formulators of the High Renaissance style in Venice, and subsequent artists such as Tintoretto and Veronese are examined. An investigation of the art produced in important provincial and urban centers such as Brescia, Cremona, Milan, Parma, Varallo, and Vercelli also provide insight into the traditions of the local schools and their patronage.

MI 47801. Research in Biocultural Anthropology
(6-0-6) The Jerusalem field school will engage students in an experiential learning environment that immerses them in anthropological method and theory. Using the large Byzantine St. Stephen’s skeletal collection as the cornerstone, historical and archaeological information will be synthesized in a biocultural reconstruction of ancient monastic life. Students will conduct original research, share in a field trip program visiting numerous Byzantine sites and area research institutions, and will participate in a lecture program delivered by top scholars in the fields of biological anthropology, classics, and Near Eastern studies.

MI 40904. Seminar: Love and War Literature/Late Medieval France
(3-0-3) An in-depth analysis of French classic writings on love and war.

MI 40908. New Rome
(3-0-3) This course surveys the history of the Byzantine Empire from the founding of Constantinople (New Rome) to its capture by the Ottoman Turks. Within the broad framework of political events we will focus on the cultural and religious history of Byzantium. Particular emphasis will be placed on relations between old Rome and new Rome, the entry of the Slavs into the Byzantine commonwealth, and the development of Eastern Orthodox Christianity.

MI 40909. Medieval Coinage and Money
(3-0-3) Coinage and money during the Middle Ages.

MI 43921. Joint Seminar in Philosophy and Theology: Aquinas and Scotus
(3-0-3) This seminar will compare the divergent outlooks of two main figures of the high medieval period, Thomas Aquinas (d. 1274) and John Duns Scotus (d. 1308), on a number of central topics in theology and philosophy, including the nature of theology, the possibility and degree of our natural knowledge of God, the inner constitution of God (e.g., Trinitarian persons, divine attributes, etc.), and God’s relation to creation (e.g., foreknowledge, Incarnation, establishment of the moral law, etc.). Requirements: series of short papers and presentations.

MI 40928. Dante’s Commedia
(3-0-3) The course will offer a survey of major themes, scenes, and cantos in Dante’s Inferno, Purgatorio, and Paradiso, trying to link their medieval context with our contemporary concerns and underlining the poetic value of the passages. We shall examine the overall structure of the poem and its central images of the voyage and sailing, the way in which Dante deals with shadows, his concern with creation, prophecy, and the future. We shall also analyze contrasting pairs of dramatic scenes and discuss different kinds of sublimity.

Music
Chair:
Donald Craelion
J.W. Van Gorkum Professor of Music:
Susan L. Youens
Professors:
Alexander Blachly; Calvin M. Bower; William Ceryn (emeritus); Craig J. Cramer; Kenneth W. Dye; Ethan T. Haimo; Eugene J. Leahy (emeritus); Georgine Resick
Associate Professors:
Karen L. Buranskas; Mary E. Frandsen; Paul G. Johnson; Rev. Patrick Maloney, CSC (emeritus); Carolyn R. Plummer; Peter H. Smith
Assistant Professors:
John Blacklow; James S. Phillips (emeritus)
Visiting Assistant Professor:
John A. Riley-Schofield
Associate Professional Specialists:
Lawrence H. Dwyer; Daniel C. Stowe
Adjunct Faculty:
John Apetitos; Darlene Catello; Walter Ginter; Kelly May; Matthew Merten; Emmett O’Leary; Sam Sanchez; Darrel Tidaback

Program of Studies. The Department of Music offers students a variety of musical experiences in accordance with its two objectives: (1) to provide all students, regardless of their major, knowledge and training in music through introductory, historical and theoretical courses, through participation in large and small ensembles and through applied instrumental or vocal study; and (2) to provide intensive curriculum and training for the student who chooses music as a major. Students who declared their major in music prior to fall 2005 will continue under the program of study that was in effect when they declared. Effective fall semester 2005 and thereafter, students majoring in music will choose a concentration in Theory and History, or in Performance. (A third concentration, Music and Culture, is anticipated in fall 2006.) Each concentration offers an honors option for students intending to pursue professional study in the field after graduation. These students should also continue to study at least one non-native language beyond the College’s language requirement. All the concentrations have requirements beyond the course work. These may include recitals, ensembles, juries, and so forth. Attendance and assistance at music events each semester are required.

Students considering these programs should contact the department as early as possible, preferably in the first year of study. This is especially important if studying abroad is anticipated.

Advising. Each major will be assigned a faculty advisor who must be consulted in person to discuss the program of study before a student may register for classes.
Lessons. Music majors qualify for a 100 percent discount on weekly one-hour applied music lessons on their primary instrument, and a 50 percent discount on additional lessons. Applied music lessons are available for all students, including nonmajors, for a fee. Lessons may count as "activity" elective credits. (The College of Arts and Letters accepts up to three activity credits toward graduation.) The fee is charged to the students' accounts, and no refunds are made after the first lesson.

Interdisciplinary Minor in Liturgical Music. This 15-credit minor consists of three 3-credit courses in music and two 3-credit courses in theology, to be selected in consultation with the student's music advisor. Contact the director of Undergraduate Studies in the Theology Department.

Master of Sacred Music degree. The MSM degree is a graduate program administered jointly by Music and Theology. For information, contact the director of Graduate Studies in the Department of Theology.

The requirements for a 33-credit major with a concentration in theory and history are:

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<tr>
<th>Class</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Harmony and Voice Leading (Theory I)</td>
<td>0</td>
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<tr>
<td>(Prerequisite course; 3 credits count as University elective)</td>
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<tr>
<td>Advanced Harmony and Voice Leading (Theory II)</td>
<td>3</td>
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<tr>
<td>Chromatic Harmony (Theory III)</td>
<td>3</td>
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<tr>
<td>Twentieth-Century Music: Structure and Style (Theory/History IV)</td>
<td>3</td>
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<tr>
<td>Musicianship Labs (to be taken concurrently with Theory II–IV)</td>
<td>3</td>
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<tr>
<td>History I–III</td>
<td>9</td>
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<tr>
<td>Four 3-credit electives</td>
<td>12</td>
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<tr>
<td><strong>Music Total</strong></td>
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<tr>
<th>Class</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Collegiate/University Requirements and Electives</td>
<td>87</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
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<tr>
<th>Class</th>
<th>Credits</th>
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<tr>
<td>Honors in Music (optional)</td>
<td>6</td>
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<tr>
<td>(One additional upper-level 3-credit course in music and a senior project, to be determined with advisor)</td>
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Students who have had previous music education may place out of the prerequisites, Harmony and Voice Leading (Theory I) and Musicianship Labs, by examination.

Applied lessons and ensembles are encouraged, but not required. Students intending to continue the study of music after graduation should maintain a rigorous program of lessons and applied music.

Students who want to be a performance major must have at least four years of instruction on their instrument.

The requirements for a 36-credit major with a concentration in performance are:

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<thead>
<tr>
<th>Class</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Studio Lessons (1 credit each for 2 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>(Prerequisite course; 2 credits count as an &quot;activity&quot; elective)</td>
<td></td>
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<tr>
<td>Harmony and Voice Leading (Theory I)</td>
<td>0</td>
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<tr>
<td>(Prerequisite course; 3 credits count as University elective)</td>
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<tr>
<td>Advanced Harmony and Voice Leading (Theory II)</td>
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<tr>
<td>Chromatic Harmony (Theory III)</td>
<td>3</td>
</tr>
<tr>
<td>Twentieth-Century Music: Structure and Style (Theory/History IV)</td>
<td>3</td>
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<tr>
<td>History I–III</td>
<td>9</td>
</tr>
<tr>
<td>One 3-credit upper-level music course</td>
<td>3</td>
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<tr>
<td>Three additional elective credits in music</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Performance Studio (2 credits per semester)</td>
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<tr>
<td><strong>Total Music</strong></td>
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<th>Class</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Collegiate/University Requirements and Electives</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
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<tr>
<th>Class</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Honors in Music (optional)</td>
<td>6</td>
</tr>
<tr>
<td>(One additional upper-level 3-credit course in music and a senior project or recital to be determined with advisor)</td>
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</table>

In order to continue to go forward in the performance program, students must be approved by faculty. In the spring semester of the freshman and sophomore years, all performance majors will participate in juries. Afterwards, the faculty will assess the level of their performance to determine if they are qualified to continue in the program. Students who demonstrate a high level of achievement in the sophomore juries will be candidates for the honors program.

Students in the performance concentration may take proficiency exams to pass out of one or more of the musicianship courses; however, if they do not pass the proficiencies, they are expected to take Musicianship I–III. (These can be taken as electives or count toward the overload.)

Performance concentrators must present a senior recital. (Honors majors must present an additional recital.)

Participation in Applied Music (e.g., chamber music class, large ensembles, chorale, opera, etc.) is required each semester. (No credit toward the major, but may be applied toward graduation as “activity” credits.)

Students who have had previous music education may place out of the prerequisite studio lessons, and out of Harmony and Voice Leading (Theory I), by examination.

MUS 10010. Rudiments of Music (1-0-1)
A course designed for students with little or no musical background. Topics covered include musical notation, scales, keys, key signatures, triads, seventh chords, rhythm, and meter.

MUS 10090. Theory for Non-Majors (3-0-3) Haimo
A one-semester survey of the structure of tonal music. Topics covered include chord formation, voice leading, harmonic progression, cadences, dissonance treatment, and form.

MUS 10111. Introduction to Eighteenth-Century Music (3-0-3) Frandsen
Introduction to the major composers and musical genres of the 18th century. Composers studied include Vivaldi, Bach, Handel, C.P.E. Bach, Gluck, Mozart, and Haydn; musical genres studied include the cantata, concerto, sonata, fantasia, quartet, opera, and oratorio. Readings include reactions and criticisms of 18th-century listeners, and writings of modern music scholars.

MUS 10120. Introduction to Romantic Music (3-0-3)
Music from Beethoven to Mahler. No musical background required.

MUS 10121. Introduction to European Romanticism (3-0-3)
A survey of 19th-century European Romanticism in art and music. No musical background required.

MUS 10130. Introduction to Film Music (3-0-3) Banga
A recommended University elective music appreciation course requiring no musical background and no prerequisites. General coverage of the various elements, styles, and structures of music.

MUS 10131. Introduction to Jazz (3-0-3) Dwyer
A music appreciation course requiring no musical background and no prerequisites. General coverage of the history, various styles and major performers of jazz, with an emphasis on current practice.

MUS 10132. Current Jazz (3-0-3)
A study of the jazz performers and practices of today and of the preceding decade—the roots, stylistic developments, and directions of individual artists, small combos, and big bands.

MUS 10133. Gender, Sexuality in Pop Media (3-0-3) Banga
This course focuses on predetermined gendered roles and sexuality in our culture as represented in popular media. Special emphasis will be placed on film as we look at, among other things, issues of sexuality and homosexuality on the silver screen. We will also look closely at music, the emergence of a female presence,
music videos, and hip-hop culture. Fulfills the fine arts requirement.

**MUS 10150. Music of the Catholic Rite**  
(3-0-3)  
A study of the music composed for the Mass, the Office hours (primarily Vespers), and the Requiem Mass from the Middle Ages to the present day. The musical repertoire of each era is examined both from a purely musical standpoint and in light of the reactions of various popes, from John XXIII through Pius X, to the sacred music of their day. Documents on sacred music issued after Vatican II also are examined in relation to postconciliar church music for both the choir and the congregation.

**MUS 10163. Gender, Race, Class, Sexuality**  
(3-0-3)  
Owing to its reputation as the most “transcendent” and “autonomous” of all the arts, music has long been deemed “exempt” from the kinds of ideological critique applied to other modes of cultural production. In recent years, however, critics have begun to challenge the notion of autonomy in music and have attempted to demonstrate the inevitably ideological nature of all music, whether texted or not. This course adopts a cultural studies approach, focused on issues of gender, race, class, and sexuality, to the study of a wide range of both classical and popular musics, from pastourelles of the Middle Ages to music videos of Madonna, with special attention to Mozart’s Don Giovanni and Bizet’s Carmen. Students will learn how to listen and recognize common signifying practices adopted by composers and musicians—e.g., specific uses of melody, rhythm, meter, tempo, harmonic scales and chord progressions, dynamics, and instrumentation—and to explore critical modes of interpreting those particular musical choices within specific ideological frameworks. Intended for non-majors; no formal prerequisites. Recommended University elective.

**MUS 10164. Topics: Film/Popular Music**  
(3-0-3) Wojcik  
**Prerequisite:** See online Course Catalog for details.  
**Corequisite:** MUS 11164  
This course examines the relationship between popular music and film through an examination of film scores, the genre of the musical, musical performance, the use of pre-recorded pop songs in films, rockumentaries, music video, and biopics. We’ll see films using popular music of all kinds—Tin Pan Alley, 50s rock ‘n roll, jazz, disco, country, French pop, and more. We’ll consider the role of the stars—ranging from Astaire to Travolta, Dylan to Madonna—and films by directors such as Scorsese and Welles. Looking at films from the 1930s to the present, we’ll consider the narrative function and meaning of music, industrial practices, changing social values, how songs get Academy Awards, how soundtracks circulate, and how film relates to various other musical media, such as radio and MTV. Throughout, we will pay special attention to how pop music affects film’s ideologies of gender, race, and sexuality. Students do not need a background in music. Films will include The Band Wagon, American Graffiti, A Man and a Woman, Saturday Night Fever, Touch of Evil, Truth or Dare, The Umbrellas of Cherbourg, Round Midnight, and Nashville.

**MUS 11164. Topics in Film/Popular Music Lab**  
(0-0-0)  
**Prerequisite:** See online Course Catalog for details.  
**Corequisite:** MUS 10164  
This course examines the relationship between popular music and film through an examination of film scores, the genre of the musical, musical performance, the use of prerecorded pop songs in films, rockumentaries, music video, and pop biopics. We’ll see films using popular music of all kinds—Tin Pan Alley, 50s rock ‘n roll, jazz, disco, country, French pop, and more. We’ll consider the role of the stars—ranging from Astaire to Travolta, Dylan to Madonna—and films by directors such as Scorsese and Welles. Looking at films from the 1930s to the present, we’ll consider the narrative function and meaning of music, industrial practices, changing social values, how songs get Academy Awards, how soundtracks circulate, and how film relates to various other musical media, such as radio and MTV. Throughout, we will pay special attention to how pop music affects film’s ideologies of gender, race, and sexuality. Students do not need a background in music. Films will include The Band Wagon, American Graffiti, A Man and a Woman, Saturday Night Fever, Touch of Evil, Truth or Dare, The Umbrellas of Cherbourg, Round Midnight, and Nashville.

**MUS 13182. Fine Arts University Seminar**  
(3-0-3) Johnson  
Fulfills the University’s fine arts requirement.

**MUS 10190. Introduction to Classical Music**  
(3-0-3)  
**Prerequisite:** MUS 11164  
Historical survey of Western art music from the Middle Ages to the present, with emphasis on the study of selected significant vocal and instrumental works.

**MUS 10191. Medieval and Renaissance Music**  
(3-0-3) Bower  
A survey of music. The study of the major forms and styles in Western history. Required of music majors and minors, but open to students with sufficient musical background. MUS 20001 and MUS 20002 recommended before taking this class.

**MUS 10201. Brass Ensemble**  
(1-0-1) Weaver  
Special groups of brass instruments meeting weekly. Literature covered will depend upon the nature of the ensembles organized and student enrollment. Will not apply to overload.

**MUS 10203. Chamber Ensemble**  
(1-0-1) Dye  
This ensemble is organized according to the needs of those who audition through the regular process at the beginning of each semester. It consists of those for whom the larger ensembles are inappropriate.

**MUS 10210. Chorale**  
(1-0-1) Blachly  
A select group devoted to the singing of diversified sacred and secular literature. Performs at Notre Dame and on tour.

**MUS 10212. Collegium Musicum**  
(1-0-1)  
Performance ensemble focusing on sacred and secular music of the medieval era and Renaissance. Does not apply to overload.

**MUS 10221. Glee Club**  
(1-0-1) Stowe  
Notre Dame’s traditional all-male choir.

**MUS 10222. Collegium Musicum**  
(1-0-1) Stowe  
A select choir that concentrates its performances in the medieval and Renaissance repertoire.

**MUS 10230. Jazz Ensemble**  
(1-0-1) Dwyer  
Open through audition.

**MUS 10240. Symphonic Winds**  
(1-0-1)  
This course prepares and performs traditional and contemporary works for band in a smaller, wind ensemble setting, rehearsing twice per week, with a short concert tour and two concerts during the semester.

**MUS 10242. Symphonic Band**  
(1-0-1)  
This course prepares and performs traditional and contemporary works for band in a large concert ensemble setting, rehearsing twice per week, with a short concert tour and two concerts during the semester.

**MUS 10244. Fall Concert Band**  
(1-0-1) Dye  
This course prepares and performs traditional and contemporary works for band in a large concert ensemble setting, rehearsing once per week with one concert near the end of the semester.

**MUS 10245. University Band**  
(1-0-1) Dye  
This ensemble will provide a traditional concert band experience for brass, woodwind and percussion players in the Notre Dame community. Under the direction of Dr. Kenneth Dye and the Notre Dame band staff, the University band prepares and performs a wide variety of music, including everything from marches, overtures, and pop melodies to the traditional Notre Dame favorites. Rehearsals take place in the Band Building. Those who are able may register for “MUS 10245, University Band” for one credit, although registration is not required to participate. Application for membership can be made by contacting the band office.
MUS 10246. Varsity Band
(0-0-1)
Performs for athletic events and special functions. Does not apply to overload.

MUS 10247. Fall Concert Winds
(1-0-1) Dye
This course prepares and performs traditional and contemporary works for band in a small, wind ensemble setting, rehearsing once per week with one concert near the end of the semester.

MUS 10249. Marching Band
(1-0-1) Dye
Performs for athletic events and special functions. Admission by audition.

MUS 10250. Orchestra
(1-0-1) Stowe
Performs music from the 18th to the 20th century in several concerts a year.

MUS 10251. Chamber Orchestra
(1-0-1) Blachly
An ensemble of 10–15 players drawn primarily from the ranks of the Notre Dame orchestra.

MUS 10300. Piano
(1-0-1) Blacklow
Piano instruction for beginners. Classes consist of 5 to 10 students meeting one hour per week. Arranged according to student’s schedule. A fee of $150 is charged per semester, which includes instruction and an hour’s daily use of the practice facilities.

MUS 11300. Piano
(V-0-V)
Some prior study of piano is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability as determined through audition. Lessons are given by members of the department and by outside part-time associate instructors. The department reserves the right not to offer lessons in instrumental areas where such instruction proves impractical.

MUS 11301. Organ
(V-0-V)
Some prior study of organ is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability as determined through audition. Lessons are given by members of the department and by outside part-time associate instructors. The department reserves the right not to offer lessons in instrument areas where such instruction proves impractical.

MUS 11310. Violin
(V-0-V)
Some prior study of violin is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability as determined through audition. Lessons are given by members of the department and by outside part-time associate instructors. The department reserves the right not to offer lessons in instrumental areas where such instruction proves impractical.

MUS 11311. Viola
(V-0-V)
Individual instruction.

MUS 11312. Cello
(V-0-V)
Some prior study of cello is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability as determined through audition. Lessons are given by members of the department and by outside part-time associate instructors. The department reserves the right not to offer lessons in instrumental areas where such instruction proves impractical.

MUS 11313. String Bass
(V-0-V)
Individual instruction.

MUS 11320. Woodwinds
(V-0-V)
Individual instruction.

MUS 11321. Brass
(V-0-V)
Individual instruction.

MUS 11330. Percussion
(V-0-V)
Individual instruction.

MUS 10340. Voice Class
(1-0-1) Resick
A class for beginners in voice.

MUS 11340. Voice
(1-0-1)
Some prior study of voice is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability as determined through audition. Lessons are given by members of the department and by outside part-time associate instructors.

MUS 10351. Guitar Class
(0-0-1) Miller
A class for beginners in guitar.

MUS 11351. Jazz Guitar
(V-0-V)
Classes consist of seven to 12 students meeting one hour per week. Arranged according to student’s schedule. A fee of $150 is charged per semester. Does not apply to overload.

MUS 10352. Guitar Class II
(0-0-1) Miller
For those who have passed section I or equivalent studies. In class II the student will develop further the ability to play solo pieces, interact as an ensemble, and develop chord knowledge and accompanying styles.

Each student must bring a check or money order for $31.90 to the first class in order to receive the required materials needed for the class.

Requirements: Acoustic guitar (no electrics). A nylon string classic is recommended. Rentals are available by calling 255-9343.

MUS 10353. Guitar Class III
(0-0-1) Miller
For those who have passed section II or equivalent studies. The student continues in all aspects of development and begins learning music of more depth and difficulty.

Each student must bring a check or money order for $47.70 to the first class in order to receive the required materials needed for the class.

MUS 10361. Contemporary Song Writing
(1-0-1)
Prerequisite(s): MUS 20001 or MUS 231
Exploring fundamentals of song writing, composing and performing vocal or instrumental songs.

MUS 20001. Harmony and Voice Leading (Theory I)
(3-0-3) Haimo, Smith
A systematic approach to the understanding and manipulation of the basic materials of music. Required of and intended for music majors and minors, but open to students with sufficient musical background.

MUS 20002. Music Theory II
(3-0-3)
Prerequisite(s): MUS 20001 or MUS 231
A systematic approach to the understanding and manipulation of the basic materials of music. Required of and intended for music majors and minors, but open to students with sufficient musical background.

MUS 20011. Musicianship I
(1-0-1) Banga, Tidaback
Exercise and mastery of basic skills in music: melodic, harmonic, rhythmic, and keyboard. To be taken along with Theory I and II. Required of all students intending to major in music.

MUS 20012. Musicianship II
(1-0-1)
Exercise and mastery of basic skills in music: melodic, harmonic, rhythmic, and keyboard. To be taken along with Theory I and II. Required of all students intending to major in music.

MUS 20112. Music History II
(3-0-3)
A survey of music. The study of the major forms and styles in Western history. Required of music majors.
and minors, but open to students with sufficient musical background. MUS 20001 and MUS 20002 recommended before taking this class.

MUS 20191. Western Music in Its Historical Context
(3-0-3) Haimo
Prerequisite(s): See online Course Catalog for details.
Over the course of the history of Western music, musical compositions have taken on a stunning variety of forms. There are vocal works, instrumental works, religious works, secular works, long works, short works, works to be sung only by men, works to be sung only by women, and so forth. This course analyzes musical compositions as documents that provide perspective on the historical and cultural contexts from which they arose (and vice versa).
Over the course of the semester, a different composition will be studied in each class session, beginning with Gregorian Chant and ending with the present day. For each composition, we will ask the following (and similar) questions: Who was the intended audience? Who was the intended performer? If it has a text, why does it use that text? Where was it intended to be performed? What would it cost and who would pay for it? How does it relate to contemporaneous trends in politics, literature, art, and society?

MUS 20228. Postmodern British Macabre
(3-0-3)
A survey of texts by late-20th century British novelists and musicians who, through various aesthetic strategies, attempted to reflect the chaos and insanity that seemed to be enveloping Britain as it finally imploded as an empire.

MUS 30003. Chromatic Harmony (Theory III)
(3-0-3) Smith
Prerequisite(s): See online Course Catalog for details. Studies in advanced harmony.

MUS 30004. Twentieth-Century/Music Theory IV
(3-0-3)
Intended for music majors. The theoretical and historical sources and development of music from Debussy to the present.

MUS 30013. Musicanship III
(1-0-1) Tidaback
Prerequisite(s): See online Course Catalog for details. Exercise and mastery of more advanced skills in music: melodic, harmonic, rhythmic, keyboard, and score-reading. To be taken along with Theory III and IV. Required of all students majoring in music.

MUS 30014. Musicanship IV
(1-0-1)
Exercise and mastery of more advanced skills in music: melodic, harmonic, rhythmic, keyboard, and score-reading. To be taken along with Theory III and IV. Required of all students majoring in music.

MUS 30050. Orchestration
(3-0-3)
A class focusing on: (1) the ranges, techniques, and timbres of each orchestra instrument, and (2) major scoring problems, as well as techniques of transcribing piano, chamber, and band music for orchestra.

MUS 30123. Classical and Romantic Music (History III)
(3-0-3) Blachly
A survey of music. The study of the major forms and styles in Western history. Required of music majors and minors, but open to students with sufficient musical background. MUS 20001 and MUS 20002 recommended before taking this class. MUS 20001 and MUS 20002 recommended before taking this class.

MUS 30200. Chamber Music
(1-0-1) Buranskas
Study and performance of selected chamber compositions. Intended for music majors or with special permission.

MUS 30210. Opera Workshop
(1-0-1)
A group devoted to the performance of classical operas.

MUS 30213. Opera Scenes
(1-0-1) Riley
The course will end with workshop performances of various scenes, accompanied by piano, taking place in early December at a venue to be announced.

MUS 31300. Piano
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 31301. Organ
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 31302. Harpsichord
(V-0-V)
Individual instruction.

MUS 31310. Violin
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 31311. Viola
(V-0-V)
Lessons for advanced students.

MUS 31312. Cello
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 31314. Harp
(V-0-V)
Lessons for advanced students.

MUS 31320. Woodwinds
(V-0-V)
Lessons for advanced students.

MUS 32031. Brass
(0 V-V)
Lessons for advanced students.

MUS 33010. Voice Workshop
(0-0-V)
Creative writing in various forms, conventional and contemporary. Private instruction only.

MUS 33060. Composition
(V-0-V)
Creative writing in various forms, conventional and contemporary. Private instruction only.

MUS 33120. Orchestration
(3-0-3)
A class focusing on: (1) the ranges, techniques, and timbres of each orchestra instrument, and (2) major scoring problems, as well as techniques of transcribing piano, chamber, and band music for orchestra.

MUS 3313. Classical and Romantic Music (History III)
(3-0-3) Blachly
A survey of music. The study of the major forms and styles in Western history. Required of music majors and minors, but open to students with sufficient musical background. MUS 20001 and MUS 20002 recommended before taking this class. MUS 20001 and MUS 20002 recommended before taking this class.

MUS 33200. Chamber Music
(1-0-1) Buranskas
Study and performance of selected chamber compositions. Intended for music majors or with special permission.

MUS 33210. Opera Workshop
(1-0-1)
A group devoted to the performance of classical operas.

MUS 33213. Opera Scenes
(1-0-1) Riley
The course will end with workshop performances of various scenes, accompanied by piano, taking place in early December at a venue to be announced.

MUS 33300. Piano
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 33301. Organ
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 33302. Harpsichord
(V-0-V)
Individual instruction.

MUS 33310. Violin
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 33311. Viola
(V-0-V)
Lessons for advanced students.

MUS 33312. Cello
(V-0-V)
Private lessons at an advanced level for music majors.

MUS 33314. Harp
(V-0-V)
Lessons for advanced students.

MUS 33320. Woodwinds
(V-0-V)
Lessons for advanced students.
MUS 30453. Instrumental Conducting
(3-0-3)
Instrumental conducting provides basic to intermediate theory and technique for rehearsing and conducting instrumental ensembles. Presented in a participatory ensemble setting in which students conduct and play for their peers, the course provides opportunities for development and growth through peer feedback, video tape evaluation, and staff mentoring. Specific areas of instruction related to conducting will include fundamentals of score reading, baton technique, rehearsal techniques, and musical interpretation.

MUS 37900. Special Studies
(V-0-V)
An individualized course in directed studies under personal supervision of the teacher.

MUS 40025. Music Theory V
(3-0-3) Johnson
Prerequisite(s): See online Course Catalog for details. A study of the procedures for harmonic, melodic, rhythmic, and formal analysis.

MUS 48390. Senior Recital
(1-0-1)
A requirement for performance music majors. Sixty-nine credit performance music majors must give two full-length (one hour) recitals and should achieve an advanced level in public performance by the completion of the degree. Thirty-six credit performance music majors must present one full-length or two half-length recitals by graduation.

MUS 40441. Diction I-German
(1-0-1) Resick
Elements and expressive techniques of German diction, utilizing the International Phonetic Alphabet.

MUS 40444. French Vocal Literature
(1-0-1)
A survey of vocal literature in France from the 16th century to the present with an emphasis on comparative listening.

MUS 40500. Music through Technology
(3-0-3)
Music through Technology is a lecture/lab course open primarily to CAPP and music majors, with consideration of music minor and other talented students. Lecture topics include the historical evolution of technology in music, surveying the influence that technology had on the music world, both from a creative standpoint to the accessibility and distribution of music to the masses. Other examples of technology’s influence in music may include the development of multi-track recording on popular music, synthesizer, and midi technology, technology’s applications for musical composition, and the adaptation of CD and mp3 formats to musical performers. The historical influence of technology is an illuminating foundation to current developments in the creative processes of music. Lab topics cover and introduction to current music technology including digital audio recording and editing, midi technology (sound and notation) and the digital management and distribution of music. Students will experience all of these technologies on an introductory level, but focus their interests on a technology-based final project to develop and display their acquired skills.

MUS 48900. Undergraduate Thesis Direction
(V-0-V)
Fifty-four credit music history and theory majors and 36-credit theory and history concentrate majors must write a senior thesis. They will be assigned an advisor with whom they will work.

MUS 50023. Rhythm, Harmony, Form in the Nineteenth Century
(3-0-3)
Studies in theoretical issues arising from 19th-century musical techniques.

MUS 50112. Handel’s Operas and Oratorios
(3-0-3) Fransen
An examination of Handel’s operas (including Rinaldo, Julius Caesar, and Xerxes) and oratorios (including Esther, Israel in Egypt, and Jephtha), with a particular focus on Handel’s approach to drama and musical characterization in each genre, and his appropriation and redefinition of operatic conventions in the context of the English theatrical oratorio.

MUS 50120. Studies In Lied
(3-0-3)
The study of selected German art-songs for solo voice and piano by the masters of the genre.

MUS 50130. Film Music
(3-0-3)
This course elucidates the development of film music in Europe and America. Various scoring techniques, representative films, film genres, soundtracks, musical styles, and seminal figures such as Steiner, Korngold, Newman, Waxman, Herrmann, and also some contemporary composers are examined. Film scores by Shostakovich, Antheil, Copland, Prokofiev, and others are considered as well. Light is shed on aesthetic and political issues of film music.

MUS 50160. Studies in Criticism
(3-0-3)
This interdisciplinary course adopts postmodern critical approaches (cultural studies, feminist and gender criticism, gay/lesbian studies) to the study of selected topics in classical and popular music and multimedia. Topics this semester will include issues of gender, race, class, sexuality, and/or sexual violence in: Hollywood films since 1987 (Moonstruck, Pretty Woman, and Philadelphia), rock music of the ’50s, ’60s and ’70s, music and videos of Madonna, and comparative stagings of Mozart’s Don Giovanni. Intended for music majors, music minors, and non-majors/minors who can read a musical score.

MUS 53490. Contemporary Music Performance Techniques
(3-0-3)
Examination or scores and technical investigation of practice in contemporary music.

MUS 50562. Psalmody: Then and Now
(3-0-3)
The nature of biblical poetry, its place in the liturgy, and the musical forms used for public expression of psalmodic texts. May include musical exercises in writing contemporary settings of psalms. Some musical skill required. Ability to sing a melody, read music, some music theory recommended.
Philosophy

Chair: Paul J. Weithman

Michael P. Grace Professor of Medieval Studies: Ralph McInerny

E.J. and H.M. O’Neill Professor of Science, Technology and Values:
Kristin Shrader-Frechette

Rev. Theodore M. Hesburgh Professor of Arts and Letters:
Rev. David Burrell, CSC

McMahon/Hank Professor of Philosophy:
Karl Ameriks

Visiting McMahon/Hank Professor of Philosophy:
Jaegwon Kim

Notre Dame Professor of Philosophy:
Gary Gutting

Rev. John A. O’Brien Professor of Philosophy:
Alvin Plantinga

John Cardinal O’Hara Professor Emeritus of Philosophy:
Rev. Eran McMullin (emeritus)

John Cardinal O’Hara Professor of Philosophy:
Peter Van Inwagen

George N. Shuster Professor of Philosophy:
Michael J. Loux

Rev. John A. O’Brien Senior Research Professor:
Alasdar C. MacIntyre

Professors:
Robert Audi; Joseph Bobik; Fred Dallmayr;
Marian A. David; Cornelius F. Delaney;
Michael R. DePaul; Michael Detlefsen; John Finnis (concurrent); Thomas P. Flint; Alfred Freddoso; Stephen Gersh (concurrent); Kevin Hart (concurrent); Vittorio Hüsle (concurrent); Don A. Howard; Lynn Joy; Edward Manier; Mark Roche (concurrent); Kenneth Sayre; James P. Sterba; Stephen H. Watson; Paul J. Weithman

Associate Professors:
Patricia Blanchette; Sheila Brennan (emerita); Stephen Dumont; Rev. John Jenkins, CSC; Janet A. Kourany; Vaughn R. McKim; G. Felicisius Munzel (concurrent); John O’Callaghan; David K. O’Connor; William Ramsey; Michael Rea; Rev. Herman Reith, CSC (emeritus); Gretchen Reydams-Schils (concurrent); W. David Solomon; Leopold Stubenberg; Ted A. Warfield

Assistant Professors:
Timothy Bays; Katherine Braden; Anja Jauernig; Fred Rush

Professional Specialists:
Anastasia Gutting; Montey G. Holloway; Alven Neiman

Program of Studies. There are two ways to major in philosophy: Regular philosophy majors are required to take eight courses in philosophy beyond the general two-course University requirement. Three specific courses must be included among the eight: a two-semester sequence of courses in the history of philosophy, Ancient and Medieval Philosophy (PHIL 30301) and Modern Philosophy (PHIL 30302), and a course in formal logic (PHIL 30313 or, for qualified students, PHIL 83901). The logic requirement can also be fulfilled by MATH 10130, though this course does not count toward the eight courses required for the major. In addition, regular majors must take at least two courses at the 40000 level and three electives at either the 30000 level or 40000 level. (In special cases, one of the electives may be taken at the 20000 level.) Students in the Arts and Letters Preprofessional Program or the Arts and Letters Engineering Program who take the regular major in philosophy are required to take seven rather than eight philosophy courses beyond the two-course University requirement but otherwise must fulfill all other requirements for the major.

Honors philosophy majors are required to take 10 courses in philosophy beyond the general two-course University requirement. In addition to the courses taken to satisfy the regular major requirements, honors majors must take one additional 40000-level seminar and write a senior thesis (PHIL 48499) in the fall semester of the senior year. The senior thesis will count as a regular three-hour course and should be planned with the director of undergraduate studies during the semester prior to its writing. The honors major is intended primarily for students planning postgraduate study, and a minimum grade point average of 3.5 is expected, though exceptions are possible. Students in the Arts and Letters Preprofessional Program or the Arts and Letters Engineering Program who take the honors major in philosophy are required to take nine rather than 10 philosophy courses beyond the two-course University requirement but otherwise must fulfill all other requirements for the major.

Students majoring in other departments may complete a supplementary major in philosophy by taking six courses beyond the two-course University requirement. These six courses must include the history of philosophy sequence (PHIL 30301 and 30302) and two additional courses at the 30000 level or higher, selected in consultation with one of the philosophy department’s faculty advisors. Students in the Program of Liberal Studies may complete the supplementary major with five rather than six courses beyond the University two-course requirement but otherwise must fulfill all other requirements for the second major. Philosophy also contributes to a number of interdepartmental concentrations in the College of Arts and Letters. Details can be found in the Arts and Letters section of the Bulletin on Interdisciplinary Minors within the college.

All 40000-level philosophy courses are writing intensive requiring at least 20 pages of written work that may take various forms: reflections on readings, class presentations, or shorter or longer research papers. Students planning to go on to graduate studies in philosophy or related disciplines typically write a senior thesis as well.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

PHIL 10100. Introduction to Philosophy (3-0-3) Gutting Corequisite(s): PHIL 12101
A general introduction to philosophy, with emphasis on perennial problems such as the existence of God, human freedom, and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy.

PHIL 10101. Introduction to Philosophy (3-0-3) Gutting Corequisite(s): PHIL 12101
A general introduction to philosophy, with emphasis on perennial problems such as the existence of God, human freedom, and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy.

PHIL 12101. Introduction to Philosophy Discussion (0-0-0) Corequisite(s): PHIL 10100 Discussion for PHIL 101.

PHIL 13185. Philosophy University Seminar (3-0-3) Bays, Joy, Manier, O’Callaghan
A general introduction to philosophy, taught in a seminar format, with emphasis on perennial problems such as the existence of God, human freedom, and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy.

PHIL 13195. Honors Philosophy Seminar (3-0-3) Gutting
A general introduction to philosophy, taught in a seminar format for students in the science and arts and letters honors program, with emphasis on perennial problems such as the existence of God, human freedom, and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy.

PHIL 20101. Introduction to Philosophy (3-0-3) Gutting
A general introduction to philosophy, with emphasis on perennial problems such as the existence of God, human freedom, and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy.

PHIL 20201. Philosophy of Human Nature (3-0-3) Reimers
An examination of some competing views of human nature based on classical readings ranging from Plato to the present day.
PHIL 20202. Images of Humanity: Existentialist Themes  
(3-0-3) Watson  
An examination of fundamental questions about the nature of human beings and their destiny—based on a critical examination of the work of pivotal existentialist thinkers: Kierkegaard, Marcel, and Sartre.

PHIL 20203. Death and Dying  
(3-0-3)  
This course examines metaphysical and ethical issues associated with bodily death. Metaphysical issues taken up in this course include the following: What is death? Is death a bad thing? Is there any hope for survival of death? Ethical issues to be discussed include suicide, euthanasia, and abortion.

PHIL 20204. Women: Alternative Philosophical Perspectives  
(3-0-3)  
An examination of some of the most pressing problems currently confronting women, the more important theories, from the ultraregressive to the radical feminist, that have been proposed to explain these problems and the concrete proposals for change in society suggested by such theories.

PHIL 20205. Theories of Sexual Difference  
(3-0-3)  
An examination of the following questions: What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? What does equality mean for people characterized by such differences?

PHIL 20206. Simone de Beauvoir  
(3-0-3)  
An analysis of the philosophical writings of the greatest feminist theorist of this century, perhaps of all time. The main ethical and feminist themes discussed include freedom, love, resistance to oppression, sources of misogyny and sexism, bad faith, embodiment, intersubjectivity, negativity, and reciprocity.

PHIL 20207. Self and World  
(3-0-3)  
A general introduction to the fundamental questions about the nature of the world and our place in it, the area of philosophy called metaphysics.

PHIL 20208. Minds, Brains, and Persons  
(3-0-3) Stubenberg  
This course will treat some central issues in the philosophy of mind, such as freedom of the will, personal identity, and the relationship between mind and body.

PHIL 20209. Knowledge and Mind  
(3-0-3)  
An introductory survey of a number of issues in the theory of knowledge and the philosophy of mind. Issues to be addressed include: What is knowledge? What is consciousness and what might a satisfactory explanation of consciousness look like? What is the “self” and how do we know it? What is perception and what, exactly, can we come to know by perception? What, if anything, can we know without relying on perception? Could we be wrong about everything we take ourselves to know?

PHIL 20210. Thinking in Practice  
(3-0-3)  
Philosophy has been conceived of variously as a method of theoretical analysis, as an approach to interpreting the meaning of life, as the love of wisdom, and as a social coping mechanism. This course will examine these four models under the rubrics of analysis, hermeneutics, spiritual discipline, and pragmatism.

PHIL 20211. Memoirs of Madness  
(3-0-3)  
This course has three major dimensions: (1) comparative description and analysis of biomedical and psychodynamic models of psychiatric training; (2) comparative analysis of personal accounts of mental illnesses; and (3) philosophical analysis of psychodynamic models of mental illness and therapy.

PHIL 20212. Philosophy and Psychiatry  
(3-0-3)  
A course dealing with (1) the intellectual history of psychiatry from the time of Freud and Kraepelin to the present, (2) the social history of the care of the mentally ill since World War II, and (3) the interpretation and critique of Freud and psychiatry.

PHIL 20214. Ancient Wisdom and Modern Love  
(3-0-3)  
Corequisite(s): PHIL 22214  
An examination of contemporary issues of love and friendship from the perspective of ancient philosophy. Course materials range from Plato and Aristotle to Shakespeare and contemporary film.

PHIL 20215. Ways of Peacemaking: Gandhi/  
King  
(3-0-3) Neiman  
An intensive study of the philosophy and spirituality of two of the greatest activists and peace educators of our century, M. Gandhi and M. Luther King. We will be especially concerned with the way each of these human beings came to construct new, yet quite ancient, images or controlling myths that they hoped would lead us to think and act in revolutionary ways.

PHIL 20216. African Philosophy  
(3-0-3)  
This course explores such issues as myth and its relationship to philosophy, reality as a whole as a principle that underlies the African universe, the question of ancestors, being, and knowing. It will explore the development of African philosophy through three periods: the traditional/classical, the colonial, and the contemporary/post-colonial.

PHIL 20217. Philosophy of Education  
(3-0-3)  
An introduction to issues in philosophy of education such as religion and education, education and politics (including global politics), the value of social and empirical sciences for the study of education, the problem of indoctrination, etc.

PHIL 20218. Chinese Ways of Thought  
(3-0-3)  
This is a special topics class on religion, philosophy, and the intellectual history of China that introduces the student to the world view and life experience of Chinese as they have been drawn from local traditions, as well as worship and sacrifice to heroes, and the cult of the dead. Through a close reading of primary texts in translation, it also surveys China’s grand philosophical legacy of Daoism, Buddhism, “Confucianism,” and “Neo-Confucianism” and the later religious accommodation of Christianity and Islam.

PHIL 20219. Chinese Mosaic: Philosophy, Politics, Religion  
(3-0-3)  
This is a special topics class that provides an introduction to the diverse lifeways constituting the puzzle of the Chinese people. The course will chart this terrain of current Chinese imagination as it has been shaped from the contending, and often contentious, influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while requiring critical engagement with the philosophic and religious traditions animating this culture. Thus, as they learn about China, students also will reflect on how Chinese and Westerners have interpreted it.

PHIL 20220. Popular Religion and Philosophy in China  
(3-0-3)  
This lecture/discussion course will introduce the student to the plural religious traditions of the Chinese as manifested in ancestor worship, sacrifice, exorcism, and spirit possession. From an understanding of these practices, the course will offer insight into the mantic foundations of Chinese philosophy, especially metaphysics. Readings will consist of texts in translation of popular cults, as well as scholarly interpretations of these phenomena.

PHIL 20221. Introduction to German Philosophy: Kant to Haber  
(3-0-3)  
A conceptual introduction to the rich intellectual tradition that begins with Kant and goes through Herder, German Romanticism, Idealism, Marx, Nietzsche, Logical Positivism, Phenomenology, Existentialism, and Critical Theory.

PHIL 20227. The Experiencing of Medicine, Science, Art, and Literature  
(3-0-3) Fogel  
This course will compare the ways in which holistic and particularistic thinking form the basis for understanding how philosophical and scientific theories and the practice of medicine work and how we experience art and literature. We will construe these diverse disciplines as differing approaches to the same broad project, that of understanding our experience of the world. We will consider modern medicine and
PHIL 20401. Ethics (3-0-3) Holloway
An examination of the relationship between thought and action in light of contemporary and traditional accounts of the nature of ethics.

PHIL 20402. Moral Problems (3-0-3) Grimm
An introduction to the field of moral philosophy, with major emphasis on contemporary moral issues.

PHIL 20403. Virtues and Vices (3-0-3)
What qualities of mind and character differentiate the good from the bad. This course examines six different and rival answers to this question, those of Confucius, Socrates, Aquinas, Machiavelli, Hume, and Nietzsche.

PHIL 20404. Ethics and Business (3-0-3)
This course aims at helping the student recognize the moral aspects of business decisions on the personal level and of business institutions on the social level.

PHIL 20405. Sports Ethics (3-0-3)
An introduction to the central ethical question in and around sports, especially at the collegiate and professional levels. After a brief introduction to the basics of ethical reasoning and normative theory, the first half of the course will be spent on ethics in sport and the second half on the ethics of sport.

PHIL 20406. Basic Concepts in Political Philosophy (3-0-3)
An introduction to important thinkers and problems of political philosophy. Basic concepts to be considered are equality, liberty, and authority.

PHIL 20407. Classics of Political and Constitutional Theory (3-0-3)
An examination of a number of the fundamental texts in political and constitutional theory, with an emphasis on works of special importance to the British and American political systems.

PHIL 20408. Philosophy of Law (3-0-3) Green
An examination of the relationship between fair procedures and just outcomes in the judicial process, a study of the conditions under which punishment is morally defensible, an investigation of the extent to which the state may regulate the private affairs of its citizens, and a consideration of the role that moral theory has to play in the process of constitutional interpretation.

PHIL 20409. War and Philosophy (3-0-3)
The goal of the course is to understand and evaluate the teachings that philosophers have drawn from the experience of war and conflict. Authors to be read include Thucydides, Plato, Augustine, Hobbes, and Maritain.

PHIL 20410. War, Poverty, Genocide, and Justice (3-0-3)
This course examines theories of distributive justice applied to political and economic systems that contribute to violence and suffering. Specifically, we will use the theories of distributive justice of Plato, John Rawls, and Michael Walzer to understand the ongoing injustices of global poverty, genocide, and war. Their theories are about the just distribution of rights, privileges, obligations, opportunities, and goods; in other words, they are theories of what a just structure is. Where there is abject poverty, genocide, or war, there is also structural injustice. This basic idea is in the following quote from Jeremy Hobbs, executive director of Oxfam International: “Oxfam believes that poverty and injustice are inseparable and that both are structural and avoidable.” Many people believe that such injustices are either inevitable (e.g., poverty is a result of natural selection, genocide and war are unavoidable results of human nature) or the results of individual decisions (e.g., Hitler and Stalin are the individuals responsible for certain wars and genocides, and individuals live in abject poverty because each is either stupid or lazy). This course consists of theory-driven arguments against such fatalistic or individualistic explanations of injustices.

PHIL 20411. Aesthetics and the Philosophy of Art (3-0-3)
An introductory course in the application of philosophical methods to questions of aesthetics and art. The first part of the course will concern the history of aesthetics, concentrating on the views of Plato, Aristotle, Horace, Aquinas, Kant, and Hegel. The second part of the course will consider contemporary approaches to problems such as the nature of aesthetic properties and categories, what distinguishes art from other things, and the role of critical interpretation in the experience of art.

PHIL 20412. Philosophy of the Arts (3-0-3) Gutting
A consideration of the nature of art and the aesthetic using both philosophical texts and works of art drawn from a wide variety of media (painting, literature, film, architecture, etc.).

PHIL 20413. Ethics and Imagination (3-0-3)
The aim of this course is to underscore the importance for moral reasoning of the moral imagination through a vivid juxtaposition of classic texts in moral and political philosophy with works of art, principally narrative art, but not excluding music, painting, architecture, sculpture, and dance.

PHIL 20414. Nature, Law, and Rights (3-0-3)
An examination of how our understanding of human nature affects the way we think of law and human rights.

PHIL 20418. Living the Virtues (3-0-3) McNerney
“What would make me happy? What is the point of my existence? No human being can avoid asking himself these questions, and for many philosophers, especially in the pre-modern age, these questions admit of a clear answer: happiness and meaning come from living the virtues. This course will be devoted to examining this answer; that is, to inquiring into the nature of virtue in general, and to the distinction and connection between the various virtues in particular. Guidance will be principally taken from works of Plato, Aristotle, and St. Thomas Aquinas, though some modern and contemporary conceptions of the virtues will be discussed by way of counterpoint. As part of a final course project, each student will be required to employ a work of literature in a discussion of the virtues.

PHIL 20601. Modern Science and Human Values (3-0-3)
Applications of ethical theory to moral problems created by science, such as distributing scarce medical resources, experimenting with animals, teaching creationism, and dealing with computer invasions of privacy.

PHIL 20602. Medical Ethics (3-0-3) Solomon
Care ethics (PHIL 22602). This basic idea is in the following quote from Jeremy Hobbs, executive director of Oxfam International: “Oxfam believes that poverty and injustice are inseparable and that both are structural and avoidable.” Many people believe that such injustices are either inevitable (e.g., poverty is a result of natural selection, genocide and war are unavoidable results of human nature) or the results of individual decisions (e.g., Hitler and Stalin are the individuals responsible for certain wars and genocides, and individuals live in abject poverty because each is either stupid or lazy). This course consists of theory-driven arguments against such fatalistic or individualistic explanations of injustices.

PHIL 20603. Environmental Ethics (3-0-3) DePaul
The course will be an attempt to come to grips critically with the moral significance of contemporary concern for ecology and the environment.

PHIL 20604. Modern Physics and Moral Responsibility (3-0-3)
An examination of such questions as: What are the moral responsibilities of the scientist? Should the scientist be held accountable for what might be done with the results of his or her scientific research? Does the scientist have any special role to play, as a citizen, in public debate about science policy? Should the scientist sometimes simply refuse to engage in some kinds of research because of moral concern about the consequences of research of that area? No special background in physics will be assumed.
PHIL 20605. Gender, Politics, and Evolution (3-0-3)
An examination of ethical/political models of gender-neutral access to public and domestic requisites for the development of basic human capabilities, and a comparison of these models with current studies of the significance of human sexual dimorphism in evolutionary psychology.

PHIL 20606. Science, Technology, and Society (3-0-3) McKim
This course focuses on the many ways in which science and technology interact with society and explores the character of the value-laden controversies that such interaction frequently produces.

PHIL 20607. Science and Technology in Philosophical Perspective (3-0-3)
An examination of the mutual relations between science and technology and the complex ways they interact. The more abstract philosophical issues will be examined through examples and case studies. Several narratives about scientists and their research will be read and a number of ongoing disputes concerning technological systems such as biotechnology, transportation, and city/town planning.

PHIL 20608. Philosophy of Technology (3-0-3)

PHIL 20609. Environmental Philosophy (3-0-3)
A philosophically integrated examination of current environmental issues, drawing on familiar literature from ecology (Leopold), economics (Boulding), and ethics (Singer), as well as recent fiction (Tolkien, Herbert).

PHIL 20610. Brief History of Time/Space/Motion (3-0-3)
An examination of the historical evolution of the philosophical conceptions of time, space, and motion from Plato to Einstein. Special attention will be paid to the influence of developments in physics on this evolution in philosophical theorizing (and vice versa).

PHIL 20611. Does the Universe Have a Purpose? (3-0-3)
Among the most basic questions of philosophy is whether nature, as a whole world and in its parts, has a purpose or pursues goals. Although such considerations typically belong to the philosophy of religion and the philosophy of biology, modern physics and its philosophy have never been completely free from analogous discussions. This course will explore these issues from the point of view of physics its philosophy.

PHIL 20612. Philosophy and Cosmology: A Revolution (3-0-3) Bradin
In the 17th century there was a revolution in our view of the cosmos and of our own place in it. Most vivid, perhaps was the change from believing that the Earth is at the center of everything to believing that the Earth is just one planet among many, orbiting the sun. This course will consider how and why these changes took place.

PHIL 20613. Science and Religion (3-0-3)
An examination of the interrelation and tension between contemporary science and traditional religious belief.

PHIL 20615. Practicing Medical Ethics (1-0-1) Solomon Corequisite(s): PHIL 22615
This is a one-day, one-credit course. The purpose of this course is to give students who may have a vocation in health care the opportunity to engage in conversation with physicians, philosophers, and theologians familiar with medical ethics. Participants will be looking at real case studies and real situations they might encounter in practicing medicine.

An examination of philosophical and ethical questions associated with the two most revolutionary technologies of the 21st century, the Internet, and biotechnology.

PHIL 20617. Bio-Medical Ethics and Public Health Risk (3-0-3) Shrader-Frechette
Designed for pre-med, science, and engineering students, the course will survey ethical issues associated with current public health problems, such as pollution induced cancers, universal health care, occupational injury and death, and inadequate medical attention to prevention, nutrition and environmental health.

PHIL 20801. Philosophy of Religion (3-0-3) Bobik, Monokroussos, van Inwagen
A discussion of some basic issues: the nature of the philosophy of religion, the notion of God, grounds for belief and disbelief in God, faith, revelation, religious language and knowledge, verification, immortality.

PHIL 20802. Phil Reflections on Chr Belief (3-0-3) Rea
An examination of some of the most philosophically fascinating features of the Christian faith, including the Christian conception of God, the doctrine of the incarnation, and the cogency of a Christian world-view.

PHIL 20803. Faith and Reason (3-0-3)
This course will deal with the relation between faith and reason. Some questions to be discussed are: Can the doctrines of the faith conflict with the deliverances of reason found in philosophy and science? Is it possible to defend the doctrines of the faith against the objections of nonbelievers in a non-question-begging way? How might one go about constructing an apologetics for the Christian faith? Authors to be read include St. Thomas Aquinas, G.K. Chesterton and C.S. Lewis.

PHIL 20804. God and Persons (3-0-3)
Members of Western culture living in the present age are, whether they like it or not, inheritors of a long history of reflection upon the stellar achievements of human reason and the demands of revealed religion. The purpose of this course is to engage that history philosophically. A number of traditions of reflection will be considered: contemporary, modern, ancient, and medieval.

PHIL 20805. Thought of Aquinas (3-0-3)
A general introduction to Aquinas's overall philosophical view.

PHIL 20806. Philosophy of Judaism (3-0-3) Neiman
An attempt to come to a reasonable understanding of the philosophy of Judaism as presented in Abraham Joshua Heschel's masterwork, God in Search of Man: A Philosophy of Judaism.

PHIL 22202. Images of Humanity: Existentialist Themes Discussion (0-0-0)
Discussion section for PHIL 2202 Existentialist Themes.

PHIL 22214. Ancient Wisdom and Modern Love Discussion (0-0-0)
Discussion group for Ancient Wisdom and Modern Love.

PHIL 22202. Medical Ethics Discussion (0-0-0)
Discussion section for PHIL 2062.

PHIL 22215. Practicing Medical Ethics Discussion (0-0-0) Corequisite(s): PHIL 20615
Small group discussion sections for one-day, one-credit course on Practicing Medical Ethics. Course will meet in plenary sessions and also break into small groups periodically during the day.

PHIL 26999. Philosophical Issues (V-0-V)
In exceptional circumstances with written permission of instructor and approval of philosophy director of undergraduate studies, students are permitted to take a tutorial with a faulty member on a particular issue.
An examination of the perennial tension between reason and experience as exemplified in classical modern rationalism and empiricism; its subsequent synthesis in Kant.

PHIL 30303. Nineteenth- and Twentieth-Century Philosophy
(3-0-3)
A survey of developments in philosophy since Kant. Readings in both the Continental and Anglo-American traditions.

PHIL 30306. Introduction to German Philosophy: Kant to Habermas
(3-0-3)
A conceptual introduction to the rich intellectual tradition that begins with Kant and goes through Herder, German Romanticism, Idealism, Marx, Nietzsche, Logical Positivism, Phenomenology, Existentialism, and Critical Theory.

PHIL 30313. Formal Logic
(3-0-3) Detlefsen
An introduction to the fundamentals and techniques of logic for majors. This course does not satisfy the University requirement.

PHIL 30326. God, Philosophy, and Universities
(3-0-3) MacIntyre
Enquiry and teaching in Catholic universities have aimed at understanding how the universe physical, animal, and human is ordered to God. One task of philosophy in the Catholic tradition has been to show how the various secular disciplines both contribute to such understanding and remain incomplete without theology. This course examines the question of how this task is to be carried out.

PHIL 30327. The Good Life: Gospel and Secular Resources
(1-0-1)
An examination of both secular and Gospel resources for reflection on the good life.

PHIL 30335. Journalism and Ethics
(3-0-3)
An open-ended discussion of questions such as: Does journalism have special responsibilities because of its importance to democracy (for example, a responsibility to present both sides of political debates rather than the side they think is true)? Have Internet technologies that produce “instant journalism” changed our ethical standards (for example, should editors publish stories available on the Internet even if they haven’t confirmed them)? What ethical issues arise when the line between journalism and entertainment becomes blurred (for example in Oliver Stone’s movies)?

PHIL 30352. Ethics, Ecology, Economics, and Energy
(3-0-3)
A critical examination of the following hypotheses: (1) that continuing economic growth requires ever-increasing consumption of energy, (2) that increasing energy consumption results in increasing degradation of the biosphere, and (3) that increasing degradation of the biosphere poses an increasing threat to human existence.

PHIL 30354. Gender and Science
(3-0-3)
An exploration of the ways in which science is gendered, starting with the ways in which women have been excluded from science, and moving through such issues as the invisibility and shabby treatment of women with the products of scientific research, the contributions of women to science and whether these are different in kind from the contributions of men, and the differential effects of science on men’s and women’s lives.

PHIL 30357. Introduction to the Philosophy of Biology
(3-0-3)
An examination of key concepts and controversies in contemporary biology. The meaning of gene, organism, and environment and their interrelationships in the context of development, evolutionary theory, and ecology are closely considered.

PHIL 30362. Deny Yourself and Take Up Your Cross
(3-0-3)
Christians believe that human beings can truly flourish, be deeply and ultimately fulfilled, and attain the best sort of life possible for them only in relationship with God. But they also believe that their relationship with God demands of them obedience to the divine will and sacrificial love both for God and for other people. This course explores whether and how both of these beliefs can be true.

PHIL 30367. The Good Life: Gospel and Secular Resources
(1-0-1)
A study of the moral upheaval in Athens during the Peloponnesian War, using Thucydides, Aristophanes, Euripides, and Sophocles as primary sources. Then an examination of Socrates as responding to that crisis, using Alcibiades I, Gorgias, and other dialogues.

PHIL 30310. Plato
(3-0-3) Sayre
A detailed and systematic reading, in translation, of the fragments of the pre-Socratics and of the following Platonic dialogues: Euthyphro, Apology, Crito, Meno, Protagoras, Phaedo, Republic, Phaedrus, Symposium, and Theaetetus.

PHIL 30312. Aristotle
(3-0-3)
An examination and evaluation of Aristotle’s philosophy, with special emphasis on the logical, physical, and metaphysical writings.

PHIL 30313. Formal Logic
(3-0-3)
An advanced seminar focused on reading Plato’s Phaedrus in Greek. Undergraduates must have completed CLGR 20004. Graduate students must have completed at least three semesters of Greek. Class meetings will be about equally divided between translations and interpretations.

PHIL 30317. Ancient and Medieval Philosophy
(3-0-3)
This course will concentrate on major figures and persistent themes. A balance will be sought between scope and depth, the latter ensured by a close reading of selected texts.

PHIL 30322. God, Philosophy, and Universities
(3-0-3) MacIntyre
Enquiry and teaching in Catholic universities have aimed at understanding how the universe physical, animal, and human is ordered to God. One task of philosophy in the Catholic tradition has been to show how the various secular disciplines both contribute to such understanding and remain incomplete without theology. This course examines the question of how this task is to be carried out.

PHIL 30338. The Good Life: Gospel and Secular Resources
(1-0-1)
An examination of both secular and Gospel resources for reflection on the good life.

PHIL 30345. The Good Life: Gospel and Secular Resources
(1-0-1)
A study of the moral upheaval in Athens during the Peloponnesian War, using Thucydides, Aristophanes, Euripides, and Sophocles as primary sources. Then an examination of Socrates as responding to that crisis, using Alcibiades I, Gorgias, and other dialogues.

PHIL 30350. Plato
(3-0-3) Sayre
A detailed and systematic reading, in translation, of the fragments of the pre-Socratics and of the following Platonic dialogues: Euthyphro, Apology, Crito, Meno, Protagoras, Phaedo, Republic, Phaedrus, Symposium, and Theaetetus.

PHIL 30352. Ethics, Ecology, Economics, and Energy
(3-0-3)
A critical examination of the following hypotheses: (1) that continuing economic growth requires ever-increasing consumption of energy, (2) that increasing energy consumption results in increasing degradation of the biosphere, and (3) that increasing degradation of the biosphere poses an increasing threat to human existence.

PHIL 30353. Gender and Science
(3-0-3)
An exploration of the ways in which science is gendered, starting with the ways in which women have been excluded from science, and moving through such issues as the invisibility and shabby treatment of women with the products of scientific research, the contributions of women to science and whether these are different in kind from the contributions of men, and the differential effects of science on men’s and women’s lives.

PHIL 30355. The Good Life: Gospel and Secular Resources
(1-0-1)
A study of the moral upheaval in Athens during the Peloponnesian War, using Thucydides, Aristophanes, Euripides, and Sophocles as primary sources. Then an examination of Socrates as responding to that crisis, using Alcibiades I, Gorgias, and other dialogues.

PHIL 30356. The Good Life: Gospel and Secular Resources
(1-0-1)
A study of the moral upheaval in Athens during the Peloponnesian War, using Thucydides, Aristophanes, Euripides, and Sophocles as primary sources. Then an examination of Socrates as responding to that crisis, using Alcibiades I, Gorgias, and other dialogues.
PHIL 43134. History of Medieval Philosophy (3-0-3) Dumont
A semester long course focusing on the history of medieval philosophy. It provides a more indepth consideration of this period than is allowed in PHIL 30301. Ancient and Medieval Philosophy and may be considered a follow-up to that course.

PHIL 43135. Anselm (3-0-3)
An examination of the major philosophical and theological writings of St. Anselm. His *Monologion*, *Proslogion*, and *Cur Deus Homo* will be of central concern, but several lesser known texts will also be read. Topics discussed in these writings include arguments for the existence of God, the divine nature, the Trinity, the Incarnation, freedom (and its compatibility with divine foreknowledge), and truth.

PHIL 43136. Augustine and Aquinas on Mind (3-0-3)
Aquinas’s early discussion of mind displays a significant Augustinian structure that disappears by the time of his last works, a shift that can be described as a more robust Aristotelianism. This course examines the philosophical significance of that shift in Aquinas’ though, and will relate it to questions about the nature of contemporary philosophy of the mind.

PHIL 43137. Augustine and Bonaventure (3-0-3)
A course devoted to what used to be called philosophical psychology. The goal will be to understand some of the ways the Augustinian tradition in philosophy attempts to make sense of the soul, in terms of mind, spirit, will but especially in terms of the heart. To be read are Augustine’s *Confessions* and *Da Trinitate*, and Bonaventure’s *The Mind’s Road to God*.

PHIL 43138. Augustine and William James (3-0-3)
A course devoted, for the most part, to a careful reading of significant parts of Augustine’s *Confessions* and James’ *The Varieties of Religious Experience*. The goal is to come to an understanding of what these two great philosophers and psychologists can teach us about the spiritual quest.

PHIL 43139. Philosophical Poets: Poetic Philosophers (3-0-3)
A discussion of the difference between poetic and philosophical modes of discourse, with special reference to Dante and Paul Claudel.

PHIL 43141. Aquinas: Moral Thought (3-0-3)
A systematic discussion of the main features of the moral teaching of Thomas Aquinas. *The Summa Theologicae, Prima Secundae* and Aquinas’s commentary on the Nichomachean ethics will be the principal sources.

PHIL 43142. Thomistic Personalism (2-0-3)
This course focuses on Aquinas’s theoretical and moral philosophy in order (1) to reach an in-depth understanding of the concept of person and (2) to distinguish it from other related concepts like “soul,” “Intellige,” etc. Special attention will be given also to the concepts of “freedom,” “moral law,” “duty,” “right,” “friendship,” and “virtue.”

PHIL 43143. Dante and Aquinas (3-0-3) McNerny
A comparative study of two giants of medieval Catholicism. The course will be a chance to make a tour of the *Summa Theologicae* and the *Divine Comedy*, supplemented with looks at other works of these two giants of Western culture. The dependence of the *Divine Comedy* on the *Summa* is a cliche, but a close look at the theological and poetic visions of the whole of reality as seen through the eyes of faith is an essential component of cultural literacy.

PHIL 43144. Aquinas on Angels (3-0-3)
A close study of what St. Thomas Aquinas has to say in *Summa Theologicae* I about the nature, cognition, and action of purely spiritual substances.

PHIL 43145. Augustine and Wittgenstein (3-0-3) Neiman
A careful reading of two of the greatest of all philosophical autobiographies, Augustine’s *Confessions* and Wittgenstein’s *Philosophical Investigations*. The goals of the course are to better understand the works themselves and to understand the nature and values of this genre of philosophical writing.

PHIL 43168. Hume’s Ethics and Philosophy of Mind (3-0-3)
An exploration of hown modern philosophers in the British empiricist tradition developed new theories of moral psychology and human action. Chief among them was the Scottish philosopher David Hume.

PHIL 43169. Kant (3-0-3) Ameriks
An examination of the background of Kant’s work, followed by a tracing of some of the principal themes of the *Critiques*, especially the major themes of *The Critique of Pure Reason*.

PHIL 43170. Hegel (3-0-3)
An intensive reading of Hegel’s *Phenomenology of the Spirit*. Issues discussed will be Hegel’s conception of self and society, his treatment of culture, art, and religion, the nature of dialectic, his views on systematic holism and critique, etc.

PHIL 43171. Kierkegaard (3-0-3)
This course will be devoted to a central theme in Kierkegaard’s ethics, i.e. his discussion of the religious commandment to love God and thy neighbor as thyself. We will proceed by way of a slow and careful reading of his *Works of Love*.

PHIL 43172. Kierkegaard and William James (3-0-3)
An examination of the views of Kierkegaard and James on the traditional philosophical ideas of meaning and truth, knowledge and explanation.

PHIL 43173. Nietzsche (3-0-3) Rush
A close consideration of Nietzsche’s thought beginning with his early work under the influence of Schopenhauer, through his “naturalistic” or “positivist” works, and on to his mature work of the 1880s.

PHIL 43174. Maritain: Science, Metaphysics, Mysticism (3-0-3)
The goal of Jacques Maritain’s *Degrees of Knowledge* is in part to examine how the various forms of knowledge (including ordinary perception, modern science, as well as a metaphysics in the spirit of St. Thomas) might productively coexist. In this course we will study Maritain’s exposition of these forms and their interrelationship.

PHIL 43175. Three Catholic Philosophers (3-0-3)
A study of the enquiries of three 20th-century Catholic philosophers at work within three very different philosophical traditions, designed to identify the relationship between a commitment to philosophical enquiry and Catholic faith. To be considered are Jacques Maritain’s pursuit of questions opened up by Aristotle and Aquinas, Edith Stein’s progress beyond Husserl in her phenomenological enquiries, and G.E.M. Anscombe’s response to Wittgenstein.

PHIL 43177. Kierkegaard and Newman (3-0-3)
An examination of the thought of two 19th-century figures of fundamental importance: Soren Kierkegaard (1813–55) and John Henry Newman (1801–90).

PHIL 43178. Individuation and Identity in Early Modern Philosophy (3-0-3) Brading
This course focuses primarily on ontological and epistemological problems associated with the individuation and identity of the material bodies and souls that are the basic entities of early modern mechanical philosophy. Themes addressed include transubstantiation, alchemical transformation, cohesion, the laws of nature, and the possibility of vacuum. Readings include extracts from Descartes, Boyle, Leibniz, Locke, Hobbes, Berkeley, Newton, and Hume.

PHIL 43201. Continental Philosophy (3-0-3)
An examination of leading issues in contemporary movements in continental philosophy (e.g. existentialism, hermeneutics, poststructuralism) in authors
such as Habermas, Gadamer, Sartre, Derrida, and Foucault.

PHIL 43202. Phenomenology
(3-0-3)
An introduction to the arguments and themes of phenomenology, a school of philosophy based on the description of lived experience that had a broad impact on 20th-century philosophy.

PHIL 43203. Heidegger’s Being and Time
(3-0-3)
A close reading of Heidegger’s seminal work Being and Time.

PHIL 43204. Contemporary German Philosophy: Habermas
(3-0-3)
The course will attempt to cover the “formative” phase of Habermas’s career extending from his point of departure from Marx, and his analysis of the public sphere, through his critique of the human sciences and up to the beginning of his theory of communicative action.

PHIL 43205. Existentialism: Philosophy and Literature
(3-0-3)
We will read representative literary and philosophical texts by Sartre (excerpts from B, Nausea, a few plays), Beauvoir (The Philosophy of Ambiguity, excerpts from The Second Sex, A Very Easy Death, a novel and/or excerpts from A Memoir), and Camus (Myth of Sisyphus, excerpts from The Rebel, The Stranger, The Plague, and/or The Fall).

PHIL 43301. Ethical Theory
(3-0-3)
A systematic study of philosophical foundations of morality, drawing from major historical developments. Basic concepts of classical ethics will be developed-human nature, happiness or fulfillment, freedom, virtue-and their place in relation to moral judgment will be examined. Special attention to subjectivism vs. objectivism on the question of ethical norms and principles.

PHIL 43302. Twentieth-Century Ethics
(3-0-3)
A survey of a number of central positions and issues in contemporary ethical theory. The course will begin with an examination of the main metaethical positions developed from 1903 to 1970 intuitionism, emotivism, prescriptivism, and the various forms of ethical naturalism. This will provide a background for a discussion of issues arising from the more recent revival of classical normative theory. This is the core course for ethics. (Each academic year)

PHIL 43303. Four Moral Philosophers
(3-0-3)
A careful reading of basic texts from Aristotle, Hume, Kant, and Nietzsche, and an examination of the ways in which their views are appropriated for purposes associated with the contemporary problematic in normative ethics.

PHIL 43304. Locke’s Moral Philosophy
(3-0-3)
A careful, evaluative reading of Locke’s “Letter Concerning Toleration,” his “Second Treatise on Civil Government,” and his “Questions Concerning the Law of Nature,” as well as a more cursory look at his “Some Thoughts Concerning Education.”

PHIL 43305. Ethics and Modernity
(3-0-3)
A consideration of the following questions: Has modern philosophical thought led to a dead-end of ethical skepticism or relativism? Is there a crisis in modern ethical thought that requires a return to the Aristotelian tradition? Can a meaningful ethics be based on a modern naturalist or reductionist view of human beings? Is ethical relativism a coherent position? Is there any basis for maintaining that ethical judgments are objectively true? Authors to be read are: MacIntyre, Rorty, Taylor, and Williams.

PHIL 43306. Advanced Moral Problems
(3-0-3)
An in-depth discussion of three very important moral problems of our time: affirmative action, animal rights, and sexual harassment.

PHIL 43307. Seminar in Medical Ethics
(3-0-3)
An examination of a number of the most important systematic contributions to medical ethics in recent years. Authors covered will include Tom Beauchamp, Jim Childress, H. Tristram Engelhardt, Stanley Hauerwas, Dan Callahan, and Al Jonsen. We will pay special attention to the relation between disputes within medical ethics and more general disputes in moral philosophy.

PHIL 43308. Environmental Justice
(3-0-3) Shrader-Frechette
This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); ethical and methodological issues related to these techniques; and then apply these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens.

PHIL 43309. Ethics and Risk
(3-0-3)
An investigation of classical ethical papers, all in contemporary, analytic, normative ethics, that attempt to develop the ethical theory necessary to deal with legitimate imposition of risk of harm.

PHIL 43310. Animal Minds and Animal Rights
(3-0-3)
An examination of competing views of the moral status of nonhuman animals. Particular attention is given to views of the relation between the mental lives of animals and their moral status.

PHIL 43311. Maritain: Science, Metaphysics, Mysticism
(3-0-3)
This course will begin with some elementary work in the philosophy of education on teaching, consider Kierkegaard’s Philosophical Fragments where he compares the teaching of Socrates and Christ, move on to Plato’s Meno, a famous dialogue on teaching and learning, and perhaps consider Augustine and Aquinas on The Teacher.

PHIL 43312. Aesthetics
(3-0-3)
A consideration of some of the fundamental questions in aesthetics and philosophy of art, e.g., the nature of aesthetic representation, expression in art, the concept of beauty, what distinguishes art from “mere things,” the structure and function of imagination.

PHIL 43313. Philosophy and Literature Seminar
(4-0-4)
This intensive four-credit seminar is the introduction to the concentration in philosophy and literature and will pursue interdisciplinary approaches to literary, theoretical and philosophical texts.

PHIL 43314. Abortion, Euthanasia, and Capital Punishment
(3-0-3)
This course involves an examination of recent philosophical work on abortion, euthanasia, and capital punishment. Though the focus in on the philosophical debates, some attention is given to relevant legal and public policy discussions.

PHIL 43315. The Question
(3-0-3) Sayre
This course addresses the question of the meaning of life. Its aim is not to arrive at a definitive answer, but rather to examine a range of possible responses. The first half of the course will focus on discussions by prominent philosophers (Plato, Boethius, Bentham, Bergson, and others), the second on major literary writings (e.g., by Dostoevsky, Tolstoy, Wilde, J.R.R. Tolkien, and T.S. Eliot) that illustrate possible answers.

PHIL 43316. Science and Ethics
(3-0-3) Shrader-Frechette
A course that considers how scientists’ methodological, logical, and epistemic flaws (in the way they do science) leads to serious ethical problems that compromise rationality and objectivity, as well as threaten public health. Course work will focus on philosophy of science, epistemology, ethics, and science.

PHIL 43317. Thomistic Ethics
(3-0-3) McNerney
An examination of the commentary on Aristotle’s Nicomachean Ethics, with attention paid to Thomas’s way of dealing with issues that have vexed later Aristotelians. The morals of the summa theologiae, and the claim that Thomas had no ethics. The course
PHIL 43401. Political Liberalism
(3-0-3)
A seminar on "the later Rawls" involving a close reading of Political Liberalism and the Laws of Peoples together with some critical articles assessing this perspective on political philosophy.

PHIL 43402. Terrorism and Political Philosophy
(3-0-3)
An exploration of various ethical questions raised by terrorism through an evaluation of competing conceptions of justice. Some questions to be considered include: How should we understand the terrorism that the United States opposes? Is it something only our enemies have engaged in or have we ourselves and our allies also engaged in terrorist acts? Is terrorism always wrong, or are there morally justified acts of terrorism?

PHIL 43403. Philosophy of Law
(3-0-3)
An overview of central topics in philosophy of law, followed by consideration of a range of theoretical issues in general criminal law.

PHIL 43404. Justice Seminar
(3-0-3) Roos
An examination of major theories of justice, both ancient and modern. Readings include representatives of liberal theorists of right, such as John Rawls, as well as perfectionist alternatives. The course also serves as the core seminar for the philosophy, politics, and economics concentration.

PHIL 43426. God, Philosophy, and Politics
(3-0-3)
This is the capstone seminar for the interdisciplinary minor in philosophy in the Catholic tradition. It is normally open only to undergraduates registered for that minor. The central concern is to understand the various ways in which Catholic philosophers have brought theology to bear on the study of politics and vice versa. Authors studied include Augustine, Aquinas, Robert Dahl, and Maritain.

PHIL 43427. Social and Political Philosophy
(3-0-3) Rush
An investigation of the major concepts and historical movements in political philosophy. Themes treated are state of nature, relationship of society to state, conception of democracy, rights theory, economic justice and justice between groups, and alternatives to liberalism. Readings are drawn inter alia from Plato, Aristotle, Locke, Smith, Rousseau, Marx, Mill, Weber, Lenin, Berlin, Rawls, Nozick, MacIntyre, Taylor, and Habermas.

PHIL 43501. Metaphysics
(3-0-3) Ivan Inwagen
An examination of the nature of metaphysics and of those metaphysical issues that have proved central in Western philosophical tradition. Topics discussed will include mind-body problem, freedom of will, universals, substance, time, categories and God.

PHIL 43502. Time and Eternity
(3-0-3)
There is a deep philosophical divide between those who accept and those who reject an objective distinction between past, present, and future. The former are typically called A-theorists, the later B-theorists. Some A-theorists hold that only what is present exists or is real; others, that present and past are both real, together constituting a growing four-dimensional block whose "cutting edge" is the present; others, that past, present, and future are equally real, with "nowness" passing over the four-dimensional space-time block like a moving spotlight. This course tries to make sense of these various proposals, and consider objections to them from other A-theorists and also from B-theorists. Finally, the course turns to a consideration of whether A-theorists can maintain that God is "outside of time" in any meaningful sense.

PHIL 43601. Epistemology
(3-0-3)
The aim of this class is to provide an understanding of the fundamental issues and positions in the contemporary theory of knowledge.

PHIL 43602. Philosophical Arguments
(3-0-3)
This course will reflect on the nature of arguments for philosophical claims in contemporary analytic philosophy. We will proceed by close readings of key articles in current debates on metaphysical, epistemological, and ethical topics.

PHIL 43701. Philosophy of Science
(3-0-3)
A detailed consideration of the central methodological and epistemological questions bearing on science.

PHIL 43702. Philosophy of Human Biology
(3-0-3)
Central issues in the philosophy of science from the perspective of the life sciences with particular emphasis on topics in evolution theory and sociobiology and upon the topic of inter-theoretical integration in the life sciences (from organic chemistry to cognitive neuroscience). Topics to be covered include: teleology, reductionism and supervenience, the biological basis of cognition, explanation, scientific realism, theory change, and the critical appraisal of alternate research strategies.

PHIL 43703. Philosophy of Cognitive Science
(3-0-3)
A course in philosophy of mind utilizing recent work in the area of cognitive science.

PHIL 43704. Science and Social Values
(3-0-3)
A consideration of such questions as: Should science be value-free, or should it be shaped by the needs and ideals of the society that supports it? If the former, how can scientists shaped by society contribute to it, and what claim to the resources of the society can scientists legitimately make? If the latter, how can scientists still claim to be objective?

PHIL 43705. Addiction, Science, and Values
(3-0-3) Manier
Students will be introduced to topics in the ethics of care for the indigent; to alternative therapies for recovery and maintenance; and to current brain models of addiction. They will be placed as volunteers (for 14 weeks) with institutions serving indigent recovering addicts in St. Joseph and Elk hart counties.

PHIL 43706. Gender, Politics, and Evolution
(3-0-3)
An examination of ethical/political models of gender-neutral access to public and domestic requisites for the development of basic human capabilities, and a comparison of these models with current studies of the significance of human sexual dimorphism in evolutionary psychology.

PHIL 43707. Philosophy and Psychiatry in the Twentieth Century
(3-0-3)
A course dealing with (1) the intellectual history of psychiatry from the time of Freud and Kraepelin to the present, (2) the social history of the care of the mentally ill since World War II, and (3) the interpretation and critique of Freud and psychiatry.

PHIL 43801. Religion and Science
(3-0-3)
An examination of the nature and limits of both scientific and religious knowledge, and a discussion of several cases in which science and religion seem to either challenge or support one another.

PHIL 43802. Classical Philosophy of Religion
(3-0-3)
A critical examination of some classical philosophical theories of religion. The central focus of the course will be issues concerning justification and explanation in religion.

PHIL 43803. Contemporary Philosophy of Religion
(3-0-3)
A critical examination of the philosophical import of some contemporary theories of religion. The course will be organized around the attempt to discover a meaningful place for religious forms of life in a secular culture.

PHIL 43804. Faith and Reason
(3-0-3)
An examination of some key theoretical issues concerning faith and reason. Among these issues are the nature of faith, the nature of intellectual inquiry, the role of affections in intellectual inquiry, the main competing accounts of intellectual inquiry, and of the philosophical life. Authors to be read include Aquinas, Descartes, Hume, Mill, Nietzsche, Chester ton, and Pope John Paul II.
PHIL 43806. Aquinas on God  
(3-0-3)  
A close reading of the first 43 questions of the first book of the *Summa Theologica*. These questions, which deal both with the divine essence and with the three divine persons, provide a comprehensive survey of St. Thomas's *Metaphysics*.

PHIL 43807. Divine Attributes  
(3-0-3)  
A consideration of the attributes Christians have traditionally ascribed to God, such as omnipotence, omniscience, omnipresence, eternal, and simplicity. The course will examine both the reasons for attributing such properties to God and the ways in which philosophers have tried to explicate these concepts.

PHIL 43808. Philosophy and Theology of the Body  
(3-0-3) Reimers  
The first half of the course will focus on key concepts, such as solitude, gift, communion, shame, and nuptial significance, in relation to human sexual being and behavior. The second half will focus on the application of these theological concepts to ethics and vocation (marriage and celibacy), including John Paul's reflections on the encyclical *Humanae Vitae*.

PHIL 43809. Christian Theism and Problems in Philosophy  
(3-0-3) Rea  
An examination of the nature and limits of both scientific and religious knowledge, and a discussion of several cases in which science and religion seem to either challenge or support one another.

PHIL 43810. Religion and Science  
(3-0-3) Rea  
An examination of the nature and limits of both scientific and religious knowledge, and a discussion of several cases in which science and religion seem to either challenge or support one another.

PHIL 43811. Chesterton  
(3-0-3)  
An exploration of the thought of Gilbert Keith Chesterton (1874–1936) perhaps the best Catholic apologist of his time. The course will feature Chesterton's two greatest apologetic works, *Orthodoxy* and *The Everlasting Man*.

PHIL 43812. Divine Providence  
(3-0-3)  
An examination of the view of providence offered by the proponents of middle knowledge, and the objections raised against this Molinist view by both Thomists and contemporary analytic philosophers.

PHIL 43901. Philosophy of Mind  
(3-0-3)  
Dualist and reductionist emphases in recent analyses of mind. Topics covered will include identity of mind and body, intentionality, actions and their explanation and problems about other minds.

PHIL 43902. Philosophy of Language  
(3-0-3)  
The aim of this course is to provide an overview of the field. Major topics include the relation between truth and meaning; truth-condition semantics; the meaning of sentences, proper names, definite descriptions, general terms and indexicals; the relations between expressing a belief, making a statement, and uttering a sentence.

PHIL 43904. The Origins of Analytic Philosophy  
(3-0-3)  
An examination of fundamental writings at the beginning of the 20th century that ushered in the linguistic and logical tradition of analytic philosophy.

PHIL 43905. Postmodern Analytic Philosophy  
(3-0-3)  
A study of several philosophers who combine an analytic commitment to clarity and argument with an interest in the history and critique of modern thought. Philosophers to be considered are Richard Rorty, Charles Taylor, Bernard Williams, and Martha Nussbaum.

PHIL 43906. Aquinas on God  
(3-0-3)  
A close reading of the first 43 questions of the first book of the *Summa Theologica*. These questions, which deal both with the divine essence and with the three divine persons, provide a comprehensive survey of St. Thomas's *Metaphysics*.

PHIL 43907. Intermediate Logic  
(3-0-3)  
An introduction to the basic principles of formal logic. The course includes a study of inference, formal systems for propositional and predicate logic, and some of the properties of these systems. The course will concentrate on proving some of the major results of modern logic, e.g., the completeness of first-order logic, the undecidability of first-order logic, the Lowenheim-Skolem theorems, and Gödel's incompleteness theorems.

PHIL 43908. Topics in Philosophical Logic: Modal Metatheory  
(3-0-3)  
This course will cover topics in the metatheory of modal logic. We will start with some basic correspondence theory, and then move on to discuss completeness and the finite model property. Also covered is recent work on the relationship between modal logic and classical logic.

PHIL 46497. Directed Readings  
(V-0-V)  
With consent of instructor and approval of department, advanced students are permitted to take a tutorial with a faculty member. Readings will be assigned in a particular area and writing assignments required.

PHIL 46498. Directed Readings  
(V-0-V)  
With consent of instructor and approval of department, advanced students are permitted to take a tutorial with a faculty member. Readings will be assigned in a particular area and writing assignments required.

PHIL 48499. Senior Thesis  
(3-0-3)  
An opportunity for senior philosophy majors to work on a sustained piece of research in a one-to-one relationship with a faculty member.

PHILOSOPHY AND THEOLOGY JOINT MAJOR

**Director:** David Fagerberg, Theology  
**Faculty:**  
Additional faculty for the joint major are drawn from the Departments of Philosophy and Theology.

**Program of Studies.** The joint major is intended for undergraduates who are intrigued by philosophical and theological ideas and who have an equal commitment to both disciplines. It seeks to equip such students to handle theology and philosophy adeptly. The major is structured, providing undergraduates with a suitable introduction to the study of both disciplines, but also flexible, granting students considerable scope for the pursuit of their own interests.

The joint major offers the opportunity for an informal investigation of religious and philosophical ideas and should appeal especially to those who intend to pursue graduate work in philosophy or theology.

The joint major incorporates the University requirement in two departments and most of the formal requirements of the first majors in theology and philosophy. Students in the joint major will take the two-semester sequence in Christian Traditions and an upper-level course in Scripture. The joint major, however, does not require the one-credit proseminar in theology.

Other formal requirements are peculiar to the joint major. Students will study a classical language for two semesters. (For practical as well as pedagogical reasons, this will normally be Greek.) Majors will also be expected to take the joint seminar offered each spring. Each seminar, led by a theologian and a philosopher, will examine an issue in which the differing approaches of philosophy and theology may prove fruitful. The topic and instructors will change from year to year. Finally, each major will submit a senior thesis prepared under the direction of two advisors, drawn from each department. At the option of the directors, this thesis may be presented and discussed in an informal colloquium consisting of the other students in the joint major.

The remaining courses in the joint major will be at the discretion of the student. Normally taken at the 40000 level, there should be an equal distribution in the electives between theology and philosophy. However, students who wish may devote up to six hours within the joint major to additional language work. These hours may add to the classical language previously studied, or used to begin another language of significance for philosophical and theological work.
The joint major differs from a first major in one discipline and a supplementary major in the other in that the latter requires 55 credit hours, whereas the joint major requires 60. Furthermore, the joint major calls for language instruction beyond what the University requires for all undergraduates. Finally, the joint seminars should prove especially challenging, inviting students to explore important topics in an interdisciplinary way. These features should make the joint major particularly attractive to students preparing for advanced study.

Requirements in Philosophy:
PHIL 10101 or 20101, and 20000-level course
(University-required courses; a higher-level course may be substituted for the latter).
PHIL 30301 and 30302. History of Philosophy I and II.
PHIL 30313. Formal Logic.

Requirements in Theology:
THEO 10001 or 20001 and 20000-level course
(University-required courses).
THEO 40201 and 40202. Christian Traditions I and II.
THEO 40101 or 43101. Upper-division scripture course.
Plus:
Classical language (normally Greek)—two semesters.
Joint seminar(s).
Senior thesis.
18 credit hours of electives (up to six of these may be additional hours in language study).

Political Science

Chair:
Rodney Hero (on leave 2005–06)
Acting Chair (2005–06):
L. John Roos
Director of Graduate Studies:
Ben Radcliff
Director of Undergraduate Studies:
Anthony Messina
Packey J. Dee Professor of Political Science:
Fred R. Dallmayr
Helen Kellogg Professor of International Studies:
Guillermo O’Donnell
Joseph and Elizabeth Robbie Professor of Political Science:
Donald P. Kommers
Helen Conley Professor of Political Science:
Scott Mainwaring
William M. Scholl Professor of International Affairs:
A. James McAdams
Nancy Reeves Drex Professor of Political Science:
Catherine Zuckert
Nancy Reeves Drex Professor of Political Science:
Michael P. Zuckert
Packey J. Dee Professor of Political Science:
Rodney Hero (on leave 2005–06)
Pacquet J. Dee Associate Professor of Political Science:
Christina Wolfbrecht
Thomas J. and Robert T. Rolfi Assistant Professor of Political Science
Eileen M. Botting

Professors:
Peri E. Arnold; Soratios A. Barber; A.J. Beitzinger (emeritus); George A. Brinkley (emeritus); Alan K. Dowty (emeritus); Michael J. Francis (emeritus); Edward A. Goerner (emeritus); Rodney E. Hero (on leave 2005–06); Vittorio G. Hüse (concurent); Robert Johansen; David C. Lege (emeritus); Gilbert D. Loescher (emeritus); George Lopez; Peter R. Moody; Walter Nigorski (concurent); Ben Radcliff; L. John Roos; Rev. Timothy R. Scully, CSC; A. Peter Walsh

Associate Professors:
Ruth Abbey; Michael Coppedge; Andrew C. Gould; Frances Hagopian; Anthony Messina; Daniel Philpott (on leave 2005–06)

Assistant Professors:
Louis Ayala; David E. Campbell; Barbara Connolly; Rev. Robert Dowd, CSC; John D. Griffin; Alexandra Guisinger; Victoria Hsu; Theodore B. Ivanus (emeritus); Debra Javeline; Mary Keys; Keit Lieber; Daniel A. Lindley III (on leave 2005–06); David Nickerson; David Singer; Naunihal Singh; Alvin B. Tillery (on leave fall 2005); Christopher Welna (concurent)

Associate Professional Specialists:
Carolina Arroyo; Joshua B. Kaplan; Rev. William Lies, CSC (concurent)

Assistant Professional Specialist:
Luc Reydams

Program of Studies. The political science major combines breadth and depth, helping students develop a general foundation for the study of politics and offering opportunities to explore particular areas of interest. Courses give students both a strong knowledge base and facility with the tools of political analysis. The department offers a substantial number of courses in all four fields of the discipline—American politics, international relations, comparative politics, and political theory—covering a range of topics and analytical perspectives. The major can prepare students for a wide variety of vocation.

After graduation, many students go to law school or graduate school, or work for service organizations, government, or business.

Requirements. The major requires a minimum of ten courses:
• Four breadth requirements, consisting of a course in each of the four fields of political science: American politics, international relations, comparative politics, and political theory. Two of these must be introductory courses. The other two can be introductory courses or intermediate-level courses.
• Four intermediate-level courses. Students may specialize in one field or take courses in a combination of fields that suit their interests.
• Two writing seminars

Honors Track. Students may graduate with departmental honors if they:
• Graduate with a cumulative and major grade point average of 3.55 or above.
• Complete a senior thesis with a grade of B+ or higher.
• Replace one of the four intermediate-level courses with an advanced course, such as an additional writing seminar, a graduate course, or the research design course.

Senior Thesis. Students with a grade point average of 3.5 or above are encouraged to write a senior thesis. This two-semester project involves working closely with a faculty supervisor, and offers the opportunity to explore more deeply and independently a research project of the student’s choice.

Pi Sigma Alpha. Students who have taken a minimum of four political science courses, with a grade no lower than a B in their political science courses, and who have a cumulative grade point average of 3.55 or above are eligible to join Notre Dame’s chapter of Pi Sigma Alpha, the national honor society for political science majors.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory or tutorial hours per week, and credit hours per semester are included in parentheses.
Courses in the First Year of Studies

POLS 10100. Introduction to American Politics
(3-0-3)
Corequisite(s): POLS 22100
This course surveys the basic institutions and practices of American politics. It examines the institutional and constitutional framework of American politics and identifies the key ideas needed to understand the subject and develop a basis for evaluating American politics today. This introductory course fulfills the American politics breadth requirement for the political science major.

POLS 10195. The Public Sphere and Public Spaces
(3-0-3)
How do political theorists distinguish between the public and the private? Which distinctive activities take place in the public sphere? What are the effects on contemporary society if the public sphere is lost or radically diminished or changed? This course will examine a number of different ways that modern and contemporary political theorists have conceptualized the public sphere. We will seek to apply our theoretical understandings of the public sphere to illuminate the political and philosophical issues embedded in how public spaces are constructed in the United States, using the New Urbanism movement in particular. This course is for students in the Arts and Letters Honors program.

POLS 10200. Introduction to International Relations
(3-0-3) Thompson
Corequisite(s): POLS 22200
This course provides students with an understanding of historical and current events in world politics. As such, the course has three central objectives: to introduce various theoretical frameworks for analyzing international political and economic events, to provide an overview of substantive topics in international relations, and to supply a basic understanding of contemporary international events. We explore substantive issues such as cooperation and conflict in international relations, the causes of war, nuclear proliferation, regional free trade agreements, the causes and effects of economic globalization, and the role of international law and institutions. This introductory course fulfills the international relations breadth requirement for the political science major.

POLS 12400. Introduction to Comparative Politics
(0-0-0)
Corequisite(s): POLS 10400
Discussion section for corequisite Comparative Politics.

POLS 13105. Introduction to Globalization and International Studies
(3-0-3)
This course has two purposes. First, it will examine the economic, political, and cultural impacts of easy movement of money, goods, and people that are collectively known today as “globalization.” The course will consider the “pros” and “cons” of the roles played by the institutions that enforce growing financial trade integration and the international promotion by governments and transnational activists of democracy and human rights. It will also highlight the cultural reactions to globalization, including the resurgence of ethnic identities and religious fundamentalism. A second purpose is to introduce the educational opportunities at Notre Dame in international studies and international career options. Representatives of regional study programs and foreign languages, the Study Abroad Office, and several international institutes and the Center for Social Concerns will visit the class to explain the requirements for various undergraduate majors and minors and study abroad programs, as well as international internship and research opportunities for undergraduates. Visits by career professionals in international diplomacy, journalism, human rights, and business will also be arranged.

POLS 13181. University Seminar: Women in American Political Thought
(3-0-3)
A seminar for first-year students devoted to an introductory topic in political science in which writing skills are stressed. It will fulfill an Arts and Letters social science requirement, but does not count toward the political science major.

Introductory Courses

POLS 20100. Introduction to American Government
(3-0-3) Campbell, Wolbrecht
Corequisite(s): POLS 22100
This course surveys the basic institutions and practices of American politics. It examines the institutional and constitutional framework of American politics and identifies the key ideas needed to understand the subject and develop a basis for evaluating American politics today. This introductory course fulfills the American politics breadth requirement for the political science major.

POLS 20200. International Relations
(3-0-3) Lavallee, Lieber
This course provides students with an understanding of historical and current events in world politics. As such, the course has three central objectives: to introduce various theoretical frameworks for analyzing international political and economic events, to provide an overview of substantive topics in international relations, and to supply a basic understanding of contemporary international events. We explore substantive issues such as cooperation and conflict in international relations, the causes of war, nuclear proliferation, regional free trade agreements, the causes and effects of economic globalization, and the role of international law and institutions. This introductory course fulfills the international relations breadth requirement for the political science major.
POLS 22400. Comparative Government Discussion 
(0-0-0)  
Corequisite(s): POLS 20400  
Discussion section for corequisite Comparative Government.  

POLS 22600. Theory Discussion 
(0-0-0)  
Corequisite(s): POLS 20600  
Discussion section for corequisite Political Theory.  

POLS 23101. College Seminar 
(3-0-3) Dowd  
History is replete with people who understood, misunderstood, accurately estimated, over-estimated and under-estimated their own power, the power of an opponent, the power of their own nation or state, the power of another state, or the power of non-state actors. In this seminar, we explore the concept of power and its increase and the decrease. The questions we will explore are questions at the intersection of the humanities, the social sciences and the fine arts. We will address the following questions: (1) What is power? (2) How and why do individuals, organizations, government, and states become more powerful, preserve power, and lose power? (3) In what ways and how effectively have the fine arts been used to promote, perpetuate, and challenge power? (4) What constitutes the "proper" exercise of power? We will draw on classic texts and more modern texts in discussions devoted to exploring the destructive hazards and the creative opportunities for those considered to be in positions of power.  

American Politics  

POLS 30001. Presidential Leadership 
(3-0-3)  
Prerequisite(s): See online Course Catalog for details. This course examines the role of the presidency in the American regime and its change over time. Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.  

POLS 30005. The American Congress 
(3-0-3)  
Prerequisite(s): See online Course Catalog for details. This class will expose the student to the practical workings of the US Congress, some major theories attempting to explain those workings, and some of the methods and materials needed to do research on Congress. It will place the study of Congress in the context of democratic theory, and in particular the problem of the way in which the institution across time grapples with the problem of the common good.  

POLS 30010. American Political Parties 
(3-0-3)  
Prerequisite(s): See online Course Catalog for details. Political parties play many vital roles in American politics: They educate potential voters about political processes, policy issues, and civic duties. They mobilize citizens into political activity and involvement. They provide vital information about public debates. They control the choices—candidates and platforms that voters face at the ballot box. They influence and organize the activities of government officials. Most importantly, by providing a link between government and the governed, they are a central mechanism of representation. These roles—how well they are performed, what bias exists, how they shape outcomes, how they have changed over time—have consequences for the working of the American political system.  

POLS 30025. Interest Groups Politics 
(3-0-3)  
Prerequisite(s): See online Course Catalog for details. Interest groups have long been considered central to an understanding of the working of American politics. As mediating institutions, interest groups sit at the intersection between the public and the political decision makers who govern them. Examining if and how interest groups facilitate effective representation thus tells us a great deal about the functioning and quality of American democracy. In this course, we will consider the historical development of interest group politics, the current shape of the interest group universe, potential bias in representation and function, membership and group maintenance, strategies and tactics, and above all, the influence and role of interest groups on democratic policy making and practice in the United States. We will explore broad theoretical issues, grounded in substantive cases from the current and historic experience of American group politics.  

POLS 30030. Political Participation 
(3-0-3)  
Prerequisite(s): See online Course Catalog for details. This course is intended to explore some of the causes of citizens’ differentiated rates of political participation in American politics, as well as the impact that this has on the representational relationship between constituents and legislators. We will begin with a theoretical overview of some of the unique aspects of our representational system. Next, we will analyze the factors that influence the formation of individual political preferences, and their propensity to undertake various forms of political participation. Then we will turn to an analysis of the formation and uses of public opinion. Finally, the class will investigate the consequences of using institutional reforms geared toward “direct democracy” to increase political participation and/or the weight of public opinion on the legislative process.  

POLS 30031. American Voting and Elections 
(3-0-3)  
This course will examine voting and opinions, and the linkage between political leaders and the mass public. Possible topics include an introduction to electoral analysis; the history of recent electoral politics; the nature of political participation, especially the rationality of voting turnout and non-electoral specialization; party identification and opinions, attitudes, and ideology; social groups and cultural identities; mass media and image campaigns; and differences between presidential and congressional elections.  

POLS 30035. Race/Ethnicity and American Politics 
(3-0-3)  
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions the Congress, presidency, judiciary, state and local governments, etc. play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?  

POLS 30040. Introduction to Public Policy 
(3-0-3) Ayala  
Prerequisite(s): See online Course Catalog for details. The objective of this course is to introduce students to the process of public policy formation in American politics. The course will be divided into three parts. The first section will encompass a brief review of some of the more important mechanisms of American politics that affect the legislative process (political participation, interest groups, congressional elections, etc.). We will then engage in a general review of how such factors have affected the direction and tone of federal public policy over the past 30 years. The final two sections of the course will be devoted to detailed analysis of two public policy areas of particular interest to younger voters: education reform and drug laws. Building on the earlier readings and the analytical tools developed, we will examine the current debates and prospects for reform in these policy areas, with an eye toward understanding the political realities of public policy formation.  

POLS 30045. The State of the American States 
(3-0-3)  
This course provides a “critical” and comprehensive examination of politics in the states of the US, and does so by analyzing topics from several theoretical perspectives. States are major policymakers concerning such central public policies as education, welfare, and criminal justice, among a host of others. There is tremendous variation, yet, at the same time, there are similarities between and among the 50 states in their political processes and governmental institutions as well as in their public policy concerns and outcomes. The focus of the course is on understanding why the states vary as they do and the consequences of that variation for such core American values as democracy.
and equality, and how states have different conceptualizations, or different visions or versions, of those core values.

POLS 30060. Constitutional Law (3-0-3) Koomers
This course examines the main principles of American Constitutional law, the process of constitutional interpretation, and the role of the Supreme Court in the American political system. Topics covered are presidential war powers, congressional-executive relations, free speech, church-state relations, the right to life (abortion, right to die, and death penalty), race and gender discrimination, and the American federal system. A good deal of attention is given over to recent personnel changes on the Supreme Court and the extent to which these changes are reflected in the court's opinions. A background in American national government is desirable.

POLS 30132. Catholicism in Contemporary America (3-0-3) Ryan
This course offers a sociological overview of the Roman Catholic Church in the United States since World War II. Recent trends will be examined at the societal, organization, and individual levels of analysis. Topics include: the involvement of the Church in public life, the causes and consequences of the priest shortage, and increasing individualism and personalism among lay Catholics.

POLS 30141. Science Policy and Politics (3-0-3) Kooistra
This class will meet in seminar format. We will examine the general process for science policy making and emphasize the role played by politics in several specific science programs such as the space program and the Human Genome Project. The first part of the seminar will be devoted to an overview of science policy in the US, to provide students with a grounding in how science has generally been undertaken by the federal government up until World War II. We will also examine the role of both the executive and legislative branches of government in supporting science and identify interest groups which have been influential in shaping science policy. The final portion of the course will require students to undertake an actual exercise in budget allocation, based on budget figures for various science programs in the federal government. The readings for the class will consist of excerpts from several books about science policy and politics, federal budget documents, and potentially transcripts of congressional committee hearings. There will also be at least one additional class meeting outside of the regularly scheduled time to view the film The Right Stuff. Students will be evaluated on the basis of one essay exam, one presentation, a group project (the budget exercise), and one research paper. Class participation will also be evaluated toward the final grade.

POLS 30142. Unequal America (3-0-3) Carbonaro
Although America is world's richest nation, it has the most unequal distribution of wealth and income in the industrialized world. In this course, we will examine why this is so. In particular, we will examine the following questions: What social forces create inequality in society? Is equality inevitable? Is there such a thing as "social class"? Who gets ahead and why? Why is race/ethnicity and gender still related to social status, wealth, and income? Does America have a "ruling elite?" Who are "the poor" and what explains their poverty? Are there social policies that can create more equality in American society—and is that what Americans really want?

POLS 40005. The Development of American Political Institutions (3-0-3)
The US Constitution has remained essentially intact since 1787, yet contemporary political institutions and practices would hardly be recognizable to a citizen of the 19th century. Thus, the history of our political institutions is one of change and reform, as well as stability and persistence. This course will focus on the development of the US political system from the late 18th to the early 20th century. Of particular interest will be the evolution of the legislative, executive, and electoral institutions.

POLS 40021. Religion and Politics (3-0-3)
An examination of the linkage among religious beliefs, world views, group identifications, political attitudes and behavior, based on literature in political science, sociology, psychology, and theology. Topics include the meaning and measurement of religiosity, religious and anti-religious values embedded in American political institutions; religious world views and political philosophy; cue giving and political mobilization by religious groups, denominational traditions, partisanship and issue positions; religious movements, social conflict, and political coalitions.

POLS 40025. Schools and Democracy (3-0-3) Campbell
Education sits high on the public policy agenda. We are living in an era of innovations in education policy, with heated discussion surrounding issues such as vouchers, charter schools, and the No Child Left Behind Act. This course introduces students to the arguments for and against these and other educational innovations, and does so through the lens of how schools affect the civic health of the nation. Often forgotten amidst debates over school choice and standardized testing is the fact that America's schools have a civic mandate to teach young people how to be engaged citizens. Students in this course will grapple with the civic implications of America's educational landscape, and have an opportunity to propose ways to improve the civic education provided to young people.

POLS 40040. Public Policy and Bureaucracy (3-0-3) Prerequisite(s): See online Course Catalog for details.
This course explores the process, substance, and efficacy of public policymaking and policy implementation in the United States. We begin by asking: Why do some problems become public issues while others do not? Attention is given to how government identifies problems and formulates policies meant to address them. Then we ask, once formulated, how policies are implemented. The course will examine government's "menu" of options for policy implementation. Student research papers will focus on the evolution over time of a specific policy, examining how that policy's implementation affected its impact.

POLS 40044. Domestic Sources of American Foreign Policy (3-0-3) Prerequisite(s): See online Course Catalog for details.
This course provides students with the analytical tools to understand and critically analyze the impact of domestic actors within the US foreign policy decision-making process. This course examines the roles of the President, Congress, the bureaucracy, public opinion, interest groups, the media and other sources of influence on the foreign policymaking process and its outcomes. Particular emphasis is given to the study of domestic foreign policy actors through the use of case studies as a qualitative tool of political science research. This course is designed to give the student a sense of real-world involvement in American foreign policy making by means of various exercises involving active student participation, especially case memos, simulations, and case discussions.

POLS 40061. Constitutional Interpretation (3-0-3) Prerequisite(s): Constitutional Law. See online Course Catalog for details.
This course examines the effect of the legal system on American politics, government, and society. We begin by reviewing the institutions, actors, and processes of the legal system, focusing on the institutional and individual influences on judicial decision-making. In the second part of the semester, we closely analyze the political consequences of legal decisions in areas such as criminal law, race and education-including desegregation, school finance, and school choice-abortions, the death penalty, and homosexual rights. We conclude by evaluating the extent to which courts can and should be expected to bring about social and political change.
POLS 40064. Race and the Constitution
(3-0-3) Zuckert
This course will cover the decisions of the Supreme Court in the area of race relations, from the 19th-century problem of fugitive slaves to current problems involving school desegregation, affirmative action, and "private" acts of race discrimination. Class will focus not only on court cases but also on the broader constitutional and philosophical implications.

International Relations
POLS 30201. US Foreign Policy
(3-0-3)
Prerequisite(s): See online Course Catalog for details. The United States is the most powerful state in the world today. Its actions are important not just for US citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines US foreign policy? What is the national interest? When do we go to war? Would you send US soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the US economy and its citizens? We first study several theories about foreign policy. We then examine the US foreign policy process, including the President, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of US foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.

POLS 30202. War and the Nation-State
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course will examine the phenomenon of war in its broader political, social, and economic context since the emergence of the modern nation-state. The general themes of the course include the impact of nationalism, democratization, industrialization, military professionalization, the nuclear revolution, and the information and communication revolution on the development of warfare and the state. Particular historical emphasis will be placed on exploring the causes and conduct of World War I and World War II.

POLS 30206. Civil Wars in the Twentieth Century
(3-0-3)
Prerequisite(s): See online Course Catalog for details. In the second half of the 20th century, civil war replaced interstate war as the dominant form of mass violence around the globe. Given the centrality of war to the study of international relations, and the declining incidence of interstate war, contemporary IR scholarship is increasingly focusing on an understanding of the causes of civil war and peace. In this course, we will address three central questions in the study of civil war. First, despite the existence of hatred and violence in most societies, civil war is a comparatively rare occurrence. In particular, civil wars rarely happen in the highly developed countries of the world. Why not? Is civil peace the result of democracy, wealth, urbanization, equality, or the power of the state (among other possible causes)? Second, recent scholarship has highlighted the importance of ethno-national motivations in contemporary civil wars. We will ask whether ethnic violence is a distinct category, unlike violence motivated by ideology, or if instead processes of violence have a common logic across different types of cleavage and motivation. Third, in civil wars, violence does not happen everywhere in the same form and with the same intensity. For instance, civil war sometimes involves the indiscriminate massacre of civilians; sometimes it does not. In this course, we will attempt to account for the specific micro-level patterns of violence that arise in civil war contexts.

POLS 30220. International Law
(3-0-3)
This course introduces the student to the sources, the subjects, and the institutions of the international legal order. Substantive international law is discussed on the basis of cases. Time is also made for discussing current issues, e.g., the docket of the International Court of Justice, the ad hoc UN International Criminal Tribunals for the former Yugoslavia and Rwanda, and the International Criminal Court, and the Iraqi question before the UN Security Council.

POLS 30225. United Nations and Global Society
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course explores the United Nations' responsibility for maintaining international peace and security; the reasons for its successes and failures in peacekeeping, enforcement, and peacebuilding in recent cases; the international legal basis for humanitarian intervention and for preventing crimes against the peace, war crimes, crimes against humanity and other gross violations of human rights; and the ethical challenges posed for people seeking to be good citizens both of their nation and of the world. Students evaluate ways to strengthen the role of international law and organization in preventing war and terrorism while addressing ethical issues related to international peace and security.

POLS 30227. Conflict Resolution: Theory and Practice
(3-0-3)
This course has two fundamental aims: to acquaint students with the broad array of social conflict theory that exists in the social sciences as it relates to our ability to manage conflict, ranging from the interpersonal to the international arenas; and to teach basic skills of conflict resolution in low and high level disputes. Thus, the course demands substantial reading as well as participation in simulation and training exercises.

POLS 30228. Terrorism, Peace, Other Inconsistencies
(3-0-3) Lopez
This course examines the roots and sustaining conditions of contemporary terrorism, as well as diverse counter-terrorism measures and policy prescriptions for the US and for the international community. We then address what challenges both the causes and the cures for terror pose to those who take seriously the creation of a world with less war and violence and greater cooperation among rivals.

POLS 30234. Problems of International Relations
(3-0-3)
This course looks at a series of issues important to understanding international events.

POLS 30240. International Organizations
(3-0-3) Reydams
This course examines governance in international relations, including both formal and informal institutions, and the functioning of organizations such as the United Nations, International Monetary Fund, World Trade Organization, European Union, and multilateral development banks. Students will conduct research on topics including peacekeeping and humanitarian intervention, political conflicts surrounding trade liberalization, and assessment of economic development programs.

POLS 30241. NGOs in International Relation
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course examines the role that non-governmental organizations (NGOs) play in international relations. Since the end of World War II, international relations scholarship has been dominated by theories that assume privacy of the state. However, in the last 20 years, non-state actors have grown in number, size, and influence. We will analyze the impact that this development has had on both traditional approaches to international relations as well as empirical problems associated with the prominence of NGOs in IR. The first half of the course will analyze several competing theoretical approaches to NGOs, while the second half of the course will focus on empirical topics and contemporary case studies that highlight the efforts of NGOs to influence state behavior. Topics covered include: the origins of NGOs, NGOs as interest groups, transitional advocacy networks, epistemic communities, globalization, human rights, the environment, the United Nations, access to international negotiations, and the effectiveness of NGOs in altering state behavior. This course examines governance in international relations, including both formal and informal institutions, and the functioning of organizations such as the United Nations, International Monetary Fund, World Trade Organization, European Union, and multilateral development banks. Students will conduct research on topics, including peacekeeping and humanitarian intervention, political conflicts surrounding trade liberalization, and assessment of economic development programs.
POLS 30260. International Political Economy
(3-0-3) Singer
Prerequisite(s): See online Course Catalog for details. This course examines the interaction of politics and economics in the international arena. We begin with a brief historical exploration of the international political economy, and introduce four analytical perspectives on state behavior and international outcomes. Topics include trade policy, foreign direct investment and multinational corporations, international capital flows, exchange rate regimes and currency unions (including European Monetary Union), financial crises, and the fight against money laundering and terrorist financing.

POLS 30264. International Environmental Politics
(3-0-3) Connolly
Prerequisite(s): See online Course Catalog for details. This course surveys the major actors (states, NGOs, scientists, IOs, consumers, corporations) and issues relating to global and regional environmental problems. We consider issues such as ozone depletion, deforestation, climate change, biodiversity, acid rain, water supply, nuclear power safety, and more. We study the range of political mechanisms that have been used to foster international environmental cooperation and ask how existing political solutions have fared in response to some of the major international environmental problems. We will develop a sense of what works for international environmental protection and what does not, in order to assess how policymakers might devise effective responses to current and future environmental problems.

POLS 30265. Politics of Globalization
(3-0-3)
This course analyzes the emerging world order and US foreign policy at the end of the Cold War. After a brief examination of the end of the Cold War, it discusses a number of underlying causes for various global problems, including colonization, state failure, political domination, poverty, and civilizational differences. The course samples some vexing problems on the ground such as ethnic identity and violence, religion and violence, humanitarian crises and humanitarian intervention, conflict resolution, post-conflict reconstruction, and transnational and transnational justice, and addresses various foreign policy questions that have become amplified by the war on Iraq, including international terrorism, rogue states, weapons of mass destruction, American primacy, democracy promotion, constitutional engineering, the democratic peace and the perils of illiberal and unconsolidated democracies.

POLS 30266. Political Economic Globalization
(3-0-3)
This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past 50 years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and the empirical issues in today’s global economy. The first half of the course focuses on contesting theories of globalization, while the second half of the course deals with more substantive issues. Empirical topics discussed include labor inequality, capital mobility, democratization, international institutions, regional trading blocs, the environment, human rights, and state sovereignty.

POLS 30280. International Relations in East Asia
(3-0-3)
This course explores the interactions of the states and societies in the East Asian region, focusing mainly on the relationships of China and Japan, their interactions with each other and with the outside “Asian” powers, the United States, and Russia (Soviet Union). The first set of class discussions examines the China-centered system in East Asia prior to the intrusion of the new world system carried by Western imperialism. The course then turns to a discussion of this western impact: the colonization of most of the Southeast Asian societies, the reduction of China to a “semi-colony” and the subsequent process of revolution, both nationalist and communist, in that country. Japan’s turn to “defensive modernization” and its own imperialism to ward off the West and claim status as a great power on a par with the Western countries.

POLS 30285. International Relations of Latin America
(3-0-3)
This course is based on the commonly accepted assumption from theories of political realism that the United States successfully has exercised hegemony over the Western Hemisphere since the beginning of the 20th century. The first topic to be considered is what tactics were used to consolidate that hegemony and how the “face of hegemony” evolved during the 1900s up until the present day. This will involve an examination of the history of hemispheric relations with an emphasis on the political, economic, and cultural aspects of Washington’s strategy. The examination assumes that great powers attempt to control the behavior of less powerful countries in their sphere of influence, and one should not be surprised to find such a situation. The second half of the semester deals with some discrete situations or issues within the hemisphere: economic integration efforts such as NAFTA, CAFTA, and MERCOSUR; the role of petroleum (particularly as regards Venezuela); the drug issue; developments relating to the US-Mexican border; the long-standing Castro regime in Cuba; and the foreign policies of individual Latin American countries (particularly Brazil and Mexico). There will be two written examinations, plus a final one, and one paper and/or class presentation.

POLS 30291. Arab-Israeli Conflict
(3-0-3) Downey
This course tracks the Arab-Israeli conflict from its origins in the late 19th century to the present, making special use of primary sources that express differing perspectives in their full intensity. Current issues of the conflict will be analyzed in depth with the help of current periodical and electronic sources. Classes will include a mixture of lectures, video, and role-playing. There will be a midterm exam and a short policy paper.

POLS 30292. US-Latin American Relations
(3-0-3) Hagopian
The primary goal of the course is to understand the basis for the political, economic, and security relations of Latin American states with the United States. The course begins with a theoretical and historical examination of the competing perspectives on what determines United States policy toward Latin America: its normative ideals, its security interests, or its economic interests. It then takes up several enduring themes in US-Latin American relations, including the response of the United States to dictatorships, expropriations of United States-owned property, revolution, and efforts to promote development, democracy, and human rights. Next, it considers the relations of several Latin American states with each other and the United States from the Latin American point of view, with special attention to the foreign policies of Cuba and Mexico. Finally, it examines several new issues in US-Latin American relations, including regional free trade agreements and trade policy, the environment, migration, and drugs, in a post-Cold War environment.

(3-0-3) Smith
This course is designed to increase students’ understandings of contemporary global problems and the ways the international community addresses these through institutions like the United Nations. The course will cover the history, structure, and operations of the United Nations and is designed to introduce students to the variety of interests, goals, and perspectives that different nations and social groups bring to this global political forum. We will examine major global issues that are being discussed in international organizations, and extensive attention will be paid to how civil society groups use the United Nations to promote social change. A major aim of the course is to encourage students’ ongoing participation in public discussions and debates about global problems. Among the issues that will be covered are: peace and international security, economic development, human rights, and environmental protection.

POLS 30333. Human Rights Environment and Development in South Asia
(3-0-3) Qazilbash
The course with the help of real world cases will identify that the issues of development, human rights, and the protection of the environment are of great importance to all of human society. They assume critical importance in South Asian countries where the issues are intricately linked to complex sociopolitical and economic factors. At first glance, development would appear to be instrumental, the prime vehicle for promoting the realization of human rights, in particular economic rights such as...
the right to an adequate standard of living, the right to work, the right to social security, right to education, the right to food and to the right to housing. Environmental preservation and rehabilitation also should be achieved through development. It is a sad fact, however, that the development projects in the South Asian countries have overtaken poverty as the single largest cause of human rights violations and environmental degradation. Many development projects that should have brought well-being to local populations have in fact brought violations of human rights and environmental degradation.

POLS 30335. Understanding Change in International Politics (3-0-3)
The end of the Cold War and the beginning of the third millennium have sparked debates about change in international politics. This course takes a theoretical and historical approach to address this question. It first analyzes competing theoretical perspectives in IR, such as classical Realism (Morgenthau), structural Realism (Waltz and Gilpin), neoclassical Realism (Schweller), subaltern Realism (Ayoub), Liberalism (Dye), and Constructivism (Wendt). The discussion focuses on various understandings of international politics and the possibility for transformation. The course then examines major forces that have powerfully shaped international politics, including international trade and capitalism, international norms and regimes, and democratization in domestic politics.

POLS 30380. Latin American Images of US (3-0-3)
Drawing upon a wide variety of sources—novels, essays, poems, travel literature, social science texts, film, art, etc. this course is a survey Latin American views of North American society, customs, politics, and individual character, with a particular emphasis on US interventionism.

Comparative Politics

POLS 30401. Latin American Politics (3-0-3)
This course is an introduction to Latin American politics. What are the major challenges facing Latin America in the new millennium? How are different countries facing these challenges? What are the origins of the current dilemmas and opportunities facing Latin America? This course is intended to give students an understanding of the major political and development challenges that Latin America has faced in the mid-20th to early 21st century. The course will survey the major theories and strategies of economic industrialization and neo-liberalism, and it will consider questions of reform, revolution, authoritarianism, and democracy. Throughout the course we will use case studies focusing on specific countries and specific problems.

POLS 30403. Latin American Development and Politics (3-0-3)
Lies Latin American countries face many challenges, some inherited from Spanish and Portuguese colonial rule, some created by today's globalization, and some common to all developing countries. This course examines several Latin American countries and responds to the most important of these challenges: How to build a state that can maintain order at home and stay at peace with its neighbors, how to form legitimate governments that can pass needed laws, how to ensure that citizens have political rights and a say in the political process, how to promote industrialization and economic growth, and how to achieve a more equal distribution of wealth and ensure that basic human needs are met.

POLS 30413. Current Events of Latin America (3-0-3)
This course analyzes the main challenges that Latin America has tackled for the past few years. After introducing students to some basic concepts and contextual information on the region, the course explores the various social, economic, and political events that Latin American countries have confronted as well as the different ways in which they have responded to these challenges. The course also incorporates an analysis of some of the "unsolved" issues of the region, such as environmental protection and sustainable development, gender quality, and ethnic minority rights.

POLS 30420. Building the European Union (3-0-3)
Messina This undergraduate lecture course introduces the contemporary project for greater economic, political, and security integration among the current fifteen members of the European Union within its appropriate historical context, its current economic and political setting, and its projected future ambitions. The course is thus very much concerned with recent events and important European events-in-the-making, including the implementation of the Amsterdam Treaty, the expansion of the membership of the European Union and EU-sponsored strategies to facilitate democratic transitions in Eastern Europe.

POLS 30451. Politics of Southern Africa (3-0-3)
Walsh This course focuses on the key state of the region—the Republic of South Africa. After outlining the political history of apartheid, the phenomenon of Afrikaner nationalism, and the rise of African nationalism and the liberation movements, attention turns to the country’s escalating turmoil of the 1980s and resulting political transition in the 1990s. South Africa’s political and economic prospects are also examined. The semester concludes with a survey of the transitions that brought South Africa’s neighboring territories to independence, the destabilization strategies of the apartheid regime and United States policy in that region.

POLS 30452. Politics of Tropical Africa (3-0-3)
Following an introduction to traditional political institutions, the colonial inheritance and the rise of African nationalism, the course concentrates on the current economic and political problems of tropical Africa. This includes case studies of political organizations, ideologies and government institutions in Ghana, Nigeria, and Tanzania.

POLS 30454. Democratic Regimes (3-0-3)
This course addresses two questions: “Why is there so much conflict in Africa?” and “Why is Africa still so poor?” A variety of different explanations are considered, including pre-colonial and colonial legacies, ethnic heterogeneity, poor leadership, the character of African institutions, and international factors. Students will consider the nature of Africa’s challenges, what conditions distinguish Africa’s successes from its failures, and what can be realistically accomplished in the future.

POLS 30456. Democracy, Development and Conflict in Africa (3-0-3)
Singh This course surveys African politics through the lens of the the “big themes” in comparative politics—Democratization, Economic Development, and Internal Conflict. Each theme is approached through both broad theories and specific case studies, so that students will learn about Africa in general and concrete ways. Students will consider the nature of Africa's challenges, what conditions distinguish Africa's success from its failures, and what can be realistically accomplished in the future.

POLS 30458. Chinese Politics (3-0-3)
Moody Study of the contemporary Chinese political system and process in the light of Chinese history and culture. Some of the topics treated include the traditional political order; the revolutionary movements; the rise of communism; Maoism and the rejection of Maoism; the political structure; leadership, personalties, and power struggles; economic policy; social policy and movements; problems of corruption and instability; and prospects for democratic development. There will be some attention to Taiwan and Hong Kong as special Chinese societies.

POLS 30466. Political Movements in Asia (3-0-3)
This course analyzes a wide range of political movements including nationalist and revolutionary movements, guerrilla insurgencies, terrorist organizations, democracy movements, and peace movements. The Asian region encompasses China (including Taiwan, Tibet, Xinjiang, Hong Kong), Mongolia, North and South Korea, Japan, the Philippines, Vietnam, Thailand, Cambodia, Burma, Malaysia, Indonesia, India, Pakistan, Nepal, Afghanistan, and so on. To understand various movements, we will study global trends, human rights values, cultural differences, religious doctrines, historical legacies, state-society relations, leadership skills, mobilization strategies, and violent vs. nonviolent trajectories. In addition to analytical readings, we will also watch a series of documentaries and read a number of prominent (auto-)biographies.
POLS 30471. Nuts and Bolts of Russian Politics
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
How are we to understand a return to the symbolism of Russian royalty by those who were communists and now claim to be democrats? The frequent squabbles between president and parliament, including the October 1993 shelling of the Parliament Building! The high assassination rate for journalists, bankers and police officers! This course focuses on the nuts and bolts of Russian politics, including the similarities and differences between Communist Russia and the current Russian state. Familiarity with Soviet politics is a crucial precondition to analysis of the modern political scene, so students first develop an understanding of the nature of Bolshevik rule and its collapse.

POLS 30514. Latin American Politics and Economic Development
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
During the past few decades, Latin America has undergone deep political and economic change. The patterns of political polarization and the implementation of import substitution industrialization models that characterized the region were altered by the emergence of bureaucratic authoritarian regimes. From the 1980s on, Latin American nations sought to reinstall democracy and promote economic development, yet the paths they followed to those ends have been quite diverse, as have their achievements. This course examines those divergent paths during the past four decades. After introducing students to some contextual information on the region, the course will examine the different roads to democratic breakdown, the emergence of authoritarian regimes, and the contrasting paths to redemocratization and development.

POLS 30516. Colombia Politics: Drug Runners
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
In this course we examine the current crisis in Colombia and its antecedents in detail, the US response to it, and broader US-Colombian relations. In an effort to gain an important comparative perspective, we also will examine the experiences of other countries in the region with insurgency and paramilitary movements, refugee and internal displacement crises, narcotics trafficking, and relations with the United States. This will be a writing-intensive, seminar-style course.

POLS 30518. Social Transformations and Democracy Chile
(3-0-3)
This course provides a comprehensive view of the social, cultural, and political transformations that have taken place in Chile since 1990. These transformations have been effected by the consolidation of democracy and the rapid pace of economic growth and modernization in the country. The course draws comparisons to the same processes that have occurred in recent years in Central and Eastern Europe.

POLS 30520. Building Democratic Institutions in First-Wave Democracies
(3-0-3)
Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. The course focuses on democratizations that took place before the Second World War, and will examine key European and Latin American cases.

POLS 30522. Chile in Comparative Perspective
(3-0-3) Valenzuela
Students will learn about the Chilean political process since the 1930s, with a special emphasis on the period from 1964 to 2002. Students will analyze and discuss institutional, economic, social, and cultural changes that occurred during that period. Chilean politics, economics, and sociology will be addressed from a historical perspective.

POLS 30550. Islamic Societies of the Middle East, Asia, and Africa: Religion, History, and Politics
(3-0-3)
This course is an introductory survey of the Islamic societies of the Middle East, Asia, and Africa from their origins to the present day. It will investigate the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian Peninsula in the seventh century to its subsequent spread to practically all corners of the globe, including Europe and the Americas. We will use case studies to examine how issues of religious and social ethics, governance, economics, politics, gender, and social relations have been interpreted and applied in a number of Islamic societies, such as in Afghanistan, the Sudan, Egypt, and Iran. The course foregrounds the complexities and diversity present in what we call the Islamic world today.

POLS 30584. Welfare State in Comparative Perspective
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course will examine both the theory and the practice of the welfare state in industrial countries. Our concern is to consider four fundamental questions: (1) What do governments do? (2) What should governments do? (3) How do governments decide? (4) Why do governments in different countries pursue different policy strategies? We will look intensively at all the major social security and welfare programs in Europe and the United States.

POLS 30587. Nationalism
(3-0-3) Faeges
Nationalism embraces a type of identity, a form of politics, and a basis for organizing societies. This course studies the origins, nature, and possible futures of nationalism, overall and in particular cases that will be determined by students' interests—for example, what our responses to September 11 tells us about American nationalism. The main assignment will be a research paper on a topic chosen by each student.

POLS 30588. International. Migration and Human Rights
(3-0-3) Bustamante
This course is an extension from the mini-course to a full term, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States' migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations' Commission of Human Rights on the relationship between migration and human rights are also covered.

Political Theory

POLS 30601. Ancient and Medieval Political Theory
(3-0-3) Keys
What is the meaning of justice and why should we care about it? Can politics ever perfectly establish justice? Which forms of government are best for human beings to live under, and why? What is the political relevance of religion and philosophy, family and ethnicity, war and peace, nature and freedom, law and right? What are the qualities of a good citizen and political leader? How should relations among diverse political communities be conducted? This course introduces students to theoretical reflection on these and related questions through the study of some of the great works of ancient and medieval political thought. Readings will include writings of authors such as Thucydides, Plato, Aristotle, Cicero, Augustine, Farabi, Maimonides, and Aquinas.

POLS 30610. The Enlightenment and Its Revolutions
(3-0-3) Bustamante
This course examines the political, social, economic, and intellectual revolutions that shaped the trajectory of the age of Enlightenment from the late 17th to the late 18th century in Europe and America. We will study the political theories of Locke, Montesquieu, Rousseau, Voltaire, Smith, Jefferson, Madison, Hamilton, Kant, Burke, and Wollstonecraft, and how their ideas shaped the many revolutions of their time and the very meaning of the Enlightenment itself.

POLS 30612. Nineteenth-Century Political Thought
(3-0-3) Keys
The problem of 19th-century political thought can be described as follows: We want to believe in something outside ourselves, but we want it to be our
own choice. After the French Revolution, universal liberty seemed possible, but the legitimacy of actual institutions was called into question. This made political theory a vital part of political life itself. This course will investigate the themes of liberty, institutions, and change as they appear in selected works of French and German political thought by Joseph de Maistre, Auguste Comte, Alexis de Tocqueville, G.W.F. Hegel, Karl Marx, and Max Weber.

POLS 30615. American Political Thought (3-0-3)
This course will explore some of the major thinkers and themes of the history of American political theory. Beginning with the founding era, the course will examine the writings of Jefferson and The Federalist Papers in an attempt to shed light on the theory behind the new republic and the structure that that republic should take. From there, the course will move toward the crisis that culminated in the Civil War, in an attempt to clarify the purpose of the union and its shape if it is to survive the crisis. The course will then examine some writings dealing with the push toward industrialization, beginning with Reconstruction, continuing with the reality of global war, and ending with the prospects of a Great Society in the New Deal. The course will then explore thinkers concerned with the changing shape of democracy, such as Dewey, Reinhold Niebuhr, and Martin Luther King Jr.

POLS 30631. Social Choice and Democratic Theory (3-0-3)
Is there a public good? A prevalent view in political science is that democracy is unavoidably chaotic, arbitrary, meaningless, and impossible. Such skepticism began with Condorcet’s paradox of voting in the 18th century, and continued most notably with Arrow’s impossibility theorem and Riker’s Liberalism against Populism in the 20th century. We’ll examine and challenge these long-standing doubts about democratic governance (among them cycling, agenda control, and multidimensional manipulation). The course will provide a nontechnical introduction to social choice theory (formal analysis of the problem of preference aggregation in general, and of alternative voting rules). The tools of social choice will be illustrated in several close analyses of Congressional deliberation and voting. Most importantly, we’ll critically investigate the conceptual and normative foundations of social choice theory as it relates to current democratic theory.

POLS 30652. Machiavellianism (3-0-3)
Machiavelli is notorious for promoting a certain “hard-nosed realism” in political analysis and practice. This course explores Machiavellianism in the master himself and in the tradition to which we give his name. We will read representatives of Machiavellian republication, including a novel with a decidedly Machiavellian lesson (Mark Twain’s Tom Sawyer), and conclude with the recent book by John Mearshimer, often thought to be the leading Machiavellian analyst of international politics of our day.
society and the moral foundations of systems of law. In examining the accounts offered by Aristotle, Cicero, Aquinas, Hart, Fuller, Dworkin, and Raz, the class will engage in the historical and contemporary debates over the nature of law, such as natural law versus positive law, law's pedagogical and deterrent functions, the relationship between law and virtue, and establishing a legitimacy of a legal system. The aims of the course will be to develop a theoretical understanding of law and its proper function in modern societies and to trace the historical contours of legal philosophy and the development of our own legal system.

POLS 30728. War, Poverty, Genocide, and Justice (3-0-3)
This course examines theories of distributive justice applied to political and economic systems that contribute to violence and suffering. Specifically, we will use the theories of distributive justice of Plato, John Rawls, and Michael Walzer to understand the ongoing injustices of global poverty, genocide, and war. Their theories are about the just distribution of rights, privileges, obligations, opportunities, and goods; in other words, they are theories of what a just structure is. Where there is abject poverty, genocide, or war, there is also structural injustice. This basic idea is in the following quote from Jeremy Hobbs, executive director of Oxfam International: “Oxfam believes that poverty and injustice are inextricable—and that both are structural and avoidable.” Many people believe that such injustices are either inevitable (e.g., poverty is a result of natural selection, genocide and war are unavoidable results of human nature) or the results of individual decisions (e.g., Hitler and Stalin are the individuals responsible for certain wars and genocides, and individuals live in abject poverty because each is either stupid or lazy). This course consists of theory-driven arguments against such fatalistic or individualistic explanations of injustices.

POLS 30729. Comparative Constitutionalism (3-0-3)
Prerequisites: See online Course Catalog for details. This course will examine the principles of constitutional law and constitutional interpretation of two modern federal constitutional systems. We will explore how the people, politicians, and jurists of each country understand the role of constitutional interpretation, the role of supreme courts in the political lives of each nation, and the meaning of individual rights and liberties in each political system. The course will help students understand the different interpretive theories of law as well as the role of constitutional law in the resolution of power conflicts and the political and legal disputes over civil liberties.

POLS 35901. Internships (V-0-V)
The goal of the internship program is to provide opportunities to integrate course work with experiential learning. To this end, the department sponsors internships with a variety of local government or government-related agencies. Learning through internships polishes your resume, hones your interviewing skills, and improves your writing and analytical skills by entering the world of work and getting hands on experience. All internships are unpaid. Internship credits do not fulfill political science major requirements.

POLS 35903. Summer Internship (V-0-V)
Summer internships are an excellent way to explore career options, to gain valuable work experience and to build your resume. Students who have secured an unpaid summer internship can apply for academic credit by either visiting the Internship Program website at: www.nd.edu/-ointern or by contacting the internship coordinator. To qualify for credit, internships must have prior approval, must be unpaid, be at least four weeks in duration, and provide at least 80 hours of work. Permission required.

POLS 37906. Social Concerns Seminar: Washington, DC (1-0-1)
This course centers on a trip to Washington, DC, over fall break, during which time students analyze a significant social issue through contact with various agencies, government offices, and church organizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Reform, Violence in America) vary each year.

POLS 37910. Mock Trial (1-0-1)
Permission required. This course is designed to prepare students to participate in the American Mock Trial Association’s annual mock trial tournaments. Students will learn to apply the judicial rules of civil/criminal procedure and rules of evidence to the 2003-04 national case. Participants will assume the roles of trial attorneys and witnesses for the plaintiff and defense and will develop critical analytical and communications skills in preparing and presenting the case through the direct examination and cross-examination at trial.

Writing Seminars
Two writing-intensive seminars are required for the political science major. The seminars give students the opportunity to work in a seminar setting, to explore a topic more deeply, and to gain experience writing in their field. Topics vary from semester to semester.

POLS 40002. Presidents and Elections (3-0-3)
As the brouhaha over Howard Dean’s “yell” illustrates, media have come to play a key role in the coverage of Presidential elections. This course examines how print and broadcast media have functioned in US elections since the way we choose a president was first established. After a brief overview of changing relationships between journalists and presidential candidates in the 19th century, we will focus on elections since the 1920s, when radio first broad- cast election updates. We will analyze how candidates have used radio, television, and the Internet to construct images of themselves and their platforms, and how journalists have become an active force in representing the political process. Rather than see electronic media as neutral or “objective,” we will assess the narrative strategies and visual and verbal codes by which media present politics to us, the voters.

POLS 40226. UN and Counterterrorism (3-0-3) Kamman
The United States emerged from World War II in a new peacetime role as a superpower. We had to discover for ourselves how to combine diplomacy and military power in a manner consistent with our democratic principles. While the policy choices were stark in the days of the Cold War, they have become more complex in recent years. Presented by a career diplomat who headed US overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted US leaders from the end of World War II to the present. The issues treated will illustrate the height of tensions in the Cold War, the emergence of detente and deter- rence, and the challenges of the global agenda after the end of the Cold War. The course aims to help the student understand current foreign policy issues, which will be discussed briefly in class.

POLS 40424. German Politics (3-0-3)
This course examines various aspects of German government and politics, including the party system, elections and voting, patterns of political participation, civil liberties, policymaking institutions, and foreign policy. The course also deals with the historical debates over Germany’s past and current attempts to come to terms with it. It also focuses on Germany’s constitutional order together with the political and societal problems arising out of Germany’s reunification.
POLS 40470. Politics of Post-Soviet Eurasia (3-0-3)
Prerequisites: See online Course Catalog for details. This course will cover the politics of the former Soviet Union, from Russia to Azerbaijan to Tajikistan. We will discuss the nature of the Soviet empire in Eurasia, and the causes of its collapse. Then the course will focus on the politics, economics, and international relations of the new countries to emerge in this region over the past 12 years. We will address the political transition to electoral democracy in Russia, the failed democratization and nationalist conflict in the South Caucasus (Armenia, Azerbaijan, and Georgia), and the rise of new authoritarian regimes (as in Turkmenistan, Uzbekistan, Kazakhstan, Kyrgyzstan, and Tajikistan). We will also examine the role of Islamic revivalism and Islamic fundamentalism in the region, the causes of civil wars that broke apart several regimes in the 1990s, and the politics of national identity formation, and the polities of oil. Finally, we will address the complexities of relations between the post-Soviet states in China, Russia, and the US. The course will have two exams and require one 12-15 page paper.

POLS 40472. Soviet and Post-Soviet Russia (3-0-3) Javelin
This course will examine the political system of the Soviet Union, why it lasted and why it collapsed. It will then examine the transition from Soviet rule to the contemporary Russian political system and the various problems of transition.

POLS 40483. Democracy in the Age of Net (3-0-3)
This course focuses on the Internet’s potentially paradoxical impact on liberal democracy. We will consider both the positive contributions the Internet revolution may have upon our system of government as well as its possibly negative implications. Topics to be considered include: the contending theory’s of the Net’s impact; the digital divide; the role of the state in cyberspace; the rise of the Net communities and new forms of social mobilization; authoritarianism in an age of virtual transparency; and various utopian and dystopian images of Web-based cultures.

POLS 40484. Private/Public/Internet (3-0-3)
This course is about the political and social implications of the Internet revolution. We will focus on the tension between private freedoms the Internet avails and the broader public good it may serve. We will consider topics as wide ranging as the digital divide, counterterrorism, public morality, and political discourse. In addition, the Internet will serve as an important medium for both class exchanges and research. Because teams of students will design their own WWW pages, it would be nice if some students have Web design skills (but this is NOT a requirement).

POLS 40485. Leadership and Social Change (3-0-3)
This course is intended to introduce seminar participants to themes in leadership. Through readings, presentations, and other media (such as film and interaction with visitors), the course aims to provide critical reflections on the nature and sources of differing types of leadership and authority, and a deeper understanding of the vocation to lead.

POLS 43001. Junior Seminar: Southern Politics (3-0-3) Arnold, Gould, Kaplan
Writing seminars are devoted to a specialized topic. These seminars give students a chance to take an advanced course in a seminar setting, with an emphasis on research skills and discussion. This course offers political science majors the opportunity to take a writing seminar in their junior year. The course, restricted to junior political science majors only, will fulfill a writing seminar requirement for the major.

POLS 43342. Transnational Social Movements (3-0-3) Smith
This seminar explores how increasing global integration affects political participation and the prospects for democracy. We will briefly review the broader research literature on the sociology of social movements within nations as a first step in our consideration of the relationships between “globalization” and social movements. Seminar discussions will explore how transnational movements compare with those operating at local and national levels. Readings will reflect a range of cases and analytical perspectives. We will explore relationships between movements and political institutions, the factors affecting the abilities of relatively powerless groups to mobilize resources and build coalitions, and the ideological and cultural dimensions of transnational mobilization. Considerable attention will be placed on the contemporary global justice movement as we explore these questions, and methodological issues relevant to this field of study will be addressed throughout the course.

Political Theory
POLS 40513. In the President’s Shoes: Leading Struggling Democracies in a Globalized World (3-0-3)
Public support for democracy is shrinking rapidly in developing countries. Massive protests around the world blame the globalized economic system and its main political actors for increasing poverty and inequality. In South America, four elected presidents have been forcefully replaced since 1998 and two others are facing great difficulties to remain in power—let alone exercise authority or leadership. Have we so many governments disappointed their citizenry? What can be done—if anything—to curb this dangerous trend? This course, taught predominantly from a Third World perspective by a former President of Ecuador, is offered to students planning to participate actively in civil or political life or trying to understand how the public sector works and relates with society as a whole. The course introduces students to the basic toolkit of skills (decision making, negotiation, communication, leadership) that allow one to deal with public policies (economic, social, environmental) and institution-building immersed in a broader ethical, value-rudder, purpose-oriented debate. In essence, the course is a “flight simulator experience.” Through case analysis, role-playing exercises, and confrontations with real-life dilemmas, the students are invited to fly in the plane’s cockpit, to play the President’s role in recognizing, analyzing, and prioritizing problems and brainstorming strategies and action plans.

POLS 40539. Comparing European Societies (3-0-3)
This course offers students a review of major patterns of difference, along with some similarities, among the 15 member states of the European Union. Despite the larger contrasts with the United States, and the pressures toward convergence generated by the process of European integration, European societies remain remarkably different from one another on a number of dimensions including: the overall level and form taken by employment and unemployment, systems of social protection and welfare state organization, demographic trends ranging from extremely low birth rates in most of southern Europe to significantly higher birth rates further north, the connections between urban and rural life, and the impact of education on inequalities. The role of institutions, cultures, national histories, and policies in accounting for this pattern of difference will be reviewed. The course will also examine the combinations of identities—national, regional, and European—found among citizens of Europe. Students will be encouraged to develop their expertise on at least one country while also doing comparative reading.

POLS 40540. Conflict and Consensus in Twentieth-Century Ireland (3-0-3)
Prerequisites: See online Course Catalog for details. This course examines the government and politics of the Republic of Ireland and Northern Ireland through the lenses of democratization, state development, nationalism, and unionism. Among the themes covered in the course are: the British and Irish national questions; religion, ethnicity, and nationalism; the partition of Ireland and its consequences; the constitutional development and democratization of an independent Ireland; devolved government and control in Northern Ireland; the party systems in Northern Ireland and the Republic of Ireland; and the consequences of British direct rule.

POLS 40632. Contemporary Liberal Theory (3-0-3)
Ever since the publication of John Rawls’ A Theory of Justice in 1971, liberal political theory has experienced a great revival and now is a flourishing enterprise. This course will take Rawls as its point of departure and survey the state of current liberal political philosophy, considering such thinkers as Ronald Dworkin, Joseph Raz, Richard Rorty, and Robert Nozick.
The self and of society are implied by different rhetorical contexts. We will examine, in pairs, actual speeches of rhetoric and its relation to its social and political climate. We will examine the theory and practice of ancient rhetoric excited attempts to theorize it that met with both acceptance and scorn, and in both states of rhetoric the importance of democracy and the Greeks. The role of reason in moral thought, the tensions between freedom and obligation, and the questions of the role of friendship in civic life. In addition, student papers will focus on applying liberal and communitarian approaches to specific policy areas such as education, crime, welfare, regulation of the economy, and constitutional interpretation.

This course examines the Greek practice of citizen and self-government that escaped the elite dominance common in much of the ancient Greek world. Every current state, however organized, claims its democracy is democratic. But for a very long time democracy was understood as nothing more than mob rule. How did the meaning change? Reflection on the origins of democracy in Greece helps shed light on this question. Study of these matters will include primary sources like the historian Thucydides, the political satires of Aristophanes, and the notorious Socratic trial which will be looked at from the point of view of the prosecution as well as of the defense. The class will conclude with a study of the principles of Plato’s political theory in the Gorgias and the Republic.

The art of persuading one’s fellow citizens occupied a prominent place both in Athenian democracy and in the Roman Republic. In both states the importance of rhetoric excited attempts to theorize it that met with both acceptance and scorn, and in both states rhetoric continued to be practiced and theorized when the democratic and republican forms of government underwent radical transformations. In this we will examine the theory and practice of ancient rhetoric and its relation to its social and political context. We will examine, in pairs, actual speeches and contemporary or near-contemporary theoretical disquisitions beginning with the period of the Greek sophists and ending with that of Augustine. Our objectives will be to determine what visions of the self and of society are implied by different rhetorical theories and practices; and to appreciate how the discontinuities between theory and practice illuminate the discontinuities of those visions.

This course is designed to equip students for both the consumption and production of social science research. While it is targeted at juniors preparing to write a senior honors thesis, students who are intending to attend graduate school or whose careers will involve research are welcome also. Students will gain experience in formulating empirical research questions, and then preparing to answer them. Along the way they will be exposed to a broad range of research methods, both qualitative and quantitative, as well as the logic of causal inference.

This course is aimed at juniors (and sophomores who will be studying abroad in the spring of their junior year and who are thinking ahead) who are planning to write a senior thesis or doing other research in the Political Science Department. Students will be introduced to the basics of research, and will produce a research design for their senior thesis.

These seminars give students a chance to take an advanced course in a seminar setting, with an emphasis on research skills and discussion.

These seminars give students a chance to take an advanced course in a seminar setting, with an emphasis on research skills and discussion. Juniors are encouraged to take writing seminars if space is available, with permission from an advisor.

Students with a grade-point average of 3.5 or above are encouraged to write a senior thesis. For this two-semester project, the student works on an independent research project under the supervision of a faculty member. Three credits of this two-semester project fulfill one writing seminar requirement; the other three credits count as elective credit, but not toward the major.

Students with a grade point average of 3.5 or above are encouraged to write a senior honors thesis. For this project, the student works closely with a faculty member on a topic of the student’s choice. The senior honors thesis builds on the student’s course work, experience, and interests and trains the student to work deeply and independently. Three credits of this two-semester project fulfill one senior writing seminar requirement. The other three credits can count toward elective credit but not toward the major.

Students are encouraged to attend graduate school or whose careers will include research are welcome also. Students will gain experience in formulating empirical research questions, and then preparing to answer them. Along the way they will be exposed to a broad range of research methods, both qualitative and quantitative, as well as the logic of causal inference.

The role of religion in political life, the tensions between freedom and obligation, and the questions of the role of friendship in civic life. In addition, student papers will focus on applying liberal and communitarian approaches to specific policy areas such as education, crime, welfare, regulation of the economy, and constitutional interpretation.

POL 40731. Words and/or Power (3-0-3)

The art of persuading one’s fellow citizens occupied a prominent place both in Athenian democracy and in the Roman Republic. In both states the importance of rhetoric excited attempts to theorize it that met with both acceptance and scorn, and in both states rhetoric continued to be practiced and theorized when the democratic and republican forms of government underwent radical transformations. In this we will examine the theory and practice of ancient rhetoric and its relation to its social and political context. We will examine, in pairs, actual speeches and contemporary or near-contemporary theoretical disquisitions beginning with the period of the Greek sophists and ending with that of Augustine. Our objectives will be to determine what visions of the self and of society are implied by different rhetorical theories and practices; and to appreciate how the discontinuities between theory and practice illuminate the discontinuities of those visions.

This course is designed to equip students for both the consumption and production of social science research. While it is targeted at juniors preparing to write a senior honors thesis, students who are intending to attend graduate school or whose careers will involve research are welcome also. Students will gain experience in formulating empirical research questions, and then preparing to answer them. Along the way they will be exposed to a broad range of research methods, both qualitative and quantitative, as well as the logic of causal inference.

POL 40800. Research Design and Methods (3-0-3)

This course is designed to equip students for both the consumption and production of social science research. While it is targeted at juniors preparing to write a senior honors thesis, students who are intending to attend graduate school or whose careers will involve research are welcome also. Students will gain experience in formulating empirical research questions, and then preparing to answer them. Along the way they will be exposed to a broad range of research methods, both qualitative and quantitative, as well as the logic of causal inference.

POL 40803. Senior Essay Research (3-0-3)

This course is aimed at juniors (and sophomores who will be studying abroad in the spring of their junior year and who are thinking ahead) who are planning to write a senior thesis or doing other research in the Political Science Department. Students will be introduced to the basics of research, and will produce a research design for their senior thesis.

Other Courses

POL 40810. Quantitative Political Analysis (3-0-3) Coppendge

Students in this course will learn to understand the most common statistical techniques used in political science and acquire the skills necessary to use these techniques and interpret their results. A mastery of these techniques is essential for understanding research on public opinion and voting behavior, electoral studies, and comparative research on the causes of democracy. For each topic, students will read works to orient them to key issues and debates. They will learn the reasoning behind the statistical analysis in these readings and create their own spreadsheet programs to execute such analyses. They will then download and clean datasets actually used in the published research, replicate selected analyses from these readings using a statistical package, and write short papers evaluating the inferences defended in the published research.

POL 46902. Directed Readings (V-0-V)

Students on the dean’s list are eligible for independent study on a topic of the student’s choice, under the supervision of a faculty member. The other three credits can count toward elective credit but not toward the major.

POL 58902. Senior Honors Thesis (3-0-3)

Students with a grade point average of 3.5 or above are encouraged to write a senior honors thesis. For this two-semester project, the student works closely with a faculty member on a topic of the student’s choice. The senior honors thesis builds on the student’s course work, experience, and interests and trains the student to work deeply and independently. Three credits of this two-semester project fulfill one senior writing seminar requirement. The other three credits can count toward elective credit but not toward the major.

POL 60402. Building Democratic Institutions in Latin America and European First-Wave Democracies (3-0-3)

Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. The course focuses on democratizations that took place before the Second World War, and will examine key European and Latin American cases.

Graduate Courses

Many graduate courses are open to qualified undergraduates by permission.
Program of Liberal Studies

Chair:
Henry M. Weinfield

Rev. John J. Cavanaugh, CSC, Professor of
Humanities:
Frederick J. Crosson (emeritus); Michael J.
Crowe (emeritus)

Professors:
Rev. Nicholas Ayo, CSC (emeritus); Kent
Emery Jr.; Walter J. Nicgorski; F. Clark Power;
Phillip R. Sloan; M. Katherine Tillman; Henry
M. Weinfield

Associate Professors:
Stephen M. Fallon; G. Felicitas Munzel;
Gretchen Reynads-Schils

Assistant Professors:
Steven G. Affeldt; Bernard Goehring; Robert
Goulding; Julia Marvin; Kevin Mongrain;
Jessica Murdoch; Thomas Stapleford

Program of Studies. The Program of Liberal Studies,
Notre Dame's Great Books program, offers an inte-
grated three-year sequence of studies leading to the
bachelor of arts degree. Students enter the program
at the end of the First Year of Studies.

Fundamental to the program is a conception of a
liberal arts education that aims to avoid the separa-
tion of the humanities into isolated disciplines. The
program seeks to provide a unified undergraduate
education in all of the liberal arts, including music
and the natural sciences. For this reason the program
is not to be equated with a "general humanities"
educational program. The study of literature, phi-
losophy, natural and social science, theology, history
and fine arts will take place within a larger unifying
conception of the liberal arts that cuts across many
of the disciplinary boundaries suggested by these
terms. Because the goal of the program is to provide
more than an introduction to various subject mat-
ters, none of the tutorials or seminars stands alone in
the program. The curriculum grows organically over
the three years, with each course presuming all of its
predecessors.

Although the program provides education in the
liberal arts, it also considers the liberal arts in them-
selves as insufficient for a complete education. The
liberal arts are the critical tools of learning, but they
are also to be related to the larger search for genuine
understanding and philosophic wisdom. Philosophy,
which explores the basic questions of epistemology,
ethics, and politics, is also related to the claims of
the Christian tradition. The program maintains specific
tutorials in the various disciplines to enable these
relationships to develop systematically.

The normal method of instruction in the program
is through the reading and discussion of primary
texts. The student is asked to take an active role in
the learning process. Particularly in the seminar, the
authors of the great books are considered to be the
primary teachers.

The program requires writing throughout the curric-
ulum, especially in the tutorial classes. In the spring
semester of their senior year, all students are required
to write a major essay, usually involving extensive
research, under the direction of a faculty advisor. The
senior essay offers students a particularly intensive
writing experience and an opportunity to investigate
a specialized topic of interest in depth.

To accomplish the goals of the program, the student
must take the entire sequence of courses, with each
course building upon the earlier ones in a cumulative
and organic fashion. For this reason, the program
must constitute the student’s primary major. Sufficient
electives are available in each of the three years,
however, to allow concentrations to be completed.
Supplementary majors are difficult but not impos-
tible to complete and usually can be accommodated.

Students must formally apply for entrance into
the program by a stated date in the spring of the
first year, and application forms will be available
by March. Students interested in entering the pro-
gram are urged to complete the University science,
mathematics, and first theology requirement in the
first year. In some special cases, typically involving
international study, a student may begin the pro-
gram at a later date, but in no case after the beginning
of the junior year. Students admitted to the program
at later stages must be prepared to make up courses
they have missed.

SEQUENCE OF COURSES

Sophomore Year
First Semester
20201. Literature I: The Lyric Poem 3
20301. Philosophical Inquiry 3
23101. Great Books Seminar I 4
Elective 3
Elective 3
___ 16

Second Semester
20302. The Bible and Its Interpretations 3
20412. Fundamental Concepts of
Natural Science 3
23102. Great Books Seminar II 4
Elective 3
Elective 3
___ 16

Junior Year
First Semester
30301. Ethics 3
30411. Scientific Inquiry: Theories
and Practices 3
30501. Fine Arts 3
33101. Great Books Seminar III 4
Elective 3
___ 16

Second Semester
30202. Literature II: Shakespeare and
Milton 3
30302. Political and Constitutional Theory 3
33102. Great Books Seminar IV 4
Elective 3
Elective 3
___ 16

Senior Year
First Semester
40301. Christian Theological Traditions 3
40601. Intellectual and Cultural History 3
43101. Great Books Seminar V 4
Elective 3
Elective 3
___ 16

Second Semester
40302. Metaphysics and Epistemology 3
40412. Science, Society, and the
Human Person 3
48702. Essay Tutorial 3
43102. Great Books Seminar VI 4
Elective 3
___ 16

Course Descriptions. The following course
descriptions give the number and title of each course.
Lecture hours per week, laboratory, and/or tutorial
hours per week, and credits each semester are in pa-
renches. The instructor's name is also included.

PLS 13184. History University Seminar in
English
(3-0-3) Goulding, Power, Sloan
This seminar functions as an introduction to the
program and fulfills the University literature require-
ment. It is designed to develop habits of careful read-
ing, discussion, and writing through the reading of
classic tests. These seminars serve as an introduction
to the "Great Books" style of education fostered by
the Program of Liberal Studies.

PLS 20201. Literature I: The Lyric Poem
Fallon, Marvin
An introduction to poetry through intensive study of
several lyric poets writing in English. Through close
reading of selected poems, students will become fa-
miliar with central literary devices, including rhythm
and meter, image, metaphor, symbol, paradox, and
irony. Poems studied will range from the Renaissance
to the 20th century, and may include Shakespeare's
sonnets and Keats' odes, along with the works of
other major poets such as Donne, Herbert, Marvell,
Gray, Wordsworth, Dickinson, Yeats, Eliot, and Stevens. Fall.

**PLS 2301. Great Books Seminar I**
(4-0-4) Bartky, Mongrain, Reydams-Schils
The introductory seminar sequence is designed to introduce the student to the great books seminar methodology. A discussion format is intended to develop the art of discussion and the communication of complex ideas through readings in the foundational works of Greek and Latin civilization. Authors treated include Homer, the Greek dramatists, Herodotus, Thucydides, Plato, Aristotle, Cicero, Virgil, Augustine, and Bonaventure.

**PLS 33102. Great Books Seminar IV**
(4-0-4) The second seminar sequence deals with the primary works of the High Middle Ages, the Renaissance, and early modern authors through the Enlightenment. Authors treated include Thomas Aquinas, Dante, Chaucer, Luther, Cervantes, Bacon, Descartes, Hobbes, Pascal, Milton, Hume, Rousseau, Swift, Austen, Kant, and Goethe.

**PLS 30202. Literature II: Shakespeare and Milton**
(3-0-3) Building on the techniques of close reading developed in Literature I, this course will focus on the expressive power of literary genres, modes, and conventions and will take up the question of the unity and coherence of long works. The reading list will include several plays by Shakespeare and Milton's *Paradise Lost*. In some years, another major English narrative poem may be substituted for *Paradise Lost* (such as Chaucer's *Troilus and Criseyde*, Spenser's *Faerie Queene*, or Wordsworth's *Prelude*). Spring.

**PLS 30301. Ethics**
(3-0-3) Munzel
An examination of modes of moral reasoning and what constitutes the good life, based primarily on the study of Aristotle's *Nicomachean Ethics* and the moral philosophy of Kant. Readings may also include a selection from the Utilitarian ethical tradition as well as from works in moral development and in moral theology, such as by Augustine, Aquinas, and Newman. Fall.

**PLS 30302. Political and Constitutional Theory: Ancient and Modern**
(3-0-3) An approach to understanding the fundamental problems of political community and the nature of various solutions, especially that of democracy. Readings will include, but are not limited to, Aristotle's *Politics*, Locke's *Second Treatise*, and selections from *The Federalist* and American founding documents. Spring.

**PLS 30401. Mechanics/Life Sciences**
(3-0-3) Under consideration will be the contributions of such authors as Descartes, Galileo, Harvey, Boyle, and Newton. Fall.

**PLS 31001. Fine Arts**
(3-0-3) Marvin
This course serves as an introduction to the arts, aesthetics, critical vocabularies, and ways of seeing and hearing of literate Western culture. Principal emphasis is placed on the major genres of Western art—music from the Middle Ages to the present, including the Mass, oratorio, opera, symphony, and song—but more important developments in the visual arts and relevant literary and intellectual movements may also be considered. Using various live artistic resources of the Michiana and Chicago areas, recordings and reproductions, slides and films, as well as important readings on theory, aesthetics, and criticism, students will develop a conceptual framework through which to evaluate and discuss the arts. Fall.

**PLS 33101. Great Books Seminar III**
(4-0-4) Udoh, Weinfield
The second seminar sequence deals with the primary works of the High Middle Ages, the Renaissance, and early modern authors through the Enlightenment. Authors treated include Thomas Aquinas, Dante, Chaucer, Luther, Cervantes, Bacon, Descartes, Hobbes, Pascal, Milton, Hume, Rousseau, Swift, Austen, Kant, and Goethe.
PLS 40203. Herosim in Western Culture
(3-0-3) Evans
This course will explore herosim and anti-herosim from their earliest representation in Homer’s *Iliad* to modern times. In the process, we will address the question, “Is the hero a menace or a model, a person to be shunned or imitated?” Above all, we will attempt to define authentic “greatness of spirit” and consider ways of appropriating the main attributes of herosim to meet the challenges of the present day. The following is the required reading list for this class: (* indicates that the texts are included in the course anthology):

- Homer, *Iliad*
- Virgil, *Book II of the Aeneid*
- Tuirticus, *The Spartan Creed* *
- Antipater of Sidon, *Who Hung the Shields* *
- Marcus Aurelius, *from Meditations* *
- Heroes of the Bible: Moses, David, Joshua, Judith, and Jesus
- The Last Letters of Thomas More, ed. Alvaro de Silva *
- John Milton, selections from *Paradise Lost* *
- Abraham Lincoln, “The Political Religion of the Nation” *
- “The Promise Must Now Be Kept.” *
- “He Who Would Be No Slave Must Have No Slave” *
- Martin Luther King, “Letter from Birmingham jail” *
- Viktor E. Frankl, *Man’s Search for Meaning*
- Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*
- Schindler’s List (film)
- Supplementary evening film program: A *Man for All Seasons* (Thomas More); *Gladiator; Joan of Arc; Romero, Trey*.

PLS 40301. Christian Theological Tradition
(3-0-3) Mongrain, Udoh
A study of the major Christian doctrines in their development, including God, creation and human-ity, incarnation and redemption, and the sacraments. The course moves toward a historical and systematic understanding of Christianity, specifically the Roman Catholic tradition. Readings typically include patristic authors, medieval authors such as Aquinas, and the documents of Vatican II. Fall.

PLS 40302. Metaphysics and Epistemology
(3-0-3)
An engagement with philosophical conceptions of the nature of knowledge, reality, and the relation between them. Selections from the Platonic tradition, Aristotle’s *Metaphysics*, and Kant’s *Critique of Pure Reason* form the basis of the course. Other readings may include works by such thinkers as Newman, Arendt, and Levinas. Spring.

PLS 40402. Modern Astronomy/Developmental Psychology
(3-0-3)
Beginning with a study of Darwin’s *Origin of Species*, this course will first explore the development of evolutionary theory. This will then be followed into the foundations of genetics and extended into the exploration of the relations of the biological and physical sciences and the origins of molecular biology. The second portion of the course will then connect these developments to the origins of social science. Spring.

PLS 40412. Science, Society, and the Human Person
(3-0-3)
In this course students will explore two interrelated questions: what can science tell us about human nature and what can historical and philosophical reflection tell us about science. By reading and discussing important historical and contemporary texts, students will engage the conundrums, challenges, and insights created through the scientific study of human beings and society. Readings will include works by Charles Darwin, Thomas Kuhn, Thordike, and Jean Piaget. Spring.

PLS 40601. Intellectual and Cultural History
(3-0-3) Emery, Sloan
This tutorial will deal with the issue of history and historical consciousness and its relation to the curriculum. The first portion of the course will examine the issues of historiography and the use of historical analysis in the contextualized reading of texts. From this foundation, the issue of history will be explored with reference to authors such as Augustine, Bossuet, Montesquieu, Kant, Hegel, Ranke, and Eliade. Fall.

PLS 48702. Essay Tutorial
(3-0-3)
This course provides the framework in which seniors in the program prepare a substantial essay, culminating their three years in the program. Faculty members working with small groups of students help them define their topics and guide them, usually on a one-to-one basis, in the preparation of their essays. Spring.

PLS 43313. Philosophy and Literature Seminar
(4-0-4)
This intensive four-credit seminar is the introduction to the concentration in philosophy and literature and will pursue interdisciplinary approaches to literary, theoretical and philosophical texts.

PLS 46000. Directed Readings
(V-0-V)
Instructor’s written permission and permission of chair required. Reading courses in areas of interest to the student.

PLS 47002. Special Studies
(V-0-V)
Instructor’s written permission and permission of chair required. Reading courses in areas of interest to the student.

PLS 47012. Special Studies
(V-0-V)
Instructor’s written permission and permission of chair required. Reading courses in areas of interest to the student.
**Psychology**

**Chair:** Cindy S. Bergeman  
**Director of Graduate Studies:**  
Dawn Gondoli  
**Director of Undergraduate Studies:**  
Anré Venter  

**Associate Professional Specialist:**  
Matthew A. Fitzsimons Professor of Psychology:  
Andrew J. McKenna Professor of Psychology:  
Notre Dame Chair in Psychology:  
Assistant Professors:  
Kathleen C. Gibney  
Anré Venter  
Lubke; Robert L. West  
Kathleen M. Eberhard; Irene J. Kim; Gitta H. Sy-Miin Chow; Alexandra F. Corning; Ke-Hai Yuan  

**Professors:**  
Cindy S. Bergeman; John G. Borkowski; Julia M. Braungart-Rieker; E. Mark Cummings; Jeanne D. Day; George S. Howard; Anita E. Kelly; Jeanne Ann Linney; Scott E. Maxwell; Thomas W. Merluzzi; Donald B. Pope-Davis; Thomas L. Whitman  
**Associate Professors:**  
Steven M. Boker; Laura Carlson; Charles R. Crowell; William E. Dawson; Bradley S. Gibson; Dawn M. Gondoli; Darcia Fe Narvaez; G. A. Radvansky; David A. Smith; Ke-Hai Yuan  

**Visiting Assistant Professional Specialist:**  
Anré Venter  
**Visiting Assistant Professional Specialist:**  
Kathleen C. Gibney  

**Program of Studies.** Psychology is the scientific study of the behavior of organisms with a primary focus on human behavior. It is concerned with the biological and environmental determinants of behavior as reflected in the study of physiological, sensory, perceptual, cognitive, motivational, learning, developmental, aging, and social processes. The undergraduate program seeks a balance between exposure to basic psychological principles and theories and their extension to the applied areas such as child education, counseling, mental retardation and behavioral deviancy.

The undergraduate courses are intended to meet the needs of students who plan to (1) major in psychology and later attend graduate school in psychology or affiliated fields, (2) major in psychology as part of a general cultural program, (3) obtain training in psychology as a special supplement to their major interest or (4) use psychology to satisfy social science requirements or electives.

One of the department’s main features is an emphasis on opportunities for close faculty-student involvement in research projects at the undergraduate level. The research specialties in which majors may become involved range from basic research in such areas as psychophysics, human and animal learning, child development, aging, and psycholinguistics, to applied research in a community setting. Students planning to do graduate work in psychology will plan their program in close coordination with their faculty advisors.

**Undergraduate major.** The psychology major requires a minimum of seven three-credit courses, two four-credit courses (30100 and 30160) and one one-credit course (2010), and, therefore, a minimum of 30 credit hours.

The specific requirements comprising the minimum 30 credit hours are as follows. All majors are required to take three credits of PSY 10000, Introductory Psychology (for freshmen), or PSY 20000 or 20001, Introductory Psychology (for upperclass students) as a prerequisite for the content psychology courses.

In addition, all psychology majors are required to take PSY 30100, Experimental Psychology I: Statistics (four credits), and PSY 30160, Experimental Psychology II: Research Methods (four credits). Majors then have a choice in that they are required to complete two of the following five courses in the Social and Developmental Processes (CLASS A): PSY 30200, Developmental Psychology; PSY 30600, Social Psychology; PSY 30300, Personality; and PSY 30310, Abnormal Psychology; and PSY 30340, Cross-Cultural Psychology. Similarly, majors are required to complete two of the following five courses in the Biological and Learning Processes (CLASS B): PSY 30500, Physiological Psychology; PSY 30430, Learning and Memory; PSY 30440, Sensation and Perception; PSY 30400, Cognitive Psychology; and PSY 30510, Behavioral Genetics. In their senior year each major must take two content courses at the 40000 level, which are small, in-depth discussion-oriented seminars generally in the instructor’s specific area of expertise. All 40000-level seminars are designated writing-intensive courses, satisfying the College of Arts and Letters writing requirement. (See the introductory portion of the Arts and Letters section.) PSY 47900, Special Studies, cannot be used to satisfy the 40000-level major requirement. Finally, in the semester following their declaration of a major in psychology, new majors are expected to participate in a one-credit-hour seminar called PSY 37900, Psychology: Science, Practice, Policy, which provides an introduction to the department and the faculty.

**Note:** PSY 37900 or PSY 47900, Special Studies cannot be used to satisfy any of the 30000-level or 40000-level courses. However, these credits are strongly recommended for any students intent on pursuing a graduate career in psychology. In addition, even though Introductory Psychology (PSY 10000, PSY 20000, or PSY 20001) is a prerequisite for the content area courses, it does not fulfill any of the 30-credit-hour requirements for the major.

**Course Descriptions.** The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week, and credits each semester are in parentheses. The instructor’s name is also included.

**PSY 10000. Introductory Psychology First Year (3-0-3) Radvansky**  
A broad coverage of the methods and findings that characterize scientific psychology, including a description of historical and recent developments in the areas of learning and motivation; perceptual, cognitive, and physiological processes; social, personality, and child development; and abnormal behavior and clinical treatment. Open to first-year students only.

**PSY 13110. Honors Seminar in Psychology (3-0-3) Anré Venter**  
An introduction to the seminar method of instruction accenting the organization and expression of arguments suggested by readings in psychology.

**PSY 20000. Introductory Psychology for Sophomores, Juniors, and Seniors (3-0-3) Farris**  
A broad coverage of the methods and findings that characterize scientific psychology, including a description of historical and recent developments in the areas of learning and motivation; perceptual, cognitive, and physiological processes; social, personality, and child development; and abnormal behavior and clinical treatment. Open only to sophomores, juniors, and seniors.

**PSY 20001. Introductory Psychology, Personalized System of Instruction (PSI) (3-0-3) Crowell**  
This course covers the same content as PSY 20000 but is taught using an individualized, self-paced method of instruction. This method is a variant of the Personalized System of Instruction (PSI) format and includes features such as self-paced learning, emphasis upon mastery of the written rather than the spoken word, frequent testing and an option to retake unsatisfactory quizzes. The department requires that Introductory Psychology (PSY 10000, PSY 20000, or PSY 20001) precede its 30000- and 40000-level courses.

**PSY 20010. Psychology: Science, Practice, and Policy (1-0-1) Anré Venter**  
This one-credit seminar introduces the department’s programs and faculty research interests as well as the profession of psychology. The goal is to encourage more active reflection on how psychology can be useful, both personally and professionally; also to present the major tensions within contemporary psychology as well as its potential impact on public policies in the decade ahead.
PSY 20369. Conflict Resolution
(3-0-3) Moss
This course does not meet the requirements for majors in psychology. This course introduces students to the main theories and techniques of conflict resolution. Course requirements and evaluation are centered on written and oral participation.

PSY 20385. Practicum in Diversity Training
(1-0-1) Crowell
This is a one-credit course designed to instruct students in the theory of diversity education while training them in the art of facilitating diversity discussions. The theoretical framework for the material in this course comes from the "theory of oppression" and the various individual, institutional, cultural, and systemic manifestations of that oppression. The application portion of this course entails the presentation of diversity programs in a required course (Concepts of Wellness) for first-year students. The structure of the Practicum in Diversity Training course includes theory instruction/training prior to the semester break, and making presentations/facilitating diversity discussions for the remaining portion of the semester.

PSY 20645. Creativity in the Classroom
(3-0-3) Crowell
Creativity is traditionally considered a valuable classroom commodity in teachers and students—but how is it fostered? Why is creativity associated with gifted students? Is it possible for creativity to flourish in an era of mandated curriculum and an emphasis on proficiency testing? What academic experiences inspire your creativity? To investigate these questions, we will examine theories of creativity and apply them to examples of learning and instruction. The course content will also include articles on integrating work and play in classroom environments as well as the development of talent.

PSY 20670. Practicum in Teaching Technology
(3-0-3) Crowell
An introduction to and experience in applying the principles and methods of behavior instruction in the classroom.

PSY 20671. Computers in Psychological Research and Education
(3-0-3) Crowell
Permission of instructor required. Possible projects include: education, work productivity, decision making, database management, expert systems, knowledge retrieval, data analysis, and experiment control. Projects may require campus mainframe computer or microcomputers, particularly the Macintosh or IBM PC. Same as CAPP 30360.

PSY 20678. Fundamentals of Business Thinking
(3-0-3) Sucec
This course is designed to provide an integrated understanding of the foundational business disciplines of accounting, finance, marketing, and management, especially for CAPP majors planning a career in business. Fundamental leadership and consulting skills will also be addressed. Case analysis, coupled with a highly interactive format, will be employed to ensure practical exposure to today's business environment. Primary areas of focus will address the critical elements for success in the corporate environment, the knowledge and preparation necessary to facilitate your interviewing process, and the business fundamentals for those with entrepreneurial aspirations.

PSY 20679. Family Business
(1.5-0-1.5) Crowell
Open to all business and non-business juniors, seniors, and graduate students. This course explores the issues surrounding family entrepreneurial ventures. It concentrates on the exploration of family succession and generational issues that are unique to businesses that are launched and run by families.

PSY 23090. Social Concerns Seminar: Children and Poverty
(1-0-1) Crowell
This seminar focuses on concerns that affect the youth of our nation, especially poverty and violence, and examines efforts to foster positive youth development. Immersion in New York City. Participants read Catholic social teaching focused on youth/family issues.

PSY 23091. Social Concerns Seminar: Leadership Ethics
(1-0-1) Moss
Permission required. Apply at the Center for Social Concerns. Will not apply to overload. Cross-listed with THEO 33953. This seminar allows students to participate in an experiential opportunity designed to examine contemporary social problems. Emphasis will be placed on understanding issues/conflicts from the perspective of the various participants. Preparation and follow-up sessions are tailored to the specific opportunity.

PSY 23271. Autism
(3-0-3) Whitman
This seminar discusses topics related to developmental disabilities, with a special emphasis on pervasive developmental disorders and autism. Issues regarding their definition, etiology, and treatment are also discussed.

PSY 23272. Applied Behavioral Analysis
(3-0-2) Whitman
Applied behavior analysis is a field of inquiry that investigates the factors that influence human behavior and uses this knowledge to develop effective educational and therapeutic programs. This course will introduce the students to concepts, techniques, and methodology associated with this field. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to design and implement such programs with this same population. The course is especially recommended for students interested in developmental psychology, clinical psychology, and special education.

PSY 23339. Marital Communication
(3-0-3) Smith
This didactic course covering the principles and practice of couples therapy prepares trainees for the companion practicum (61394), through which they will subsequently carry cases at the Marital Therapy and Research Clinic. Sample topics include communication, problem solving, domestic violence, parenting, and sex/intimacy.

PSY 23852. Social Concerns Seminar: L'Arche Communities
(1-0-1) Crowell
This seminar centers around travel to a L'Arche community (e.g., Toronto, Canada) to share community life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen, and other spiritual writings to augment this participatory learning experience.

PSY 23853. Conscience in Crossfire: War
(1-0-1) Crowell
This course will explore issues central to the 2004 elections, with a focus on how citizens, in particular those who bring a faith perspective, may address social concerns in their voting and political participation. Guest speakers from campus and beyond will present multiple secular, religious, and policy perspectives.

PSY 23854. Social Concerns Seminar: NSYP Training
(1-0-1)
Training for students working in the National Youth Sports Program, sponsored by the Center for Social Concerns.

PSY 23855. Social Concerns Seminar: Take Ten
(1-0-1)
This will be an applied course with student leaders of Take Ten, an effort to promote nonviolence among youth that is developing nationally.

PSY 25270. Practicum in Developmental Dysfunction
(3-0-3) Whitman
This practicum/seminar is the logical outgrowth of a long informal relationship that student volunteers have had with families in the Michiana community who have autistic and other special-needs children. The practicum aspect of the course will involve students going into a family home and working in a structured program with an autistic child for, on average, three times a week and a total of six to seven hours. In addition, students will meet in class once a week for discussion on a range of topics relating to autism, including issues regarding its definition, assessment, etiology, and treatment, as well as topics regarding the impact of autism on the family, community resources, and social policy. A number of classes will feature discussions led by parents of autistic children. This class is recommended particularly for students interested in child clinical psychology.
PSY 25275. Sign Language
(3-0-3) Stillson
The American Sign Language class is designed to introduce basic vocabulary and simple sentence structure for conversational use. A cultural view is presented to examine traditions and values. A linguistic view is presented to introduce structure, syntax, and manual alphabet. Experiential activities, receptive and expressive exercises, and fluency opportunities are incorporated into the format. This is an introductory class for students with no prior knowledge of American Sign Language.

PSY 26800. Directed Readings
(V-0-V)
Directed reading is carried out under the supervision of a faculty member. A typewritten report on the reading is required.

PSY 28801. Thesis Direction
(V-0-V)
Directed reading is carried out under the supervision of a faculty member. A typewritten report on the reading is required.

PSY 30100. Experimental Psychology I: Statistics
(4-0-4) Ghiazeddin, Gibson, Lubke
An introduction to the analysis and evaluation of experimental data, with particular emphasis on measures of central tendency, variability, and covariability and their relationship to psychological theory and explanation.

PSY 30145. Dynamical Systems Analysis
(3-0-3) Boker
Questions posed by researchers in psychology require studying evolving behavior over time. Dynamical systems methods were developed to study just such evolving systems and can be helpful in both experimental design and analysis of resulting data. This course presents methods that can be used to analyze intra-individual variability from a dynamical systems perspective. Recently developed techniques such as mutual information, state-space embedding, fractal dimension, and surrogate data tests are presented along with more traditional time series and linear statistical methods.

PSY 30160. Experimental Psychology II: Methods
(4-0-4) Collins, Dawson
Prerequisite(s): See online Course Catalog for details.
A continuation of Psychology 30100, with emphasis on the design and methods of execution of psychological research. Training in writing reports in professional format is also provided.

PSY 30200. Developmental Psychology
(3-0-3) Gondoli
Prerequisite(s): See online Course Catalog for details.
Major theories and research findings on social, emotional, and cognitive development are covered. Although emphasis is on the time from birth to early adulthood, some research on adulthood and the elderly is included. Attention is given to how different environments enhance or hinder healthy development.

PSY 30210. Exploratory and Graphical Data Analysis
(3-0-3) Boker
Prerequisite(s): See online Course Catalog for details.
The process by which psychological knowledge advances involves a cycle of theory development, experimental design, and hypothesis testing. But after the hypothesis test either does or doesn’t reject a null hypothesis, where does the idea for the next experiment come from? Exploratory data analysis completes this research cycle by helping to form and change new theories. After the planned hypothesis testing for an experiment has finished, exploratory data analysis can look for patterns in these data that may have been missed by the original hypothesis tests. A second use of exploratory data analysis is in diagnostics for hypothesis tests. There are many reasons why a hypothesis test might fail. There are even times when a hypothesis test will reject the null for an unexpected reason. By becoming familiar with data through exploratory methods, the informed researcher can understand what went wrong (or what went right for the wrong reason). This class is recommended for advanced students who are interested in getting the most from their data.

PSY 30300. Personality Psychology
(3-0-3) Gibney
Prerequisite(s): See online Course Catalog for details.
Major theories and research findings on social, emotional, and cognitive development are covered. Although emphasis is on the time from birth to early adulthood, some research on adulthood and the elderly is included. Attention is given to how different environments enhance or hinder healthy development.

PSY 30310. Abnormal Psychology
(3-0-3) Gibney, Smith
Prerequisite(s): See online Course Catalog for details.
Defines the concept of abnormal or maladaptive behavior; reviews the principles involved in human development and adjustment and describes the common clinical syndromes, their causes, and treatments.

PSY 30340. Cross-Cultural Psychology
(3-0-3) Miller
The general purpose of this course is to examine and learn to talk about issues of culture and race in the United States from a psycho-social perspective. Culture and race are not synonyms. So, we will be examining some of the ways that each affects the quality of our psychological functioning. The goals of this course are to learn to recognize and appreciate culture in ourselves and others; to examine the different ways that cultural and racial socialization influence behavior, to consider how culture and race relate to various psychological constructs, and to understand the ways in which racism and ethnocentrism operate in everyday life. To accomplish these goals, we will use readings, group discussions, lectures, films, and each other to expanding our awareness of how culture and race operates in our everyday life. As a student in this class, you will be encouraged to share your ideas and life experiences.

PSY 30400. Cognitive Psychology
(3-0-3) Ashley, Bryant
Prerequisite(s): See online Course Catalog for details.
A lecture course presenting a cognitive approach to higher processes such as memory, problem solving, learning, concept formation, and language.

PSY 30430. Learning and Memory
(3-0-3) Radvansky
Prerequisite(s): See online Course Catalog for details.
A survey of the theories and methods relating to basic processes in learning and memory from both biological and cognitive perspectives.

PSY 30440. Sensation and Perception
(3-0-3) Dawson
Includes a diverse range of topics, from sensory processes and perceptual development to sensory deprivation and visual illusions. Emphasis is on auditory and visual perception.

PSY 30500. Physiological Psychology
(3-0-3) West
Prerequisite(s): See online Course Catalog for details.
The course is designed to provide a broad overview of the neurobiological mechanisms underlying behavior, cognition, and affect. The course considers the functioning of the mature nervous system, how the nervous system changes across the life span and the effect these changes have on behavior, and the neurobiological foundation of various neurological and psychiatric disorders. The content of the course is covered in lecture, readings, and written assignments.

PSY 30600. Social Psychology
(3-0-3) Venter
Prerequisite(s): See online Course Catalog for details.
An introduction to the major theoretical orientations within the field of experimental social psychology and a survey of the research findings in selected areas such as attitude formation and change, affiliation, interpersonal attraction, and social cognition.

PSY 30640. Educational Psychology
(3-0-3) Long
Although the goal of educational psychology is to understand and improve education in general, every classroom offers unique challenges relating to each student’s individual differences. In this course, we will explore the three primary dimensions associated with the field of individual differences (i.e., cognition, affect, and motivation/volition) to determine how they collectively and uniquely contribute to a model of integrated learning. Can we design educational experiences that engage our minds, wills, and emotions? What types of classrooms encourage students to care about their subjects? These and other provocative questions will be addressed by examining...
a cross-section of the educational literature on motivation, cognition, and emotion.

**PSY 30710. Behavioral Genetics** (3-0-3) Bergeman
Behavioral genetics is the study of genetic and environmental influence on individual differences, and can be used to examine all aspects of development. The purpose of the class is threefold: first, to orient students to the basic genetic principles necessary for the understanding of hereditary influences on development; secondly, to overview genetic and environmental influence on behavioral, biomedical, and bio-behavioral attributes; and, lastly, to assist students to realize that behavioral genetics is a powerful tool for the study of environmental as well as genetic influences on development.

**PSY 33640. Developmental Disabilities** (3-0-3)
Only by prior permission of the Program. Application required early in the semester prior to departure for London. Held at Recrory Paddock School. This course looks at how knowledge and understanding of developmental psychology informs professional practice in schools for pupils with severe and profound learning disabilities. The course examines how children with severe developmental disabilities come to understand their world and how teachers and other school based professionals devise programs to meet children’s very individual needs. The course will be based at a school for pupils with severe learning disabilities. Each week, students will spend time with pupils and professionals in classrooms. This practical focus will be followed by a lecture. Students will have opportunities to meet with parents and families of young people with disabilities.

**PSY 33641. Motivation and Academic Learning** (3-0-3) Turner
Traditional studies of learning have focused almost exclusively on cognitive, or “cold,” processes. Recent research on learning illustrates how “hot” processes also influence thinking and academic learning. In this course, we focus on how social, motivational, and emotional influences interact with cognitive processes to affect academic learning. Social influences will include students’ social goals in school, friendships, and family dynamics. Motivational influences are explored through the study of major theories of achievement motivation, including attribution, self-efficacy, intrinsic motivation, “possible selves,” and goal theories. Emotional factors such as coping mechanisms, test anxiety, and wellbeing are also discussed. In addition, we explore how development affects students’ social, motivational, and emotional responses to learning. Child, adolescent, and adult models are discussed, and applications to educational child settings will be an integral part of the course.

**PSY 35386. Psychology Externship** (3-0-3) Gibney
This course provides an opportunity for students to gain supervised work experience in a health, school, or social service agency. The student will be expected to find a placement from among those specified by the department where they will be required to spend eight hours a week. A learning agreement will be required. The classroom component of the course is a weekly two-and-a-half-hour seminar where the issues from the externship experience and relevant research materials will be discussed.

**PSY 37900. Special Studies** (V-0-V)
Independent research carried out under supervision of a faculty member. A typewritten report of a research literature or an experimental study is required.

**PSY 40120. Advanced Statistics** (3-0-3) Maxwell
This course extends PSY 3100 in two respects. First, additional attention is given to the logic of inferential statistics. Special focus is placed on the purpose, strengths, and limitations of hypothesis testing, especially as it is used in psychological research. Second, this course considers statistical analysis of data from more complex data structures than typically covered in PSY 30100. The goal of this part of the course is to heighten students’ awareness of the variety of research questions that can be addressed through a wide range of designs and accompanying analyses. The orientation of the entire course focuses much less on the computational aspects of analyzing data than on the conceptual bases of what can be learned from different approaches to data analysis.

**PSY 40121. Tests and Measurement** (3-0-3) Corning
This course is intended to facilitate students’ understanding of the theories and methods underlying psychologic assessment. We will review such concepts as scales of measurement, the normal distribution, error, correlation, and inference, and students will come to understand their applicability within a measurement context. We will evaluate the psychometric properties of measurement tools, and as such, students will learn how to critically evaluate the usefulness and limitations of several commonly administered personality and intelligence instruments as well as alternative means of assessing psychological functioning. The socio-historical context of psychological assessment will be presented and students will examine current ethical and cultural issues related to testing within this context.

**PSY 40145. Dynamical Systems** (3-0-3) Boker
Questions posed by researchers in psychology require studying evolving behavior over time. Dynamical systems methods were developed to study just such evolving systems and can be helpful in both experimental design as well as analysis of resulting data. This course presents methods that can be used to analyze intra-individual variability from a dynamical systems perspective. Recently developed techniques such as mutual information, state-space embedding, fractal dimension, and surrogate data tests are presented along with more traditional time series and linear statistical methods.

**PSY 40150. Formal Representations of Psychological Hypotheses I** (3-0-3)
This course serves as an introduction to methods for representing hypotheses regarding psychological processes and phenomena as mathematical and/or computational models. Emphasis is placed on stochastic models, and analytic and computational tools for constructing and exploring such models, in the context of particular psychological phenomena, will be introduced. Issues of model identifiability and testability will be emphasized. Students will be responsible for constructing and exploring the predictions of a formal representation of a hypothesis in their own area of expertise or interest.

**PSY 43181. Qualitative Research** (3-0-3)
This course is about theory construction using ethnographic methods, especially to analyze instruction and student development.

**PSY 43210. Infant and Child Development** (3-0-3) Braungart-Rieker
This course focuses on physical, cognitive, and socio-emotional development during infancy and childhood. Readings will include a textbook and several articles. Topics for reading and discussion include methods for studying infants and young children, prenatal development, cognitive processes, language development, emotional processes, parent-child relationships, and peer relationships.

**PSY 43217. Children and Poverty: Developmental Implications** (3-0-3) Brandenberger
Examines the impact of rising levels of child poverty and related concerns from the perspective of developmental and social psychology.

**PSY 43220. Adolescent Development** (3-0-3) Gondoli
Prerequisite(s): See online Course Catalog for details. Focuses on adolescent development within various social contexts, including family, peer groups, and the workplace. Special emphasis on normative development at the transition from childhood to adolescence.

**PSY 43230. Mental Health and Aging** (3-0-3) Bergeman
The primary purpose of this course is to expose students to basic issues relevant to the mental health of the elderly, which includes an experiential learning component in the form of volunteer relationships with an older adult. In the classroom, students will be challenged to think critically about the mental health issues associated with later life and are expected to actively participate in class discussions. Topics focused on pathological aging include psychological disorders, assessment, diagnosis, and treatment; resiliency in aging topics include: physical and mental health, social support, personality, coping, and stress. Class presentations, volunteer activities, and the readings will be used to stimulate discussion and critical thinking. Students will also keep a journal for
this purpose. The format of the course may include some lecture, but will rely heavily on class discussion and group activities. Students are required to participate in some type of volunteer activity over the course of the semester (i.e., a minimum of one hour/week). Students may generate their own volunteer placement or I can help match you up with one.

PSY 43240. Theories of Moral Development and Identity 
(3-0-3) Narvaez
Readings will cover diverse perspectives on the nature of moral development and identity, with a special emphasis on Catholic moral identity. Theories include perspectives within psychology, major religious traditions, classic and modern theories. Students will compare and contrast theories, formulate a personal theory, design a research study, and implement a spiritual practice to their own identity development.

PSY 43242. Moral and Spiritual Development 
(3-0-3) Narvaez
As an introductory course to the field of moral psychology, we examine major research traditions. We study the theoretical underpinnings, goals, and practices of major approaches to moral education.

PSY 43247. Leadership, Ethics, and Social Responsibility 
(3-0-3) Brandenberger
This course examines leadership and empowerment issues from multidisciplinary perspectives, focusing on the role of the leader within organizations that promote service, social action, or other forms of social responsibility. Alternative models of leadership are explored, with attention to value and moral implications.

PSY 43255. Community Psychology 
(3-0-3) Linney
Survey of community psychology, a specialty area within the broader field of psychology that is focused on promoting health and well-being, and preventing problems in communities, groups, and individuals. The field is characterized by a focus on human competencies and problems understood within their social, cultural, economic, geographic, and historical contexts; explicit attention to and respect for diversity among peoples and settings; and development of change strategies targeting multiple ecological levels. Lecture, discussion, and experimental formats will be included to cover topics such as stress and coping, social support systems, prevention of behavioral problems, developing competent communities and methods for conducting community research and action. As a writing-intensive course, students will have written assignments addressing assessment, theories of causation, and proposed intervention strategies relevant to selected community issues and problems.


Selected readings from journals and edited volumes

PSY 43271. Autism
(3-0-3) Whitman
This seminar discusses topics related to developmental disabilities, with a special emphasis on pervasive developmental disorders and autism. Issues regarding their definition, etiology, and treatment are also discussed.

PSY 43272. Applied Behavioral Analysis
(3-0-3) Whitman
Applied behavior analysis is a field of inquiry that investigates the factors that influence human behavior and uses this knowledge to develop effective educational and therapeutic programs. This course will introduce the students to concepts, techniques, and methodology associated with this field. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to design and implement such programs with this same population. The course is especially recommended for students interested in developmental psychology, clinical psychology, and special education.

PSY 43280. Children/Families in Conflict 
(3-0-3) Cummings
Current trends and findings pertaining to constructive and destructive conflict within families, and the effects of conflicts within families on children, will be considered. A focus will be on interrelations between family systems (marital, parent-child, and sibling), and methodologies for studying these questions. A particular concern will be how positive and negative conflict processes in the marital relationship affects families, marriages, and children. The role of interparental conflict in various family contexts (divorce, parental depression, violence and abuse, custody, physical illness or disability), and relations between family and community conflict and violence, will be examined. The positive side of family conflict will be considered, including the elements of constructive marital and family conflict, and psychoeducational strategies for promoting for constructive conflict processes within families. Theories and models for conceptualizing the effects from a family-wide perspective will also be considered. Requirements: Class attendance; active participation in class discussions and activities, including leading discussions on articles in small groups; participation and report of the results of small-scale field studies in small groups; completion of a review paper on a topic in this area; and completion of midterm and final i-class exams.

PSY 43291. Human Resiliency 
(3-0-3) Whitman
As part of being alive, human beings confront routine stressors, major life challenges, and severe traumas. Individuals vary considerably in their ability to cope with such events. This course examines a range of stressors (e.g., adolescence, school and job “failure,” divorce, parenting, chronic illness and disabilities, aging, death, poverty, prejudice, child abuse, and war) and how people manage them. Particular emphasis will be placed on examining why some individuals develop serious problems such as depression when challenged and others are resilient, that is, able to meet life’s challenges and grow stronger. Theoretical (e.g., biological, psychoanalytic, humanistic, existential and behavioral) perspectives on resiliency are evaluated along with relevant empirical research. Fictional and nonfictional examples of resilient individuals are examined. An important focus of the course is on thinking about how resiliency can be fostered through parenting, education, therapy, and social policy. Specific techniques for managing routine and exceptional stressors will be discussed. The course is especially recommended for students interested in clinical, counseling, educational, and developmental psychology.

PSY 43292. Seminar in Positive Psychology
(3-0-3) Whitman
This seminar examines current research and theory in the emerging field of positive psychology. Topics include eudaimonic and hedonic theories of well-being. These theories provide conceptual starting points for understanding the multidimensional nature of wellbeing, which include having positive self-regard, good-quality relationships with others, a sense that life is purposeful, the capacity to effectively manage one’s environment, the ability to follow inner convictions, a sense of continuing growth, the experience of frequent pleasant emotions and infrequent unpleasant emotions, and a general sense of life satisfaction. These topics are examined with respect to their underlying biological, cognitive, social, economic, existential, and cultural processes and their potential importance in understanding adaptation and health.

PSY 43293. Violence and Children/Families 
(3-0-3) Cummings
Current trends and findings pertaining to constructive and destructive conflict within families, and the effects of conflicts within families on children, will be considered. A focus will be on interrelations between family systems (marital, parent-child, and sibling), and methodologies for studying these questions. A particular concern will be how positive and negative conflict processes in the marital relationship affects families, marriages and children. The role of interparental conflict in various family contexts (divorce, parental depression, violence and abuse, custody, physical illness or disability), and relations between family and community conflict and violence, will be examined. The positive side of family conflict will be considered, including the elements of constructive marital and family conflict, and psychoeducational strategies for promoting for constructive conflict processes within families. Theories and models for conceptualizing the effects from a family-wide perspective will also be considered. Requirements: Class attendance; active participation in class discussions and activities, including leading discussions on articles in small groups; participation and report of the results of small-scale field studies in small groups; completion of a review paper on a topic in this area; and completion of midterm and final i-class exams.
The general purpose of this course is to examine and develop an understanding of the role of culture and race in the United States from a psychosocial perspective. Culture and race are not synonyms. So, we will be examining some of the ways that each affects the quality of our psychological functioning. The goals of this course are to learn to recognize and appreciate culture in ourselves and others; to examine the different ways that cultural and racial socialization influence behavior, to consider how culture and race relate to various psychological constructs, and to understand the ways in which racism and ethnocentrism operate in everyday life. To accomplish these goals, we will use readings, group discussions, lectures, films, and each other to expanding our awareness of how culture and race operate in our everyday life. As a student in this class, you will be encouraged to share your ideas and life experiences.

PSY 43341. Moral Development and Character Education (3-0-3) Narvaez
We review research and theory on moral identity development and its implications for character development and education. Students will select an aspect of moral character to study, reporting on their findings and designing a research study.

PSY 43342. Latino Psychology (3-0-3) Torres
The purpose of this course is to examine the psychological and cultural research and literature about Latino/a individuals and communities within the United States. Students will be actively involved in discussing issues relevant to Latino/a well-being, including immigration and acculturation, ethnic identity, religiosity, family life, prejudice and discrimination, and multicultural identity. Economic, educational, and social opportunities for Latinos also will be studied, and efforts toward social advocacy and the delivery of psychological interventions for Latino communities will be critically examined.

PSY 43343. Psychosocial Perspectives on Asian Americans (3-0-3) Kim
This course examines major psychological topics relevant to Asian Americans. Broad areas to be covered include Asian-American personality, identity, and mental health as well as socio-cultural influences that shape personality and mental health. Specific topics include cultural values and behavioral norms, the acculturation process, ethnic identity development, family processes, stressors and social support systems within Asian communities, psychopathology, academic achievement, and culturally competent mental health treatment and service delivery.

PSY 43345. Psychology of Discrimination (3-0-3) Corning
This course is intended to facilitate students' understanding of discrimination and prejudice from a social-psychological perspective. The psychologically based causes, correlates, and consequences of discrimination and prejudice will be examined via the application of social-cognitive theories and research to the real experiences of stigmatized group members. As such, this course is intended to help students better understand the major psychological principles underlying prejudiced attitudes and discriminatory behavior; become acquainted with current research on the causes, correlates, and consequences of prejudice and discrimination; and engage in more objective examination of one's own attitudes and behaviors.

PSY 43346. Psychology of Religion (3-0-3)
Introduction to the major issues, theories, and research in the psychology of religion through critical analysis of classical and modern literature from Western and Eastern cultures. Topics discussed will help illuminate the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions, and behaviors. A major focus of this course will be in the area of religious identity development where various developmental theories of religion will be utilized to understand how religious identity unfolds across time.

PSY 43360. Health Psychology (3-0-3) Meruzzi
Because behavior plays a significant role in people's health, psychology has emerged as an important contributor to the process of coping with disease, disease prevention, and health enhancement. This course is designed to be an overview of health psychology and behavioral medicine. Topics will include psychology and medicine, health psychology models, stress and health, adaptation to illness, psychological aspects of cancer, skin, coronary artery disease, rehabilitation, infectious disease, health promotion and disease prevention, and professional opportunities in health psychology. In addition, health care professionals in the community who are working in areas to be covered in the course will be making presentations to the class. There will be two exams that will cover reading and lecture material. In addition, there will be two short papers that will help integrate the readings, lectures, and information provided by the speakers. Finally, there will be a lengthy paper that will consist of a summary review and critique of research in a specific area of health psychology.

PSY 43366. Psychology of Sports (3-0-3) Howard
Social psychological, counseling, and personological approaches to issues of sports and athletic performance. Students will be introduced to the varied roles of sports psychologist-psychological skills trainer to academic researcher. Representative topics include: bridging the gap between science and practice in sport psychology, regulating arousal and managing performance-related anxiety, eating disorders within the athletic subculture, and retirement issues in sports.

PSY 43367. Psychology of Coaching (3-0-3) Howard
This course is ideal for anyone who might serve as a coach at any time in the future. Topics include
coaching strategies, substitution strategies, designing practices, dealing with parents, and the like. Conducting actual practice sessions and discussing relevant movies are scheduled throughout the course. There are no tests as a final portfolio is the sole grading method. Books include Phil Jackson's Sacred Hoops and Andy Hill and John Wooden's Be Quick But Don't Hurry.

PSY 4368. Psychology of Leadership (3-0-3) Howard
This course will probe the ways to become a leader. Students will read material on great leaders: Jesus, Ghandi, Churchill, Jean of Arc, Henry Ford, John Adams, Rachel Carson, and the like. Students will select the leader they wish to study intensively. Secondly, psychological analyses of leadership theory will be recommended by the instructor. Lastly, students will read actively in the newspaper/magazine of their choice (e.g., New York Times, Newsweek). Selected articles will serve as the basis of class discussions (led by the student who suggested the article) designed to plot a course of action that the student will begin to undertake in the domain targeted in the article (e.g., Bills before Congress, environmental degradation, violations of civil rights). Grading will be based upon two long papers (on a leader and each student's own course of action, class participation, and a final exam. Class enrollment will be limited to 15 or 16 students.

PSY 4390. Applied Behavior Analysis (3-0-3) Whitman
Applied behavior analysis is a field of inquiry that investigates the factors that influence human behavior and uses this knowledge to develop effective educational and therapeutic programs. This course will introduce the students to concepts, techniques, and methodology associated with this field. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to design and implement such programs with this same population. The course is especially recommended for students interested in developmental psychology, clinical psychology, and special education.

PSY 4455. Seminar: Psycholinguistics (3-0-3) Eberhard
An interdisciplinary seminar with emphasis on student participation covering topics such as linguistics, memory, and perception for language stimuli, child language, bilingualism, and social psychology of language.

PSY 4510. Behavioral Genetics (3-0-3)
An introduction to the principles necessary to understand genetic and environmental influences on development, with an overview of the methods and research.

PSY 4511. Behavioral Neurobiology (3-0-3) West
This class will examine the effects of neurological (e.g., focal lesions and degenerative disease) and psychiatric (e.g., schizophrenia) disorders on affect and cognition. Topics considered include disorders of memory, attention, and emotion regulation. The format of the course will be primarily small group presentations and discussions. Reading will be taken from primary empirical sources, review articles, and book chapters. Requirements include short papers, class presentations, a term paper, and final exam.

PSY 4520. Cognitive/Affective Neuropsychology (3-0-3) Gibson
This course will survey the biological bases of cognition and emotion. The primary objective of this course will be to understand how human cognitive and affective behaviors are mediated in cortical and subcortical foci in the brain. Particular attention will be paid to cognitive and affective deficits that result from brain trauma and disease.

PSY 4531. Psychology and Medicine (3-0-3) Kolberg
This course has Kolberg two basic objectives. First, it examines from a lifespan and psychobiological perspective the factors that place individuals at different stages of life at risk for illness and assist them in maintaining their health. In addition, it addresses a variety of challenging psychological and social issues that physicians and other healthcare professionals must face in the practice of medicine. The course covers a range of topics dealing with health issues related to different stages of human development (childhood, adolescence, and adulthood), disabled populations, culture and gender, stress, physician-patient interactions, death and dying, professional ethics, and social policies relating to health care. The course is primarily intended for students intending to enter medical school. Most classes will involve brief formal presentations by the instructors and invited guests, followed by discussion of assigned readings pertinent to the day's topic. In addition, students will be exposed, via a limited practicum, to a variety of medical settings.

PSY 4532. Stress: Medicine and Management (3-0-3) Kolberg
This course is concerned with stress, its effect, and coping mechanisms from a biological as well as a psychological viewpoint. (1) We explore the nature of stress itself. What exactly is stress? How do issues of control and personality enter into the perception of stress? Can we have physiological stress without the perception of stress? We examine some special types of stress such as long-term or serious illness and work-related stress. (2) We cover the stress response and the effect of this response on the level of the whole organism (fatigue, irritability, insomnia, cognitive difficulties, etc.). (3) We examine the link between stress and disease on the level of organ systems such as the cardiovascular system, the immune system, the gastrointestinal system, and the endocrine system. (4) We examine the biological and psychological basis of common coping mechanisms such as cognitive therapy, social support, drug therapy (self-prescribed and physician-prescribed), alcohol, exercise, meditation, and sleep. The major aim is to understand the mechanism, evaluate the efficacy in alleviating the stress response, and any potentially harmful effects. (5) We examine theory and practices of mobilizing support in stressful circumstances. Class performance will be based on two examinations, one term paper (approximately 15–20 pages), and classroom participation. Students also will keep a stress and health diary.

PSY 4536. Philosophy and Psychiatry (3-0-3)
A course dealing with (1) the intellectual history of psychiatry from the time of Freud and Kraepelin to the present; (2) the social history of the care of the mentally ill since World War II; and (3) the interpretation and critique of Freud and psychiatry.

PSY 4571. Psychology of Coaching (3-0-3) Howard
This course is ideal for anyone who might serve as a coach at any time in the future. Topics include coaching strategies, substitution strategies, designing practices, dealing with parents, and the like. Conducting actual practice sessions and discussing relevant movies are scheduled throughout the course. There are no tests as a final portfolio is the sole grading method. Books include Phil Jackson's Sacred Hoops and Andy Hill and John Wooden's Be Quick but Don't Hurry.

PSY 4576. Sport and Exercise Psychology (3-0-3)
This course will cover the foundations of sport and exercise psychology, which examines people and their behaviors within sport and physical activity contexts from group and individual perspectives. This class will be taught using a variety of lecture methodologies (75 percent), group discussion and activities, as well as utilizing an occasional guest speaker. Students will be expected to attend and participate in class and complete writing, applied projects, and exams.

PSY 4610. Seminar in Spatial Cognition (3-0-3) Carlson
Have you ever gotten lost trying to navigate through a new environment or had difficulty in following directions? Can you easily give directions when someone asks you how to get somewhere? If you are following a map, do you turn it as you turn, or hold it in a fixed orientation? All of these processes involve relating your own spatial location to objects and landmarks in the external world. This seminar in spatial cognition will examine how we accomplish this, focusing on such issues as following directions, giving directions, using maps, mentally representing environments, and way-finding.

PSY 4638. Asia: Culture, Health, and Aging (3-0-3)
With a focus on Asian case studies (Japan, Korea, China, Taiwan, and India), this seminar provides an introduction to both cultural gerontology and critical medical anthropology.
PSY 43639. Person, Self, and Body (3-0-3)
How is the private self different from the public person, and how do these contrasts vary in different societies? How is the body valued, situated, and contested? What are the sources of conflict within a person, between persons, and with the material world? How is identity constructed from these components? This course will examine contemporary and classical theoretical works as well as ethnographic accounts of persons, selves, and bodies to address these questions.

PSY 43690. History and Systems of Psychology (3-0-3) Radvansky, Dawson
Traces the development of contemporary psychology from its early philosophical origins to the present. An emphasis is placed on the era of modern psychology (mid-1800s to the present) with considerable discussion of current issues and movements.

PSY 43702. Concepts in Visual Neuroscience (3-0-3) West
Cross-listed with PSY 43702. The goal is to familiarize students with concepts, ideas, and hypotheses in neuroscience with a focus on vision. Topics include neuron models, processing image structure (retina-primary visual cortex), object recognition (V2-IT-prefrontal cortex), motion detection, and attention. This seminar will provide an overview of contemporary theories, concepts, and models in neuroscience, with an emphasis on vision. It will outline the different approaches that are used to understand neural information processing in the visual system. Some time will be spent discussing contemporary trends in neuroscience, along with the contributions from and influences of multiple relevant disciplines, including psychology, biology, and artificial intelligence. A central argument will be that there is still no coherent framework or single concept of neural processing, and the seminar will use this argument as a motivation to ask new questions, model an innovative network structure, or maybe just follow one of the existing approaches. We will occasionally examine studies that have successfully implemented some of the models into analog electronic circuits, allowing for their real-time emulation. The topics will be introduced by lectures. A manuscript will be handed out containing graphs and texts from various introductory books. Students are asked to give presentations on classic or recent research papers based on the presented material.

PSY 43721. Behavioral Pediatrics (3-0-3) Kolberg
This course is directed toward premedical students interested in pediatric medicine and psychology majors interested in health psychology. It exposes areas of psychology, biology, and medicine pertinent to children. Specific emphasis is placed on studying infants who are at risk for developmental problems.

PSY 43866. Psychology Externship (3-0-3) Gibney
This course provides an opportunity for students to gain supervised work experience in a health, school, or social service agency. The student will be expected to find a placement from among those specified by the department where they will be required to spend 8 hours a week. A learning agreement will be required. The classroom component of the course is a weekly two-and-a-half hour seminar where the issues from the externship experience and relevant research materials will be discussed.

PSY 45525. Cultural Aspects of Clinical Medicine (4-0-4)
The course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to a car is necessary.

PSY 45853. Addiction, Science, and Values (3-0-3)
Students will be introduced to topics in the ethics of care for the indigent; to alternative therapies for recovery and maintenance; and to current brain models of addiction. They will be placed as volunteers (for 14 weeks) with institutions serving indigent recovering addicts in St. Joseph and Elkhart counties.

PSY 47900. Special Studies: Reading and Research (V-0-V)
Independent research carried out under supervision of a faculty member. A typewritten report of a research literature or an experimental study is required.

PSY 48800. Senior Honors Thesis (3-0-3) Merluzzi
These two seminars assist the senior major to propose, execute, and write an honors thesis. The first semester is devoted to the development and presentation of the proposal, and the second to its execution, write-up, and subsequent presentation.

PSY 45853. Addiction, Science, and Values (3-0-3)
Independent research carried out under supervision of a faculty member. A typewritten report of a research literature or an experimental study is required.

Research Professors:
Hugo Verani
Associate Professional Specialists and Concurrent Lecturers:
Geraldine Ameriks, Marie-Christine Escoda-Risto; Janet Fisher-McPeak; Sr. Mary Louise Gude, CSC; Isabel Jakab; Patrick I. Martin; Paul McDowell
Assistant Professional Specialists and Concurrent Lecturers:
Maria Coloma; Giovanna Lenzi-Sandusky; Elena Mangione-Lora; Iris Menes; Odette Meynard; Andrea Topash Rios; Patrick Vivirito; Shauna Williams
Visiting Assistant Professional Specialists and Concurrent Lecturers:
Alessia Blad; Brian Barone; Kelly Kingsbury; Nancy Marquez; Johara Sonza; Sandra Teixeira

Program of Studies. The Romance languages derive from Vulgar Latin spoken throughout the Roman Empire. A major course of study is offered in French, Italian, and Spanish. The study of foreign languages, literatures, and cultures provides educational opportunities relevant to an increasingly interdependent world. A crucial component of a liberal education, the acquisition of foreign language skills enhances our powers of communication and serves to introduce us to the enduring cultural achievements of other peoples. Moreover, the study of a foreign language broadens our mental horizons, encourages us to think and act more globally, and stimulates our understanding of the traditions of other nations. Elementary and intermediate courses develop the students’ ability to understand, speak, read, and write a foreign language with facility and confidence.
Students can take advantage of the latest in foreign language technology in the Language Resource Center to increase their fluency in the target language. Upper-division courses present a wealth of literary, historical, and cultural traditions and emphasize the nature and development of national cultures. Many courses focus on the literature and culture of certain historical periods, others trace the development of literary genres or examine a theme across periods and genres, and still others inculcate the critical and analytical skills necessary for an informed interpretation of foreign language texts.

Participation in Notre Dame’s international study programs in Brazil, Chile, France, Italy, Mexico, and Spain (see the International Study Programs section of this Bulletin) is highly recommended although not required to pursue a major in Romance Languages and Literatures. Majors and supplementary majors in French, Italian, and Spanish must complete 50 percent of their credit hours in the major in residency at Notre Dame and meet the following program requirements.

**PROGRAM IN FRENCH AND FRANCOPHONE STUDIES**

**The Major in French and Francophone Studies**

The requirements for a major in French and Francophone Studies consists of successful completion of 30 credit hours or 10 courses above ROFR 20215. Of these 10 courses, no more than three may be at the 20000 level (20230 and above). Six must be in literature/culture studies, and at least half must be taken in residence at Notre Dame. Required among these 10 courses are: ROFR 30310 (Textual Analysis), ROFR 30710 and ROFR 30720 (French Literary Surveys I and II), at least two courses at the 40000 level, and the Senior Seminar (ROFR 53000). ROFR 30310 (Textual Analysis) is the recommended prerequisite for the survey courses (ROFR 30710 and ROFR 30720) and must be completed by the end of junior year. The requirement of ROFR 30720 (French Literary Survey II) may be waived if students take both ROFR 373AF and ROFR 374AF in Angers—that is, two advanced courses on 19th- and 20th-century French literature. Pre-approved courses at the Université Catholique de l’Ouest in Angers (IALH 1.1, 1.2, 4.2, and 6.1) may also fulfill the required courses ROFR 30310, ROFR 30710, and/or ROFR 30720 (see the Angers pages in this Bulletin for a description of those courses and their equivalencies at Notre Dame). Any other substitution will require the approval of the undergraduate coordinator in French. ROFR 30320 (Advanced Grammar and Writing) is strongly encouraged. AP credits satisfy the language requirement only and may not be applied to the major.

**The Minor in French and Francophone Studies**

The requirements for a minor in French and Francophone Studies consists of successful completion of 15 credit hours or five courses, taught in French, above ROFR 20215. Of these five courses, no more than two may be at the 20000 level (20230 and above). Required among these five courses are: ROFR 30710 or ROFR 30720 (Survey of French Literature I or II) and one 40000-level course in literature or culture from a period not covered by the survey taken (i.e., ROFR 30710 and one 40000-level course covering a period after the 17th century, or ROFR 30720 and one 40000-level course covering a period before the 18th century). This 40000-level course and at least one other course must be taken in residence at Notre Dame. The requirement of ROFR 30720 (French Literary Survey II) may be waived if students take both ROFR 373AF and ROFR 374AF in Angers—that is, two advanced courses on 19th- and 20th-century French literature. Pre-approved courses at the Université Catholique de l’Ouest in Angers (IALH 1.1, 1.2, 4.2, and 6.1) may also fulfill the required courses ROFR 30310, ROFR 30710, and/or ROFR 30720 (see the Angers pages in this Bulletin for a description of those courses and their equivalencies at Notre Dame). ROFR 30320 (Advanced Grammar and Writing) is strongly encouraged. AP credits satisfy the language requirement only and may not be applied to the minor.

**The Supplementary Major in French and Francophone Studies**

The requirements for a supplementary major in French and Francophone Studies consists of successful completion of 24 credit hours or eight courses above ROFR 20215. Of these eight courses, no more than three may be at the 20000 level (20230 and above); six must be in literature/culture studies; and at least half must be taken in residence at Notre Dame. Required among these eight courses are: ROFR 30310 (Textual Analysis), ROFR 30710 and ROFR 30720 (French Literary Surveys I and II), and at least two courses at the 40000 level, one of which may be the senior seminar (ROFR 53000). ROFR 30310 (Textual Analysis) is the recommended prerequisite for the survey courses (ROFR 30710 and ROFR 30720) and must be completed by the end of junior year. The requirement of ROFR 30720 (French Literary Survey II) may be waived if students take both ROFR 373AF and ROFR 374AF in Angers—that is, two advanced courses on 19th- and 20th-century French literature. Pre-approved courses at the Université Catholique de l’Ouest in Angers (IALH 1.1, 1.2, 4.2, and 6.1) may also fulfill the required courses ROFR 30310, ROFR 30710, and/or ROFR 30720 (see the Angers pages in this Bulletin for a description of those courses and their equivalencies at Notre Dame). Any other substitution will require the approval of the undergraduate coordinator in French. ROFR 30320 (Advanced Grammar and Writing) is strongly encouraged. AP credits satisfy the language requirement only and may not be applied to the major.

**Combined BA/MA Program in French**

The Department of Romance Languages and Literatures offers its majors in French the opportunity to participate in its graduate program through a combination BA/MA degree in French. This program requires students to take 30 credit hours during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years of residence. Six credit hours can be counted toward both the undergraduate and graduate degrees. During their senior year, participants in this program take two graduate courses, take the qualifying exam given to all first-year graduate students, and apply to the Graduate School for admission during the spring semester. BA/MA students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a generous teaching stipend. Well-qualified students who are interested in this program should contact the director of graduate studies and/or the graduate coordinator in French at the beginning of their junior year.

**PROGRAM IN ITALIAN LITERATURE AND CULTURE**

**The Major in Italian**

The major requires 30 credits or 10 courses at the 20000 level or above, including no more than two 20000-level courses (ROIT 20215 counts as two courses for the major), ROIT 30710 (Introduction to Italian Literature I), ROIT 30720 (Introduction to Italian Literature II), ROIT 43000 (Italian Seminar), and a minimum of four elective ROIT courses in Italian literature or culture at the 30000 or 40000 level. ROIT 30310 (Textual Analysis/Advanced Grammar Review) is recommended for all majors. The ninth and tenth courses may be on an Italian subject in another discipline (for example, architecture, art history, history). A maximum of two of the elective courses may be conducted in English or with texts in translation. Equivalent Italian language, literature, or culture courses from foreign study programs or other universities may be substituted by permission. Fifty percent of the credits for the major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

**The Supplementary Major in Italian**

Supplementary majors are expected to demonstrate competency in the language and to complete 24 credits or 8 courses at the 20000 level or above, including no more than two 20000-level courses (ROIT 20215 counts as two courses for the supplementary major), ROIT 30710 (Introduction to Italian Literature I) , ROIT 30720 (Introduction to Italian Literature II), ROIT 43000 (Italian Seminar), and a minimum of three elective ROIT courses in Italian literature or culture at the 30000 or 40000 level. ROIT 30310 (Textual Analysis/Advanced Grammar Review) is recommended for all majors. A maximum of one of these elective courses may be conducted in English or with texts in translation (a second only by special permission), or may be on an Italian subject in another discipline. Equivalent
Italian language, literature, or culture courses from foreign study programs or other universities may be substituted by permission. Fifty percent of the credits for the major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

The Minor in Italian
The minor in Italian comprises 15 credits or five courses at the 20000 level or above, including at least three courses at the 30000 or 40000 level. Three of the five courses must be in Italian language and/or literature; the fourth and fifth courses may be in Italian literature taught in English or a course on an Italian subject in another discipline (for example, art history, architecture, history). Courses from foreign study programs or other universities may be substituted by permission, but at least two courses for the Italian minor must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

The Honors Track in Italian
Italian majors are admitted into the honors track by invitation. The honors track major consists of 33 credits or 11 courses, including all the requirements for the major, a GPA in the major of at least 3.5, plus a substantial final essay, to be written in Italian for a graduate course or an Honors Directed Reading Tutorial, which will constitute the 11th course.

The Combined BA/MA Program in Italian
The Department of Romance Languages and Literatures offers its majors in Italian the opportunity to participate in its graduate program through a combination BA/MA degree in Italian. This accelerated program requires students to take 30 credit hours at the 20000 level or above during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years of residence. Six credit hours can be counted toward both the undergraduate and graduate degrees. During their senior year, participants in this program take two graduate courses, the qualifying oral exam given to all first-year graduate students, and apply to the Graduate School for admission during the spring semester. BA/MA students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a generous teaching stipend. Students should have a strong academic record and substantial progress toward their Italian major completed by the second semester of their junior year. It is imperative that students interested in this program contact the director of graduate studies and/or the graduate coordinator in Spanish at the beginning of their junior year.

MAJOR IN ROMANCE LANGUAGES AND LITERATURES
The undergraduate major in Romance Languages and Literatures is designed for qualified students who wish to major in two programs (French, Italian, or Spanish). Cross-cultural in focus, the major recognizes the importance of studying the correspondences and differences among various Romance literatures and cultures and of reexamining traditional disciplinary boundaries.

The requirements for a major in Romance Languages and Literatures include competency in two languages and successful completion of 36 credit hours or 12 courses, which must be distributed equally between the two respective language programs as follows:

(1) Two survey courses in each language and literature program (French or Italian); Spanish requires either four survey courses (two in peninsular and two in Latin American) or a combination of two survey courses in one area and two 40000-level courses in the other area;

(2) Two Textual Analysis in one program;

(3) Two 40000-level courses in each program (if the survey requirement in Spanish is fulfilled with two 40000-level courses, these courses may count for the 40000-level requirement in Spanish);

(4) One senior seminar in one program;

(5) Two elective courses in the department (any exception requires permission).

Placement in Language Courses. For French and Spanish, there is an online placement exam for students who have not already demonstrated language proficiency through national standardized testing, such as the AP or Achievement tests. Students with previous experience are required to take one of these tests before enrolling in their first course in those languages. The normal prerequisite for a 30000-level course is at least one 20000-level course or permission of the instructor. The normal prerequisite for a 40000-level course is at least one 30000-level course or permission of the instructor.

Policy Regarding Romance Language Placement Examination. The placement examination is designed to place each student at an appropriate level within a language sequence. Obtain test registration information from the Department of Romance Languages and Literatures.

Course Descriptions. The following course descriptions give the number, the title, and a brief description of each course. Lecture or class hours per week, laboratory or tutorial hours per week, and credits
each semester are in parentheses. Not all courses are offered every year.

**FRENCH**

**ROFR 10101. Beginning French I**  
(4-0-4)  
For students who have had no previous exposure to French. An introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for French culture is also encouraged through readings and discussions. This course is to be followed by ROFR 20201 or ROFR 24337.

**ROFR 10102. Beginning French II**  
(4-0-4)  
**Prerequisite(s):** (ROFR 10101 or ROFR 101)  
The second-semester course of the beginning French sequence. We will focus on a balanced approach to acquisition and appreciation of French language and culture.

**ROFR 10115. Intensive Beginning French**  
(6-0-6) Dubreil  
This course covers the material of ROFR 10101 and 10102 in one semester, with classes five days per week. Equal emphasis is placed on spoken and written French. ROFR counts as two courses and is designed for highly motivated students. It is to be followed by ROFR 20201 or ROFR 20215.

**ROFR 20201. Beginning French II**  
(3-0-3)  
**Prerequisite(s):** See online Course Catalog for details.  
For students who have had no previous exposure to French. An introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for French culture is also encouraged through readings and discussions. This course is to be followed by ROFR 20202 or ROFR 20215.

**ROFR 20202. Intermediate French II**  
(3-0-3) Escoda-Risto, McDowell  
**Prerequisite(s):** See online Course Catalog for details.  
A third-semester college language course. Includes review and expansion of basic grammatical structures. Extensive practice in speaking and writing, readings, and discussions of a variety of literary and nonliterary text of appropriate difficulty.

**ROFR 20215. Intensive Intermediate French**  
(5-0-5)  
**Prerequisite(s):** ROFR 10102 or ROFR 102 or ROFR 102A  
A two-semester sequence of intensive, comprehensive training in the language skills necessary for residence and study in France. Includes review of grammar, readings, civilization, and specific orientation for international study. For students with two to three years of high school French (with satisfactory achievement) preparing for the Angers international study program.

**ROFR 20220. Intermediate Grammar Review**  
(3-0-3)  
**Prerequisite(s):** See online Course Catalog for details.  
This one-semester comprehensive review of French grammar is intended for students with intermediate proficiency in the four language skills. In addition to the formal grammar review, there will be a close reading of two novels: *Au Revoir les Enfants,* and *Les choses de la vie.* Rounding out the course materials will be individual oral presentations on historical, social, or religious themes found in *Au Revoir les Enfants,* and class discussions of the American and the French films based on *Les choses de la vie.* This activity will complement the formal grammar to help prepare the students to express themselves in a more proficient and non-approximative French.

**ROFR 20300. Conversational French**  
(3-0-3) Menyard  
This course is designed to further develop the student's conversational skills and grasp of a wide variety of styles and registers in French. Spoken French will be practiced through various types of classroom activities and assignments. Emphasis will be on topics of current interest.

**ROFR 20305. French Through Acting**  
(3-0-3)  
**Prerequisite(s):** (ROFR 20202 or ROFR 201 or ROFR 202 or ROFR 202F)  
A nontraditional approach to conversational French that asks students to create scenes for a weekly soap opera centered on a large cast of student-created characters who live together in an apartment building in France. Scenes are performed in class for workshop on phonetics, gestures, and choice of idioms. Not designed for international study returnees.

**ROFR 20450. French for Business**  
(3-0-3)  
In this course, students travel to the Francophone Business World, in order to acquire cultural and linguistic tools enabling them to establish links with and within it. They develop their communicative proficiency and their cultural awareness in business-related situations and through case studies. They practice orally and in writing the idiomatic structures and terminology particular to French business. Videos and the Internet are important components of this course. For business students, this would fulfill a requisite in the International Business Program.

**ROFR 20680. Creole Language and Culture**  
(3-0-3)  
This course introduces students to the vivid, sonorous language of Kreyol, or Haitian Creole and to the fascinating culture of its speakers. This intensive, beginning-level course is intended for students with no knowledge of Haitian Creole.

**ROFR 21205. Angers: Atelier**  
(1-0-1)  
A mini-course that prepares students accepted for study abroad in Notre Dame’s program in Angers, France. Students are prepared for various cultural and day-to-day challenges that await them in Angers. Course begins the week after Spring Break.

**ROFR 27500. Approaches to French and Francophone Cultures: Facets of French, France, and the French**  
(3-0-3)  
**Prerequisite(s):** See online Course Catalog for details.  
This content-driven course is intended for students who want to further broaden their knowledge of the French language and related cultures, as well as improve both their understanding of the French and Francophone world and their communication skills in the French language.

**ROFR 30310. Textual Analysis: The Art of Interpretation**  
(3-0-3) Perry  
Introduction to French techniques of formal analysis of literary texts through detailed study of content and form. Application to prose, poetry, and theatre. Includes significant written and oral component. Required of all majors. ROFR 310 should be completed by the end of junior year.

**ROFR 30320. Advanced Grammar and Writing**  
(3-0-3) Menyard  
This advanced-level course, taught in French, is designed for students returning from abroad who wish to further improve their speaking and writing skills and for students already in the 30000–40000 sequence who seek additional assistance with writing skills and grammar. It emphasizes clarity and correctness of the language through weekly writing assignments and through class discussions of the themes, style, and rhetorical structures in a varied group of texts-literary, political, cultural, and critical.

**ROFR 30555. African Cinema: Black Gazes/White Camera**  
(3-0-3)  
**Corequisite(s):** ROFR 31555  
A course exploring the image of black Africa through the lens of white cinematographers.

**ROFR 30710. Survey of French Literature and Culture I**  
(3-0-3) Della Neva  
Reading of selections and complete works of outstanding French authors from major genres and periods. All majors are required to take this sequence, or equivalent advanced courses. Students are expected to have already taken ROFR 30310 or to take ROFR 30310 concurrently with the first survey taken.

**ROFR 30720. Survey of French Literature and Culture II**  
(3-0-3) Toumayan  
Reading of selections and complete works of outstanding French authors from major genres and periods. All majors are required to take this sequence, or equivalent advanced courses. Students are expected to have already taken ROFR 30310 or to take ROFR 30310 concurrently with the first survey taken.
Molière.

A study of major works by Cormeille, Racine, and...
ROFR 40830. Francophone Picaraesque (3-0-3) This course will focus on Francophone novels that depict movement, particularly in the form of travel. We will read in chronological order works by writers from the Caribbean, Sub-Saharan Africa, and the Maghreb in an examination of the ways in which movement to and from (as well as within) the country of origin is addressed over time. A recurring theme will be the "return" to the country of origin after a stay in the French metropole. The first text, Aime Cesaire's poetic Cahier d'un retour au pays natal (1939), will set the tone for other treatments of return such as Hélé Beji's Itinéraire de Paris a Tunis (1992) or Boubacar Boris Diop's short story, "Retour a Ndaz-Gerj" (2001). We will address the impossibility of return as it is portrayed in the writing of Helene Cixous, and we will look at the various treatments of movement (from migrations to wanderings to pilgrimages) in the novels of Maryse Conde, Tahar Djaout, Assia Djebar, Abdelkebir Khatibi, Ferdinand Oyono, and Abdourahman Waberi. To complement our study of these fictional works, we will analyze the theoretical writings of postcolonial critics such as Arjun Appadurai, Homi Bhabha, and James Clifford along with essays from Francophone theoreticians like Franz Fanon and Edward Glissant, and even Jacques Derrida. The course will concentrate especially on critical works from the last two decades in an attempt to ascertain what it means to be a multiply constituted subject, formed in many ways by "routes" as much as by "roots," in the post-colonial Francophone world.

ROFR 40905. Literature and Opera (3-0-3) The full title of the course, Prenant des libertes, du livre au livre, ou la litterature va a l'opera, pretty much tells—or sings—it all. In this course, to be conducted in French, our focus will be a selected series of literary works and the operas based on them. Our bibliography/discography is likely to include the following pairs of works: Le Mariage de Figaro (Beaumarchais), Le Nozze di Figaro (Mozart); Le Barbier de Seville (Beaumarchais); Il Barbieri di Seviglia (Rossini); Manon Lescaut (Prevost), Manon Lescaut (Puccini); Carmen (Merimee), Carmen (Bizet); La Dame aux Camelias (Dumas), La Traviata (Verdi). Students will be required to listen to the operas in their entirety outside of class and be prepared, well prepared, to discuss them in class. The same obtains for the literary "parents." A paper of medium length, 10–15 pages, will be required. There will be a cumulative final examination, part of which will be identification of operatic selections.

ROFR 41550. Cinemas D'Afrique: Francophone (3-1-4)
Corequisite(s): ROFR 40550 This course focuses on the cinemas of Francophone Africa from the 1930s to the present, with emphasis on the post-independence period (1960-present). We will begin with an examination of the early Western filmic representations of Africans as wild savages devoid of culture and history. We will then proceed to examine how African filmmakers have challenged those images by creating new depictions of their societies, and offering Africa through African eyes. In our study of African cinema, we will closely examine both the themes in the films and the way the films are constructed in order to try to understand the political goals of African filmmakers. We will pay attention to the social, ideological, and aesthetic aspects of these films. This course will also cultivate understanding and appreciation of local frameworks of knowledge and of recent theoretical developments in film and media studies. Finally, we will discuss issues and theories related to the definition of the so-called third world cinema, third cinema, postcolonial cinema, and postmodern cinema.

ROFR 41590. French Theatre Production (1-0-1) Students transform into actors of the Illustré Théâtre de l'Université de Notre Dame du Lac in a creative collaboration that has come to be known as the French play. We rehearse during the fall semester, and perform the play in late January. Students from all levels are encouraged to audition; theatrical experience is not expected.

ROFR 46000. Directed Readings (V-0-V) Specialized reading related to the student’s area of study.

ROFR 47000. Special Studies (3-0-3) Prerequisite(s): Senior standing, dean's list.

ROFR 48000. Senior Thesis (3-0-3) This course may cover an in-depth study of a particular author, theme, genre, or century. In addition to primary texts, some critical material will be required reading. This course culminates in a substantial research paper.

ROFR 53000. Senior Seminar: Topics in French and Francophone Literature and Cultures (3-0-3) An in-depth study of a particular author, theme, genre, or century.

ITALIAN
ROIT 10101. Beginning Italian I (4-0-4) This is an introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for Italian culture is also encouraged through readings and class discussion. The sequence 10101–10102 is to be followed by ROIT 20210 or ROIT 20215.

ROIT 10105. Beginning Italian for Architects (3-0-3) Lenzi-Sandusky An introduction to Italian similar to 10101–10102, but with a greater emphasis on practical information. Necessary for architects planning an international study experience.

ROIT 10106. Beginning Italian for Architects (3-0-3) Prerequisite(s): (ROIT 10105 or ROIT 105) An introduction to Italian similar to 10101–10102, but with a greater emphasis on practical information. Necessary for architects planning an international study experience.

ROIT 10115. Intensive Beginning Italian for Study Abroad (6-0-6) This course covers the material of ROIT 10101 and 10102 in one semester with classes five days per week. Equal emphasis is placed on spoken and written Italian. ROIT 10115 counts as two courses and may be taken in conjunction with ROIT 20210 or ROIT 20215 to fulfill the language requirement. This course is designed for highly motivated students.

ROIT 20201. Intermediate Italian I (3-0-3) Prerequisite(s): See online Course Catalog for details. ROIT 201 fulfills the language requirement. This is an intermediate second-year language course with equal focus on oral and written production. The course includes a review of basic grammar and then transitions into more difficult features of Italian. Students learn to discuss and write about Italian cultural topics, current events, and literary texts.

ROIT 20215. Intensive Intermediate Italian (6-0-6) Blad Prerequisite(s): See online Course Catalog for details. This course is an accelerated language and culture course, combining the study of more complex language structures, communication tasks and cultural concepts in a stimulating daily classroom environment. If you have completed ROIT 10115 or ROIT 10102 successfully and are ready for a challenge, this course may be the perfect continuation for you. It completes the language requirement and is also recommended for students who wish to advance their linguistic preparation significantly before going to Rome. This course counts as two courses and covers material of ROIT 20201 and ROIT 20202 in one semester.

ROIT 20300. Conversational Italian (3-0-3) Prerequisite(s): (ROIT 20201 or ROIT 201) By assuming the roles of Italian citizens, students will learn what it is like to live in a modern Italian city. At the end of this fourth-semester course, students...
should be able to 1) read, comprehend and discuss texts of greater length and variety; 2) write with greater ease, better style and increased grammatical accuracy; 3) identify and describe important characteristics of Italian popular culture including topics such as family, leisure activities, education, cuisine, music and sports; 4) speak with greater fluency and grammatical precision.

**ROIT 20508. Attualita I: Italian Society Today**
(3-0-3)
*Prerequisite(s):* (ROIT 20201 or ROIT 201)
You've been learning the language, now live it! Through multimedia exploration of major aspects of contemporary Italian culture, students will gain a practical experience of what it is like to live in Italian society today. Topics and themes will be introduced through articles from newspapers and magazines, videos and Web sites, literature and music. Each unit will focus on the development of specific linguistic skills, including targeted grammar review, so that students will improve their ability to communicate orally and in writing with appropriate idiomatic usage and vocabulary.

**ROIT 20509. Advanced Grammar and Stylistics**
(3-0-3)
This course is intended for Italian students of any level, beyond the third semester, who desire to improve their command of Italian grammar and ability to write in Italian. Besides a rigorous review of standard Italian grammar, the course will introduce the "Languages of Italy" through the study of dialect literature [The Other Italy: The Literary Canon in Romance languages and literatures](http://example.com), and selected films in which Italian linguistic diversity plays an important role ["Paisiello", "Accatone" (Pasolini), "Padre Padrone" (Fratelli Taviani)].

**ROIT 27500. Intermediate Italian II: Italian**
(3-0-3)
*Stylistics and Culture*  
**Prerequisite(s):** See online Course Catalog for details.  
An advanced, fourth-semester language course designed to further develop the student's conversational skills and grasp of a wide variety of styles and registers in Italian. Spoken and written Italian will be practiced through various classroom activities and assignments. Readings include a wide array of literary and nonliterary texts (newspapers and magazines, short fiction, and so on).

**ROIT 30310. Textual Analysis and Advanced Grammar**
(3-0-3)  
*Prerequisite(s):* Moevs  
This is a fifth-semester advanced grammar review and introduction to the critical analysis of Italian literary texts. It is recommended that this class be taken before ROIT 30710 or 30720.

**ROIT 30610. Rome: A Journey in Art and History**
(3-0-3)  
*Gill*  
This class is an exploration of the history and culture of Rome from late medieval times through the 20th century, with an emphasis on art and architecture.

**ROIT 30710. Survey of Italian Literature I**
(3-0-3)  
*Moews*  
An introduction to the close reading and textual analysis of representative texts from the Duecento through the Renaissance, including Boccaccio, Poliziano, Machiavelli, and Ariosto. We will trace the profile of Italian literary history in this period, setting the texts in their cultural and historical context (including music, art, and architecture), with attention to the changing understanding of human nature and the physical world in these centuries. Requirements include class participation, short essays, a midterm and a final. Taught in Italian.

**ROIT 30720. Introduction to Italian Literature II**
(3-0-3)  
This course introduces students to major writers and literary movements in 18th, 19th, and 20th-century Italy, including Gooldoni, Leopardi, Foscolo, Manzoni, Verga, Pirandello and many others. Taught in Italian. Required for majors and supplementary majors.

**ROIT 37000. Special Studies**
(3-0-3)  
*Prerequisite(s):* Junior standing, dean's list.

**ROIT 40115. Dante's Inferno: The Prison**
(3-0-3)  
*Boitani*  
An indepth study, over two semesters, of the entire Comedy, in its historical, philosophical, and literary context, with selected readings from the minor works (e.g., Vita Nuova, Convivio, De vulgari eloquentia). Lectures and discussion in English; the text will be read in the original with facing-page translation. Students may take one semester or both, in either order.

**ROIT 40116. Dante II**
(3-0-3)  
This course will compare and contrast major works of these "classical" Italian Renaissance authors.

**ROIT 40120. Italian Seminar**
(3-0-3)  
*Gill*  
An in-depth study of a particular author, theme, genre, or century. In addition to treating the primary texts, some critical material will be required reading. This course culminates in a substantial research paper. Taught in Italian.

**ROIT 40215. Petrarch: The Soul's Fragments**
(3-0-3)  
*Cachey*  
The course will explore fundamental themes in Petrarch's writings in Latin, especially the Secretum and the epistles, and in the Triumphs and the Canzoniere. Contemporary critical approaches will be employed in the analysis of the Canzoniere.

**ROIT 40230. La Letterature di Viaggio: storia e critica**
(3-0-3)  
This course examines major Renaissance Italian narratives of the Age of Discovery. It concentrates on the theoretical and practical problems involved in attempting to read historical texts as "literary artifacts."

**ROIT 40231. Machiavellie and Guicciardini**
(3-0-3)  
This course will compare and contrast major works of these "classical" Italian Renaissance authors.

**ROIT 40505. Italian National Cinema**
(3-0-3)  
*Corequisite(s):* ROIT 41505  
Conducted in English, this course examines the concept and reality of "national cinema" in the Italian case. A history of one of the world's most renowned national cinemas focusing on the construction of national identity in film.

**ROIT 41505. Italian National Cinema Lab**
(0-0-0)  
Conducted in English, this course examines the concept and reality of "national cinema" in the Italian case. A history of one of the world's most renowned national cinemas focusing on the construction of national identity in film.

**ROIT 40508. Cinema e Letteratura**
(3-0-3)  
Conducted in Italian, this course analyzes Italian films and literary works in studying points of intersection and divergence between film and literature.

**ROIT 41118. Dante and Petrarch Mini-Course**
(3-0-1)  
This one-credit course consists of a series of seminars dedicated to an exploration of the literary relations between Dante Alighieri (1265–1321) and Francis Petrarch (1304–1374). The seminar will meet on four Tuesday afternoons for two and one half hours during the semester and will feature nine contributions by Albert R. Ascoli (UC Berkeley), Zygmunt Baranski (Cambridge), Theodore Cachey (Notre Dame), Roland Martinez (Brown), Giuseppe Mazzotta (Yale), Christian Moevs (Notre Dame), Lino Perite (Harvard), Justin Steinberg (University of Chicago), and Sara Sturm-Maddox (University of Chicago).
This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–1966, which stretches from the appearance of Blasetti’s openly fascist “historical” reconstruction, La vecchia guardia, to Pasolini’s “ecentric exercise in left-wing commitment, Uccellacci e uccellini, with its mix of expressionist and hyper-realist techniques. At the centre of this period are found some of Italy’s most highly regarded films made by directors such as Vittorio DeSica, Roberto Rossellini, and Luchino Visconti, who belonged to the neo-realist movement (1945–53). These filmmakers rejected escapist cinema and tried to make films that examined the contemporary experiences of ordinary Italians. As well as analyzing the films in themselves, the course examines the formal and ideological continuities and differences between neo-realist films and their silent and fascist predecessors. In a similar way, it analyses neo-realism’s impact on later filmmakers, such as Federico Fellini, Pier Paolo Pasolini, Gillo Pontecorvo, Dino Risi, and Francesco Rosi, who attempted to develop new versions of cinematic realism. Finally, the course aims to locate the films in their historical and cultural contexts and to address theoretical issues arising from the concept of “realism.”

ROIT 40512. Comedy, Italian Style! (3-0-3) Corequisite(s): ROIT 41512
An exploration of comic traditions in Italy: the popular film genre known as “comedy Italian style” is analyzed in its historical development in the 1950s and ‘60s, together with Italian film comedies from the silent period through the present. Roberto Benigni’s new film version of Pinocchio, for example, can be released in the United States in December of 2002, extends a long line of comic genius. The comedy dell’arte, Goldoni’s comedy of manners, and the political farce of Nobel Prize winner Dario Fo provide further examples of a comic tradition that continues to be a vital force of aesthetic pleasure and political comment. Requirements include attendance at mandatory film screenings, participation in class discussions, a number of short papers, and midterm and final exams. The class will be conducted in English.

ROIT 40520. Cinema e autori: Pasolini (3-0-3)
This course presents one of Italy’s greatest 20th-century humanists. Pier Paolo Pasolini was a poet, novelist, critic, and filmmaker whose works are among the most well-known and highly debated of the last century. We will read and discuss a selection of his texts and analyze his use of literary adaptation and autobiographical reference film. Students will gain an idea of Pasolini’s place within the larger context of Italian filmmaking in the ‘60s and ‘70s, and we will consider his interactions with other auteur filmmakers such as Fellini and Bertolucci. Assignments include film viewings, short papers and presentations, and a final exam.

ROIT 40610. Spotlight on Pirandello (3-0-3)
The literary, theatrical, and cinematic works of Luigi Pirandello within the context of Italian culture and society between the 1880s and the 1930s, and as an integral force of Italian and European modernism.

ROIT 40650. Modern Italian Fiction (3-0-3)
Major works of Italian fiction from the 19th century until the present are analyzed in relation to Italian society and culture within the contexts of European history and literary movements.

ROIT 40720. The Italian Lyric (3-0-3)
An in-depth textual analysis of selected lyric masterpieces from the breadth of the Italian tradition, from Cavalcanti to Montale. Taught in Italian.

ROIT 40740. Teatro del Novecento (3-0-3)
An exploration of the rich tradition of theatre, drama, and spectacle in modern Italian culture. Topics include: the verismo theatrical tradition of Giovanni Verga, Nino Martoglio, and Salvatore Di Giacomo; the Mediterranean tragedies of Gabriele d’Annunzio and the aesthetic and political implications of his poetics of spectacle; Futurist theatre and the European avant-garde; Pirandello’s theatrical art and European modernism(s). In the second half of the 20th-century figures include Ugo Bettì, Edoardo De Filippo, Pier Paolo Pasolini, Natalia Ginzburg, Dario Fo, and Dacia Maraini. The variety theatre, the dialect theatre and the relationship between theatre and cinema will also be examined. Class requirements include thorough preparation of dramatic texts and critical materials, attendance at a number of film screenings outside of class, a number of brief papers and oral presentations, a midterm, and a final exam. The class will be conducted in Italian.

ROIT 40802. Italian Dialect Literature (3-0-3)
In this mini-course, we will discuss aspects of Italy’s literary tradition in dialect across time, space, and genres. Following a brief introduction to Italy’s dialect varieties, we will consider some major poets who wrote in Milanese, Roman, and Neapolitan dialect. We will also address the plurilingual theatrical tradition in dialect, centered primarily around Naples and Venice. Against the backdrop of Italy’s sociolinguistic panorama in the last two decades we will analyze the nature and function of dialects in the present revival of poetic dialects as well as in Italian narrative prose.
ROIT 40935. Italian Short Story
(3-0-3)
Taught in Italian, this course treats the historical development of the short prose narrative in Italian literature. Beginning with the folk tale, and moving into selected novelle by such Medieval and Renaissance writers as Boccaccio, Bandello, Firenzuola, and Machiavelli, the course also includes modern and contemporary contributors to the genre including Verga, D'Annunzio, Pirandello, Moravia, Gozzano, Tozzi, Deledda, Serao, Maraini, Calvino, and Ginzburg. Students will be required to write a number of brief papers, to give brief oral presentations and to participate in class discussions. There will be a midterm and a final exam.

ROIT 40950. Manzoni
(3-0-3)
A close reading of the Promessi Sposi in its historical and cultural context, with special attention given to its artistic and social aims as a novel at once historical, political, and self-consciously Catholic.

ROIT 41512. Comedy, Italian Style Lab
(3-0-0)
An exploration of comic traditions in Italy: the popular film genre known as "comedy Italian style" is analyzed in its historical development in the 1950s and '60s, together with Italian film comedies from the silent period through the present. Roberto Benigni's new film version of Pinocchio, for example, to be released in the United States in December of 2002, extends a long line of comic genius. The comedia dell'arte, Goldoni's comedy of manners, and the political farce of Nobel Prize winner Dario Fo provide further examples of a comic tradition that continues to be a vital force of aesthetic pleasure and political comment. Requirements include attendance at mandatory film screenings, participation in class discussions, a number of short papers, and midterm and final exams. The class will be conducted in English.

ROIT 41590. Italian Theatre Workshop
(2-0-2)
A full-immersion language experience for the study, practice, production, and performance of authentic Italian texts. Includes analytical and writing components.

ROIT 47000. Special Studies
(V-0-V)
Prerequisite(s): Senior standing, dean's list.

PORTUGUESE

ROPO 10101. Beginning Portuguese I
(4-0-4) Teixeira
This is an introductory, first-year language sequence with equal focus on speaking, listening, reading, and writing. An appreciation for the diverse cultures of the Portuguese-speaking world is also encouraged through readings, music, videos, and class discussion. The sequence is to be followed by ROPO 201.

ROPO 10102. Beginning Portuguese II
(4-0-4) Prerequisite(s): (ROPO 10101 or ROPO 101)
This is an introductory, first-year language sequence with equal focus on speaking, listening, reading, and writing. An appreciation for the diverse cultures of the Portuguese-speaking world is also encouraged through readings, music, videos, and class discussion. The sequence is to be followed by ROPO 201.

ROPO 10105. Portuguese for Spanish Speakers I
(4-0-4) Teixeira
This course sequence is designed for students with at least intermediate-level proficiency in Spanish. Classroom activities emphasize the acquisition of basic language structures, vocabulary, and sound systems, as well as the active use of spoken language in context. Students are introduced to the cultures of the Portuguese-speaking countries through current video, printed media, music, and short fiction.

ROPO 10106. Portuguese for Spanish Speakers II
(3-0-3) Prerequisite(s): (ROPO 10105 or ROPO 105 or ROPO 121)
This course sequence is designed for students with at least intermediate-level proficiency in Spanish. Classroom activities emphasize the acquisition of basic language structures, vocabulary, and sound systems, as well as the active use of spoken language in context. Students are introduced to the cultures of the Portuguese-speaking countries through current video, printed media, music, and short fiction.

ROPO 10115. Intensive Beginning Portuguese for Study Abroad
(6-0-5)
Designed for highly motivated students, this intensive language course meets five days a week, covers the material of ROPO 10101 and 10102, and counts as two courses. Along with the acquisition of language skills, ROPO 10115 emphasizes the active use of spoken Portuguese in context. ROPO 10115 and ROPO 20201 together fulfill the language requirement and prepare students to study abroad in Brazil.

ROPO 20201. Intermediate Portuguese I
(3-0-3) Teixeira
Prerequisite(s): See online Course Catalog for details. ROPO 201 fulfills the language requirement. Through selected readings in Portuguese, Brazilian, and Lusophone African literatures, films, newspaper and magazine articles, and popular music, students discuss a variety of cultural issues and expand their vocabulary. Particular attention is placed on reviewing major topics of Portuguese grammar and developing students' writing abilities.

ROPO 20202. Intermediate Portuguese II
(3-0-3) Prerequisite(s): (ROPO 20201 or ROPO 201)
This is a continuation of ROPO 201, but it may be taken separately. 202 is a fourth-semester language course designed to develop facility in speaking, reading and writing at an advanced level. Discussions and writing assignments are based on the readings, which consist of short stories, a memoir, and newspaper articles. Emphasis is on speaking and writing skills, as well as a grammar review.

ROPO 20500. Approaches to Afro-Luso-Brazilian Cultures
(3-0-3)
This course explores cultural perspectives on Brazil through a wide variety of sources, including literary, sociological and historical texts, feature films, music, and news reports. Topics for discussion include race relations in Brazil, Afro-Brazilian culture and identity, and Brazil's contemporary relations with Africa. Oral and written assignments aim at perfectioning students' proficiency in speaking, reading, and writing. This course reviews major concepts of Portuguese grammar in context and provides practical exercises in diction and vocabulary building. Course conducted in Portuguese.

ROPO 27500. Topics in Afro-Luso-Brazilian Cultures
(3-0-3) Prerequisite(s): See online Course Catalog for details. This course explores cultural perspectives on Brazil through a wide variety of sources, including literary, sociological and historical texts, feature films, music, and news reports. Topics for discussion include race relations in Brazil, Afro-Brazilian culture and identity, and Brazil's contemporary relations with Africa. Oral and written assignments aim at perfectioning students' proficiency in speaking, reading, and writing. This course reviews major concepts of Portuguese grammar in context and provides practical exercises in diction and vocabulary building. Course conducted in Portuguese.

ROPO 40560. Brazilian Film and Popular Music
(3-0-5)
This course offers social, cultural, and historical perspectives on Brazil through film and popular music. Topics include the reception of Cinema Novo and post-Cinema Novo films, bossa nova, samba, and Tropicalia. Special attention will be paid to Tropicalia (a movement with key manifestations in literature, cinema, and popular music), and the circumstances surrounding its creation, the repressive military regime that governed Brazil from 1964 to 1985. The class is offered in English.

ROPO 40950. Luso-Brazil Literature & Society
(3-0-3)
This course will focus on questions of national identity in the Luso-Brazilian world. We will examine how social and cultural issues are perceived, conceptualized, represented, and understood in and by literature. The course will pay particular attention to how literature depicts important human problems such as gender and race relations, the crafting of national identity and national heroes, class conflict, family structure, and some ideological values such as success, love, happiness, fairness, misfortune, destiny,
honesty, equality, and faith. Authors to be studied will include Manuel Ant?nio de Almeida, Machado de Assis, Jorge Amado and Guimar?es Rosa, on the Brazilian side, and Miguel Torga, Jo?o de Melo, Jos? Saramago and L?dia Jorge, on the Portuguese side. Conducted in English with readings in Portuguese or English (discussion group available in Portuguese). Requirements will include active class participation, two oral presentations, and two papers.

ROPO 40951. Immigrant Voices in Modern Brazilian Literature (3-0-3)
This course examines literary perspectives on the European and non-European immigrant experience in Brazil. Readings from literature, literary theory, cultural studies, history and anthropology. Authors studied include Moacyr Scliar, Samuel Rawet, Elisa Lispector, NZlida P?ton, Milton Hatoum, Raduam Nassar, Ana Miranda, Emil Farhat, and Salim Miguel. Conducted in English.

ROPO 40955. Dictatorship/Luso. Fiction & Film (3-0-3)
Prerequisite(s): ROPO 20202 or ROPO 202 or ROPO 202P
This course explores the role of the dictator as paintered in popular fiction and film production.

ROPO 40977. Colonialism Revisited (3-0-3) Ferreira Gould
With readings from Angola, Mozambique, Brazil and Portugal, this course examines colonialism and its aftermath in Africa in light of postcolonial fiction and contemporary sociological and anthropological writing from the Lusophone world. This course brings the Lusophone experience, with its important varieties, yet overlooked implications, into broader debates in the field of postcolonial studies. Course conducted in English with readings in Portuguese and/or English.

ROPO 40995. Short Fiction across the Atlantic: Brazil, Portugal, and Lusophone Africa (3-0-3)
This is a comparative study of short prose fiction in the Portuguese-speaking world, with special emphasis on theoretical issues related to this literary genre. Authors studied include Machado de Assis, Jo?o Guimar?es Rosa, Clarice Lispector, M?rio de S?-Carneiro, and Luandino Vieira. Texts and discussions in English.

ROPO 40997. Colonialism Revisited: The Lusophone Experience (3-0-3)
With readings from Brazil, Angola, Mozambique and Portugal, this course examines colonialism and its aftermath in Africa in light of postcolonial fiction and contemporary sociological and anthropological writing from the Lusophone world. The course brings the Lusophone experience into broader debates in the field of postcolonial studies. Course conducted in English with readings in Portuguese and/or English.

SPANISH
Students with prior course work in Spanish who have not taken the AP or SAT II exam in Spanish must take the departmental placement exam. For the date of the next placement exam as well as a guide to the new course numeration in Spanish please consult the departmental Web page at www.nd.edu/~romlang.

ROSP 10101. Beginning Spanish I (4-0-4)
This is an introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for Hispanic cultures is also encouraged through readings and class discussion. The sequence is to be followed by ROSP 20201 or ROSP 20215.

ROSP 10102. Beginning Spanish II (4-0-4)
Prerequisite(s): (ROSP 10101 or ROSP 101)
This is an introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for Hispanic cultures is also encouraged through readings and class discussion. The sequence is to be followed by ROSP 20201 or ROSP 20215.

ROSP 10111. Beg Sp Heritage Speakers (3-0-3)
Prerequisite(s): (ROSP 10101 or ROSP 102 or ROSP 102A)
This course of intensive grammar study, reading and writing. Designed for those who may speak with considerable fluency but have little or no grasp of grammar and the written language. The goal is to achieve a level of literacy equivalent to that of a college-educated native speaker: to strengthen the command of written Spanish and the mechanics of composition and style.

ROSP 20215. Intensive Intermediate Spanish for Study Abroad (5-0-5)
Prerequisite(s): (ROSP 10102 or ROSP 102 or ROSP 102A)
ROSP 20215 is an intensive intermediate course that covers the material from ROSP 20201 and ROSP 20202 in one semester with classes five days per week. Equal emphasis is placed on spoken and written Spanish. The course includes a review of major grammar points, literary, and cultural readings. ROSP 20215 counts as two courses and fulfills the language requirement.

ROSP 20220. Intermediate Grammar Review (3-0-3) Ameriks
Prerequisite(s): See online Course Catalog for details.
Emphasis on refinement of oral and written language competence. This course is especially appropriate for first-year students with advanced proficiency in Spanish who have tested out of the 20102 level with an interest in study abroad. It is also open to students coming through the regular language sequence who may need additional review of grammar points.

ROSP 20237. Conversation and Writing (3-0-3) Coloma, Jakab
Prerequisite(s): See online Course Catalog for details.
Intended to develop writing proficiency and cultural awareness through reading and discussion of representative contemporary topics of Spain and Latin America while continuing to promote oral proficiency development.
ROSP 20300. Conversational Spanish (3-0-3)
Prerequisite(s): ROSP 20202 or ROSP 201 or ROSP 202E
This course is designed to further develop student's conversational skills and grasp of a wide variety of styles and registers in Spanish. Spoken Spanish will be practiced through various types of classroom activities and assignments, with special attention to conversation and vocabulary building. Emphasis will be on topics of current interest. Principles of grammar will be applied to structured conversations and compositions.

ROSP 20450. Spanish for Business (3-0-3)
Prerequisite(s): (ROSP 20202 or ROSP 201 or ROSP 202E)
This is an introductory course in Spanish for Business. The course will emphasize business terminology, business situations, and good business form, both written and oral. Moreover, the course will be based on case studies, thus allowing the student to analyze an actual business transaction. Emphasis will also be placed on cultural awareness and differences when doing business in Spanish-speaking countries. The course will provide the student with a solid foundation of vocabulary for import-export, license and franchise agreements, contracts, communications, transportation, insurance, and marketing. Students will practice writing business letters, and making oral presentations in a business setting as well as a written analysis of a case study.

ROSP 20480. Spanish for Medical Profession (3-0-3)
This course is designed for students who have already mastered the rudiments of Spanish grammar and who wish to improve their speaking proficiency in Spanish. This course is for those students who want to pursue a career in the health care profession. It is especially useful for pre-med students who want to become doctors or those wishing to pursue careers such as nurses, medical technicians, hospital administrators or counselors in a medical setting. Emphasis is on vocabulary, a series of short compositions, conversations, dialogues, and oral presentations. This course counts as a cognate towards the Spanish major. This course is not recommended for students returning from study abroad in Spanish-speaking countries nor for near-native students because their oral proficiency is already beyond the scope of this course. This course counts as a cognate course towards the Spanish major.

ROSP 20500. Composition and Style (3-0-3)
Prerequisite(s): See online Course Catalog for details. Intended to develop writing proficiency through literary and nonliterary texts from Spain and Latin America while continuing to promote the development of oral skills in Spanish. This course plans to review and refine language techniques and linguistic functions in order to write Spanish more effectively.

ROSP 20502. La Telenovela: History, Culture, and Student Production (3-0-3)
The aim of this course is to explore the genre of the telenovela. Students sharpen oral and written language skills through exposure to authentic telenovelas from Spain and Latin America, and through the creation and production of their own telenovela.

ROSP 20600. Studies in Culture: Spain (3-0-3)
This class will explore the geographic, historic and political factors that have contributed to the development of contemporary Spain. Attention will be focused on past and present events that have played an important role in the Spanish culture. Formal readings from a textbook will be complemented with other materials such as newspapers, magazines, videos, and the Internet. It is hoped that inclusion of different material will offer an added perspective and enhance the student's understanding of Spain's cultural heritage. This course demands the active participation of students through readings, written exercises, class discussions, and oral presentations. Both the readings and the class lectures and discussions will be in Spanish.

ROSP 20650. Studies in Spanish American Culture (3-0-3)
This course is an introduction to the scope of Hispanic culture, intended especially for those desiring to continue studies in language and culture but preferring to de-emphasize the grammar component. Readings at an advanced level in history, art, culture, music, and society, as well as the use of videos, will be the basis for lectures and discussions; focus on thought and daily life. Readings and discussions will focus primarily on the unity and diversity of Latin America this semester. Students will be expected to participate actively. Continuing improvement of language skills will be emphasized. There will be an oral presentation, two writing assignments, one exam, and a final.

ROSP 20700. Spanish Phonetics (3-0-3)
Intensive study of the phonetics and philology of Spanish aimed at mastering articulation in the language. Pronunciation exercises with the objective of correcting common phonetic problems experienced by the foreign student. Different Spanish dialects will also be analyzed.

ROSP 20750. Creative Versions: Art of Translation (3-0-3)
Prerequisite(s): (ROSP 20220 or ROSP 202 or ROSP 220)
This course provides the tools necessary for meaningful translation of Spanish texts to English.

ROSP 27500. Approaches to Hispanic Culture through Writing (3-0-3)
Prerequisite(s): See online Course Catalog for details. This content-driven course is intended for students who want to further broaden their knowledge of the Spanish language and related cultures, as well as improve both their understanding of the Hispanic world and their communication skills in the Spanish language. Development of advanced structures is achieved through intensive practice in speaking and writing. Each course focuses on a different aspect of Hispanic culture.

ROSP 30310. Textual Analysis (3-0-3)
This is an upper-division course for students with advanced preparation. It serves as the introduction to the analysis and explication of Spanish-language literary texts. Short texts in prose, poetry, and theatre from a variety of periods and countries within the Hispanic world are read, presented, and discussed. The course is a recommended prerequisite for the survey courses, and must be completed by the end of the junior year. Majors who have already taken upper-division courses in Spanish should substitute this course with a senior-level literature elective.

ROSP 30320. Advanced Grammar and Writing (3-0-3) Menes
A further refinement of Spanish speaking and writing skills. This course is designed for students returning from abroad who wish to further improve their proficiency in Spanish, and for students already in the 30000–40000 sequence who still need to work on their writing skills. Majors may use this course in place of one of the survey courses (30710–30720, 30810–30820) with prior approval by the undergraduate coordinator. In such cases, students must make up the fourth distribution requirement with a 40000-level course.

ROSP 30710. Survey of Spanish Literature I (3-0-3) Juarez
This course is a survey of Spanish literature from the medieval period through the 17th century. We will study representative works with a view to understanding the cultural, intellectual and historical forces that shaped the literary production of the period. Much emphasis will be placed on the evolving notions of “literature”, and its conventions. Works to be studied include Poema De Mio Cid, Libro De Buen Amor, La Celestina, Lazarillo De Tormes, poetry of Garcilaso, San Juan de la Cruz, Fray Luis de Leon, Góngora y Quevedo, and one play by Lope de Vega. Active student participation is required. Lecturing will be kept to a minimum so as to allow more time for analysis and discussion of the texts. The class will be conducted in Spanish. Requirements for the course include one paper (7-8 pages) on topics approved by the instructor (30 percent of final grade), seminar presentations and class participation (20 percent), a midterm exam (25 percent), and a final exam (25 percent).
ROSP 30720. Survey of Spanish Literature II
(3-0-3) Amago, Jerez-Farran
This course is designed as an introduction to modern Spanish Peninsular literature and to basic concepts of literary analysis in Spanish. The student will be expected to have mastered 20000-level skills, including grammar. The class consists of lectures and class discussions of a selected group of 19th and 20th-century Spanish plays, poetry, and novels and their relation to the history and culture of the period. The course will focus on representative works of the last two centuries’ literary movements of Spain and their critical analysis: Romanticism, Realism, “The Generation of ’98”, “The Generation of ’27”, and the post-Civil War novel, poetry, and theatre. Final grades will be determined by class attendance, participation, an oral presentation of 10 to 15 minutes, two term papers, a midterm, and final exam, and short written reports (10 pages) every two to three weeks on different themes. The course will be conducted in Spanish. Students who are looking for an overview of Peninsular literature are encouraged to enroll.

ROSP 30810. Survey of Spanish-American Literature I
(3-0-3) Anadon
This course provides a panoramic survey of Spanish American literature during the Colonial period, from the time of the first encounter (1492) through the 19th century. We will read from chronicles, autobiographies, short stories, and travel accounts, as well as poetry and texts of indigenous peoples. We will complement our reading with the viewing of selected films set in the colonial period. Selections will be chosen from Nahuatl and Maya literature, Christopher Columbus, Yvar Nez Cabeza de Vaca, Inca Garcilaso, Bernardo de Balbuena, Sor Juana Inza de la Cruz, and others. Two exams, two five-page essays, and active class discussion will determine final grade. This course satisfies the early Latin American literature requirement.

ROSP 30820. Survey of Spanish-American Literature II
(3-0-3) Anderson, Heller
This course is intended to be an introduction to the principal literary trends in Spanish America from Modernismo, at the beginning of the 20th century, to the present day. Special attention will be given to the evolution of the narrative of fiction, poetry, and essay, as well as to a number of political, cultural, and historical phenomena. Evaluation: midterm (take-home examination), participation in class, a short composition, and final examination. Lectures, class discussions, and presentations will be in Spanish. Students are encouraged to participate actively!

ROSP 30890. Nations in Motion: Latino/Latina Literature in the United States
(3-0-3) This course focuses on the analysis of literary works by Mexican American, Cuban American, Puerto Rican, and Dominican American authors. Some reading knowledge of Spanish is recommended.

ROSP 37000. Special Studies
(3-0-3) Mexican and Canadian literature emphasizing cultural interaction between the US and its southern and northern neighbors

ROSP 40080. Introduction to Spanish Linguistics
(3-0-3) Through problem solving, interactive lectures, and group projects, this course introduces students to the varieties of Spanish spoken today. No prior exposure to linguistics is required.

ROSP 40220. Renaissance and Baroque Poetry of Spain
(3-0-3) A close reading of traditional and Italianate poetry that includes villancicos, romances, and the works of Garcilaso de la Vega, Fray Luis de Leon, San Juan de la Cruz, Gongora, Quevedo, and Sor Juana Ines de la Cruz.

ROSP 40230. Cervantes: DON QUIXOTE
(3-0-3) A close textual analysis of Cervantes’ novel in its literary, historical, and cultural contexts.

ROSP 40235. The Picarosque Novel
(3-0-3) An introduction to a unique Spanish genre, the Picarosque novel, or literature of the delinquent, with major focus on the Spanish Golden Age masterpieces: Lazarillo de Tormes, Guzman de Alfarache, and El Buson.

ROSP 40240. Spanish Golden Age Theater
(3-0-3) A critical evaluation of representative Golden Age plays, highlighting their major themes, national character, and the strengths and limitations of their conventions.

ROSP 40350. Romanticism
(3-0-3) Spanish Romanticism is closely related to two major historical events: the crisis initiated in 1808 due to the French invasion of Spanish territory; and the return to Spain of the exiled Spanish intellectual as a result of the death of Ferdinand VII in 1833. As a literary movement, Romanticism emerges as a rejection of the “coldness” of reason and the moralist attitude associated with the ideological structure of neoclassicism and the Enlightenment Period (18th century). Romanticism favored individualism without restrictions, the open expression of emotions, and heterogeneity in philosophical, thematic, syntactic, and stylistic combinations; as well as Costumbrismo, which is considered another form of narrative in the prose of Romantic literature. In the political arena, Romanticism cultivated a spirit of criticism and the expression of the liberal ideology of the emerging social groups (the bourgeois). Through a cross reading of multiple literary genres, this course will explore the inherent contradictions, influences, tendencies, intertextuality and interdiscursivity that characterizes Spanish Romanticism. Among the works to be read, there will be selections from authors such as Larra, Esteban Calden, Mesonero Romano, Gil y Carrasco, Duque de Rivas, Espronceda, Ventura de la Vega, Gomez de Avellaneda, Jos Zorrilla, Carolina Coronado, Eugenio Hartzneckus, Garca Gutierrez, Becquer, and Fernon Caballero.

ROSP 40370. Nineteenth-Century Spanish Novel
(3-0-3) A study of the development of the Spanish novel, which is examined as an aesthetic expression of the long process of consolidation of the bourgeois social order in 19th-century Spain.

ROSP 40380. Modernismo y Generacion del ’98
(3-0-3) A study of the most representative literary works from these two movements, against the background of social, national, and ideological crises in turn-of-the-century Spain.

ROSP 40414. Topics in Spanish-American Literature: Cuban Literature
(3-0-3) An in-depth study of a particular theme, author, or genre in Cuban literature.

ROSP 40420. Modern Spanish Poetry
(3-0-3) A close reading and analysis of the major Spanish poets of late 19th- and 20th-century Spain, with emphasis on Machado, Jimenez, Lorca, Alberti, Guillen, and poets from post-Franco Spain.

ROSP 40435. Short Story in Spain
(3-0-3) Close examination of the evolution of the short story in Spanish literature from the 19th to the 20th century with emphasis on contemporary authors.

ROSP 40470. Recent Developments in the Spanish Novel
(3-0-3) A panoramic view of contemporary (1990s and beyond) narrative in Spain. Authors discussed include Nuria Armat, Rosa Montero, Juan Jose Millas, and Javier Cercas.

ROSP 40520. Recent Spanish Cinema
(3-0-3) This course examines recent developments in Spanish film since the 1980s. Films discussed include works by Carlos Saura, Alejandro Amenabar, and Pedro Almodovar.
The Spanish conquest of Central and South America generated a crisis of conscience in Spanish universities and in Spain at large. People wanted to know: was the conquest justified, and if not, seeing that it could not be undone, what were the invaders to do? In this prolonged and often bitter debate, Bartolomé de las Casas (1484–1566), Dominican friar and bishop of Chiapa in Mexico, formulated what were among the most moving and intellectually incisive arguments for the equality of all human beings. He also wrote one of the earliest comparative histories of civilization (Apologética Historia). The task of the course is to understand the thought of Las Casas and his followers in its 16th century context, and then to enquire into the connections between the ideas of Las Casas and contemporary theologians of liberation, in particular Gustavo Gutierrez.

This course aims to introduce students to the rich and diverse Latin American literary and cultural tradition. It covers a wide range of genres by representative authors from Cuba, the Dominican Republic, and Puerto Rico, written from the early 20th century to the present. Class discussions consider how shared cultural elements are represented in Latin American film and how these representations challenge assumptions about identity politics.

This course considers the issue of Latin American identity through films from various national traditions, including Cuba, Chile, Mexico, and Brazil. Class discussions consider how shared cultural elements are represented in Latin American film and how these representations challenge assumptions about identity politics.

This course focuses primarily on Cuban literature written during the first 100 years of the republic, within the context of the island’s history and various aspects of Cuban culture, including art, music, and film.

This course considers the issue of Latin American identity through films from various national traditions, including Cuba, Chile, Mexico, and Brazil. Class discussions consider how shared cultural elements are represented in Latin American film and how these representations challenge assumptions about identity politics.

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This course may cover an in-depth study of a particular theme, author, or genre in colonial Latin American literature.

This course focuses primarily on Cuban literature written during the first 100 years of the republic, within the context of the island’s history and various aspects of Cuban culture, including art, music, and film.
circles. We will also study related issues, such as the relationship between the U.S. and Cuba and the phenomenon of mass exile and the resulting literature of the Cuban diaspora.

The final grade will be based on class participation, several short papers, and a longer final paper. All class lectures and discussions will be in Spanish.

ROSP 53430. Senior Seminar: Recent Spanish Fiction
(3-0-3) Amago

This senior seminar represents a critical evaluation of current trends in Spanish narrative fiction. We will read and discuss novels by some of the most popular and critically acclaimed novelists writing in Spain today, including Carlos Ruiz Zafon, Juan Jose Millas, Lucía Etxebarria, Javier Cercas and Soledad Puertolas.

ROSP 53765. Senior Sem: Borges and Cortazar
(3-0-3)

This course may cover an in-depth study of a particular author, theme, genre, or century. In addition to treating primary texts, some critical material will be required reading. The course culminates in a substantial research paper. May be taken either fall or spring term.

ROSP 53778. Senior Sem: Cuba 1902–2002
(3-0-3)

This course may cover an in-depth study of a particular author, theme, genre, or century. In addition to treating primary texts, some critical material will be required reading. The course culminates in a substantial research paper. May be taken either fall or spring term.

In this class we will study a variety of authors and literary genres that are representative of Cuban art, music, and literature during the first 100 years of the republic: 1902–2002. We will focus on the political and historical dimensions of the works, and special attention will be given to the Cuban Revolution and its impact on the country’s intellectual and cultural circles. We will also study related issues, such as the relationship between the U.S. and Cuba and the phenomenon of mass exile and the resulting literature of the Cuban diaspora.

The final grade will be based on class participation, several short papers, and a longer final paper. All class lectures and discussions will be in Spanish.

ROSP 53980. Senior Sem: Span-American Theatre
(3-0-3)

The purpose of this senior seminar is to study the most representative dramatic works of the 20th-century Spanish American theater. Our analysis of each of the selected plays will enable us not only to understand social, political and cultural topics such as the transformations of certain ethnic groups (gauchos, for example), the Mexican revolution, authoritarian regimes, political repression, gender issues, etc., but also to become conscious of the subversive power of theater: its political function. Plays by authors such as Florencio Stachez, Roberto Arti, Rodolfo Usigli, Griselda Gambaro, Jorge Díaz, Sabina Berman, Eduardo Pavlovsky, among others will be analyzed. Requirements: Students must participate actively. They will be responsible for a formal oral presentation on one of the plays that he or she selects. There will be a mid-semester paper, and a final research paper due at the end of the semester. All lectures as well as student participation will be in Spanish.

ROSP 63110. Topics in Medieval Spanish Literature
(3-0-3)

The literature of medieval Spain in light of recent developments in critical theory.

The following courses are taught in English. There are no prerequisites.

LLRO 10115. Intensive Beginning Quechua
(6-0-6)

This course covers the material of LLRO 10101 and 10102 in one semester. Equal emphasis is placed on spoken and written Quechua. LLRO counts as two courses and may be taken in connection with LLRO 20201 or 20215 to fulfill the language requirement.

LLRO 13186. Literature: University Seminar in English
(3-0-3) MacKenzie

Cultural and literary crossroads in the Francophone, Italian, and Hispanic worlds. Restricted to first-year students.

LLRO 30123. King Arthur in History and Literature
(3-0-3)

This course, intended to introduce undergraduates to one of the major themes as well as to the interdisciplinary approaches characteristic of medieval studies, is a team-taught examination of the development and influence of the legend of Arthur, King of Britain, both in history and in literature.

LLRO 30125. Arthurian Literature in France and England
(3-0-3)

Survey of Arthurian literature.

LLRO 30555. African Cinema: Black Gazes/White Camera
(3-0-3) Corequisites: LLRO 30555

A course exploring the image of black Africa through the lens of white cinematographers.

LLRO 40040. Intro to Linguistics
(3-0-5)

This course requires no previous study of linguistics. It serves as an introduction to the most basic elements of human language. Students will have the opportunity to analyze the word order and sound systems of various languages of the world. Each student will have the option of focusing investigations on one language in particular. Through this course, they will “discover” universal rules that govern all languages of the world. Finally, the course will take a brief look at how both first and second languages are learned, both inside and outside of the classroom. Students of all languages are strongly encouraged to register for this course.

LLRO 40105. France/England Hundred Yrs War
(3-0-3)

The course will examine in depth some of the major works of English and French literature in the period of the Hundred Years War, when each country defined its sense of national identity, and will set these works in their cultural, social, and political context. Among the works to be read are those of Guillaume de Machaut, Froissart, Chaucer, Sir Richard Roos, Charles d’Orlans, and a selection of English and French songs from the 14th and 15th centuries. One of the aims of the course will be to examine the interrelationships between historical and fictional literature, and between literature and life. French works will be read in English translation, but Middle English works will be read in the original.

Requirements: two papers (seven to 10 pages); one oral presentation; final exam.
LLRO 40120. From Roland to the Holy Grail (3-0-3)
This is a survey of medieval French literature from 1100 to 1300, including the epic, the romance, drama, and poetry.

LLRO 40145. Dante I (3-0-3) Boitani
The course will be a journey inside the ultimate nightmare in the whole history of literature: Dante’s Inferno—a prison for eternity, accurately subdivided like a model dungeon, perfectly organized, with no possible evasions, no bribery to the guardians, no leagues between inmates, crossed through by two traveling poets, one of them relating about his trip with outstanding precision, the other guiding him after rescuing him and becoming one of the great characters of the entire poem. We will study this great metaphor of a cosmic incarceration created by Dante’s genius, and the amazing variety of the world of the convicted felons, and the philosophical ideas that rule this descent into the womb of the Earth where Lucifer, the utmost convict, lies.

LLRO 40542. Comedy, Italian Style! (3-0-3)
An exploration of comic traditions in Italy: the popular film genre known as “comedy Italian style” is analyzed in its historical development in the 1950s and 60s, together with Italian film comedies from the silent period through the present. Roberto Benigni’s new film version of Pinocchio, for example, released in the United States in December of 2002, extends a long line of comic genius. The commedia dell’arte, Goldoni’s comedy of manners, and the political farce of Nobel Prize winner Dario Fo provide further examples of a comic tradition that continues to be a vital force of aesthetic pleasure and political comment. Requirements include attendance at mandatory film screenings, participation in class discussions, a number of short papers, and midterm and final exams. The class will be conducted in English.

LLRO 40545. Italian National Cinema (3-0-3)
Corequisite(s): ROIT 41505
Conducted in English, this course examines the concept and reality of “national cinema” in the Italian case. A history of one of the world’s most renowned national cinemas focusing on the construction of national identity in film.

LLRO 40548. Italian Cinema: Realities of History (3-0-3)
This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–1966, which stretches from the appearance of Basetti’s openly fascist “historical” reconstruction, La vecchia guardia, to Pasolini’s “eccentric” exercise in Left-wing commitment, Uccellacci e uccellini, with its mix of expressionist and hyper-realist techniques. At the centre of this period are found some of Italy’s most highly regarded films made by directors, such as Vittorio De Sica, Roberto Rossellini, and Luchino Visconti, who belonged to the neo-realist movement (1945–53). These filmmakers rejected escapist cinema and tried to make films that examined the contemporary experiences of ordinary Italians. As well as analyzing the films in themselves, the course examines the formal and ideological continuities and differences between neo-realist films and their silent and fascist predecessors. In a similar way, it analyses neo-realism’s impact on later film-makers, such as Federico Fellini, Pietro Germi, Pier Paolo Pasolini, Gillo Pontecorvo, Dino Risi, and Francesco Rossi, who attempted to develop new versions of cinematic realism. Finally, the course aims to locate the films in their historical and cultural contexts and to address theoretical issues arising from the concept of realism.

LLRO 40721. Simone Weil: Justice, Grace, and Creativity (3-0-3)
Twentieth-century French philosopher and educator, militant activist, and mystic, Simone Weil dedicated her life to analyzing and actively combating the malaise that she sensed in modern technological society. Her work in support of equal justice for all human beings and her compassion for the suffering of the poor and oppressed were a prelude to a series of mystical experiences that led her to a deeper appreciation of the role of grace in the transformation of the temporal order. This course will give equal attention to Weil’s distinctive contribution to theology, aesthetic theory, and social practice. Working within a study group and seminar format, student participants will examine primary sources, texts from which Simone Weil drew inspiration, and authors who were influenced by her writing. Required research and reflection papers will be tailored to meet individual student needs according to one’s area of specialization; i.e., theology, French studies or gender studies.

LLRO 40820. Masterpieces of Literature from Africa (3-0-3)
This course is designed to provide students with a specific and global view of the diversity of literatures from the African continent. We will read texts written in English or translated from French, Portuguese, Arabic, and African languages. Through novels, short stories, poetry, and drama, we will explore such topics as the colonial encounter, the conflict between tradition and modernity, the negotiation of African identities, post-independence disillusion, gender issues, Apartheid and post-Apartheid. In discussing this variety of literatures from a comparative perspective, we will assess the similarities and the differences apparent in the cultures and historical contexts from which they emerge. Readings include Chinua Achebe’s Things Fall Apart, Naguib Mahfouz’s Midag Ayale, Camilo Cespedes’ The Sun Hath Looked Upon Me, Camara Laye’s The African Child, and Luandino Vieira’s Luanda.

LLRO 40860. Brazilian Film and Popular Music (3-0-3)
This course offers social, cultural, and historical perspectives on Brazil through film and popular music. Topics include the reception of Cinema Novo and post-Cinema Novo films, bossa nova, samba, and Tropicalia. Special attention will be paid to Tropicalia (a movement with key manifestations in literature, cinema and popular music), and the circumstances surrounding its creation, the repressive military regime that governed Brazil from 1964 to 1985. The class is offered in English.

LLRO 40981. Short Fiction: Portuguese-Speaking World (3-0-3)
This is a comparative study of short prose fiction in the Portuguese-speaking world, with special emphasis on theoretical issues related to this literary genre. Authors studied include Machado de Assis, João Guimarães Rosa, Clarice Lispector, Mário de Sá-Carneiro, Miguel Torga, and Luandino Vieira. Texts and discussions in English.

LLRO 40983. Immigrant Voices/Continental Brazilian Literature (3-0-3)
This course examines literary perspectives on the European and non-European immigrant experience in Brazil. Readings from literature, literary and cultural theory, cultural studies, history, and anthropology. Authors studied include Moacyr Scliar, Samuel Rawet, NZilda Piôn, and Milton Hatoum. Texts and discussions in English.

LLRO 40990. Luso-Brazil Literature & Society (3-0-3)
This course will focus on questions of national identity in the Luso-Brazilian world. We will examine how social and cultural issues are perceived, conceptualized, represented, and understood in and by literature. The course will pay particular attention to how literature depicts important human problems such as gender and race relations, the crafting of national identity and national heroes, class conflict, family structure, and some ideological values such as success, love, happiness, fairness, misfortune, destiny, honesty, equality, and faith. Authors to be studied will include Manuel Antônio de Almeida, Machado de Assis, Jorge Amado, and Guimarães Rosa, on the Brazilian side, and Miguel Torga, João de Melo, José Saramago, and Lúdia Jorge, on the Portuguese side. Conducted in English with readings in Portuguese or English (discussion group available in Portuguese). Requirements will include active class participation, two oral presentations, and two papers.

LLRO 40995. Dictatorship/Luso. Fiction & Film (3-0-3)
Prerequisite(s): ROPO 20202 or ROPO 202 or ROPO 202P
This course explores the role of the dictator as painted in popular fiction and film production.
LLRO 41148. Dante and Petrarch Minicourse
(3-0-3)
This course aims to examine the oeuvre and career of, arguably, the most original and influential writer in Western culture from three closely interlinked perspectives. First, the course provides an overview of all Dante's writings, the books he actually produced. Second, it explores his intellectual formation and his attitude towards the literary tradition—the books that were probably present in his "library." Third, it will assess the manner in which Dante synthesized his different ideological and poetic interests in order to develop an incisive and powerful assessment and critique of humanity's position in the order of divine creation. In the Middle Ages, the created universe was often metaphorically described as "God's book" or the "book of creation." The course thus attempts to investigate the complex interrelationship that Dante forged between his books and the "book" of the Supreme Artist, a popular and highly influential medieval image for God the Creator.

LLRO 41545. Italian National Cinema Lab
(3-1-4)
Corequisite(s): FTT 30235
Focusing on the question of national cinema, this course examines the concept and the reality of "national" cinema in the Italian case. Tracing the history of one of the world's most renowned and Beloved national cinemas, topics include: the origins of Italian cinema and film culture, silent film genres, and the development of a star system, Hollywood in Italy in the 1920s and 30s, the transition to sound, the Italian film industry under fascism, neorealism, popular film genres of the 1950s and 60s, auteurs of the 60s and 70s, along with current film and media practices. Attention will also be given to governmental film policies and attempts to produce a national cinema, the construction of national identity in film, and an examination of the ways in which images of the nation are understood and received by audiences both at home and abroad. Requirements include preparation of readings and participation in class discussions, attendance at mandatory film screenings, a research paper of modest length, an oral presentation, a midterm, and a final exam. The class will be conducted in English.

LLRO 41548. Italian Cinema: Realities Lab
(2-0-0)
This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–1966, which stretches from the appearance of Blasetti's openly fascist "historical" reconstruction, La vecchia guardia, to Pasolini's "eccentric" exercise in Left-wing commitment, Uccellacci e uccellini, with its mix of expressionist and hyper-realist techniques. At the centre of this period are found some of Italy's most highly regarded films made by directors, such as Vittorio De Sica, Roberto Rossellini, and Luchino Visconti, who belonged to the neo-realist movement (1945–53). These filmmakers rejected escapist cinema and tried to make films that examined the contemporary experiences of ordinary Italians. As well as analyzing the films in themselves, the course examines the formal and ideological continuities and differences between neo-realist films and their silent and fascist predecessors. In a similar way, it analyses neo-realism's impact on later filmmakers, such as Federico Fellini, Pier Paolo Pasolini, Gillo Pontecorvo, Dino Risi, and Francesco Rosi, who attempted to develop new versions of cinematic realism. Finally, the course aims to locate the films in their historical and cultural contexts and to address theoretical issues arising from the concept of realism.

Sociology
Chair:
Daniel Myers
William R. Kenan Jr. Professor of Sociology
Joan Aldous
William P. and Hazel B. White Professor of Sociology
Maureen T. Hallinan
Eugene Conley Professor of Sociology
Jorge Bustamante
Julian Samora Chair in Latino Studies:
Gilberto Cárdenas
Professors:
Fabio B. Dasilva (emeritus); Robert M. Fishman; Eugene W. Halton; Daniel Myers; J. Samuel Valenzuela; Andrew J. Weigert
Associate Professors:
Kevin J. Christiano; David S. Hachen Jr.; David M. Klein; Richard A. Lamanna (emeritus); Rory McVeigh; Jackie Smith; Lynnette P. Spillman; Robert H. Vasoli (emeritus); Michael R. Welch; Richard A. Williams
Concurrent Assistant Professor:
Mark L. Gunty
Assistant Professors:
William J. Carbonaro; Sean Kelly; David Sikkink; Juliana Sobolewski; Erika Summers-Effler
Visiting Assistant Professor:
Larissa Fast
Adjunct Professor:
Rev. Leonard F. Chrobot
Director of Undergraduate Studies:
Ann R. Power
Assistant Professional Specialist:
Ann R. Power

Program of Studies. The Department of Sociology has a national reputation and its scope of interest is worldwide. Yet it also is intensely concerned with the US cultural and social experience and its problems. The requirements for a sociology major reflect a program that offers both structure and flexibility. The program is designed to acquaint the student with the core of the discipline and with areas of specialization which can be studied in some depth.

Sociology deals with human interaction on the group level wherever it may occur: in family and business, law and politics, medicine and religion, and a host of other settings. What can you do with a sociology degree? Notre Dame's survey of alumni who majored in sociology revealed that they are employed as university professors, corporation executives, real estate agents, insurance agents, consultants, politicians, medical administrators, teachers, social workers, business managers, religious ministers, and many other occupations.
The requirements for the sociology major are as follows.

(a) Every student is encouraged to take SOC 10002, Understanding Societies; SOC 20001, The Sociological Enterprise; or SOC 30004, Principles of Sociology. Neither course is required but recommended as a good foundation for the sociology major.

(b) Students must take a minimum of 25 credit hours (usually eight courses and the proseminar—one credit) offered by the department. Students are urged to start their major as early as possible but can declare a major or change majors at any time as long as they are able to fulfill the requirements.

(c) Central to the requirements for the major are the following four courses:

SOC 30900. Foundations of Sociological Theory
SOC 30902. Research Methods
SOC 30903. Statistics for Social Research
SOC 33090. Proseminar (one credit)

Required courses should be taken as soon as possible, especially before taking any 40000-level courses.

(d) Each major must take a minimum of two 40000-level lecture or seminar courses. Internships (SOC 45096) and Directed Readings in Sociology (SOC 46097) do not fulfill this requirement.

(e) A maximum of six credit hours of internship can be used as electives to meet the 25-hour requirement for the major. Normally a student should take an appropriate lecture course in preparation for the internship.

The department prides itself on its program of close personal advising, in which each major can build a program of courses with the help of a faculty advisor and undergraduate director. Advisors willingly give much time to aid students in planning their course schedules and careers. Each major is assigned to a faculty advisor whose own academic interests dovetail with those of the student. Each student, working closely with a faculty advisor, can map out a personalized program of study that will satisfy the department’s requirements for the major and simultaneously accommodate the student’s academic interests and career aspirations.

The sociology major can be pursued along with another major. Many of our students combine sociology with a major in business, economics, political science, preprofessional, psychology, theology, etc. It is important to note that students in the Mendoza College of Business who wish to major in sociology in addition to their business major do not have to meet all the other requirements of the College of Arts and Letters.

Of particular interest to students in recent years have been the Gender Studies Interdisciplinary Concentration; the program of the International Institute for Peace Studies; the Computer Applications Program; the Hesburgh Program in Public Service; and Education, Schooling, and Society. All of the above are readily combined with a sociology major.

Students pursuing a major in sociology must meet all requirements for the major or equivalent courses. Additional courses from other departments and programs may be accepted as fulfilling the major, provided they meet with the approval of the sociology department. The department tries to be flexible when working out an individual student’s program, and with the advisor’s recommendation, other modifications are also possible.

The department has an active Epsilon Chapter of Alpha Kappa Delta, the international sociology honor society. Especially through the AKD, as well as through informal meetings in faculty homes and field trips, majors make strong friendships with other majors having common interests. Students interested in the various phases of the program are encouraged to contact the director of Undergraduate Studies (Room 823 Flanner Hall) at any time.

The department also encourages students to join the University of Notre Dame Sociology Club. The purpose of this club is to enrich the sociology major. This student organization sponsors activities oriented to careers in sociology and sociology-oriented careers, to becoming professionally active while in college, and to student interests in society, as well as to purely social activities.

Writing in Sociology. The College of Arts and Letters is proud of the level of writing its undergraduates achieve. One way in which the college supports students’ writing development is by requiring each department to offer at least one writing-intensive course. Soc 30900, Foundations of Sociological Theory, is the Sociology Department’s writing-intensive course. There, students reflect on the quality of their own and others’ writing and learn to articulate a sociological perspective in writing. Instructors in this course may spend more time doing textual analyses, guiding students’ writing, holding in-class writing workshops, and giving opportunities to do re-writes than in other courses. The department’s 40000-level courses also demand high-level writing within a sociological perspective. In addition, students may opt to develop their research and writing skills by enrolling in the department’s Capstone Project, where they carry out independent research and write an honors thesis. Also, any sociology major may submit a paper to Sociological Voices, a journal of research by undergraduates at Notre Dame founded and run by the Sociology Department, to be considered for publication.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week, and credits each semester are in parentheses. The instructor’s name is also included.

Graduate Courses. Senior majors may take any 60000-level graduate course with the permission of the instructor.

SOC 10002. Understanding Societies
Corequisite(s): Hachen
This introductory course looks at how people are connected to each other through social relationships, groups, networks, and organizations. With these social connectors you will see how sociology can help answer such questions as: How are stereotypes determined? Where do our social identities come from? What do people do when they experience role conflict? Why are networks so important in the diffusion of ideas and information? What are bureaucracies and why are they so prevalent? How can I know what is of value in another culture? How do people and groups gain power over others? Are there social classes and how important are class divisions? Have race relations changed very much in the United States? Where are women treated differently than men? How have technological changes, immigration, and social movements altered the ways in which people connect to each other?

SOC 12002. Understanding Societies Tutorial
This tutorial must be taken as a co-requisite to SOC 10002, Understanding Societies.

SOC 10722. Introduction to Social Psychology
Myers, Sobolewski
Analysis of important human processes including perceiving and knowing other people, attitudes and attitude change, conformity and nonconformity, cooperation and competition with others, leadership in groups, attraction and love, aggression and violence, prejudice. Social psychology studies how individuals and groups are influenced by other individuals and groups. In this broad introduction to social behavior, we will learn about what makes people do the things they do: What decides whom someone will fall in love with? Where do aggressive, violent, and criminal behaviors come from? Why are some people more charitable than others? Why do some people obey authority and conform while others always have to buck the trend? Why are some people lazier when they work in groups? What is the source of people’s stereotypes and prejudices? How can we overcome them? What causes conflict between groups? And finally, what makes us become who we are?

SOC 13181. Social Science University Seminar
Christiano, Klein
An introduction to the seminar method of instruction accenting the organization and expression of arguments suggested by readings in sociology. Each of the seminars treats a particular sociological topic, such as family life, social problems, the urban crisis, poverty, etc.

SOC 20001. The Sociological Enterprise
Sociologists like to watch people do things with and to one another, and then try to explain how and why they do them. We are the voyeurs of social life. This course invites students to become part of this sociological enterprise of observing and explaining the social world. It presumes no previous exposure...
to sociology as an academic discipline, though we all bring with us a life’s worth of experiences of living in society and we will draw upon those experiences throughout the course.

SOC 20022. Black Music, World Market
(3-0-3)
Students will read works about the development of diaspora musical arts as well as about other relevant issues such as recording technology, the global flow of commodities, the distinction between “mass” and “popular” culture, intellectual property rights, artistic appropriation, racial essentialism, and Pan-Africanism. The course will examine a number of musical genres including spirituals, calypso, salsa, reggae, samba, Afro-pop, high-life, “Juju”, “World Beat,” and South African migrant workers’ choral singing. Some familiarity with the study of culture would be helpful to a prospective student as the course readings are demanding.

SOC 20030. Society and Cultures of South Asia
(3-0-3)
This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives). Emphasis will be on the Indian subcontinent.

SOC 20032. Social Problems
(3-0-3)
In this course, students will explore a variety of issues deemed problematic by major portions of society. Issues such as poverty, homelessness, stratification (racial, gender, educational), and crime will be covered as well others. Students will develop skills in using sociological theory and research to gain a deeper understanding of contemporary social problems. Global manifestations of these problems will also be discussed as well as the possibilities of finding solutions.

SOC 20035. Peoples of Southeast Asia
(3-0-3)
This course will introduce Southeast Asia, examining the region’s history, religions, and social organizations, tracing out themes and variations that give this region its unity and, for all its diversity and its many waves of immigration, make Southeast Asia a field of related cultures.

SOC 20040. Japanese Society
(3-0-3)
This course presents a survey of the social structures and forms of expression that make up the complex society of contemporary Japan, using anthropological writings, history, reporting, film, and fiction.

SOC 20041. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture
(3-0-3) Afsaruddin
This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian peninsula in the seventh century to its subsequent spread to other parts of Western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

SOC 20044. Introduction to Islamic Civilization
(3-0-3)
This course provides an introduction to Islamic civilization and Muslim culture and societies through scholarly works, literature, media clips, films, and audio-video material (some made by the instructor during recent trips to the Middle East). The background reading will provide a context for the audio-visual material, giving a general overview of the history of the Islamic world from the advent of Islam to the present day. The ultimate goal of this course is for students to gain a better understanding of the Muslim peoples and their culture and societies within the broader context of Islamic civilization. Focal point: brief overview of the canons and basic tenets of Islam as a world religion, recognition and transcendence of stereotypes, awareness of Western culture and political influence on today’s Arab-Islamic world and vice versa, and exposure to Middle Eastern culture.

SOC 20050. Chinese Society and Culture
(3-0-3) Blum
From headlines we often have the impression that China is becoming “capitalist” and will soon be just like us. It is true that China is rapidly changing, yet it will not soon resemble the United States. It is also wrong to regard everything about it as radically new. This course introduces students to the complexities of contemporary Chinese society in the context of the past. Topics covered include food, family and gender, political activity, ethnicity and identity, urban and rural life, work and unemployment, economic complexity, multilingualism, arts, religion, medicine and the body, and literature. We will look at film, fiction, the Internet, ethnographies, standard historical accounts, and other sources to ensure a multifaceted understanding of China beyond its usual superficial portrayal as a vast potential market of consumers (though that’s not entirely wrong!). Students will be encouraged to investigate a topic of their choosing in greater depth.

SOC 20060. Societies/Cultures in Latin America
(3-0-3)
This course introduces students to the diverse cultures and societies of Latin America through historical, ethnographic, and literary study. Contemporary issues of globalization, violence, and migration will preoccupy the discussion of Central and South America and the Caribbean today.

SOC 20228. Social Inequality and American Education
(3-0-3) Carbonaro
Many have claimed that the American educational system is the “great equalizer among men.” In other words, the educational system gives everyone a chance to prosper in American society regardless of each person’s social origins. In this course, we explore the validity of this claim. Do schools help make American society more equal by reducing the importance of class, race, and gender as sources of inequality, or do schools simply reinforce existing inequalities and reproduce pre-existing social relations? Topics covered include unequal resources among schools, sorting practices of students within schools, parents’ roles in determining student outcomes, the role of schooling in determining labor market outcomes for individuals, and the use of educational programs as a remedy for poverty.

SOC 20342. Marriage and Family
(3-0-3) Sobolewski
Changing family patterns, sex roles, sexuality, premarital relationships, marriage and divorce, parenthood, childhood, and family interaction are some of the topics. Singles, dual-career families, alternative marriage forms, and the future of marriage and family are also taken up. This course in the sociology of the family has two primary purposes, one being to introduce the student to the scientific study of the family: theoretical approaches, current research, societal variations in the family through space and time, and current issues in the analysis of the family. However, because the family is a social institution and a set of relationships in which almost everyone participates, a second purpose of the course is to provide a realistic appraisal of marriage and family in American society for the utility this may have to the student in his/her personal life, considering his/her own values, expectations, and goals. Some of the topics to be covered include: the American family and social change; gender roles; the development and expression of sexuality; premarital relationships; marriage and divorce; parenthood and childhood; family interaction—the quality and style of relationships within the family; societal, class, and ethnic variations in family life; communes, singles and single parenthood, homosexuality, and alternative forms of marriage; and the future of marriage and the family.

SOC 20479. Introduction to Latinos in American Society
(3-0-3) Cárdenas
Cannot take if previously taken SOC 43473. This course will examine the sociology of the Latino experience in the United States, including the historical, cultural, and political foundations of Latino life. We will approach these topics comparatively, thus attention will be given to the various experiences of a multiplicity of Latino groups in the United States.
SOC 20502. Today’s Organizations
(3-0-3)
Examines macrosociological topics such as social evolution theories of industrial societies, the historical development of capitalism, hierarchical differentiations within a society (social classes, social status, urbanization), and the bureaucratic structures of organizations. Will enable students to analyze their societal structure in terms of history, present configuration, and dynamic processes.

SOC 20503. Today’s Organizations
(3-0-3)
Examines macrosociological topics such as social evolution theories of industrial societies, the historical development of capitalism, hierarchical differentiations within a society (social classes, social status, urbanization), and the bureaucratic structures of organizations. Will enable students to analyze their societal structure in terms of history, present configuration, and dynamic processes.

SOC 20533. Responding to World Crisis
(6-0-3) Valenzuela
This course focuses on current issues in international affairs and what the US policy response to them should be. The participants will be divided into groups specializing in events and issues in each continent in the world, with an additional group focusing on the international economy. Each session of the seminar will hear the reports prepared by students in two of such (i.e., the Africa and the Asia groups, or the Europe and World Issues groups). The reports must be individually written, with the crisp style of policy briefs, on different countries or issues, and must include an assessment of the origins and nature of the problem or problems at hand, a well as recommendations regarding what the US should do. The required reading for the seminar will be the New York Times (the printed version) on a daily basis. Students may go to Internet news services of the New York Times or other sources such as the Economist for additional background information on the situation they wish to write about.

SOC 20552. Social Problems through Films
(3-0-3)
This course focuses on using the sociological imagination to understand and propose solutions to many of the most pressing social problems facing our global and national societies. Through readings, lectures, and films, students will be exposed to a variety of issues such as poverty, inequality, racism, sexism, homophobia, education, crime, Third World underdevelopment, terrorism, and war. Students are expected to be analytical and critical in examining the problems of modern societies, their causes, and their solutions.

SOC 20720. Social Psychology
(3-0-3)
This course will explore the relationship between the culture in which the individual has been socialized, the social institutions in which he or she participates, the groups to which he or she belongs, his or her own personal characteristics, and his or her behavior toward others. We will be looking at such areas as: conformity, independence, social roles, attitudes, altruism, aggression and violence, and collective behavior. A major objective in this course is for the students to take these concepts and principles and apply them to the world around them. Not recommended for students having had SOC 10722 as the content may overlap.

SOC 20732. Introduction to Criminology
(3-0-3) Welch
As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis.

SOC 20810. Gender Roles and Violence in Society
(3-0-3) Gunyy
Much of the violence in contemporary society—whether it is domestic abuse, school shootings, gang warfare, video games, or inter-ethnic conflict—has something to do with gender. This course explores the connection between gender role socialization and the expression of conflict or aggression. Through readings, discussions, films, and projects, students will be encouraged to examine sex differences in violent behavior as the outcome of complex processes. We will try to understand those processes better and develop the ability to describe the causes and their effects.

SOC 20819. Sociology of Race and Ethnicity
(3-0-3)
This course provides an overview of some of the classic and contemporary sociological understandings and perspectives of race and ethnicity. We will focus particular attention on the racial/ethnic groups common to the US, broadly categorized as African, Asian, European, and Hispanic Americans. The course will cover areas of identity and culture and will address issues such as racism, immigration, assimilation, segregation, and affirmative action. We will use printed texts as well as film clips; some assignments may include movie viewing.

SOC 23236. Tutoring in the Community
(1-0-1)
This course is a seminar for current volunteers in Teamwork for Tomorrow, an after-school literacy, athletic, and mentoring program for children in grades 3 through 6 who live in South Bend public housing. The seminar will consist of two modules. The first will cover methods, skill assessment, behavior, and other issues relating to the mechanics of tutoring underprivileged children in reading. The second module will cover topics in social justice, race, socioeconomic, poverty, and other issues that Teamwork volunteers may confront during their period of service. This module will also consist of periods of reflection and idea sharing. Students who successfully complete the seminar are required to commit to an additional semester of service as a volunteer in the after-school program before graduating from Notre Dame or Saint Mary’s Tutoring for Tomorrow Program.

SOC 23827. Topics on Race in the Americas
(1-0-1)
This course takes and interdisciplinary approach to a range of historical, literary, religious, and social science topics important to the understanding of the experiences of Latino and African-American people in American society. The mini-course will focus, among other topics, on human rights, race relations, mestizaje, racism, ethnicity, social justice, and media images. Mandatory lecture series/seminar (six or seven dates) participation is required. In addition, student will write a short paper. Students interested in this course must attend a short organizational meeting on Thursday, November 6, 2003 at noon in 208 McKenna Hall.

(3-0-3) Smith
This course is designed to increase students’ understandings of contemporary global problems and the ways the international community addresses these through institutions like the United Nations. The course will cover the history, structure, and operations of the United Nations and is designed to introduce students to the variety of interests, goals, and perspectives that different nations and social groups bring to this global political forum. We will examine major global issues that are being discussed in international organizations, and extensive attention will be paid to how civil society groups use the United Nations to promote social change. A major aim of the course is to encourage students’ ongoing participation in public discussions and debates about global problems. Among the issues that will be covered are: peace and international security, economic development, human rights, and environmental protection.

SOC 30004. Principles of Sociology
(3-0-3)
This course is intended to provide a belated introduction to the basic theories, perspectives, substantive areas, and seminal findings in sociology. Through readings, lectures, discussion, and actually “doing” sociology, students in this class will work together and with the instructor to develop their ability to “see” the world and themselves more sociologically. Especially important will be to get beyond the taken-for-granted notions of everyday life in order to examine the unobserved structure and detail of our social reality.

SOC 30006. Latinos and other Minorities in the United States
(3-0-3)
The main purpose of this course is to broaden our understanding of Latinos, relative to other racial and ethnic minorities in the US. Throughout this course, the political, economic, and social lives of diverse Latino national groups, relative to Afro-Americans,
Asian Americans, and Native Americans, will be examined on the basis of both historical experience and empirical data. We will also discuss such diverse topics as racial hierarchy and inequality, ethnicity, assimilation, residential segregation and economic mobility, generational transmission, and transnational practice. Students are encouraged to share their insights and experiences with the class as relevant to the topics discussed.

**SOC 30007. Race/Ethnicity and American Politics** (3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic identity in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

**SOC 30009. Religion and Politics** (3-0-3)
An examination of the link among religious beliefs, world views, group identifications, political attitudes, and behavior, based on literature in political science, sociology, psychology, and theology. Topics include the meaning and measurement of religiosity; religious and anti-religious values embedded in American political institutions: religious world views and political philosophy; cue giving and political mobilization by religious groups, denominational traditions, partisanship and issue positions; religious movements, social conflict and political coalitions.

**SOC 30010. The State of the American States** (3-0-3)
This course provides a “critical” and comprehensive examination of politics in the states of the US, and does so by analyzing topics from several theoretical perspectives. States are major policymakers concerning such central public policies as education, welfare, and criminal justice, among a host of others. There is tremendous variation, yet, at the same time, there are similarities between and among the 50 states in their political processes and governmental institutions as well as in their public policy concerns and outcomes. The focus of the course is on understanding why the states vary as they do and the consequences of that variation for such core American values as democracy and equality, and how states have different conceptualizations, or different visions or versions, of those core values.

**SOC 30012. Black Music, World Market** (3-0-3)
This is the old number for this course, phasing out this number.

**SOC 30017. Sociology of Intercollegiate Athletics** (3-0-3)
This course will focus on a sociological examination of intercollegiate sports. Readings, discussion, and assignments will revolve around how college athletics are affected by and affect such social systems as: gender, race, politics, the economy, and especially education. Where relevant, we will use the University of Notre Dame as a case study, which we can use to illustrate some of these important and sometimes controversial issues. Non-sports fans are especially encouraged to enroll.

**SOC 30019. Sociology of Sport** (5-0-3) Welch
As a phenomenal growth industry of postindustrial leisure societies, sports demand critical study. Theories, schools’ involvements, professionalization, race, and sex inequalities, methods of business control, the use and misuse of talent/skills, Olympic problems, are some aspects of this course’s contents.

**SOC 30026. Technology and Social Change** (3-0-3)
This class will examine how technology has often served as the catalyst for social change for hundreds (indeed, thousands) of years. The course will be divided into several sections, some of which will trace from a historical perspective the social impact of specific technologies (some predating the Industrial Revolution, like the clock, the stirrup, and the pulley). Other course sections will examine technology and social change in specific contexts (e.g., the medical and communication contexts).

The first portion of the class will be devoted to some of the basic issues in our collective understanding of technology and social change. Issues such as de-skilling of workers, institutionalization of technology into society, and innovation will be examined, as will various approaches to understanding technology, such as the social construction of technology and technological determinism.

**SOC 30031. Creole Language and Culture** (3-0-3)
This course introduces students to the vivid, sonorous language of Kreyol, or Haitian Creole, and to the fascinating culture of its speakers. This intensive, beginning-level course is intended for students with no knowledge of Haitian Creole.

**SOC 30041. Witnessing the Sixties** (3-0-3)
The purpose of this interdisciplinary course is twofold: to examine the social context and cultural change of the ‘60s, on the one hand, and on the other to explore the various journalistic representations of events, movements, and transformation. We will focus on the manner in which each writer witnessed the ‘60s and explore fresh styles of writing, such as the new journalism popularized by Tom Wolfe. Major topics for consideration include the counterculture and the movement—a combination of civil rights and anti-war protest.

**SOC 30042. In the President’s Shoes: Leading Struggling Democracies in a Globalized World** (3-0-3)
Public support for democracy is shrinking rapidly in developing countries. Massive protests around the world blame the globalized economic system and its main political actors for increasing poverty and inequality. In South America, four elected presidents have been forcefully replaced since 1998 and two others are facing great difficulties to remain in power—let alone exercise authority or leadership. How have so many governments disappointed their citizenry? What can be done—if anything—to curb this dangerous trend? This course, taught predominantly from a Third World perspective by a former President of Ecuador, is offered to students planning to participate actively in civil or political life or trying to understand how the public sector works and relates with society as a whole. The course introduces students to the basic toolkit of skills (decision making, negotiation, communication, leadership) that allow one to deal with public policies (economic, social, environmental) and institution building immersed in a broader ethical, value-ridden, purpose-oriented debate. In essence, the course is a “flight simulator experience.” Through case analysis, role-playing exercises, and confrontations with real-life dilemmas, the students are invited to fly in the plane’s cockpit, to play the President’s role in recognizing, analyzing, and prioritizing problems and brainstorming strategies and action plans.

**SOC 30050. Latin American International Relations** (3-0-3) Hagopian
This course examines the international relations of Latin America with an emphasis on what determines US policy toward Latin America, and the policies of Latin American states toward the United States, other regions of the world, and each other. It analyzes recurring themes in US-Latin American relations, including the response of the United States to dictatorships, expropriations of US-owned property, and revolution. It also studies new directions and issues in Latin America’s international relations, e.g., trade policy, the environment, migration, and drugs in a post-Cold War world.

**SOC 30054. Cultural Aspects of Clinical Medicine** (4-0-4)
This course focuses on social science approaches to sickness and healing. The medical encounter is examined from anthropological perspectives. The course emphasizes the difficulties traditional biomedicine has in addressing patients’ expectations for care. Students serve an internship as patient ombudsmen in a local hospital emergency room four hours per week. Students are required to sign a waiver, to present evidence of immunizations, and to receive a TB skin test. Course requirements include weekly quizzes, two lab reports, and a final exam.
SOC 33063. Politics and Conscience (3-0-3) Keys
Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of “conscience” recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect, and are there any limits to its autonomy? What role should conscience play in questions of war and peace, law-abidingness and civil disobedience, citizenship, and political leadership? And how does the notion of conscience connect with concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course will engage these questions through select readings from the history of political thought. We will also consider various 20th-century reflections on conscience, expressed in essays, plays, short stories, speeches, and declarations.

SOC 30070. Caribbean Diasporas (3-0-3)
Born out of the violent processes of conquest and enslavement, Caribbean societies have developed cultures with roots in Africa and Europe, but with distinctive American identities. This course examines the development of Creole societies in the French, Spanish, Dutch, and British Caribbean in response to colonialism, slavery, migration, nationalism, and, most recently, transnationalism. The recent exodus of as much as 20 percent of Caribbean populations to North America and Europe has afforded the rise of new transnational modes of existence. Caribbean communities now span multiple sites across nation-states. Constant comings and goings of messages, people, spirits, gifts, and money keep members of host and home communities actively involved with one another’s lives. They creatively appropriate the same technologies of communication, media, and travel that have aided the rapid shifts of capital in the Caribbean and around the globe. This course will explore the consciousness and experience of Caribbean diasporas through ethnography and history, religion, literature, music, and culinary arts. Assignments include a book review, a research paper, a midterm, and a final exam.

SOC 30075. Culture and Conflict in the Pacific (3-0-3) McDougall
Diverse cultures of the Pacific are examined in historical perspective, analyzing contemporary conflicts of military coup, crises of law and order, struggles for land rights, battles over nuclear testing, indigenous relations, and the role of outside powers in Pacific Island states.

SOC 30092. Anti-Social Behavior in Modern Chinese Fiction (3-0-3)
Chinese society is often characterized as highly conformative and lacking in individuality. Is this true? What kind of behaviors then would be considered antisocial, and what are their moral, social, and political consequences? In this course, we will read fictional works depicting behaviors and attitudes that are considered by society in general as antisocial, anticonventional, and sometimes anti-Party. We will investigate the contexts of these behaviors and their political implications. For instance, are these behaviors justified? Are different standards applied to women? What are the temporal and spatial factors in people’s conception of an antisocial behavior? To what extent are these behaviors culturally determined? No prior knowledge of the Chinese languages or China is required.

SOC 30151. Popular Culture (3-0-3) Plesler
The first half of the course will introduce a variety of theoretical perspectives, presented as a historical overview of popular cultural studies, both in the United States and Britain. The theories to be considered include: mass culture theory, Marxism, the Frankfurt Schools (Critical Theory), Structuralism, Semiotics, Feminism, and Post-Modernity. During this first half of the course, students will be required to write a paper in which they analyze an aspect of popular culture utilizing one or more of the theoretical perspectives.

The second half of the course is devoted to a historical analysis, using the perspectives already addressed, of the social impact and meaning systems of rock ‘n’ roll music. The exegesis will begin with a study of American music, using recordings of chants and celebratory music, and will explore the music of African slaves, chain gangs, and spirituals, toward the goal of identifying elements exhibited by those genres that eventually evolved into rock ‘n’ roll. Students will be required to write a research paper on some aspect, personality, group, or historical development of rock ‘n’ roll. This course is not recommended for students who have taken SOC 451, as the content will overlap.

SOC 30216. Contemporary Issues in American Education (3-0-3)
In this class, we discuss several issues of current importance and/or debate related to the educational system of the United States, including school choice, affirmative action, and bilingual education. To better understand the roots of these issues, our study begins with an examination of the purpose and function of public education as it has been conceived of in the United States. We also explore how each one of these educational issues is related to the concepts of educational equality and excellence; for example, by discussing what specific problems each educational program or policy tries to address and how the implementation of such programs affects both equality and excellence in schooling. The class includes both lecture and seminar-type discussions.

SOC 30235. Sociology of Education (3-0-3)
This course focuses on the relationship between education and society. In the course, a variety of theoretical approaches and contemporary issues in the field of education will be discussed. Topics to be addressed include, but are not limited to, gender and race inequalities in education, the role of schools as agents of selection and socialization, and the nature of educational reform movements. Class participation and the experiences of students will be emphasized.

SOC 30237. Teaching Sociology: Seminar in the Sociology of Education (3-0-3)
This course surveys the sociological foundations of teaching and learning in America’s elementary and secondary school classrooms. The class begins with an examination of teaching as a profession. What attracts individuals to the teaching profession, and why do they leave? What constitutes professional success for teachers? Next, we’ll examine how local context shapes the work that teachers do, looking at some elements of schools and communities that impact the nature of teachers’ work. The course concludes by looking at the teacher’s role in producing educational success by considering two enduring educational problems, how to foster student engagement, and how to teach students of differing abilities within the same classroom. In addition to research in the sociology of teaching, students will be exposed to teacher narratives of success and struggle.

SOC 30239. Trust and Education Reform (3-0-3)
School reform efforts run the gamut from shared decision making to “teacher-proof” curricula. No matter what strategy is chosen, the success of any reform’s implementation depends on person-to-person interactions between principals, teachers, students, and parents. Sociologists have found that relational trust serves as a key resource for the successful implementation of school reform. Why is trust important in schools and how can it be built? In this course, we will examine the role of trust in organizations, how trust impacts school change efforts, and how trust might be fostered in a school community. Topics to be covered include competing models of trust in organizations, the special characteristics of schools as organizations, and the influence of power and authority on the development of trust.

SOC 30464. Human Rights and Migrants (3-0-3)
This course is an extension from the “mini-course” to a full term, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also
covered. Cannot take if previously taken Soc 43479, content overlap.

SOC 30466. Problems in Latin American Soc (3-0-3)
Since the fall of dictatorships in the 1980s, a multitude of new social organizations has emerged in Latin America. At the same time, globalization has presented new challenges to social groups struggling to retain their livelihoods and their communities. This course examines traditional and new social movements, organizations, and institutions in contemporary Latin America.

SOC 30478. Migration, Race, and Ethnicity in Twenty-first Century America (3-0-3)
Migration from Latin America and Asia over 1970–2000 brings a new heterogeneity for the United States that mirrors the global population. Now, the consequences of this migration are reflected in federal statistical policy to expand official population categories of five categories on race and two on ethnicity. This course is an introduction to these US populations of whites, blacks or African Americans, Native Americans or Alaskan Natives, Native Hawaiians or other Pacific Islanders, and Latinos or Hispanics as to historical context, social and economic characteristics, and current research and policy issues. Migration in the post-1965 era of Asians and Latinos created new racial and ethnic communities geographically concentrated in California, Texas, Florida, New York, Illinois, and Arizona. Conceptualization and quantification involve new challenges increasingly relevant for governmental and private sectors, nationally and for communities. Scholars are more attentive to changing identities and population heterogeneity for social institutions of family, education, and government. The 2000 Census and population projections show the future population as considerably different from that of the past. These topics hold relevance in contemporary discussions of world population growth, immigration policy, social change, globalization, and environment.

SOC 30508. Social Meanings of Food (3-0-3)
This is a course on the roles of food in society. The role food plays in the life course of a society may seem self-evident or commonplace to some. Yet food is more than the physical substances that sustains life. Food is intertwined with religion and central to many rites and rituals. Food is linked to medicine, which was largely based on dietary principles until well into the 18th century. Technology related to production of food has affected the inequalities found in all societies. The politics of food plays a major role in understanding the "social issues" affecting many nations around the globe. This is a fascinating area of study: that which we take for granted so much of the time is intertwined with economcs, politics, psychology, social life, and law. Cannot take if previously taken Soc 467 content overlap.

SOC 30514. Social Movements (3-0-3) Summerr-Eiffer
How is social change possible? This is one of the central questions for the study of social movements, as well as the organizing theme of this course. In this course we will consider the ways in which difference sociological theories of social movements have asked and answered this question, playing particular attention to theories of identity, emotion, and networks.

SOC 30527. Historical Memories and the Developments Bridging Latino and Latin American Cultures (3-0-3)
This course introduces students to the political processes affecting the development and transformation of Latin identities in the Americas. The length and arduous path to the development of Latin America and the Hispanic Caribbean identities began with the conquest of the New World. It began with the miscegenation of races and cultures and continued with the multiple and never ending attempts of establishing democratic national states from south of the Rio Grande to the Patagonia. The political dynamics in Latin America have maintained a constant movement of people and cultures. Civil wars, dictatorships, social exclusion, hunger, but also the dreams of a better life constantly rupture the ties that link the people from their homeland. The United States is the magnet and recipient of thousands of Latin Americans who entered legally or illegally into the country. Their process of assimilation and acculturation has transformed their original identities while at the same time has transformed Latinidad in American society. This course should be of interest to both Latino and Latin American students.

SOC 30547. Global Society (3-0-3)
"Globalization" is the buzzword of the new millennium—but what does it mean? (For example, some critics say that "globalization" means the "McDonaldization" of the world.) Economics is increasingly global, but is a global society even possible, let alone inevitable? How do society and economy interact in a world made ever smaller by technology—and, can anyone control this process? How will globalization affect America and Americans? How will it affect real people, wherever they are from? Who would benefit from a global society, and who would not? To answer these questions we will aim to penetrate behind both the hype and the horror stories about "globalization," and clarify this amorphous concept in concrete terms. To do this, we will use a broad range of readings and other media to explore the many dimensions of our topic. Class time will be used for mini-lectures, discussions, and presentations. Grades will be based on a series of short discussion papers, periodic exams, and an optional research paper.

SOC 30567. Chile in Comparative Perspective (3-0-3) Valenzuela
This course provides a detailed analysis of the development of the Chilean economy, society, and policy since independence from Spain in 1818, drawing selected comparisons with other national experiences.

SOC 30643. Sociology of Vocation (3-0-3)
The unifying theme of this course is the crisis that is created when people’s lives and work are divorced from the religious foundation that constitutes them as a vocation in the world. Students will read and engage Karl Marx’s analysis of worker alienation in capitalism and Marx Weber’s diagnosis of the vocation crisis in the modern West, mid-20th century critiques by C. Wright Mills (White Collar) and William Whyte (The Organization Man), and more contemporary analyses of the moral dimension of work and economics (e.g., by Robert Bellah and Robert Wuthnow). Through reading, writing, and discussion, students will have the opportunity to develop and apply their sociological imaginations in interpreting their own life and goals through the sociological diagnoses. The class will conclude by considering the possibility of a contemporary re-appropriation of an explicitly Christian conception of vocation. NOTE: This course is reading-intensive and discussion-based, and students will be required to write a 20—page paper.

SOC 30671. Catholicism in Contemporary America (3-0-3)
This course offers a sociological overview of the Roman Catholic Church in the United States since World War II. Recent trends will be examined at the societal, organizational, and individual levels of analysis. Topics include the involvement of the Church in public life, the causes and consequences of the priest shortage, and increasing individualism and personalism among lay Catholics.

SOC 30672. Religion and Social Life (3-0-3) Christians
How does social life influence religion? How does religion influence society? What is religion’s social significance in a complex society like ours? Is religion’s significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States.

SOC 30673. Religion and Labor Management (3-0-3)
This course examines current faith-based movements seeking to promote workplace justice and greater management/labor cooperation. The collaboration of unions and managers is essential, in the face of so many disadvantages for US companies (e.g., trade imbalance, foreign government subsidization, market competition, plant revitalization, profit margins,
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labor costs, and reinvestment). Industrial-society literature reveals the crucial role of workers, in terms of motivation, job performance, morale, productivity, job satisfaction, and the prospects for industrial democracy-worker co-ownership and co-management. Sociology of religion literature reveals the collaborative nature of the major US religious groups in social issues such as civil rights, poverty, and labor-management crises. The history and teaching of Catholic, Jewish, and Protestant groups in the United States evidences concern about issues such as humanization in work-healthy and safe conditions, adequate wages, fringe benefits, the right to organize for collective bargaining, and worker participation in management and ownership. The course stresses the possibilities, responsibilities, and strategies in interfaith coalitions with enlightened business and labor groups for more cooperative and productive labor-management.

SOC 30729. Therapeutic Jurisprudence
(3-0-3)
Therapeutic jurisprudence ("TJ") looks at how laws affect social life and at how laws and policies are social forces, producing both intended and unintended consequences in society. These consequences can be positive, negative, or both. The objectives of this course are to identify and explore the various consequences of laws and policies based on the history and use of laws and to develop empirical studies to analyze these consequences. The first portion of the course will be devoted to an overview of TJ principles and how these principles can be applied to laws and policies. Different perspectives—those of the various legal actors—will be examined, along with how legal actors can affect the effects of laws and policies. The aim for this portion of the course is to develop a method of critical review of laws and policies. The second portion of the course will look at societal influence on laws, interactions between different policies, and how the effects of a law or policy can be assessed through empirical research prior to enactment.

SOC 30730. Criminology
(3-0-3)
Criminology is the study of crime behavior systems, criminal procedure, and corrections. Firsthand knowledge of courts, police, and prisons is encouraged. Optional field trips. This section was for Arts and Letters students only to take criminology.

SOC 30731. The Sociology of Time
(5-0-3) Faeges
Every Notre Dame student knows about time pressure. Have you ever wondered why? We tend to accept time as a physical fact that is given, to which we are not independent. The concept of time is a social construction. In this course, we will study how and why time can vary and how differences in the institution of time affect people’s lives. A few of the topics we will study are the fundamental difference between cyclical and linear time; why some societies are clock watching, while others move to a more natural rhythm; and, how it came to be that “time is money.”

SOC 30732. Criminology
(3-0-3) Welch
This course will introduce you to theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and to challenge commonly held views about the nature of crime and punishment in the United States today. As students of sociology, we will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, and cultural context in which they exist. With a particular emphasis on race, class, and gender, we will explore crime and practices of punishment in three social contexts: “the street,” paid work settings, and intimate and family relations. Cannot take if previously taken Soc 43752; content overlap.

SOC 30733. Social Deviance
(3-0-3)
In this course, students will discuss deviant people and activities with special attention paid to the process whereby deviance is defined. Discussions will focus on issues of social power, moral entrepreneurship, and human variation.

SOC 30734. Critical Issues in Criminology
(3-0-3)
In this course, students will discuss deviant people and activities with special attention paid to the process whereby deviance is defined. Discussions will focus on issues of social power, moral entrepreneurship, and human variation.

SOC 30737. Ethnicity, Immigration, Organized Crime
(3-0-3)
Immigrant groups have played the central role in the organized crime scene in the United States from the early Irish immigrants, the domination of the Italian mafia, and the recently arrived immigrant groups of the last 20 years. This class will examine the history and formation of those groups and the role of immigration and ethnicity as it applies to organized crime.

SOC 30770. Self and Society
(3-0-3)
You are an outcome of your past social environment, yet you can be independent of it. The goal of this course is to help you think reflectively about society and your place in it, to be aware of the values involved in people’s perspectives on social issues, and to become aware of the social processes that define who you are. We spend most of our lives in a “taken for granted” world. We are taught certain values and ways of acting in different situations. Our values and behavioral patterns become a “natural” response to people and events that we encounter daily. A concrete aim in this course is to increase your conscious reflection and decision-making in everyday life. Enhanced self-awareness entails self-knowledge—how you learn, your behavioral style, and your values. This course in applied social psychology should have practical value as you enter more fully into a culturally diverse and fragmented world.

SOC 30801. Women in Social Theory
(3-0-3) MacMillen
This learning community pedagogy course is designed to look at the offerings women have made through marginalized-in-the related fields of social theory, philosophy and theology. Each theorist is very different, reinforcing the point that is made above—that there is no essentialized “women’s view” of the social world. Each has come from a different culture and historic context. We will be reading the work of Harriet Martineau (1802–1876), Hannah Arendt, (1906–1975), Simone Weil (1909–1943), Simone de Beauvoir, (1908–1986), and Gillian Rose (1947–1995), among others. In a quick observation of the lives of these women, one is to find an interesting correspondence between them. Many of these women were not only social thinkers, but also activists. A philosophy of praxis (or action) is what binds sociology to itself. “The philosophy of praxis,” Gramsci once proclaimed, “is precisely the concrete historicisation of philosophy and its identification with history.” Given that living the vocation of a sociologist is not only developing theoretical expertise, but it is also tied to giving voice, advocacy, and concern about and work in the world at it is given, there is a required social service component part of the classroom experience. You are required to invest at least 10 working hours (with at least 3 visitations) a local volunteer organization.

SOC 30806. Race and Ethnicity in America
(3-0-3)
This course has three objectives. First, the course will help you to think critically about issues related to race and ethnicity in American society. These issues include the meaning of race and ethnicity; the extent of racial and ethnic inequality in the U.S., the nature of racism, discrimination, and racial stereotyping; the pros and cons of affirmative action; the development of racial identity; differences between assimilation, amalgamation, and multiculturalism; and social and individual change with respect to race relations. The second objective is to foster a dialogue between you and other students about racist and ethnocentric attitudes and actions. The third objective is to encourage you to explore your own racial and ethnic identity and to understand how this identity reflects and shapes your life experiences.

SOC 30838. Poverty, Inequality, and Social Stratification
(3-0-3)
Social inequality is a prominent and persistent feature of modern society. Social stratification theory attempts to explain the causes of inequality and the reasons for its persistence. This course will address such questions as: Why are some people rich and
SOC 30846. Today’s Gender Roles
(3-0-3) Aldous
This course is concerned with current changes in male and female roles in the light of social science, primarily sociological evidence. Such issues as the source of male and female role differences, the range of roles open to women and men and the consequences of changing roles and institutions like paid work and the family are considered. The class format is primarily group discussions supplemented by some lectures presentations from visiting scholars.

SOC 30875. Polish Americans
(3-0-3)
A study of the cultural and racial pluralism of American society through the focus of the Polish-American experience; a review of the social and historical background, the immigration experience, and adaptation to the American experiment in terms of family, religion, education, work, and government.

SOC 30900. Foundations of Sociological Theory
(3-0-3) Faeges, Fishman
The course explores the content and the method of great written works by sociology’s founding theorists. Theorists to be discussed include Durkheim, Weber, Marx, and Tocqueville. An examination of their writings serves as an introduction to the intellectual concerns and the new insights, the theoretical ambitions, and the controversies that provided the foundation for the development of sociology. Through a focus on classic texts the course will address two main themes: the methodological arguments concerning the appropriate intellectual strategy for fulfilling sociology’s scientific ambitions and the substantive debates over the nature and dynamics of a changing society. Some attention will be directed to the implications of classical sociological theory for contemporary controversies and research.

SOC 30902. Research Methods
(3-0-3) Gunty, Williams
 Begins with discussion of scientific method, conceptualization of research problems, and measurement. The course then explores the dominant modes of social science research: field work and participant observation, survey and interviewing, experimental designs, and evaluation research.

SOC 30903. Statistics for Social Research
(3-0-3)
This course is designed to show students how to interpret and critically evaluate statistics commonly used to describe, predict, and evaluate in the social sciences, as well as many areas of the business and/or medical world. The focus is on a conceptual understanding of what the statistic does, means, and what assumptions are made from it. Hands-on experience in using data analysis is part of the course.

SOC 33062. Social Concerns Seminar:
Cultural Diversity
(1-0-1) Petit
The purpose of this course is to begin to analyze the positive aspects of ethnic and cultural diversity as well as related tensions, including racism. During break, students will participate in a five-day program at selected sites for an orientation to culturally diverse communities and to engage in discussions on relevant issues with local residents and community leaders. Students participate in preparation and follow-up sessions.

SOC 33090. Proseminar
(1-0-1) Power
This course provides an introductory overview of the sociology major and the opportunities students have within the Sociology Department and the Arts and Letters College, as well as across the University. The course has a practical focus. Some classes are devoted to equipping students with knowledge and skills that will serve them as they progress through the major. Other classes focus on future plans, such as entering the work force, going on to graduate or professional school, and performing service after the baccalaureate. The idea of “career as vocation” is also explored. This course is for one credit, pass/fail, and is required of all sociology majors.

SOC 35091. Intermediate Analysis of Collective Contention I
(V-0-V)
This course is a yearlong class examining theoretical developments and empirical analysis of collective contention. Students will conduct intensive research projects involving thorough literature review, formal proposal, statistical and interpretive analysis, and the writing of a professional research report. Fall semester course.

SOC 35092. Interdisciplinary Analysis of Collective Contention II
(3-0-3)
This course is the continuation of Sociology 35091, a yearlong class examining theoretical developments and empirical analysis of collective contention. Students will conduct intensive research projects involving thorough literature review, formal proposal, statistical and interpretive analysis, and the writing of a professional research report.

SOC 37098. Special Studies
(V-V-V)
This will be a reading and research course, which will include some field experiences. We will explore the symbolic and social meaning of food, as well as emerging issues resulting from the globalization of the food system. This should be an engaging and enjoyable exploration of the place of food in today’s world. Maximum of five students who are interested in and committed to studying the role of food in society.

SOC 37099. Special Studies
(3-0-3) This will be a reading and research course, which will also include some field experiences. We will explore the symbolic and social meaning of food, as well as emerging issues resulting from the globalization of the food system. This should be an engaging and enjoyable exploration of the place of food in today’s world. Maximum of five students who are interested in and committed to studying the role of food in society. Spring semester.

SOC 43001. Transnational Social Movements
(3-0-3) Smith
This seminar explores how increasing global integration affects political participation and the prospects for democracy. We will briefly review the broader research literature on the sociology of social movements within nations as a first step in our consideration of the relationships between “globalization” and social movements. Seminar discussions will explore how transnational movements compare with those operating at local and national levels. Readings will reflect a range of cases and analytical perspectives. We will explore relationships between movements and political institutions, the factors affecting the abilities of relatively powerless groups to mobilize resources and build coalitions, and the ideological and cultural dimensions of transnational mobilization. Considerable attention will be placed on the contemporary global justice movement as we explore these questions, and methodological issues relevant to this field of study will be addressed throughout the course.

SOC 43003. Social Demography of the US Latino Population
(2-0-2) This course is an introduction to the social demography of Latino or Hispanic populations in the United States as to historical background, sociological fields, and current statistics and studies. First, in exploring the demographic perspective on the Latino population, a strikingly young and increasing segment of the US population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the US Latino population, legal frameworks for residence status of migrants, and Latinos in the context of social institutions of family, education, and government. In the future, the changing Latino population is expected to contribute to a US population profile different from the US population of the past century. Thus, the course is relevant in contemporary discussions of immigration policy, globalization, and environment.

SOC 43004. Latino Economic Development: Research and Policy
(2-0-2) This course examines the Latino experiences in the United States and the underlying conditions of Latino workers, businesses, and communities. It begins
with a profile of Latino workers by age, gender, education, immigrant make-up, and occupation in the labor market. Students will learn how to use federal and state data to examine Latino workers, income, and occupation status. Students will learn about the industrial and occupational classification systems used by the federal government to study workers and working conditions. They will also study related public policies of the federal government that govern over the human rights, economic status, and economic wellbeing of all US workers.

**SOC 43010. Latinos in Education (3-0-3)**
This course examines the educational experiences and struggles of Latinos in US public schools. Students will study these experiences through legal, political, historical, social, and economic perspectives, regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups, and thus its important role in the Latino experience. The goal of this course is to develop a reflective individual who is able to understand the educational context of Latinos in the United States.

**SOC 43012. Comparative Cultural Studies (3-0-3)**
The purpose of this seminar is to introduce students to comparative dimensions of American Studies. International perspectives will be explored and approaches that compare American culture with another national culture will be encouraged. Concepts, methods, and materials related to comparative studies will be examined. Students will work on selecting appropriate comparative topics, organizing information and ideas, developing themes, and designing an interdisciplinary framework for their projects. Although the seminar will demonstrate the analysis and interpretation of a specific comparative topic and representative theme, the course utilizes a student-centered pedagogy and students are required to undertake substantial research and give oral presentations in a seminar format. Students will prepare bibliographies, conduct research in a comparative and interdisciplinary manner, present in class, and then follow up with a written version.

**SOC 40014. Transnational Societies and Cultures (3-0-3)**
This course analyzes how cultural identities and behaviors are formed in the context of global systems. Through specific case studies, students will explore how different social groups construct their cultures in interaction with other cultures and how, in so doing, these groups are both responding to and shaping global agendas. Focusing on linkages between local and international systems, this course will investigate issues such as: the globalization of Western media (especially cable TV, films, Internet); the rise of transnational corporations and their effects on indigenous economies; the anthropology of development; population displacement (e.g. refugee populations, migrant workers, and other deterritorialized communities); tourism and ecotourism and their effects on local populations; the growth of transnational social movements; the economics of the environment in global contexts; and the effects of "free trade" and structural adjustment policies in the Third World. This course will expose students to different theories of globalization, transnationalism, and modernity, and will discuss why the study of regional, national, and international linkages has become a critical component of contemporary anthropological research.

**SOC 43014. Think Tank on World Food and Hunger (V-0-V)**
“Think Tanks” are one method that contemporary society uses to try solving complex multifaceted problems. Think tanks are organizations, formal or informal, that study issues, see solutions to problems, and evaluate ideas as to feasibility. There is no single solution to a multifaceted problem. In fact, in most cases think tanks consider “best case” and “worse case” scenarios instead of solutions. The goal of this course, which would meet every two or three weeks for an hour to an hour-and-a-half, would be to explore the many paradigms related to food and hunger issues and explore various creative solutions. One of the many goals of the process is to create a consensus statement or position paper on food and hunger controversies and point to policies supported by the statement. This is a limited enrollment experimental course to implement the goals of the US National Committee for World Food Day.

**SOC 43019. Multiculturalism (3-0-3)**
The course explores the economic, state, and national conditions of multiculturalism as a social relation and semiotic form. Seminar questions include the issues of difference deployed in debates over multiculturalism and anthropology’s location in them as a study of human diversity.

**SOC 43022. Confronting Homelessness (3-0-3)**
In recent years, the prevalence of homelessness has tended to aggravate the problem of inequality in the United States. As a form of extreme poverty, the crisis of contemporary homelessness reflects a rupture from within the social system. This rupture tears at the heart of the nation’s democratic ideals and puts into question the effectiveness of the current social welfare state.

The purpose of this seminar is to examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, this seminar will draw upon insights from history, literature, documentary film and photography, and the social sciences. We will focus on the degree of permanence and change in our approach to both traditional and modern forms of the social problem. In addition, the causes and processes related to extreme poverty and homelessness will be explored as well as the various cultural representations that work to organize social perceptions of the situation. We will conclude by placing contemporary US homelessness into global context.

**SOC 43021. Food and Poverty (1-0-1)**
This course will examine the relationship between food and poverty in the United States and around the world. Students who enroll in this course are expected to participate in World Hunger Day in mid-October. This is an international event sponsored by the Food and Agricultural Organization of the United Nations. Participants in this one-credit seminar will help plan local events to increase awareness of issues related to hunger.

**SOC 43030. Documentary: Critical Analysis and Method (3-1-3)**
Sivney
We see documentaries in many different forms every day via journalism, reality television, the Discovery channel, and the nonfiction film. This course turns a critical, anthropological and methodological eye towards interpreting, constructing and contextualizing the documentary.

**SOC 40033. Global Crime and Corruption (3-0-3)**
As the world of the 21st century globalizes, so too does crime. Millions of people and trillions of dollars circulate in illicit economies worldwide. This represents power blocks larger and more powerful than many of the world’s countries. This class will look at what constitutes the illegal today, who is engaged in crime and corruption, and what kinds of economic, political, and social powers they wield. It will also look at the societies and cultures of “our-laws.” For example, internationalization has influenced crime in much the same ways that multinationals and nongovernmental organizations have: criminal networks now span continents, forge trade agreements, and home foreign policies with other criminal organizations, and set up sophisticated systems of information, exchange, and control. Anthropology-with its studies of cultures—provides a dynamic approach to the illegal: what customs inform law abiders and criminals, what values guide their actions, what behaviors shape their worlds. The course will explore the many kinds and levels of criminality and corruption: How do we consider the differences (or similarities) among, for example, drug and arms smugglers, white collar corruption, gem runners or modern day slavers, and governmental or multinational corporate crime? What impact does each have on our world and in our lives? What solutions exist? Class is interactive in nature, and in addition to the normal reading and writing, students will do an anthropological class project on a topic of their choice concerning global crime and corruption.
SOC 40034. Gender and Violence (3-0-3) Mahmood
This seminar interrogates the intersections among male, female, violence, and nonviolence. How is gender related to war and peace across cultures? We explore the biological, psychological, ritual, spiritual, social, political, and military entanglements of sex, gender and aggression in this course. We examine the lived realities of women and men in zones of conflict as both survivors and perpetrators of violence, and consider the potential of each as peace builders.

SOC 40037. Film and Society (3-0-3)
Students will contextualize the films via a reader packet drawing on articles from anthropology, film studies, basic film production, and culture theory. Course work will include research papers and the production of a short visual narrative piece representing students' conceptualizations of a theme.

SOC 40055. Race, Ethnicity, and Power (3-0-3)
Presents a review and discussion of social scientific research concerning the nature of race and ethnicity and their expression as social and cultural forces in the organization of multiracial societies. The focus is multidisciplinary, while giving primary focus to literature drawn from anthropology, political science, and sociology. The course uses a mixed case study/theoretical approach.

SOC 40060. Asia: Culture, Health and Aging (3-0-3)
With a focus on Asian case studies (Japan, Korea, China, Taiwan, and India), this seminar introduces both cultural gerontology and critical medical anthropology.

SOC 40064. Race and the Constitution (3-0-3) Zuckert
The primary goal of the course is to understand the bases for the political, economic, and security relations of Latin American states with the United States. The course begins with a theoretical and historical examination of the competing perspectives on what determines United States policy toward Latin America: its normative ideals, its security interests, or its economic interests. It then takes up several enduring themes in US-Latin American relations, including the response of the United States to dictatorships, expropriations of United States-owned property, and revolution, and efforts to promote development, democracy, and human rights. Next, it considers the relations of several Latin American states with each other and the United States, from the Latin American point of view, with special attention paid to the foreign policies of Cuba and Mexico. Finally, it examines several new issues in US-Latin American relations, including regional free trade agreements and trade policy, the environment, migration, and drugs, in a post-Cold War environment.

SOC 40090. Ethnographic Method and Writing for Change (3-0-3)
The notion that a written text can itself be a "site of resistance," a location where political commitment and rigorous scholarship intersect, undergirds this course on ethnographic method. We study the construction and interpretation of field notes, subjectivity and objectivity in research, ethical issues in fieldwork, feminist and postcolonial critiques of ethnographic practice, "voice" and oral history, and aspects of ethnographic inquiry that impact on change processes. Students engage in field projects in the local community and produce experimental ethnographic text as a central part of coursework. We also examine the writing process, rhetorical style, the responsibilities of the author, and polyvocalism and inclusivity. Ethnography as a nexus of theory and practice, of scholarship and action, emerges from our work in the course.

SOC 40743. Deviant Behavior (3-0-3)
This course is concerned primarily with the sociological conceptions and theories of deviance. At the onset, deviance is differentiated from those phenomena designated as social problems and social disorganization. The remainder of the course focuses on deviant acts and deviants. Various responses are explored to questions such as: Who are deviants? What does it mean to be a deviant—to the deviant himself, as well as to others? What common social processes and experiences do most deviants undergo? Various theories or models of delinquency, crime, suicide, sex deviation, and drug use are used to aid in constructing a sociological understanding of deviance, the analysis of deviant acts, and the formation of deviant careers or roles.

SOC 43064. Power and Culture in Mexico (3-0-3)
This course will deal with a variety of social issues as they are perceived, conceptualized, represented, and understood by the movies. The focus of this course will not be on the cinema history, cinema structure or movie-making processes, but on how important human problems such as cultural diversity, race relations, the crafting of national identity and national heroes, urban life, class conflict, family structure, war, and some ideological values such as success, love, happiness, fairness, misfortune, destiny, honesty, faith, and the like are depicted and treated by the movies.

SOC 43067. Global Food Systems (3-0-3)
This is a course on food in society. The role food plays in the life course of a society may seem self-evident or commonplace to some. Yet food is more than the physical substances that sustain life. Food is intertwined with religion and central to many rites and rituals. Food is linked to medicine, which was largely based on dietary principles until well into the 18th century. Technology related to production of food has affected the inequalities found in all societies. The politics of food plays a major role in understanding the "social issues" affecting many nations around the globe. This is a fascinating area of study: that which we take for granted so much of the time is intertwined with economics, politics, psychology, social life, and law.

SOC 43068. From Field to Table (3-0-3)
This course examines changing food production in America and the impact on the people involved in the food system. The current transformation of "food" is a fascinating area of study that is emerging as a major area of public policy debate. "Roughly a quarter of the nation's population buys fast food every day and yet, few people give the slightest thought to who makes it or where it comes from." (Schlosser, Fast Food Nation.)
Those who participate in this seminar will commit themselves during spring break to working among migrant workers in Southern Florida. Maximum enrollment 15 students.

SOC 43074. Conflict Resolution: Theory and Practice
(3-0-3)
This course has two fundamental aims: (1) to acquaint students with the broad array of social conflict theory that exists in the social sciences as it relates to our ability to manage and transform conflict, ranging from the interpersonal to international arenas; and (2) to teach students a range of basic skills in conflict analysis and resolution. Thus the course demands substantial reading as well as participation in simulation and training exercises. Students will have to write several short reflective papers, as well as a longer paper and an exam during the course.

SOC 43113. Cultural Sociology
(3-0-3) Spillman
In this class, we will examine cultural dimensions of important social processes, and we will survey contemporary sociological approaches to analyzing culture. Examples will include readings on home and work, social hierarchies, political culture, media and the arts, and social change. This class cannot be taken if SOC 30009 has previously been taken; course content may overlap.

SOC 43151. Popular Culture
(3-0-3) Pressler
The first third of the course will introduce a variety of theoretical perspectives, presented as a historical overview of popular culture studies, both in the United States and Britain. The theories to be considered are similar to those of SOC 34151, although somewhat more time and effort will be spent with theories associated with post-modernism.

Next, students will use a specifically post-modern, deconstructive approach as they examine the meaning systems and messages present in the animated films produced by Disney since 1989, e.g., The Little Mermaid, Aladdin, The Lion King, The Hunchback of Notre Dame, and Mulan. Students will prepare an analytical paper in which they apply a theory from the course to another of the movies in the Disney oeuvre.

Finally, the course will address the social history of rock ’n’ roll, as noted above. In this section, however, we shall also explore the comparisons of meanings and values, whether in common or in conflict, of both Disney films and rock ‘n’ roll music. To complete this section, students will write a research paper in which they examine some aspect of the American rock revolution. This course is not open to students who have taken SOC 34151, as the content will overlap substantially.

SOC 43162. Aesthetics of Latino Cultural Expression
(3-0-3)
This course will analyze the philosophy and principles underlying the social and political aspects of Latino art. We will approach this by examining a range of topics, including Chicano and Puerto Rican poster art, muralism, Latina aesthetics, and border art. The readings will enable us to survey a number of important exhibitions of Latino art and to explore new possibilities for exhibition and representation. We will examine descriptive material and critical writings concerning issues pertaining to the representation and interpretation of Latino culture and art as well as how these questions surface in a national museum context.

SOC 43170. Materialism and Meaning in Modern Life
(3-0-3)
In the 20th century, the twin problems of meaning and materialism have come to the forefront of modern civilization, forming the basis of a variety of philosophies and social theories, animating revolutionary movements in art, looming as the silent specter behind mass society and its dramas of consumption. It is by no means clear that the massive technological advances and material gains in advanced industrial societies have contributed to a better way of life; many would say increased meaninglessness is the actual result.

SOC 43209. Great Books in Sociology of Education
(3-0-3) Sikkink
This course focuses on classic works in the sociology of education that not only shaped the direction of the education subfield, but also were landmarks in the field of sociology as a whole and often greatly influenced public policy. Discussion of the works will focus not only on an evaluation of the contribution of each work to sociology of education but also on the question of how these works contributed to sociological theory. One important goal of the course is to use careful evaluation of classic works to develop good research questions and/or to use concepts and arguments from the works to inform current research projects.

SOC 43210. The Social World and Adolescents’ Achievements
(3-0-3)
This course examines the impact of the social world on the educational performances of adolescents. The relationship between social contexts, such as the family, neighborhood, school, peer network, and religion, and adolescent achievement will be explored. Theoretical and empirical research on the impact of these social contexts will also be explored. Finally, how all the contexts work simultaneously to influence the educational performance of adolescents will be discussed.

SOC 43234. The Schooled Society
(3-0-3)
Everyone knows schools teach students the “3 Rs” (reading, ’riting, and ’rithmetic). However, few people think about the fourth “R” that schools teach us: our roles in society. In this course, we will examine how our experiences in school affect who we are as individuals and how we perform our social, political, and economic roles in society. We will pay special attention to the issue of school reform, and investigate how schools can best serve the interests of both individuals and society.

SOC 43250. Educational Stratification in Theory and Practice
(3-0-3)
As we now embark into a new millennium and compete on a global scale, it is important that we understand how our educational system works, the ways it combats and perpetuates the existing social hierarchy, and the ways that we can improve it. This course is designed to address these three important issues. The first half of the course is devoted to learning and critiquing existing theories of social stratification in general and educational stratification, more specifically. The second half of the course analyzes actual educational practices and their relationship with stratification.

SOC 43332. Changes and Challenges in Family Life
(3-0-3)
This course will focus on the changes and challenges that families face today and their implications for individuals and relationships. Sociologically, we can think of many of these “private” circumstances such as marital conflict and divorce, single parenting, cohabitation and remarriage, and work/family conflict as also being “public” issues related to larger cultural and economic changes with implications for the family as a social institution. In this course, we will consider research in these areas with the goal of understanding some of today’s family experiences, the challenges they present, and their implications for adults and children. We will also think about what these experiences may mean in historical context and for the family as a social institution.

SOC 43341. Family Policy Seminar
(3-0-3)
The seminar covers family policy in the US and in other countries with a concentration in the US. There is comparison of the background, content, and consequences of policies in the various countries. Such provocative topics as welfare policy, parental leave, and childcare are discussed. The relation between families and the work setting or families and government will also be addressed. A discussion format is used. Students write a term paper on some aspect of family policy. It is directed especially to juniors, seniors, and graduates.

SOC 43342. Family Development
(3-0-3) Klein
Family Careers is directed to the sociology, psychol- ogy, counseling, preprofessional, nursing, social work, and other majors who will necessarily be working with or seeking to understand families in the course of their occupations. The course covers change in families from the time when couples marry until their dissolution due to divorce or death of one of the spouses. Parent-child relations beginning when children are born until parents’ death, changes in
sibling relations as persons age, as well as the development of the marital union will be examined. The family cycles of childless and one-parent families will also be included. Students have the opportunity to apply the course material on family careers to their own families within the context of marriage, occupational and educational plans. They do a case history of a family in order to gain experience in using the family development approach.

SOC 43345. World Families (3-0-3)
World Families is a course designed to examine families as related to gender across space and through time. How gender is related to power, roles, and responsibilities within families in the various areas and across social class and ethnicity is a focus. The families to be studied come from a number of societies other than the United States. Also considered will be families in the United States as they existed in earlier periods to give another basis for comparison among families today.

SOC 43355. Family I (3-0-3)
Covers current theoretical and substantive developments in the area of family as well as applicable research methods. Family research findings relevant to family policy will also be discussed.

SOC 43377. Families and Their Interrelations with Gender (3-0-3)
A consideration of the part gender plays in family processes like the couple formation through cohabitation and/or marriage, having and rearing children, division of labor, and the post-children era.

SOC 43402. Population Dynamics (3-0-3)
Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle, and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population.

SOC 43404. International Migration: Mexico and the United States II (2-0-2)
Designed to be either complementary to or independent of International Migration: Mexico and the United States I. Both correspond to relations between theory and methods for the scientific research on the subject. Each course stands by itself inasmuch as the distinction between theory and methods can be made. The common objective of the courses is to prepare students to design research projects on international migration with emphasis on immigration to the US for theses and dissertations. Course II refers to a review of basic questions on this subject and the methods through which these questions have been adequately or inadequately answered. The numbers, the impact, the nature, the structure, the process, the human experience, will be discussed in terms of the research methods commonly used to approach them. Spring.

SOC 43411. The Legacy of Exile: Cubans in the United States (3-0-3)
This course deals with one of the most visible and political of all US immigrant groups: Cubans. The theme of the class is that the Cuban presence has been shaped by the experience of exile. In understanding the case of the Cuban immigration to the United States, the students will gain insight into the dynamics of US immigration policy, the differences between immigrants and exiles, inter-ethnic relations among newcomers and established residents, and the economic development of immigrant communities. The class will explore the long tradition of Cuban immigration to the United States, the elements of Cuban culture that have emerged and reinforced this tradition of migration, the impact that Cubans have had on the Miami area as well as the changes within the community as it develops into a well-established minority group within the United States. The class will juxtapose elements of Cuban culture that are well known in the United States—anti-Castro sentiments, economic success, and political conservatism—with a fresh analysis of the diversity among Cuban-Americans, including the second generation. In addition to exploring rich ethnography, fascinating vignettes, and case studies, this class provides an opportunity to examine issues of current importance within sociology and anthropology, such as social change, transnationalism, displacement, and regional impact of immigration in an easy-to-understand manner.

SOC 43473. Latinos in American Society (3-0-3)
This seminar will focus on the breakdown of the Spanish empire in Latin America and the emergence of new nation-states in the region in the first quarter of the 19th century. Contrary to common expectations, the former colonies did not form a united nation but rather split into 10 different republics that developed their own unique histories, only to split further apart during the course of the century. This seminar will examine the origins and actors of the independence movements, the development of an ideology of emancipation, and the varied causes of fragmentation.

SOC 43479. International Migration and Human Rights (3-0-3) Bustamante
This course is an extension from the mini-course to a full term, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also covered.

SOC 43483. Social Demography of US Minorities (3-0-3)
The intent of this demography course is to familiarize students with basic statistical methods and techniques that are applied to the study of population data. The course will offer students an opportunity to gain “hands-on” experience with manipulating quantitative data and generating results. The backdrop for the class is ethnic status. Because we will have access to social data for major ethnic categories (e.g., white, African American, Hispanic, Asian, and Native Americans), one of the byproducts of learning the methods and techniques of demographic analysis will be a comparative study of ethnic groups across several social dimensions.

The first topic will be population growth. This will include discussions about birth rates, mortality rates, immigration, emigration, and how to generate population estimates. Another topic will be a broader discussion of rates that will distinguish incidence rates from prevalence rates, and show how they are applied to generate indicators of health, crime, school enrollment, service usage, and other social statistics. A review of direct and indirect standardization techniques, plus a review of how to analyze changing rates, will follow this discussion. Most rate changes can be attributable to either change in behaviors, change in the population, or changes in both. How you decompose crude differences into their component parts is an essential step in understanding the dynamics of social phenomenon. This will be followed by a review of how we collect and study such social attainment as education, occupation, and income. Here we will examine issues of measurement (e.g., do we count years of attendance or credential earned) and various ways to generate difference measure (e.g., Gini index, index of dissimilarity, mean differences). This discussion will also include ways to decompose observed differences and generate hypothetical estimates of attainment via regression and discrete Markov processes.

SOC 43500. Ideology and Politics/Latin America (3-0-3)
Ideological discourse shapes political action in Latin America. Thinkers such as Martí, Martínez, Haya de la Torre, Lombardo Tóledano, Mella, Recabarren, Prebisch, Medina Echavarria, Germani, Cardoso,
and others and their discourses-nationalism, revolutionary nationalism, Latin-American Marxism, developmentalism, modernization theory, dependency theory, democratization-acted within specific historical contexts and contributed actively to the conformation of political action. It is our purpose to present the main ideological positions and their impact upon political action in the continent. Their constituent elements conform a unity which we will discuss on the basis of lectures, reading of the texts and debates presented by teams of students. The course is divided into 21 sessions (including the three reading exams and four debates). For each session, we indicate required readings. The final paper is to be presented on the last session of the course, together with the third reading exam.

SOC 43528. Social Ties, Social Networks, Social Capital (3-0-3)
This course examines three fundamental and interrelated sociological concepts, each of which offers us an approach to the study of social connections and their impact on the human experience. Social ties, social networks, and social capital overlap substantially in their scholarly usage but the concepts are far from identical. We will review theoretical and methodological literature on all three concepts as well as major empirical studies that examine the world through one or more of these perspectives. We will explore both theoretical and practical arguments for the selection of one or more of these conceptual approaches as the basis for studying how social connections shape the human experience. The course is intended to stimulate a critical reading of recent literature on contemporary society and to assist students who wish to use one or more of these concepts in their work.

SOC 43555. Building Democratic Institutions in First-Wave Democracies (3-0-3)
Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. The course focuses on democratizations that took place before the Second World War, and will examine key European and Latin American cases.

SOC 43558. Comparing European Societies (3-0-3)
This course offers students a review of major patterns of difference, along with some similarities, among the 15 member states of the European Union. Despite the larger contrasts with the United States, and the pressures toward convergence generated by the process of European integration, European societies remain remarkably different from one another on a number of dimensions including: the overall level and form taken by employment and unemployment, systems of social protection and welfare state organization, demographic trends ranging from extremely low birth rates in most of southern Europe to significantly higher birth rates further north, the connections between urban and rural life, and the impact of education on inequalities. The role of institutions, cultures, national histories, and policies in accounting for this pattern of difference will be reviewed. The course will also examine the combinations of identities-national, regional, and European—found among citizens of Europe. Students will be encouraged to develop their expertise on at least one country while also doing comparative reading.

SOC 43561. History, Politics, and Society of Chile (3-0-3)
An introduction to the formation and development of Chilean National Society. The course begins by examining the colonial period and the struggle for independence. It then focuses on 19th- and 20th-century issues such as the consolidation of the Central State, the development of Democracy, the creation of the party and electoral systems, economic cycles of growth and stagnation, the break down of democracy in 1973, the Pinochet dictatorship, and the return to democracy in the 1990s. Class lectures and discussions will include relevant comparisons with other Latin American and even European countries.

SOC 43563. Nationalism (3-0-3)
Faeges
Nationalism embraces a type of identity, a form of politics, and a basis for organizing societies. This course will study the origins, nature, and possible future of nationalism, overall and in particular cases that will be determined by students' interest—for example, what our responses to September 11 tells us about American nationalism. The main assignment will be a research paper on a topic chosen by each student.

SOC 43576. Social Breakdown in American Society (3-0-3)
Prerequisite(s): (SOC 30900 or SOC 300)
This course examines the apparent weakening of the fabric of social life in America that has occurred within the past half-century. It investigates the past influences of both the market economy and the political welfare state on several central societal problems, such as the deterioration of interpersonal trust, the erosion of social obligations and informal social control, and the lessening of altruistic concern for others. Students will discuss the significance of these problems, as well as potential solutions.

SOC 43590. Sociology of Economic Life (3-0-3)
Spillman
Economic actions like working, buying, selling, saving, and giving are a fundamental part of everyday life, and all spheres of society, from family to religion to politics, are interrelated with economy. Sociologists examine how social relationships from small networks to transnational linkages affect economic actions and their outcomes, and the ways cultural meanings and political strategies shape those social relationships. The goal of this class is to provide students with new perspectives on economic actions by reading recent sociological studies of topics like money, markets, work, businesses, industries, and consumer society.

SOC 43591. Social Transformations and Democratization in Chile (3-0-3)
This course provides a comprehensive view of the social, cultural, and political transformations that have taken place in Chile since 1990. The consolidation of democracy and the rapid pace of economic growth and modernization in the country have effected these transformations. The course draws comparisons to the same processes that have occurred in recent years in Central and Eastern Europe.

SOC 43626. Latino Religion and Public Life (2-0-2)
One of the most hotly debated public policy issues in the US today is the role of religion in public life. In this course students will explore the question: In what ways does the Latino church contribute to the social transformation of urban communities? We will discuss the emerging field of the sociology of Latino religious experience from an ecumenical perspective. Using recent data sources, students will examine how religion is related to civic engagement and the factors that may contribute to socially engaged congregations.

SOC 43665. Religion in Postwar America (3-0-3)
This course surveys the major developments in religious life in the United States since the 1950s through an in-depth examination of several of the most important recent books on the subject, such as: Wade Clark Roof’s Spiritual Marketplace, Tom Beaudoin’s Virtual Faith, Christian Smith’s American Evangelicalism, and Helen Berger’s A Community of Witches. With these works as the backdrop, each student will research and write her family's religious history across three generations.

SOC 43669. Religion and Power in Latin America (3-0-3)
The cultural dimension of religion and the institutional building abilities present in religious communities are building new power sources for religions in the present Latin American context. Taking the experience of Peru, we will look at Latin American recent processes in the religious domain. The course will describe the changing conditions of the Catholic Church in Latin America and the new situation of religious pluralism produced by the growing presence of evangelical groups and Pentecostalism. We will look at the impact of religion in the empowerment of people from below, and its relation to new social movements as well as to the institutionalization of power at the state level in the new context of globalization.
SOC 43685. Sociology of Religion I (3-0-3)
Classical and contemporary theories in the sociology of religion. Culture, stratification, ideology and determinants of experience are some of the key issues related to societal and personal formulations of religion. Classical authors such as Durkheim, Marx, and Weber are considered.

SOC 43693. Religion and Identity (3-0-3)
Students will be required to read a list of books and articles prior to coming to Notre Dame and will spend the majority of their time here working on a research project. This course was in Pew Summer Program.

SOC 43694. Social and Religious Identities (3-0-3)
Students will be required to read a list of books and articles prior to coming to Notre Dame and will spend the majority of their time here working on a research project.

SOC 43719. Self, Society, and Environment (3-0-3) Weigert
This course focuses on social psychological aspects of relationships between humans and the natural environment. Issues include how humans interact with different environments, symbolic transformations of environments, and competing accounts or claims concerning human-environment relationships. The course is framed in a sociology knowledge perspective and touches on alternative ways of envisioning and valuing individual and institutional perspectives on human-environment relationships with an eye toward implications for social change.

SOC 43724. Employment in a Changing Economy (3-0-3)
How is employment changing? What distinguishes the new economy from the old economy? How do people find better jobs? What are employers looking for when they attempt to meet their labor needs? This course will attempt to answer these and other questions by contrasting the new and old economy. In the old economy some people worked for the same employer their entire lives. Why did workers stay with the same firm? Why did employers want to retain their employees? In the new economy employers seem to want flexibility. Why do they want flexibility and how do they attempt to achieve it? What consequences does the quest for flexibility have for how people become employed? The focus of the course will be on employment in the United States, though we will look at changes occurring in other countries, especially in Europe.

SOC 43730. Crime and Deviance in Ideological Perspective (3-0-3)
This seminar course will examine selected issues (e.g., white collar crime, gang violence, pornography, etc.) in the study of crime and deviance (issues will change each time the course is offered) and compare responses made by those representing the left and right in American society. We will critique the adequacy of these responses from a sociological viewpoint.

SOC 43752. Theoretical Criminology (3-0-3)
This course will introduce you to theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and to challenge commonly held views about the nature of crime and punishment in the United States today. As students of sociology, we will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, and cultural context in which they exist. We shall explore a variety of theoretical perspectives, both classical and contemporary, that attempt to uncover the causes, etiology, and solutions of the problem of criminal behavior.

SOC 43756. Social Psychology of Humor (3-0-3)
Every society has humor that plays a role in creating and protecting the social order. For individuals a sense of humor often helps people overcome adversity. Humor has a social function that is important in the interaction of everyday life.

What makes something funny? What are the different types and forms of humor or comedy? No joking, humor is worthy of study and understanding!!

We will contrast different kinds of humor and different types of comedians. This new course should increase your understanding of social science and still be fun. You can help make a creative contribution to the development of this course.

SOC 43774. Society and Identity (3-0-3)
This course looks at sources, dynamics, and consequences of identity in contemporary society. Identity is conceived as definitions of an individual that self and others use as a basis for interacting with one another. Significant outcomes of the way we are defined are the life chances, evaluations and emotional meanings we experience. The course format is a discussion. Seminar.

SOC 43805. Exploring Identities (3-0-3)
Prerequisite(s): See online Course Catalog for details. How do we define ourselves? What are the various components of one’s identity and how do we begin to understand these issues sociologically? These themes form the outlines of this course. We will explore identities, their formation, and their consequences, in post-colonial, and in Western societies, in peaceful, and in societies experiencing ethnic/racial conflict, among women and men, and in developed and in developing countries. Drawing on novels, films, autobiographies, and sociological arguments, we will piece together a framework for understanding the identity landscapes of which we are a part.

SOC 43825. Ethnicity in America (3-0-3) Chrobot
A study of the dynamic process of formation and development of the society of the United States and its cultural, religious, and racial pluralism; a review of the history and theory of interethnic relations, and their manifestation in the basic institutions of family, education, religion, economics, and government.

SOC 43839. Unequal America (3-0-3) Carbonaro
Although America is world’s richest nation, it has the most unequal distribution of wealth and income in the industrialized world. In this course, we will examine why this is so. In particular, we will examine the following questions: What social forces create inequality in society? Is inequality inevitable? Is there such a thing as “social class”? Who gets ahead and why? Why is race/ethnicity and gender still related to social status, wealth, and income? Does America have a “ruling elite”? Who are “the poor” and what explains their poverty? Are there social policies that can create more equality in American society — and is that what Americans really want?

SOC 43849. Sociology of Masculinity (3-0-3)
This seminar explores the social construction of masculinity and its many forms, both traditional and emerging, through readings, movies, discussions, and writing assignments. Members of the seminar will seek a better understanding of shifting roles, identities, and social structures that influence the way both males and females develop the meaning of masculinity. Topics include sexualization, role conflicts, gender violence, sexuality, the impact of fathering and men’s movements, the masculinities in the United States and around the world. It is intended to complement the study of gender in other disciplines, but some familiarity with basic concepts in sociology is strongly recommended.

SOC 43866. Sex Inequality in Workplace (3-0-3)
This course will examine sex inequality in the workplace in the United States. We will review evidence of gender differences in access to jobs and job rewards and we will seek to understand the origins and persistence of inequality in the workplace by examining the roles of capitalism, male workers and employers, organizational practices, and women’s actions and preferences. Finally, we will evaluate policy strategies to reduce inequality.

SOC 43882. Latino Image in American Films (3-0-3)
This course traces the historical depiction of Chicanos, Mexicanos, Puerto Ricans, Cubans, and other Latinos in Hollywood-made movies. Cinematic plots, roles, and motifs—from the earliest of silent films through the onset of the 1980s—are examined to explore the changing physical, social, and cultural definitions of Latinos in the United States. All films
and filmmakers are considered within their historical context. Though the main object of study is the human body, that extraordinary organic basis of the self and its sign-making abilities, remains very much present in human communication and culture. Though many of our cognitive beliefs may have been developed in civilized societies and their cultural conventions, the self reaches deep into the human body, and that body was refined over many tens of thousands of years of hunter-gatherer life, and developed over an even longer period of hominid, primate, and mammalian evolution. This course aims to focus directly on the organic human body itself as a center of self and society. We will explore a variety of readings related to the human body as organic matrix of meaning, and that reveal bodily bases of social life, such as Ashley Montagu’s "Teaching: On the Significance of Skin," or issues of human development. We will also explore the body as a source of self-originated experience through class "practice" sessions, and ways contemporary techno-culture seems to seek to displace bodily based experience.

SOC 43959. Sociology of the Life Course
(3-0-3)
This course seeks to understand how and why people change or remain the same throughout their lives. Through seminar-style discussion of major works in life course studies, it will explore how lives are shaped by specific historical contexts, how individuals actively construct their life course within historical and social constraints, how life domains are intertwined (and how this shapes human actions), and how the impact of life transitions on life trajectories is contingent on the timing of a particular change in a person's life. Substantively, the course will focus on change within and the relationship over the life course between the domains of religion, education, and politics. The course will have a strong methodological orientation, focusing on data collection issues and measurement strategies for capturing religious formation and change over the life of the course, and for understanding the perhaps reciprocal relation between religious development and educational and political attitudes and behavior.

SOC 43980. Qualitative Methodology
(3-0-3)
The seminar will cover the general topic, with particular attention to ethnography and field work, visual methods, archival research, and related strategies. Heavy emphasis will be placed on cross-cultural research in minority communities in the United States.

SOC 45096. Sociology Internships
(0-0-V)
This is an "experiential" course designed to give students some practical experience in the area of urban affairs or social welfare either to test their interest, complement their academic work or acquire work experience preparatory for future careers. Students are placed with a community agency in the South Bend area and normally work six hours a week as interns under the supervision of an experienced practitioner. Hours are flexible, usually set to accommodate the intern's availability and the needs of the host agency. Fall.

SOC 45097. Sociology Internships
(3-0-3)
This is an "experiential" course designed to give students some practical experience in the area of urban affairs, social welfare, education, health care services, or business, in order to test their interest, complement their academic work, or acquire work experience preparatory for future careers. Students are placed with a community agency in the South Bend area and normally work six hours a week as interns under the supervision of an experienced practitioner. Hours are flexible, usually set to accommodate the intern's availability and the needs of the host agency. Spring semester.

SOC 46097. Directed Readings
(V-0-V)
Intensive study on a special topic to produce a scholarly paper, or special investigative experience in the field leading to the production of oral and written reports reflecting deeper theoretical and empirical understanding. This course does not count towards the 40000-level major requirement.

SOC 46099. Independent Study
(V-0-V)
Intensive study on a special topic to produce a scholarly paper, or special investigative experience in the field leading to the production of oral and written reports reflecting deeper theoretical and empirical understanding. This course does not count towards the 40000-level major requirement.

SOC 47099. Special Studies
(3-0-3)
Independent study with sociology faculty. Sociology phasing out this course.

SOC 48007. Honors Tutorial
(3-0-3)
Intensive independent study and research on selected sociological topics, generating a scholarly paper. May be based on special field experience under supervision of an instructor. Students may apply for the Honors Tutorial and/or be invited by a faculty member. A formal application process is required. Fall semester course.

SOC 48008. Sociology Capstone Project
(3-0-3)
Intensive independent study and research on selected sociological topics, generating a scholarly paper. May be based on special field experience under supervision of an instructor. Students may apply for the Honors Tutorial and/or be invited by a faculty member. A formal application process is required. Spring Semester, permission of instructor required.

SOC 63377. Families and Their Interrelations with Gender
(3-0-3)
A consideration of the part gender plays in family processes like the couple formation through cohabitation and/or marriage, having and rearing children, division of labor, and the post-children era.

SOC 63482. Social Demography of US Minorities
(3-0-3)
The intent of this demography course is to familiarize students with basic statistical methods and techniques that are applied to the study of population data. The course will offer students an opportunity to gain “hands-on” experience with manipulating quantitative data and generating results. The back-drop for the class is ethnic status. Because we will have access to social data for major ethnic categories (e.g., white, African American, Hispanic, Asian, and Native Americans), one of the byproducts of learning the methods and techniques of demographic analysis will be a comparative study of ethnic groups across several social dimensions.
Theology

Chair:
John C. Cavadini

Assistant Professors:
Robert Michael A. Signer

Crowley-O’Brien Professor of Theology:
Rev. Richard P. McBrien

Catherine F. Huisking Professor of Theology:
Rev. Brian E. Daley, SJ

John A. O'Brien Professor of Theology:
Catherine F. Huisking Professor of Theology:
Jean Porter

John A. O'Brien Professor of Philosophy:
Rev. John P. Meier

John A. O'Brien Professor of Jewish Thought and Culture:
Rev. Paulus Odozor, CSSp

Paul V. Kollman, CSC; Margaret Pfeil;
Gabriel Reynolds; Thomas W. Ryba (adjunct)

Associate Professors:
Rev. Michael J. Baxter, CSC (on leave 2005);
David A. Clairmont; Mary Doak; Rev. Charles Gordon, CSC;
Rev. Daniel Groody, CSC; Rev. Paul V. Kollman, CSC; Margaret Pfeil;
Gabriel Reynolds; Thomas W. Ryba (adjunct)

Professional Specialists:
Regina Coll, CSJ (emerita); St. Ann S. Goggin, RC; Rev. Eugene F. Gorski, CSC;
Rev. John A. Melloh, SM; Nathan Mitchell; Janice M. Poorman; F. Ellen Weaver (emerita)

Associate Professional Specialists:
Rev. Michael E. Connors, CSC; Matthew C. Zyniewicz

THE THEOLOGY PROGRAM
UNIVERSITY OF NOTRE DAME

At the University of Notre Dame, the study of theology is carried out in the spirit of the classic formulation of theology as “Faith seeking understanding.” The Theology Department dedicates itself to critical reflection on the historic faith of Catholic Christianity in service to our students, to the larger church, to the world of the academy, and for the general public.

Why major in theology?

Some students study theology to prepare for a career in high school teaching or religious ministry. Others plan to proceed to graduate work in theology or religious studies in anticipation of a university career. Most students, however, major in theology simply because they find the study fascinating and rewarding. As an inherently interdisciplinary field, theology is an ideal liberal arts major. Through close study of influential theological and religious texts, rituals, and artifacts, students learn about their own faith and our common culture.

Many other students elect theology as a secondary major whose focus on the central questions of human existence complements and extends their commitment to their first major in science, engineering, business, architecture, or in another discipline within the College of Arts and Letters. Professional schools increasingly appreciate how such diverse and balanced preparation enhances a candidate’s profile.

The Department of Theology welcomes students pursuing these varied interests and goals. Students work with faculty mentors who are renowned leaders both in teaching and research, and have the opportunity to explore a wide range of subjects, including the history of Christian thought and practice, scripture, spirituality, systematic theology, liturgy, ethics, Judaism and the eastern religions. The smaller class size of most upper-division courses creates a conducive environment for the creative exploration of ideas.

What are the requirements for the theology major?

Beyond the six theology credits required of every Notre Dame student, primary majors take 25 hours; supplementary majors take 19 hours. Each of these majors combines formally required courses and electives.

The formally required courses for the primary and supplementary major are identical, and total 10 credit hours: the two-semester sequence in the history of Christian thought; an upper-division scripture course; and the one-credit hour proseminar offered each spring, which introduces students to the variety of topics and approaches covered in the study of theology. All courses in the theology major, primary or supplementary, must be 3-credit courses and graded (with the exception of the proseminar).

Summary of the primary major:
First University requirement: THEO 10001 (freshman) or 20001 (sophomore, junior, senior) or 13183 (University seminar) or 20002 (honors).

Second University requirement: a THEO course listed between 20101 and 29999.

THEO 40201 and 40202—Christian Traditions I and II
THEO 40101 or 43101—Hebrew Scriptures or New Testament

Electives (15 hours at the upper level)
THEO 43001—Proseminar (1 credit)
Including the University requirements, the primary major thus consists of 31 credit hours.

Summary of the supplementary major:
First University requirement: THEO 10001 (freshman) or 20001 (sophomore, junior, senior) or 13183 (University seminar) or 20002 (honors).

Second University requirement: a THEO course listed between 20101 and 29999.

THEO 40201 and 40202—Christian Traditions I and II
THEO 40101 or 43101—Hebrew Scriptures or New Testament

Electives (9 hours at the 40000-level)
THEO 43001—Proseminar (1 credit)
Including the University requirements, the supplementary major thus consists of 25 credit hours.

What other programs are offered?

The THEOLOGY Hons Program

The Theology Department offers a special program for particularly gifted undergraduate majors who seek a deeper, more sustained experience in the major through the completion of a thesis project. Each spring semester, the junior class of theology majors will be invited to apply; those selected will be assigned a thesis director from among the faculty of the department. A minimum grade point average of 3.7 with the major is normally expected. Seniors in the Honors Program will enroll in a one-credit Honors Colloquium as well as a one-credit honors research course in the fall semester, and a three-credit Honors Thesis Writing course in the spring semester, culminating in the submission of a 50-page thesis. The Honors Program will normally consist of 36 hours, as compared to 31 hours in the regular primary major. To receive the honors designation on their transcript, students must earn an A- or higher grade on their thesis. A full description of the Theology Honors Program is available on the departmental website (see below for address).

The Joint Major in Philosophy and Theology

In cooperation with the Department of Philosophy,
The Department of Theology offers a Joint Major in Philosophy and Theology. The joint major incorporates the formal requirements of a major in theology, with the exception of the Proseminar, and adds others. A full description of the joint major is provided in a separate brochure available at the department office.

**The Minor in Theology**

The minor is recognized by the University on the student’s transcript. To fulfill requirements for a minor, a student must take 12 credit hours beyond the required 6 hours (for a total of 18 hours). The additional 12 hours must be composed of 3-credit graded courses, which can be taken at the 20000, 30000, or 40000 level. The minor in theology is accepted by many parochial schools as adequate preparation for secondary school teaching.

**Contact Information**

You may reach Prof. David Fagerberg, the director of Undergraduate Studies in Theology, through Dorothy Anderson at the departmental office:

574-631-7811
Anderson.66@nd.edu
www.nd.edu/~theo/undergrad/undergraduate.html
Department of Theology
130 Malloy Hall
University of Notre Dame
Notre Dame, IN 46556-5601

**Writing-Intensive Requirement**

THEO 40101 (Hebrew Scriptures) and 43101 (New Testament), have been designated writing-intensive courses by the Department of Theology. All majors are required to take one of these courses in fulfillment of their upper-level scripture requirement within the major and of the College of Arts and Letters’ writing intensive requirement. Students will be expected to work closely with the professor throughout the semester on a significant written project, although specific writing assignments will be designed by the faculty member teaching the course.

**Course Descriptions**

The following course descriptions give the number and title of each course, lecture hours per week, laboratory, and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

**First University Theology Requirement**

THEO 10001. Foundations of Theology: Biblical/Historical (3-0-3)

This first course in theology offers a critical study of the Bible and the early Catholic tradition. Following an introduction to the Old and New Testaments, students follow major post-biblical developments in Christian life and worship (e.g., liturgy, theology, doctrine, asceticism), emphasizing the first five centuries. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental website: www.nd.edu/~theo.

THEO 10002. Introduction to Theology (3-0-3)

For any student beginning the study of a science, the most fundamental questions are those that reveal that science’s aims, methods, and objects of study. It is the purpose of this course to provide an elementary (but comprehensive) answer to the question “What is Christian theology?” In the course of answering such fundamental questions, this course serves as a survey of the general forms theology has taken in its Western, Christian history.

The emphasis of this course will be upon the great breadth that has historically characterized this discipline. Only after we have engaged in a wide-ranging survey of the history, sources, varieties, methods, themes, and structures of Christian theology will our inquiry lead us to something like an adequate idea of its nature. Along the way, we will encounter the most intriguing personalities, arguments, heresies and ideas—all of which have made theology what it is today. Among the guiding questions considered in this class will be: How do theologians think? What do theologians argue about? How has theology developed? What are the most important theological ideas? How do we know anything about God? Can we say anything meaningful about God? Can we prove the existence of God? Does God have gender? Can God suffer? What is the trinity? What is the incarnation of God? What are the Christian ideas of salvation? Do we have freedom of will? What is the Christian church? What is grace? What are sacraments? What is religious experience?

THEO 10003. Old Testament Theology (3-0-3)

The purpose of Theology 10003 is to provide the student with a critical overview of the religious content of the Old Testament Scriptures (in their temporal development). Key to this purpose are the notions of religion and development. In our studies, we shall discover that the characteristic religious thought of the Israelites—though unique—was influenced by the mythologies, cultures, philosophies, and theologies of other Mediterranean peoples. The assumption behind this investigation is that theology—as a non-native category—has application to the Old Testament Scriptures only after these are understood in the historical, social, and intellectual contexts from which they emerged. Our general theological orientation to this study will be partisan, that is to say it will be Christian (and more specifically Roman Catholic), but our approach to the historical materials will be based on a neutral academic stance (as far as this is possible). This means we will take account of other interpretations of the ancient Israelite culture, especially when these are at variance with the Christian interpretations of biblical history and theology.

The general purpose of this course will be achieved through three more specific objectives: first, the investigation of the ancient Israelite notions of God, second, the investigation of the ancient Israelite notions of salvation and, third, and most important, the investigation of the ancient Israelite notions of faith. In order to achieve these objectives, we shall spend considerable time trying to understand the world views of the peoples who shaped these theologies as well as the historical and critical tools that scholars employ in trying to uncover the theologies of biblical authors.

THEO 10004. New Testament Theology (3-0-3)

For any student beginning the study of a science, the most fundamental questions are those that reveal that science’s aims, methods, and objects of study. It is the purpose of this course to provide an elementary (but comprehensive) answer to the question “What is Christian theology?” In the course of answering such fundamental questions, this course serves as a survey of the general forms theology has taken in its Western, Christian history.

The emphasis of this course will be upon the great breadth, which has historically characterized this discipline. Only after we have engaged in a wide-ranging survey of the history, sources, varieties, methods, themes, and structures of Christian theology will our inquiry lead us to something like an adequate idea of its nature. Along the way, we will encounter the most intriguing personalities, arguments, heresies and ideas—all of which have made theology what it is today. Among the guiding questions considered in this class will be: How do theologians think? What do theologians argue about? How has theology developed? What are the most important theological ideas? How do we know anything about God? Can we say anything meaningful about God? Can we prove the existence of God? Does God have gender? Can God suffer? What is the trinity? What is the incarnation of God? What are the Christian ideas of salvation? Do we have freedom of will? What is the Christian church? What is grace? What are sacraments? What is religious experience?

THEO 13183. Theology University Seminar (3-0-3)

This course, prerequisite to all other courses in the Theology Department, introduces the critical study of Scripture and to the theological development of Christian doctrine for the first six centuries. Successful completion of this course satisfies the first of the two University requirements in theology.

THEO 20001. Foundations of Theology: Biblical/Historical (3-0-3)

This first course in theology offers a critical study of the Bible and the early Catholic tradition. Following an introduction to the Old and New Testaments, students follow major post-biblical developments in Christian life and worship (e.g., liturgy, theology, doctrine, asceticism), emphasizing the first five centuries. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental Web site: www.nd.edu/~theo.
THEO 2002. Honors Foundations of Theology: Biblical/Historical
(3-0-3) Anderson, Cunningham
The first course, Foundations of Theology, introduces students to theology as a discipline through an introduction to the Bible and Christian literature of the post-biblical centuries.

SECOND UNIVERSITY THEOLOGY REQUIREMENT (20101–29999)
Prerequisite: First University Theology Requirement

THEO 20101. Re-membering Jesus
(3-0-3) D’Angelo
This course looks at the traditions about Jesus as they are reconfigured by the lives and hopes of succeeding generations of Christians. It will explore the images of Jesus in the gospels, questions about the Jesus who lies behind and inspires them (the “Quest for the Historical Jesus”), the process by which the Church came to explain and relate divinity and humanity in the person of Jesus, and contemporary reappraisals of the meaning of Jesus in light of post-holocaust, liberation, and feminist theologies. In addition to the gospels and texts from the early church, and contemporary theological essays, students will review two or more novels and two or more films that re-member Jesus and bring him back alive into a new context.

THEO 20102. En/Gendering Christianity
(3-0-3) D’Angelo
This course is an introduction to feminist approaches to spiritual and philosophical traditions in the Christian West. Beginning from the pastoral and practical issues raised by gender assignments in the context of religious experience, it addresses major topics of theological thinking (such as sin, salvation, images of God, and Christology) relating historical development and contemporary feminist re-readings of these topics. The approach is both critical (i.e., analytical) and constructive; the primary focus is on Christian and post-Christian theological and literary texts, but some attention is given to other religious perspectives.

THEO 20103. The One Jesus and His Many Portraits: The Various Images of Jesus in the New Testament and Beyond
(3-0-3) Meier
This course explores the many different faith-portraits of Jesus painted by various books of the New Testament; e.g., from suffering servant abandoned by God through high priest interceding with God to Godself. In each case, the course will ask how this particular portrait did or did not have an impact on subsequent Christian faith and what it may say to faith in Christ today. The course will combine a lecture format with discussions, readings, and reflections on the readings.

THEO 20201. God
(3-0-3) Daley
The outstanding feature of human dignity, the Second Vatican Council reminds us, is that human beings have been called to communion with God. (Gaudium et spes 19) In encountering the divine Mystery through our experience in the world, especially through the teaching and worship of the Church, we are led to center our lives on faith in God, ultimate reality, and to find in that faith a meaning for human life, a cause to hope and an impulse to love. In this course, we will reflect on both the challenges and the blessings of this encounter with God as transcendent Mystery, and on how our experience of God is formed by the Church preaching of the risen Jesus. Beginning with the Bible presentation of the Mystery of God, we will read selections from Church Fathers, St. Anselm, St. Thomas Aquinas, 16th-century mystics, John Henry Newman, and several 20th-century authors; we will reflect on the modern phenomenon of atheism, and on what is actually involved in living faith in a living God.

THEO 20202. Why God Became Human
(3-0-3) Zachman
This course will investigate historically and systematically the central Christian confession that God became human in Jesus of Nazareth, especially in light of the death of Jesus on the cross. We will consider theologians from the patristic to modern eras, including Irenaeus, Athanasius, Anselm, Luther, Pascal, Barth, and von Balthasar. Course requirements will include four six-page comparative papers and a longer constructive paper.

THEO 20203. Sin and Redemption
(3-0-3) O’Regan
This course explores the biblical and theological accounts of sin and redemption. Focus will be on the variety of perspectives in the biblical and theological accounts with regard to the meaning of sin, its social and individual significance, and on the understanding of redemption, its worldly as well as other-worldly dimensions, and its scale, whether inclusive or relatively exclusive. An attempt will be made to distinguish the biblical and theological views from the views of other religions both past and present, and to engage modern criticism.

THEO 20204. Sin and Redemption
(3-0-3)
This course explores the biblical and theological accounts of sin and redemption. Focus will be on the variety of perspectives in the biblical and theological accounts with regard to the meaning of sin, its social and individual significance, and on the understanding of redemption, its worldly as well as other-worldly dimensions, and its scale, whether inclusive or relatively exclusive. An attempt will be made to distinguish the biblical and theological views from the views of other religions both past and present, and to engage modern criticism.

THEO 20205. Christian Hope: Confronting Last Things
(3-0-3) Daley
As individuals and as a world society, we tend to focus our energies on building a happy and secure future for ourselves; yet in a real sense we live surrounded by death, threatened by the impermanence of our relationships and by the fragility of life on our planet. A sense of this threat provides much of the background for human greed and violence, but it is also the context for human hope. The heart of Christian faith is to hope for life in the face of death; it is to see a lasting value in our historical choices and loves, because Jesus is risen and because he promises us a share in his resurrection and his life. Christian hope can only be expressed in images, since what it refers to still lies in the realm of promise; yet the Christian believer can live from that hope now, can love in the freedom it affords, because the Holy Spirit has been given us by the risen Lord as “a foretaste of things to come” (Eph. 1. 14). Through faith enlivened by the Spirit, we find in our present reality signs of a life without end that is, in a mysterious way, already ours. This course will study the details of this Christian hope for the future in its origins, development, and implications. It will study “the last things”—death, judgment, purgation, heaven and hell—in both their individual and their social dimensions, as Christian theology has traditionally conceived them; and it will try to articulate an understanding of these objects of hope as they might best be integrated today into Christian thought and practice. In addition, it will consider the ways that a Christian sense of the finality of salvation colors and influences all the other aspects of the intelligent reflection on faith we call theology.

THEO 20206. US Latino Spirituality
(3-0-3) Groody
US Latino spirituality is one of the youngest spiritualities among the great spiritual traditions of humanity. The course will explore the indigenous, African, and European origins of US Latino spirituality through the devotions, practices, feasts, and rituals of the people.

THEO 20207. Veneration of the Saints, Especially the Mother of God, in the History of Christianity
(3-0-3) Darling Young
Debated as to its origins and controversial among some early modern and contemporary Christians, the long and complex tradition of devotion to the saints still flourishes in Catholicism and Orthodoxy. This course considers the beginnings of devotion to the saints in ancient Christianity, the origins of the cult of the Virgin Mary, and local transnational devotions in ancient and medieval Christianity and Byzantium. Shrines, pilgrimage, and relics with their associated commerce will receive attention, as will the reaction against such devotion in the 16th century West. The course will also examine selected modern scholarly examinations of sainthood and cults, as well as the contemporary ambivalence about traditional devotion (especially to the Mother of God), the relationship of devotion to the saint to the developing theological themes of the person of Christ and the church as communion of saints, and the appearance and canonization of new saints in Western and Eastern Christianity.
THEO 20208. Spirituality of the Christian East: Experience, Form, Expression
(3-0-3) Alexopoulos
“Christianity is more than a theory about the universe, more than teachings written down on paper; it is a path along which we journey—in the deepest and richest sense, the way of life” (Kallistos Ware). This course will introduce the student to the Christian East and will focus on its spirituality as the expression of this "journey," this "way of life." The different experiences, forms, and expressions of this spirituality will be examined and discussed during the course, having the writings of the fathers of the Christian East as a basis, a foundation, and a springboard for further reflection.

THEO 20210. Theology of the Cross
(3-0-3) Martens
It is a central element of the Christian confession that in the death of Jesus of Nazareth, God has acted decisively in our favor. Jesus was not simply crucified—he was crucified for us” (Nicene-Constantinopolitan Creed). While it is scarcely doubted that this event is central to our salvation, theologians from the authors of the New Testament through today have understood in various ways how this is so. In this course we will examine a selection of the most significant of these interpretations of the cross.

THEO 20213. Following Jesus
(3-0-3) Daley
Hearing Jesus’ Gospel of the coming Kingdom of God, and receiving it as a word of truth and new life, has meant, since the time of Jesus, not simply accepting a new way of understanding the world, but taking on a new pattern of living, "costing not less than everything." This course will consider how the Christian tradition, since the time of the Gospels, has understood the person and work of Jesus, and will consider the impact this faith in him and in his message have had, and continues to have, on the way his disciples live in the world.

THEO 20214. Latino Theology and Christian Tradition
(3-0-3) Matovina
This course examines the emergence and development of Latino religion and theology in the United States. In particular, the course will explore how US Latin and Latino theologians have articulated the meaning and implications for Christian living of core theological topics such as Christology, evangelization, social justice, and liturgy.

THEO 20215. Catholic Social Thought
(3-0-3) Goodwin
The doctrine of Original Sin has been elaborated in Christian theology as a way of understanding the human experience of alienation from oneself and God: "For I do not do the good that I want, but the evil I do not want is what I do," wrote Paul in his letter to the Romans. But more than just an explanation of why it’s hard to be good, original sin has been a metaphor central to Christian thinking on ultimate questions: Why did God become human? What is human nature? How are we saved, and from what? Why do the innocent suffer?

This course will examine the biblical and extra-biblical sources of original sin, the elaboration of the concept, and its reception in the Christian West through the Reformation. Because this topic touches on issues of sexuality, embodiment, and gender, as well as the nature and causes of human suffering, we will spend the latter part of the course examining modern perspectives on original sin, especially among liberation and feminist theologians.

THEO 20216. Elements of Christian Doctrine
(3-0-3) Cavadini
This course will offer a theological synthesis of basic Christian doctrine, using the articles of the Creed as the organizing principle. Readings will be drawn from a large variety of primary sources from the tradition, as well as from contemporary theologians and the first two section ("pillars") of the Catechism of the Catholic Church. This course is for those who desire an overall acquaintance with the fundamental points of what the Church believes, confesses, and teaches, offered in a style which demonstrates the situation and context of these basic doctrines within theological conversation and debate.

THEO 20217. Christian Theology in the Middle East: Origins to the Present
(3-0-3) Amar
The spread of Christianity from Jerusalem to Asia Minor and Europe, and the development of Christian doctrine that followed upon it, is well documented and well known. Less well known is the movement of Christianity east of Jerusalem, and the developments of Christian doctrine that attended this movement. This course will investigate the development of Christianity and Christian doctrine in the Middle East and Central Asia. This will involve consideration of the central doctrines of the Christian faith (especially the doctrines of Christ, the Church, and the sacraments) from the time they were articulated in the period of the first seven ecumenical councils, to their development, in both continuity and contrast, in the churches of the East. Students will acquire a sense of the largely untold story of the origins and history of Christianity in the Middle East (a topic especially timely today), as well as a grasp of the fundamental Christian doctrines at stake in this history and still at stake in the present as they bear on the issue of the reunification of the churches. Readings will include documents from the councils, from relevant theologians, from local history, native accounts, as well as archaeological evidence.

THEO 20218. Christianity and the Political Order
(3-0-3) Malinicz
What is the relationship between Christianity and political orders? How do particular understandings of the role of the political order from a Christian perspective bear on the way in which the obligations of citizenship are understood and carried out? Does Christianity necessitate or support an endorsement or rejection of any specific political structures? When Christians participate in the political realm, does this participation have any salvific significance? What sort of participation, if any, is required by Christian faith, and to what extent should the form of participation vary depending upon the particular regimes in which we find ourselves?

This course aims to address these and related questions. The first section of the course will focus on key historical moments in the development of Christian reflection on these topics. Theologians treated will include selections from the early church fathers, Augustine, Aquinas, Luther, Calvin, and selections from Radical Reformaiton writers. The second section of the course will put these resources from the Christian tradition in conversation with modern and contemporary authors. The goal of the course is twofold: (1) for students to know and to understand the thought of key figures in the Christian tradition with regard to these questions, and (2) for students to develop the critical skills necessary to think about the relationship between their faith and their obligations as citizens of a contemporary liberal democracy. Requirements for the course will include: midterm, final, and several short essays.

THEO 20219. Ecology and the Christian Tradition
(3-0-5) Ashley
In this course we will explore different Christian understandings of the relationship between human beings and nonhuman members of creation. We will begin by considering several representations of this relationship in the biblical text—especially those that can supplement our usual dependence on the Genesis creation accounts. Next we will study a selection of historical texts that exemplify some of the major conceptions of humanity’s role on earth and consider how they have influenced how we understand and treat the rest of creation. Finally we will investigate how theologians have addressed challenges to our tradition that have developed with the dawning of contemporary ecological consciousness. For example, is it accurate to claim that we have used tenets of our religious tradition to justify the pillaging of the earth? Have we characterized the world around us as something from which we must escape? Are there elements of the Christian tradition that we can draw upon to counteract these kinds of assumptions and use to construct a vision of sustainable life on earth? One of the main objectives of this class is to both critique and retrieve our biblical and historical traditions in ways that respond to contemporary concerns while avoiding uncritical anarchomism. Requirements include significant participation in class and in group work, two six- to eight-page papers, a creative group service project with and individual reflection paper, and a final exam.

THEO 20220. Vatican II in Historical Context
(3-0-3)
Ever since the convening of Vatican II (1962-65), this council’s significance has been a matter of dispute by clerics, the ordered and laity alike. There is no ignoring the practical and theoretical changes
THEO 20224. Christ and the Church in the Christian Tradition
(3-0-3) Canty
This course offers students the opportunity to explore and reflect upon the relationship between Christ and the Church. The course readings, taken from Scripture, various Christian authors from different theological traditions, and recent official teachings of the Catholic Church, will allow students not only to understand historical developments in the conceptualization of this relationship, but also to learn how contemporary questions and interests shape current reflections on this topic.

THEO 20225. The Mystery of Christ
(3-0-3) Barnes
Affirmation that Jesus of Nazareth is the Son of God stands at the center of the Christian faith, but what does this mean? A Christology, critical theological reflection on Jesus of Nazareth, attempts to offer a systematic account of Jesus Christ’s identity and import. This course will introduce students to Christology, examining theologians representative of diverse historical periods and theological approaches. This chronological order will frame our focus on select Christological topics. The concern throughout will be how Christology seeks to better appreciate the mystery of Jesus Christ.

THEO 20226. Sin and the Incarnation
(3-0-3) Martens
In this course we will examine how Christians understand Jesus to be the savior. In what manner did he offer salvation and from what? We will first examine in some depth how leading voices in the NT understand Jesus’ role in salvation, particularly against the backdrop of the OT: From what was Jesus saving people and how did his healing ministry, his teachings, his death on the cross, the resurrection, and his status as exalted Lord address this problem?

Next we will consider what theologians representative of discrete theological traditions have to say about our topic (Orthodox, Protestant, Roman Catholic). Finally, we will examine two contested issues: the redefinition of sin (and thus salvation) in liberation Christology and the claim that Jesus is a savior, and not the Savior.

THEO 20403. Sacraments of Vocation
(3-0-3) Joncas
This course is an introduction to the Roman Catholic sacraments and contemporary sacramental theology. The course curriculum is divided into three sections. The first section considers the history of the sacraments and the development of sacramental theology from the Christian Scriptures [New Testament period] through the Second Vatican Council and current reflections on the renewal of the sacraments resulting from the council. The second section examines sacramental practice within the Roman Catholic liturgy, and considers contemporary practice of sacraments in Christian faith traditions other than Roman Catholicism as well as the promises and challenges of an ecumenical perspective. The third section will explore the intimate role sacraments play in conversion and ongoing conversion in Christian life. Each of the first two sections of the course will conclude with an in-class examination, and the third section will conclude with a final paper.
THEO 20405. Music, Worship, and Theology (3-0-3) Jonas
Music both expresses and shapes religious experience. This course will explore the practice and theory of music-making in Christian worship and devotion. Special emphasis will be given to the study of music in the Bible, Gregorian chant as foundational for Roman Rite worship music; the historical development of other forms of Christian church music; and contemporary issues of music, culture, and spirituality.

THEO 20406. Christian Liturgy and Music (3-0-3) Johnson
Music has long played an important role in Christian liturgy as an artistic expression of the Church’s prayer and theology. Part I of this course will survey the historical development of Christian liturgy and its theological interpretation from the New Testament period forward, focusing in particular on the role of music and theology of music in liturgy. Part II will concentrate on the use of music in liturgy today, studying various official Church documents on music from Vatican II forward (including Sacrosanctum Concilium, Musicae Sacrae, Music in Catholic Worship, and Liturgical Music Today), and drawing forth principles for determining theologically and pastorally what are the functions and appropriate uses of music in liturgy today. Assessment: there will be a midterm exam and a final exam, and students will engage in an exercise in practical theology utilizing participant-observation methods to analyze the use of music in several liturgical events. Students will develop a final report/analysis of their observations, which they will both present in class and submit in written form.

THEO 20407. Liturgy and Architecture (3-0-3) Brodacker
Churches are not museums, but places where the people of God come together to worship. As the forms and theologies of worship change so must the buildings where worship takes place. In this course, we will trace the last 500 years of liturgical and architectural changes in the Roman Catholic and Protestant churches.

THEO 20408. The Sacraments of the Church (3-0-3) Austin
This course will study all seven of the Church’s sacraments. Special emphasis will be given to the notion of sacrament, the restored rite of Christian initiation of adults, and the centrality of the eucharist in the life of the Church.

THEO 20601. Political Theology in the Bible and Christian Tradition (3-0-3) Park
In this course we will examine the major themes of the relationship between Christianity and politics by way of the careful examination of major works of political philosophy and political theology, from the Bible and Plato to early American political thought and beyond (including: Aristophanes, Augustine, Aquinas, Dante, Marsilius of Padua, Luther, Calvin, Machiavelli, Spinoza, Locke, Madison, Jefferson, Toqueville, Hegel, Nietzsche).

Major themes include: reason and revelation, the idea of a Christian polity and Christian citizenship (i.e., City of God vs. City of Man); rights, duties, original sin, limitations of government, rebellion, revolution, virtues, humility, magnanimity, friendship, family, prudence, power, justice, war, religion, toleration, truth, orthodoxy, democracy, liberalism, civil religion, and liberty, among others.

THEO 20602. Catholic Morality and the Good Life (3-0-3) Mattison
What is the good life? The answer to this question, subject of reflection for millennia, depends on how one understands the world, and the human person’s place in the world. Catholic beliefs about God, creation, the human person, and Jesus Christ are the source of the Catholic vision of the good life. The purpose of this course is to explore different answers to the question of the good life, from both outside and within the Catholic tradition. Students will critically engage Biblical, theological, and philosophical texts, from before time of Christ to the present, which address the question of the good life. Students will be expected describe and charitably evaluate these various responses, with an eye toward enhancing their own response to the question of the good life. After this historical survey, the final third of the course will examine a few contested ethical issues in order to understand how competing visions of the good life play out in varying positions on difficult moral issues.

THEO 20603. Catholic Moral Theology (3-0-3) Clairmont
This course will be structured into three sections, addressing respectively, biblical foundations, fundamental topics, and selected contemporary ethical questions. The biblical section of the course will study some of the key ethical perspectives and teachings of the Scriptures, primarily the Gospels and the Pauline letters. This section will be followed by an introduction to several fundamental topics in moral theology including (1) the theology of grace; (2) the orientation of ethics toward the achievement of happiness; (3) the development of the moral and theological virtues as capacities that enable us to act well; (4) the relation between moral truth and authentic human freedom; (5) the natural law, and (6) the stages and analysis of moral action. The third section of the course will consider some contemporary ethical questions in the context of this biblical and systematic framework. The course will draw primarily upon the classical Catholic tradition, as represented especially by St. Thomas Aquinas. We will also read selected sections of recent encyclical letters by Pope John Paul II including his Veritatis Splendor (On the Splendor of the Truth), Evangelium Vitae (The Gospel of Life) and Fides Et Ratio (On Faith and Reason). Students will be expected to write a summary of a short reading for each class, write one five-page paper for each of the first two sections of the course, write a final 10-page paper applying what has been studied to a particular ethical question, and present a summary of this paper to the class.

THEO 20604. Introduction to Catholic Moral Theology (3-0-3) Clairmont
This course will be structured into three sections, addressing respectively, biblical foundations, fundamental topics, and selected contemporary ethical questions. The biblical section of the course will study some of the key ethical perspectives and teachings of the Scriptures, primarily the Gospels and the Pauline letters. This section will be followed by an introduction to several fundamental topics in moral theology including (1) the theology of grace; (2) the orientation of ethics toward the achievement of happiness; (3) the development of the moral and theological virtues as capacities that enable us to act well; (4) the relation between moral truth and authentic human freedom; (5) the natural law, and (6) the stages and analysis of moral action. The third section of the course will consider some contemporary ethical questions in the context of this biblical and systematic framework. The course will draw primarily upon the classical Catholic tradition, as represented especially by St. Thomas Aquinas. We will also read selected sections of recent encyclical letters by Pope John Paul II including his Veritatis Splendor (On the Splendor of the Truth), Evangelium Vitae (The Gospel of Life) and Fides Et Ratio (On Faith and Reason). Students will be expected to write a summary of a short reading for each class, write one five-page paper for each of the first two sections of the course, write a final 10-page paper applying what has been studied to a particular ethical question, and present a summary of this paper to the class.

THEO 20605. Introduction to Catholic Moral Theology (3-0-3) Clairmont
This course will be structured into three sections, addressing respectively, biblical foundations, fundamental topics, and selected contemporary ethical questions. The biblical section of the course will study some of the key ethical perspectives and teachings of the Scriptures, primarily the Gospels and the Pauline letters. This section will be followed by an introduction to several fundamental topics in moral theology including (1) the theology of grace; (2) the orientation of ethics toward the achievement of happiness; (3) the development of the moral and theological virtues as capacities that enable us to act well; (4) the relation between moral truth and authentic human freedom; (5) the natural law, and (6) the stages and analysis of moral action. The third section of the course will consider some contemporary ethical questions in the context of this biblical and systematic framework. The course will draw primarily upon the classical Catholic tradition, as represented especially by St. Thomas Aquinas. We will also read selected sections of recent encyclical letters by Pope John Paul II including his Veritatis Splendor (On the Splendor of the Truth), Evangelium Vitae (The Gospel of Life) and Fides Et Ratio (On Faith and Reason). Students will be expected to write a summary of a short reading for each class, write one five-page paper for each of the first two sections of the course, write a final 10-page paper applying what has been studied to a particular ethical question, and present a summary of this paper to the class.

THEO 20606. Theology of Marriage (3-0-3) Odorizzi
Prerequisites: See online Course Catalog for details. This course seeks to introduce participants to the principal elements in the Catholic Tradition on marriage by examining the sources of this tradition in sacred scripture, the work of ancient Christian writers, the official teachings of the Church and recent theological reflection. The method employed in the course is thus historical, scriptural, and thematic. The readings selected for this course are intended to expose students to contemporary discussion in moral theology apropos of these issues, and provide them with the necessary theological tools to critically evaluate a wide variety of ethical positions dealing with marriage in the Catholic tradition.

THEO 20607. God, Creation, and the Environment (3-0-3) Doak
This course examines the Christian understanding of God, especially as that understanding is related to our valuation of the nonhuman world. Our semester’s discussions will be divided into five sub-topics. First, we will survey major portrayals of God and the importance of the nonhuman world in the Bible. Second, we will study the doctrine of the Trinity and its implications for the environment as developed in the work of select patristic, medieval, and modern theologians. Third, we will explore the religious significance of the nonhuman world in some important Catholic prayers, rituals, and forms of spirituality. Fourth, we will investigate some contemporary theological reflections on God (and especially on the doctrine of the Trinity) that strive to counteract what is taken to be a theological devaluation of the nonhuman world. Finally, insofar as time permits, we will compare the Christian doctrine of God with the basic views of other world religions and their implications for stewardship of the environment.

THEO 20608. Relationships, Sexuality, and Christian Tradition (3-0-3) Poorman
This course is an introduction to the traditions and methods of Christian ethics and Roman Catholic moral theology, especially as they are applied to human sexuality and sexual ethics. Following a brief introduction to current cultural contexts for considering human sexuality, we will compare several theoretical bases for sexual morality. We will also consider methods and theories of Christian sexual ethics. Finally, we will turn our attention to a number of contemporary issues, including marriage, extramarital sexuality, contraception, assisted reproduction, and homosexuality. The format of the course will be lecture and discussion. We will employ a number of cases and scenarios to prompt discussion and to exemplify methods and theories. Requirements include attendance at all class sessions, careful reading of the assigned texts, significant contributions in discussions, a five-page reflection paper, midterm and final exams, and a 10-page researched essay on an issue related to Christian sexual ethics. There may also be several one-page, ungraded essays assigned to
promote thought and discussion on specific topics or questions.

THEO 20611. Relationships and Sexuality in Christian Tradition
(3-0-3)
This course is an introduction to the traditions and methods of Christian ethics and Roman Catholic moral theology, especially as they are applied to human sexuality and sexual ethics. Following a brief introduction to current cultural contexts for considering human sexuality, we will compare several theological bases for sexual morality. We will also consider methods and theories of Christian sexual ethics. Finally, we will turn our attention to a number of contemporary issues, including marriage, extramarital sexuality, contraception, assisted reproduction, and homosexuality.

The format of the course will be lecture and discussion. We will employ a number of cases and scenarios to prompt discussion and to exemplify methods and theories. Requirements include attendance at all class sessions, careful reading of the assigned texts, significant contributions in discussions, a five-page reflection paper, midterm and final exams, and a 10-page researched essay on an issue related to Christian sexual ethics. There may also be several one-page, ungraded essays assigned to promote thought and discussion on specific topics or questions.

THEO 20612. Catholic Faith and Practice
(3-0-3) Doak
This course will explore the fundamental beliefs and characteristic practices of Catholicism. Special attention will be given to the inherent unity of this faith as a sacramental approach to reality, rooted in the central Christian belief in the triune God who is the source and goal of our lives. The distinctively Catholic beliefs and practices will thus be examined in light of the Catholic interpretation of basic Christian beliefs about God, humanity, sin, and redemption. Our emphasis on the unity of Catholic faith and its implications for our lives will provide a basis for further critical and careful thought about the meaning and truth of Catholicism, especially in comparison with alternative approaches to the value and purpose of human life. Students will be encouraged to develop a project in experiential learning as one of their major requirements for this course. Those who have recently completed the Urban Plunge or a similar program will have the opportunity to explore the Catholic tradition in light of and dialogue with the insights and questions their experience may have raised. This course may be of most interest to Roman Catholics, but is open to anyone willing to engage the Christian understanding of reality as developed in the Catholic tradition. Where practicable, major points of commonality with and difference from non-Catholic Christians will be examined.

THEO 20614. Nature and Demands of Christian Love
(3-0-3) Lowery
This course will examine the place of love in the Christian life, using the love commandments as the cornerstone of a theology of love. Various aspects of love will be explored so that love for God, love for others, and love for self can be more fully understood and brought into harmony. The material will thus include a broad survey of theological and philosophical writings on love as well as an analysis of relevant biblical texts. Four unit tests will be administered, and students will compose a final paper that will help them to integrate the theoretical facets of love and apply this theory to concrete situations.

THEO 20615. From Rome to Wall Street: The Church and Economic Life
(3-0-3) Incrando
The primary purpose of this course is to develop a critical understanding, through engagement with key texts and writings in the Christian tradition, of theological interpretations of the relationship between the church and the economic order. Texts from the Roman Catholic social tradition to be studied include *A Rerum Novarum and Economic Justice for All* (the US Bishops’ Letter on the US Economy). Broad theological and ethical questions to be considered include: How have fundamental Christian understandings of Creation—including teachings regarding human dignity and stewardship—shaped theological interpretations of the relationship between Church and economy? What is the appropriate role of the church and individual Christians in the economic order? Is economic justice a proper concern for the church? If so, how ought the church and individual Christians work to achieve economic justice? Particular questions include attention to the tension between the ideal of poverty and the acquisition of property by the church and its members and the role of women in economic life. Course requirements include significant participation in class discussion and group work, a community-based learning project, a mid-semester paper, and a final exam. The instructor will work with gender studies and Catholic social tradition students to enhance the gender and CST content of the course through discussion and written assignments.

THEO 20616. Theology, Ethics, and the Environment
(3-0-3) McKenny
Does our ecological awareness require radically new theologies and moralities? What moral claims, if any, do nonhuman entities make on us? Can current Christian and philosophical moral theories address these claims? This course raises these questions on both theoretical and practical levels. Theoretically, we will examine various theological and philosophical views of the moral status of nonhuman nature. Practically, we will explore the implications of these views for issues such as wilderness conservation/preservation, treatment of animals, agricultural biotechnology, and others. The diversity of positions we will consider will range from those who embrace standard, modern human-centered theologies and moral theories to critics (such as deep ecologists, ecofeminists, and others) who hold that the very theoretical stance of our dominant theologies and moral theories is incompatible with a genuinely ethical orientation to the environment.

THEO 20617. Contemporary Issues in Christian Ethics
(3-0-3) Poorman
The purpose of this “second” course in theology is to introduce the student to the tradition and methods of Christian ethics, especially as they are applied to selected contemporary issues and several recurring moral questions in professional life. The course is divided into three sections; first, we will examine the moral life as it has been articulated in some classical and modern theories of ethics, and we will review particular methods and themes of Christian ethics. Second, we will study contemporary issues and Christian responses in the areas of bioethics, human sexuality, and social justice. In the third section of the course, we will discuss three issues in professional ethics—deception, informed consent, and social responsibility—and evaluate the contribution of the Christian ethical tradition in addressing these issues. Format: lecture and discussion. Requirements include a five-page reflection paper, a midterm examination, a 10-page reflection paper, and a final examination.

THEO 20618. Christian Understanding of Human Nature
(3-0-3) Plumer
What does it mean to be human? Christians believe that this question can be adequately answered only in the light of divine revelation. This course will begin with an exploration of the central beliefs that shape the Christian understanding of human nature: creation in the image of God; the fall and original sin; salvation in Christ. From there we will go on to compare and contrast the Christian understanding with those of several non-Christian scientists and philosophers. Finally, we will consider the Christian understanding in relation to various contemporary issues, including feminism, the environment, addiction, and the transformation of culture inaugurated by television and the computer. Course content will consist mainly but not exclusively of lectures and readings from the course packet. Requirements: midterm and final examinations; quizzes; either one six-page paper or two shorter papers.

THEO 20619. Rich, Poor, and War
(3-0-3) Whitmore
This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the US and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political realms (war and revolution). Next, we canvas Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.

THEO 20620. Corporate Conscience
(3-0-3) Mertensotto
This course is a reflection on the Christian moral meaning of corporate action and purpose within
THEO 20621. Medical Ethics
(3-0-3) Mertensotto
A discussion of ethical problems in the medical profession in light of natural law and Catholic moral principles.

THEO 20622. A Faith to Die For
(3-0-3) Baxter
An introduction to Catholic moral theology, with an accent on how Catholic belief and practice shape the Church's understanding of the moral life. Aspects of Catholic belief and practice to be covered include baptism, penance, reading scripture, preaching, prayer, the Eucharist, martyrdom, religious life, marriage, and mission. In the context of these beliefs and practices, several leading themes in Catholic moral theology will be explored (e.g., sanctification, the eternal and natural law, and virtues and vices), and several moral issues will be examined (e.g., abortion, suicide, capital punishment, economic justice, and war and peace). This course explores an understanding of the moral life in terms of participation in the life, death, and resurrection of Christ, but at the same time it avoids construals of the moral life that rest merely on pious exhortations ("Jesus says"), assertions of ecclesial authority ("the Church says"), or invocations of negative moral prohibitions ("thou shalt not"). Thus, the "faith" will be presented as a set of beliefs and practices that are disturbingly radical, demanding that Christians die to themselves, yet also deeply attractive, in that dying serves as a passageway to true life. As suggested by the title, a leading emphasis in the course is that only a faith worth dying for can forge a moral life that is truly worth living. Readings include selections from scripture, liturgical texts, theological and moral treatises, encyclicals, and the documents of Vatican II, plus Augustine's Confessions, Cantalamessa's The Eucharist: Our Sanctification, Graham Greene's The Power and the Glory, short stories by Flannery O'Connor, Dorothy Day's The Long Loneliness, and Helen Prejean's Dead Man Walking. Evaluation is based on in-class exams, and a final.

THEO 20623. Vocation and Leadership in Catholic Social Tradition
(3-0-3) Pfeil, Shappell
This course will invite students to consider the meaning of vocation in relation to the social mission of the church. Beginning with a theological understanding of the significance of vocation and charisms, this course will provide a narrative-based exploration of the vocational journey of prominent figures in the Catholic social tradition such as Francis of Assisi, Dorothy Day, Cesar Chavez, and Oscar Romero. The emergent understanding of vocation will be held in conversation with the witness given by leaders from other religious traditions, e.g., Badshah Khan, Gandhi, and Thich Nhat Hanh. Using the method of service-learning, this course will invite students to develop an awareness of their social justice commitments in light of their own sense of vocation. More information about the course format is explained in the Learning Agreement and Application Form, available at the Center for Social Concerns.

THEO 20624. Catholic Social Thought: Discipleship, Loving Action for Justice
(3-0-3)
This course is for students returning from summer service internships or other service experiences who desire an extended opportunity for reflection and analysis. Some of the major themes to be discussed are: Christian compassion, discipleship, and Catholic social teaching. The course culminates with a comprehensive research project on a theological question or issue that emerges from the summer and/or other service experiences and is explored with other academic disciplines. More information about the course format, the experiential learning method and the process of evaluation is explained in the Learning Agreement and Application Form which is available at the Center for Social Concerns. This course fulfills the second theology requirement.

THEO 20625. Discipleship: Loving Action
(3-0-3) Pfeil
This course is for students returning from summer service internships or other service experiences who desire an extended opportunity for reflection and analysis. Some of the major themes to be discussed are: Christian compassion, discipleship, and Catholic social teaching. The course culminates with a comprehensive research project on a theological question or issue that emerges from the summer and/or other service experiences and is explored with other academic disciplines. More information about the course format, the experiential learning method and the process of evaluation is explained in the Learning Agreement and Application, available at the Center for Social Concerns. This course fulfills the second theology requirement.

THEO 20626. Science and Theology
(3-0-3)
Both science and religion generate assertions that are held to provide true descriptions of the world and our place in it. Both science and theology subject these assertions to disciplined inquiry and testing within specific communities: of scientists, in the former, and in a religious community and its historical tradition, in the latter. In societies (like ours) in which both science and religion are strong and pervasive, these processes of enquiry and testing overlap and interrelate in complicated ways, resulting sometimes in conflict and sometimes in mutual enrichment. This course investigates these interrelations. We begin with a consideration of the Galileo affair, move to a study of the conflict of evolution and creationism in the United States, and conclude with a selected topic concerning the ethical issues involved in the use of technology. Requirements: short (one-page) written assignments on the readings, two in-class exams, and a final.

THEO 20627. Science and Theology
(3-0-3) Ashley
Both science and religion generate assertions that are held to provide true descriptions of the world and our place in it. Both science and theology subject these assertions to disciplined inquiry and testing within specific communities. In societies (like ours) in which both science and religion are vital forces, these processes of enquiry and testing overlap and interrelate in complicated ways, resulting sometimes in conflict and sometimes in mutual enrichment. This course will investigate these interrelations by means three case studies: the Galileo affair, the conflict of evolution and creationism, and the ethical issues that arise from new genetic biotechnologies. Requirements: frequent, short (one-page) written assignments on the readings, two in-class exams, and a final.

THEO 20628. War, Law, and Ethics
(3-0-3)
This course is designed to explore the ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service-learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, "Veterans History Project."

THEO 20629. War, Law, and Ethics
(3-0-3) Pfeil
This course is designed to explore the ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service-learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, "Veterans History Project."

THEO 20630. Health Care Ethics for the 21st Century
(3-0-3) Ryan
This course explores the importance of religious and moral values for the life and death choices we make, individually and as a society. Basic principles
and methods of contemporary bioethics will be introduced, and a range of issues considered, e.g., medical research, physician assisted suicide, health care reform, new genetic technologies, responding to AIDS. Especially recommended for students planning on a career in medicine or science. Lecture/discussion format. Requirements: short papers, midterm, final.

THEO 20803. God's Grace and Human Action (3-0-3) Wawrykow
What are the respective roles of God and the human person in salvation? Are ideas of human freedom and of the value of human acts compatible with a belief in God as the source of grace and redemption? These and other questions about salvation have been hotly debated by Christian theologians throughout the centuries. This course analyses the positions articulated by such figures as Augustine, Aquinas, Luther, and Calvin, and examines how they shaped the Catholic-Protestant debate about the role of good works, and of God, in salvation.

THEO 20804. Vatican II History and Consequences (3-0-3) Vance-Tremblay
The Affirmation or "bringing up to date" that occurred at the Second Vatican Council has posited a quest for a deeper understanding of how the Gospel of Jesus Christ might speak more effectively to the modern world through the Catholic Church and sought to identify practical and pastoral ways of applying the Gospel not only to society-at-large but to the Church itself as well. This course provides a view of the theological history of the council, an exploration of the work of the theologians and bishops at the council itself and its documents, and the consequences of the Council in the life of the Church since 1965. There will be an option service component for this class that attempts to apply some of the principles of the council by working in various forms of ministry in the local church.

THEO 20805. The Church We Believe In (3-0-3) Prugl
From the New Testament on, the Christian community has turned repeatedly to the formulation and description of its identity, essence and constitutional elements. Specifying what is entailed in the claim of "the Church"—"I believe in the one, holy and catholic Church"—has been especially necessary at certain crucial moments in the history of the Christian movement. Providing an introduction to the main themes and problems in ecclesiology (the doctrine about the Church), this course will examine the teachings of leading theologians in the Patristic and Medieval period (e.g., Augustine; Aquinas; Luther) and the determinations of the last two Vatican councils, largely concerned with such ecclesiological matters as the constitution of the church, the role of the papacy, infallibility, and the Universal versus Local Churches.

THEO 20807. Catholicism (3-0-3) McBrien
A comprehensive exposition of Catholic theology from a historical, doctrinal, and ecumenical perspective. The course addresses the following questions: the interrelationships among faith, theology, and belief; the meaning of human existence (a multidisciplinary exploration); the problem of God (revelation, religious pluralism, providence, the Trinity, etc.); Jesus Christ (New Testament data, doctrinal development, contemporary views, including a discussion of Jesus' self-consciousness, sexuality, and sinlessness); the Church (New Testament data, history, Vatican II, mission, sacraments, authority, ministry, Mariology, etc.); and Christian existence (ethics, spirituality, eschatology).

THEO 20808. Fundamental Theology (3-0-3) Womley
Contemporary theologians hotly debate the nature, purpose, and possibility of fundamental theology. However, individual theologians understand it, fundamental theology includes the method(s) of theology, conceptions of faith, relation, and religious experience, and the critique and defense of the rationality of normative Christian faith. This course will probe these central themes of fundamental theology.

THEO 20809. Interpreting Suffering (3-0-3) Thompson
Suffering, as it has been interpreted or experienced by theologians, mystics, martyrs, victims, and survivors, has profoundly shaped Christian theology. Focusing particularly on Christology and Christian discipleship, this course will consist of three parts. Part I will look at how some of the earliest teachings of the church developed out of a need to interpret authoritatively the suffering Christ and the suffering of the early Christian martyrs. Part II will consider the suffering of Christ as it was understood systematically and/or lived spiritually by key medieval and reformation thinkers. In light of these traditional theological responses to suffering, Part III will consider a variety of modern theological attempts to confront the radical human suffering of the 20th century. This course will have two goals: (1) to reflect on how theology talks about Christ and Christian discipleship in the face of human suffering; (2) to reflect on how experiences of suffering have shaped (and continue to shape) theological discourse. Requirements: three short papers (with opportunities for experiential learning), class participation, midterm, and final.

THEO 20810. The God of Jesus Christ (3-0-3) Barron
The purpose in this course is to study the Catholic-Christian understanding of God. The method employed is the reading of selected texts from some of the theological and spiritual masters of our tradition as well as from certain contemporary authors. The themes to be developed include the rootedness of the doctrine of God in the total event of the Incarnation, "proofs" for the existence of God in both classical and contemporary theology, the bi-polar or tensive nature of divine attribution, the unique mode of causality which is creation, divine providence, the primacy of the divine name of Love, and the evolution of a formal doctrine of the Trinity.

THEO 20811. Jesus and Salvation (3-0-3) Hilker
An exploration of the mystery of Jesus the Christ and the experience of salvation through examination of the life, ministry, death, and resurrection of Jesus (Part I); the development of classic Christian doctrine (Part II); and selected contemporary perspectives and questions (Part III).

THEO 20812. Concept of Resurrection/Bible (3-0-3) Davis
The first half of this course focuses on the interpretation of the New Testament accounts of the empty tomb, the resurrection appearances, and the ascension of Jesus. Selected Old Testament readings throw light on the Jewish and biblical background to these resurrection traditions in the New Testament. The purpose of this study is (1) to provide a historical verdict on the reported Easter events and (2) to assess the theological significance of the New Testament accounts of these events. The second half of this course focuses on ecclesiastical practices and doctrines that are related to belief in the resurrection of Jesus. Attention is given to the rites of baptism, Eucharist, laying on of hands, etc. A brief survey is made of heretical beliefs related to the nature of Jesus’ resurrection. The overall purpose of this course is to stimulate theological reflection on the subject of resurrection.

THEO 20813. The Problem of Human Suffering (3-0-3) Ashley
If religion has often been a source of strength and consolation in the face of human suffering, it is also true that the presence of meaningless suffering in human experience has posed one of the greatest challenges to religious practice and thought. We will examine this issue by studying classics in the Christian tradition, including the scriptural locus of later theological reflection, the Book of Job. After considering answers to the problem of suffering as it has traditionally been posed, we will look on the new shape it has assumed in the modern age, due to historical catastrophes like the Holocaust. Authors considered include Augustine of Hippo, C.S. Lewis, Fyodor Dostoyevsky, Gustavo Guzman, Johann Baptist Metz, and Elie Wiesel.

THEO 20815. The Catholic Experience (3-0-3) Cunningham
This course has three quite specific aims: (1) to describe that form of the Christian tradition both in doctrine and practice which is called Catholic; (2) to argue that within the Catholic tradition there are different “ways” of being a Christian; (3) to outline a general way of being a Christian within the Catholic tradition; we will call that “way” a “spirituality.” Theology 20815 will meet weekly for a lecture followed by discussion groups. Attendance will be required. Each week a short reflection paper (two pages) will be read for the discussion section. In
addition, there will be an essay-style midterm and final.

**THEO 20816. Who is Jesus?**

(3-0-3) Smith

Throughout the centuries, Christians have been convinced of the central importance of the person of Jesus. This course surveys the history of reflection on the fundamental questions, Who is Jesus? What did He do? And what is its significance for our lives?

**THEO 20818. Religious Autobiography**

(3-0-3) Dunne

A course on the spiritual journey of the individual person, drawing on diaries and autobiographies. The first half is on the story of the life in terms of feeling and imagination and insight and choice, and the second half is on the story of the person in terms of the life project, the boundary situations of life, and conversion of mind, of heart, and of soul. Readings: Saint Augustine, *Confessions*; Martin Buber, *The Way of Man*; Carolina Maria de Jesus, *Child of the Dark*; John Dunne, *Reasons of the Heart and Search for God in Time and Memory*; Etty Hillesum, *An Interrupted Life*; C.G. Jung, *Memories, Dreams, Reflections*; Rainier Maria Rilke, *Letters to a Young Poet*; Writings: a spiritual diary (not handed in), a personal essay, and a midterm take-home and a final take-home exam.

**THEO 20819. Religion and Psychology**

(3-0-3) Burrell

To show how the quest for psychological explanation can raise issues classically identified as religious, we shall explore how the psychological articulation of these issues addresses the "task" of becoming a Christian. Beginning with Aristotle's *Ethos* to explore the most common idiom for human action, we jump to Kierkegaard's *Sickness unto Death* and then enter the "psychological revolution" with Sigmund Freud's *Civilization and Its Discontents*, followed by Carl Jung's *Psychology of the Transference*. By that time we will be ready to appreciate Sebastian Moore's *The Crucified Jesus is No Stranger*, testing his work against two diaries: Ruzibian Bagli's *Unveiling Of Secrets: Diary of a Soft Master*, and Etty Hillesum's *An Interrupted Life*. A series of exercises (one-page papers) are designed to help us learn the language of these authors. A final paper offers a way to link that language with more explicitly theological inquiry. A midterm (in two parts) and a final exam give opportunities for synaptic grasp.

**THEO 20820. Theology of Vocation: Called by Christ**

(3-0-3) Burrell

This course examines the place of the concept of vocation in Christianity, especially in the Catholic theological tradition. Starting with the documents of Vatican II, which remind us that we are all called by Christ, the course is divided into five sections: Vatican II and the universal call to holiness, vocation in the Bible, life in Christ (the sacraments and vocation), vocation in the writings of John Paul II, and the saints and vocation. The texts we will be reading are meant to foster further reflection on what vocation means both in general, and in specific as it relates to the vocations of the individual students. But we will also be using the concept of vocation as a lens by which to penetrate more deeply into the mysteries of Christianity.

**THEO 20821. The Mystery of Being Human**

(3-0-3) Hilke

This course will explore some key questions of human existence in relation to basic Christian beliefs about human life and destiny. What is the meaning of human dignity, personhood, and community in light of the Christian claims that we are created in the image of God and baptized into the image of Christ? How are we to understand the reality of evil in the world and the fundamental ambiguity of human experience in relation to the symbol of "Original Sin"? What do "graced human existence" and "relationship with God" mean? Do they affect the way we experience and live everyday life? How can Christians live in hope in the face of suffering and death?

**THEO 20822. What Catholics Believe**

(3-0-3) Gorski

A theological exploration of the basic content and practice of the Catholic faith. The focus is on the fundamentals that form the foundation of Catholicism and against which everything else is explained or judged. The aim of this course is not simply to educate students about Catholicism. Rather, it intends to facilitate their personal appropriation of the Catholic tradition: that is, to challenge and help them reason critically for themselves about the meaning and practical implications of their faith. Some of the questions students will ponder concern God, Jesus Christ, the church, Christian spirituality, and moral behavior. But since we raise these questions in an attempt to come to terms with the meaning of our own lives, we begin with the question of our own human existence: Who are we? The course is based on the conviction that all theological questions start with us as the ones who pose the questions in the first place. While the approach taken will be one that appeals immediately to critical reason rather than to conversion of the mind and heart, the aim ultimately is to help students discern, respond to, and be transformed by the presence of God in their lives, and to work for the continuing renewal of the world in light of this discernment of God.

**THEO 20823. Catholic, Orthodox, Protestant: A Theological Comparison**

(3-0-3) Gorski

This course is an introduction to the fundamentals of Catholic doctrine, but it will accomplish this end by examining Catholicism in contrast to Eastern Orthodoxy and Protestantism. The purpose of making such a comparison is twofold: first, to discern what is distinctive to the Roman Catholic tradition through critical comparison and contrast; second, to advance ecumenical understanding by making students aware of the issues that originally separated these Christian bodies, and what progress toward unity has been made. The course will begin with teachings held in common by the three traditions (nature of God, creation, Christology, atonement) and then move on to issues over which divisions have occurred (sin and the nature of human beings, the Trinity, scripture and tradition, sacraments and worship practices, and the papacy). Since a religious tradition is more than its confessions alone, we will also pay some attention to different cultural manifestations, such as art, music, architecture, and ritual.

**THEO 20824. Literary Catholicism**

(3-0-3) Gordon

This course will explore the Catholic theological tradition primarily as it finds expression in six novels by authors whose writing is influenced by that tradition. The novels discussed will be *The End of the Affair* and *The Power and the Glory* by Graham Greene, *The Bell and the Cross* by G. K. Chesterton, *Silence* by Shusaku Endo, *Wise Blood* by Flannery O'Connor, and *Love in the Ruins* by Walker Percy. Among the topics to be treated are Jesus Christ, revelation, the fall of humanity and the problem of evil, the nature of sacraments, and faith as a relationship with a loving God.

**THEO 20825. World Religions and Catholicism in Dialogue**

(3-0-3) Gorski

A theological exploration of Hinduism, Buddhism, Taoism, Judaism, Islam, and the relationship of Christianity to those religions. The goal of this exploration is specifically (1) to set forth the essential characteristics of the world's great religions, (2) to disengage the essential differences between Christianity and the other world religions, (3) to identify the distinctiveness of Catholicism within the family of Christian traditions, and (4) to examine historically and systematically the Christian theological appraisal of other world religions. Thus, the course will enable the students to gain a deeper understanding of Christianity by “passing over” into and experienc- ing as well as appraising the different major religious traditions of the world. To enhance the learning experience, the course will use the BBC film series titled *The Long Search*. Each of these hour-long films focuses on perspectives of the world's major religions.

**THEO 20826. Eschatology**

(3-0-3) Baynes

The Heaven’s Gate cult and David Kopel’s Branch Davidians. The enormous popularity of the “Left Behind” novels. What people believe about the end time really matters. Eschatology is the study of the “last things.” Traditionally for an individual these “last things” are death, judgment, heaven, and hell. But eschatology also encompasses speculation about the fate of the larger cosmos, both earthly (animal, vegetable, and mineral) and heavenly (the physical universe as well as heavenly creatures, angelic and demonic). This course addresses eschatology chronologically. It begins in the Hebrew and Christian Scriptures, moves to the medieval controversies of the early church, and explores the eschatological hopes of the Middle Ages. It looks at Luther’s opinions of the last things, American apocalyptic movements, and 20th-century systematic theologies of
eschatology. It will also examine Islamic eschatology and the contribution of women such as Hildegarde of Bingen to the topic. In Judeo-Christian scriptures and thought, eschatological themes are often articulated in a narrative form with plot and characters. At this point in time the evangelical/fundamentalist “Left Behind” novels, based on the Book of Revelation, are extremely popular. This class will not read those books, but it will read two Catholic eschatological novels, A Canticle for Leibowitz and Pierced by a Sword. A Canticle for Leibowitz narrates Cold-War fears of nuclear destruction. Pierced by a Sword places Armageddon, the ultimate showdown between good and evil, on the “God Quad” of the University of Notre Dame! Reading these novels gives the student the opportunity to apply what they have learned about the historical sweep of eschatology to a 20th-century context in an enjoyable way.

THEO 20827. Christianity and World Religions (3-0-3) Malkovsky

The purpose of this course is to introduce the student to the basic teachings and spiritualities of Hinduism, Buddhism, and Islam. We will approach these religions both historically and theologically, seeking to determine where they converge and differ from Christianity on such perennial issues as death, meaning, the nature of the ultimate mystery, the overcoming of suffering, etc. We will also examine some traditional and contemporary Catholic and Protestant approaches to religious pluralism. Our own search to know how the truth and experience of other faiths is related to Christian faith will be guided by the insights of important Catholic contemplatives who have entered deeply in the spirituality of other traditions. By course’s end we ought to have a greater understanding of what is essential to Christian faith and practice as well as a greater appreciation of the spiritual paths of others. Requirements: Short papers, midterm exam, and final exam.

THEO 20828. Christianity and World Religions (3-0-3) Malkovsky

The purpose of this course is to introduce the student to the basic teachings and spiritualities of Hinduism, Buddhism, and Islam. We will approach these religions both historically and theologically, seeking to determine where they converge and differ from Christianity on such perennial issues as death, meaning, the nature of the ultimate mystery, the overcoming of suffering, etc. We will also examine some traditional and contemporary Catholic and Protestant approaches to religious pluralism. Our own search to know how the truth and experience of other faiths is related to Christian faith will be guided by the insights of important Catholic contemplatives who have entered deeply in the spirituality of other traditions. By course’s end we ought to have a greater understanding of what is essential to Christian faith and practice as well as a greater appreciation of the spiritual paths of others. Requirements: Short papers, midterm exam, and final exam.

THEO 20829. Jesus: Christianity and Islam (3-0-3)

We will examine four bodies of writings: the Qur’anic material on Jesus, corresponding biblical material, Islamic polemics against Christian doctrine. Through these writings we will seek both to better understand the Islamic and the Christian Jesus, by examining questions of scripture, prophecy and salvation. Students are expected both to become conversant in these questions and to reflect theologically on their own response to the Islamic challenge of Christian teachings.

THEO 20830. Regarding the Islamic Challenge to Christianity (3-0-3) Reynolds

While many Christians have described Islam as a Christian heresy, many Muslims consider Christianity to be an Islamic heresy. Jesus, they maintain, was a Muslim prophet. Like Adam and Abraham before him, like Muhammad after him, he was sent to preach Islam. In this view Islam is the natural religion—eternal, universal, and unchanging. Other religions, including Christianity, arose only when people went astray. Therefore Muslims have long challenged the legitimacy of Christian doctrines that differ from Islam, including the Trinity, the incarnation, the cross, the new covenant and the church. In this course we will examine Islamic writings, from the Qur’an to contemporary texts, in which these doctrines are challenged. We will then examine the history of Christian responses to these challenges and consider, as theologians, how Christians might approach them today.

UPPER-LEVEL ELECTIVES

Prerequisites: Must Require 6 Credits in Theology. But See Department for Details

THEO 30001. Intensive Elementary Hebrew (3-0-3) Machiela

This six-week intensive language course will be devoted to learning the grammar of biblical Hebrew. Throughout the course we will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

THEO 30002. Elementary Hebrew I (3-0-3)

This is a two-semester introductory course in biblical Hebrew; under normal circumstances, the student must complete the first in order to enroll in the second. The fall semester will be devoted to learning the grammar of biblical Hebrew. The spring semester will be divided into two parts. For the first six weeks we will finish and review the grammar. In the remaining part of the course we will read and translate texts from the Hebrew Bible, Qumran, and Rabbinic literature. The course will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

THEO 30003. Elementary Hebrew II (3-0-5)

This is a two-semester introductory course in biblical Hebrew; under normal circumstances, the student must complete the first in order to enroll in the second. The fall semester will be devoted to learning the grammar of biblical Hebrew. The spring semester will be divided into two parts. For the first six weeks we will finish and review the grammar. In the remaining part of the course we will read and translate texts from the Hebrew Bible, Qumran, and Rabbinic literature. The course will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

THEO 30004. Introduction to Christian Latin (4-0-4) Sheerin

This class has two goals: to improve the student’s all-around facility in dealing with Latin texts and to introduce the student to the variety of questions on the Latin texts. Medieval Latin II, a survey of medieval Latin texts, follows this course in the spring term.

THEO 30005. Catechist Formation (1-0-1)

The one-credit course is offered for students who are enrolled in a catechist program through campus ministry. Students sign up to serve as catechists in local parishes and take this course to prepare them for their ministry. The goals of the class are: (1) to offer a survey of catechetical documents and directives in the church; (2) to explore lesson planning and curriculum for religious education; and (3) to share practical applications for creative teaching and classroom management.

THEO 30006. Faith and Revelation (1-0-1) Elizondo

Preliminary notes: Christianity is basically about the communication of God’s message (offer) of salvation to humanity (revelation) and our acceptance (faith) or rejection of this offer. From the time of the Council of Trent (1500s) until the time of the Second Vatican Council (1960s), the emphasis was on the content of this message usually presented as “propositions of faith” to be believed. Revelation was identified as “verbal truths.” Vatican II, after much heated debate, shifted the emphasis from the content of revelation to the dynamics of revelation—to revelation as a living act. The understanding of faith also shifted from an emphasis on an acceptance of certain truths and disciplines to a personal encounter and relationship with the living God through Jesus Christ.
THEO 30007. Know Your Catholic Faith: Christianity: Life: Morality
(1-0-1) Poorman
The course will introduce Catholic moral theology with a focus on appropriate scriptural passages, on the historical evaluation of the Catholic moral tradition and on the resources available for contemporary moral reflection.

THEO 30008. Know Your Catholic Faith: Jesus
(1-0-1) Daly
This course will look at the Christian hope for the resurrection of the body, as that hope is grounded in our confession that Jesus, who was crucified for us, has been raised by the Father. Beginning with a consideration of key passages on death and resurrection in the Old and New Testaments, it will focus then on classic passages in the Christian theological tradition and in contemporary theology, which articulate just what that hope for the full redemption and transformation of our human existence implies, and how it is rooted in our understanding of what has already happened in the Paschal Mystery.

THEO 30009. Original Sin
(1-0-1) Ashley
This course begins with the definition and explanation of the doctrine of Original Sin as it is contained in The Catechism of the Catholic Church and selected other Church documents. Then we will examine how the doctrine arose, beginning with scriptural texts, moving through elected patristic documents, and then moving to modern attempts to make sense of the doctrine in the light of developments in our knowledge of human origins and history.

THEO 30010. Know Your Catholic Faith: Faith and Transformation
(1-0-1) We shall reflect together on Robert Barron’s And Now I See: A Theology of Transformation, to learn the strategies he uses to read the sometimes austere formulations of church teaching as “food for the soul.” His use of literature to enhance our understanding of the key notions of our faith will allow us to approach that faith more personally, as our discussions will enhance the number of perspectives that same faith can elicit.

THEO 30011. Know Your Catholic Faith: Mary
(1-0-1) Matovina
This course, which will be given in the form of an intensive on-campus retreat on a single weekend, will combine readings, lectures, discussions, common prayer, and quiet reflection on the subject of the mystery of God. After considering how God is presented in some major passages of the Old and New Testaments, we will discuss the presentation of God as mystery, and of the ways we come to know and speak of God, in the catechism of the Catholic Church. We will then discuss selected passages from St. Augustine’s Confessions and from the works of Karl Rahner and C. S. Lewis, to get some sense of how the Christian theological tradition has dealt with God’s being, God’s knowability, and God’s nearness.

THEO 30012. Know Your Catholic Faith: Eucharist
(1-0-1) Wawrykow
The eucharist is, as the catechism of the Catholic Church stresses, the “source and summit of the Christian life.” This course examines Catholic teaching about this central sacrament through the Catholic Catechism; papal and other ecclesiastical texts; and, the writings of St. Thomas Aquinas. Particular attention will be given to real presence, and, to the ways in which the eucharistic Christ promotes spiritual growth.

THEO 30013. Know Your Catholic Faith: Matrimony
(1-0-1) Ryan
This course is an introduction to the core teachings of the Roman Catholic Church on the sacrament of matrimony. The course is based on the Catechism of the Catholic Church (1994) and exposes students to both historical and contemporary writings on the theology of marriage.

THEO 30014. Know Your Catholic Faith: Mass
(1-0-1) Fagerberg
The subject matter was driven by students as much as possible, asking them at the first session to identify questions they had concerning a theology of the mass. In subsequent sessions we discussed (1) historical roots, with particular attention to sources of the Mass in Jewish worship, (2) eumcenasical by identifying Protestant and Orthodox bodies, (3) signs and symbols within the Mass, and (4) structural and theological components of the Mass. Readings were taken from photography and Internet sources and disseminated to students the week before class.

THEO 30015. Know Your Catholic Faith: Ignatian Spirit
(1-0-1) Daley
This course, which will be conducted in the intensive "retreat" style on a single weekend, invites students to learn first-hand about the distinctive approach to contemplative prayer aimed at conversion of life and practical decisions for discipleship that is classically embodied in St. Ignatius Loyola’s Spiritual Exercises. After an introductory lecture on the theology of Christian prayer and the distinctive role of Ignatius in Christian spirituality, students will participate in lectures and presentations on the text and structure of the exercises, and will then be asked to pray through the various meditations and considerations Ignatius offers, in a brief but concentrated way. As background to the course, students will be expected to have read the section on prayer in the catechism of the Catholic Church and Ignatius of Loyola’s autobiography.

THEO 30016. Know Your Catholic Faith: Identity of Jesus
(1-0-1) Anderson
This course will attempt to answer the question: Just who was Jesus of Nazareth and what are the implications of this person for me? We will try to answer these questions through a careful reading of selected biblical texts and an examination of how the distinctive identity of Jesus has been imitated in the life of the church through the lives of various saints. Throughout the course we will combine historical questions concerning who was Jesus with the pressing issues of our own day: who is Jesus for me.

THEO 30017. Catechist Formation
(1-0-1) Fagerberg
Prerequisite(s): See online Course Catalog for details. The one-credit course is offered for students who are enrolled in the catechist program through campus ministry. Students sign up to serve as catechists in local parishes and take this course to prepare them for their ministry. The goals of the class are: (1) to offer an overview of catechetical documents and directives in the church; (2) to explore lesson planning and curriculum for religious education; and (3) to share practical applications for creative teaching and classroom management.

THEO 30018. ND: Vocation Initiative
(2-0-2) Poorman
The purpose of this course is to foster a sense of vocation among our students, inviting them to become more aware of how they can live their whole lives as a response to a call from God. We hope to help young men and women realize, through their own faith experience, that the reality of Christian “vocation” invites each of them in some particular way to live as committed disciples of Christ in a challenging world. Through the decisions that they make every day as young adults they explore their own vocations. In order to achieve these stated goals, we will study the lives of 50 saints, holy men and women who responded to the call to follow Christ in their lives. Encyclical letters, Church doctrine, and other resources on vocation will be used to demonstrate what vocation means in the Catholic tradition.

THEO 30019. ND: Vocation Initiative Music
(1-0-1) The NDVI: music class is for the student music leaders for the Notre Dame Vocation Initiative. Training in this choir begins at the start of the spring semester (each January); the choir meets once every week throughout the spring semester. The initial responsibilities lie with learning all the choral music, mass settings, responsorial psalms, canticles, and service music that accompanies the week-long NDVI gatherings in the summer. Most of this repertoire is written for four-part harmony; each student must be thoroughly competent in his or her respective voice part. Additionally, the choir is the core group for the various (three) scriptural skit presentations that take place weekly. This work is further complemented by the choir members taking part in small group discussions with the high-school campers, as time allows.

THEO 30020. A Theological Exploration of Vocation
(1-0-1) Cavaddini
This course is meant to prepare the undergraduate resident counselors — known as “mentors-in-faith” — of the ND Vision high school summer retreat
program. This preparation includes developing small
group facilitation skills, acquiring the necessary
theological understandings upon which the program
is built, and building community. The culminating
project of the course is a short Christian witness on
one of approximately six themes that incorporates
one’s own life experience as well as one’s faith-based
reflections.

THEO 30021. Liturgical Choir
(1-0-1) Walton
Study, rehearsal, and performance of sacred choral
music of high quality from plainchant through mu-
cis composed in the 21st century. Membership in the
65-voice SATB ensemble is by audition and limited
to undergraduate and graduate students. The choir
sings each Sunday at the 10:00 a.m. Solemn Mass at
the Basilica of the Sacred Heart, for Sunday evening
vespers, and at special University liturgies and con-
certs throughout the year.

THEO 30022. Women’s Liturgical Choir
(1-0-1) McShane
The University of Notre Dame Women’s Liturgical
Choir, under the direction of Andrew McShane, is
a group of approximately 60 women who lead the
liturgical music for the Saturday 5 p.m. Vigil Mass
at the Basilica of the Sacred Heart. The Women’s Li-
turgical Choir is also heard at Sunday Vespers, wed-
dings, Junior Parent’s Weekend, Advent lessons, and
carols and other special University liturgies. Each
spring semester, the choir tours within the United
States, and at the end of the academic year presents a
concert of sacred music at the Basilica of the Sacred
Heart. The repertoire of the Women’s Liturgical Choir includes chant, renaissance polyphony, and
music from the 18th through 20th centuries.

Rehearsals are held on Monday and Wednesday
evenings from 5 to 6:30 p.m. and on Saturday’s from
4 to 5 p.m. in Room 329 of the Coleman-Morse
Center. If you are a female student, staff, or faculty
member from the Notre Dame, St. Mary’s or Holy
Cross family and are interested in joining the choir,
please contact Andrew McShane at 1-7800 or e-mail
mcshane.1@nd.edu.

THEO 30023. Folk Choir
(1-0-1) Warner
Work with the folk choir, which continues to build
the repertoire for Catholic school use. Class meets for
seven weeks. (Second summer elective)

THEO 30101. In Parables
(3-0-3) Hart
A course devoted to what used to be called philo-
sophical psychology. The goal will be to understand
some of the ways the Augustinian tradition in philos-
phy attempts to make sense of the soul, in terms of
mind, spirit, and will, but especially in terms of the
heart. To be read are Augustine's Confessions and De
Trinitate, and Bonaventure's The Mind’s Road to God.

THEO 30201. Migration and Catholicism
(1-0-1)
This course examines the international phenomenon
of migration, the factors that give rise to it and its ef-
fects on people. We will examine the Catholic docu-
ments that address the issue of migration

THEO 30202. Building Civilization of Love
(1-0-1) Signer
This course is an experience of service, based on
faith, fostering theological reflection on inter-faith
dialogue. Students will travel to Camp Brother-
hood in Skagit County, Washington, during fall
break, and meet and work with Jewish, Muslim, and
Protestant and Catholic Christians on Together We
Build, a Habitat For Humanity “build,” constructing
migrant worker housing. While in the Seattle area,
students will also meet with leaders of faith com-
nunities and visit places of worship. This week-long
experience will provide a perspective from which to
think theologically about inter-faith dialogue. This
course aims to foster inter-faith life by providing: a
basic understanding of Judaism and Islam, (with a
particular focus on the Catholic understanding of
these religions), a side-by-side experience of service
with members of other faiths, and an education in
learning to think theologically about inter-faith
experience and about dialogue. Readings will include
Nimata Adate and other church documents pertaining
to inter-faith dialogue, as well as contemporary theo-
logical treatments. Participation and one reflection
paper.

THEO 30203. Christianity in the Middle East
(3-0-3) Amár
This course will examine the origins and develop-
ment of Christianity in the Middle East where
Semitic language and culture molded the indigenous
"Oriental" churches of the region. Topics include:
Semitic-Christian spirituality, Christianity in India
and China, the impact of Islam on the Middle East
Christianity, the modern diaspora: Europe and the
Americas. Drawing on native accounts, and the latest
archaeological evidence, we will piece together the
largely untold story of Christianity in the Middle
East.

THEO 30204. Augustine and William James
(3-0-3)
A course devoted, for the most part, to a careful
reading of significant parts of Augustine’s Confessions
and James’ The Variety of Religious Experience. The
goal is to come to an understanding of what these
two great philosophers and psychologists can teach
us about the spiritual quest.

THEO 30205. Kierkegaard
(3-0-3) Neiman
This course will be devoted to a central theme in
Kierkegaard’s ethics, i.e., his discussion of the reli-
gious commandment to love God and thy neighbor
as thyself. We will proceed by way of a slow and care-
ful reading of his Works of Love.

THEO 30206. The Catholic Reformation
(3-0-3) Gregory
Corequisite(s): HIST 32353
This course will examine some of the main historical
realities, theological developments, and traditions of
spirituality within Roman Catholicism c. 1450-c. 1700,
the period of Catholic reform both before and after
the emergence of the Protestant Reformation.
The class format will be two lectures plus one discus-
sion-based tutorial section per week, the latter based
on the reading of primary sources in translation.
Major topics to be discussed include the character
of the late medieval Church and reforming efforts
within it (e.g. the Observantine movement, Chris-
tian humanism); Roman Catholic response to the
Protestant Reformation, including the Roman Inqui-
sition; the revival of existing and emergence of new
religious orders (especially the Society of Jesus); the
Council of Trent and its implementation among the
clergy and laity; Catholic missionary activity in Asia
and the Americas; post-Tridentine Catholic art and
scholarship; the relationship between the Church
and European states in the 16th and 17th centuries;
Jansenism; and the flowering of Catholic spirituality
in the 17th century.

THEO 30207. Romans and Their Gods
(3-0-3) Bradley
An introduction to the way in which the Roman
conceived of, worshipped, and communicated with
the myriad gods of their pantheon. The course will
focus first on conventional religious rituals and their
cultural value, and secondly on the success of Roman
polytheism in adapting to changing historical and
social conditions. Particular attention will be paid to
the so-called “mystery religions,” including Christi-
anity, and their relationship to conventional forms of
religious behavior.

THEO 30208. The Paschal Mystery in the
Latino Community
(1-0-1) Elizondo
This is an intensive immersion experience in the
Latino ritual celebrations of Holy Week combined
with a theological reflection based on the experience
and appropriate scripture. The students are required
to write a final reflection paper.

THEO 30209. Canon and Literature of Islam
(3-0-3) Afzaluddin
This course is an introduction to the religious
literature of the Arab-Islamic world. Emphasis is
on works from the classical and medieval periods of
Islam, roughly from the 7th to the 14th century of the
Common Era. We will read selections from the Qur’an (the sacred scripture of Islam), the
Hadith literature (sayings attributed to the prophet
Muhammed), the biography of the Prophet, com-
mentaries on the Qur’an, historical and philosophi-
cal texts, and mystical poetry. All texts will be read
in English translation. No prior knowledge of Islam
and its civilization is assumed, although helpful.
THEO 30210. Religion and Politics
(3-0-3) Dowd
An examination of the linkage among religious
beliefs, world views, group identifications, political
attitudes and behavior, based on literature in political
science, sociology, psychology, and theology. Topics
include the meaning and measurement of religious-
ity; religious and anti-religious values embedded in
American political institutions; religious world views
and political philosophy; cues giving and political
mobilization by religious groups, denominational
traditions, partisanship and issue positions; religious
movements, social conflict and political coalitions.

THEO 30211. Philosophy of Judaism
(3-0-3) Neiman
An attempt to come to a reasonable understanding
of the philosophy of Judaism as presented in Abra-
ham Joshua Heschel's masterwork, God in Search of
Man: A Philosophy of Judaism.

THEO 30212. Women and American
Catholicism
(3-0-3)
This course is a survey of women in the American
Catholic Church from the colonial period to the present.
Through lectures, reading, and discussion, we will con-
sider the following themes: the experience of women
in religious communities, women and men in family
life, gender and education, lay women and social
reform, ethnic diversity among Catholic women,
the development of feminist theology, and the
intersections and departures between Catholi-
cism and feminism. Assigned texts include three
monographs and a course packet of primary source
material relating to women such as Henriette Delille,
Elizabeth Seton, Madeleva Woolf, Dorothy Day,
and Helen Prejean. Course requirements include a mid-
term and a final examination, several short writing
assignments, and a final paper.

THEO 30213. Women and Religion in US
History
(3-0-3) Cummings
The course is a survey of women and religion in
America during the 19th and 20th centuries. Among
others, we will consider the following themes: how
religion shaped women's participation in reform
movements such as abolition, temperance, and civil
rights; how religious ideology affected women's work,
both paid and unpaid; the relationship between
religion, race, and ethnicity in women's lives; female
religious leaders; and feminist critiques of religion.
We will examine women's role within institutional
churches in the Protestant, Catholic, and Jewish
traditions, as well as raise broader questions about
gender and religious belief. How did religious belief
affect women both as individuals and in community?
How could religion be used to both reinforce and
subvert prevailing gender ideology?

THEO 30214. Chinese Ways of Thought
(3-0-3) Jensen
This is a special topics class on religion, philosophy,
and the intellectual history of China that introduces
the student to the world view and life experience of
Chinese as they have been drawn from local tradi-
tions, as well as worship and sacrifice to heroes, and
the cult of the dead. Through a close reading of
primary texts in translation, it also surveys China's
great philosophical legacy of Daoism, Buddhism,
"Confucianism," and "Neo-Confucianism" and the
later religious accommodation of Christianity and
Islam.

THEO 30215. 4 Cultures West Christianity
(0-5-0-0.5)
A series of four lectures by Rev. John W. O'Malley,
SJ. Students receive .5 hr of credit for writing short
papers about each lecture.

THEO 30216. Chinese Mosaic: Philosophy,
Politics, and Religion
(3-0-3)
This is a special topics class that introduces the di-
verse lifeways constituting the puzzle of the Chinese
people. The course will chart this terrain of current
Chinese imagination as it has been shaped from the
contending, and often contentious, influences of re-
ligion, philosophy, and politics, introducing students
to the heralded works of the Chinese intellectual tra-
dition while requiring critical engagement with the
philosophic and religious traditions animating this
culture. Thus, as they learn about China, students
also will reflect on how Chinese and Westerners have interpreted it.

THEO 30401. Writing the Rites: Liturgical
Books
(3-0-3)
This is a theology course about liturgical books,
their development through history, and their role in
ritual practice. The course introduces and maintains
a dynamic relationship between three main themes:
interdisciplinary study, material culture of the book,
and principles of pastoral liturgy. Participants will
gain practical skills in manuscript studies and liturgy
planning. Background in disciplines outside of theol-
yology is welcome. The course may be of special interest
to those considering graduate work in the humani-
ties, ministry, library science, and archival studies.
Intense participation from students and interaction
with the instructor and other experts is required. In
the process, students will become familiar with sev-
eral resources unique to our University: The Depart-
ment of Special Collections, The Medieval Institute,
The Center for Pastoral Liturgy, The Basilica of the
Sacred Heart, The Church of the Loreto, and the
Scoba Musicorum.

THEO 30602. Christianity and Ecstatic Life
(3-0-3)
A central aspect of the Christian vision is its ar-
ticulation of the ecstatic movement of the self and
communities away from immanent satisfactions and
towards God. This movement itself is complex: It
involves, on the one hand, intellectual and moral
conversion and intellectual and moral journey, on the
other. Importantly, however, both conversion and
journey are always plotted against the back-
ground of the goal of conversion and journey, that
is, real encounter with God. The course focuses on
all three dimensions of the ecstatic movement, that
is, conversion, journey, and encounter as they are
envisioned and variously calibrated throughout the
Christian tradition. Included among the leitmotifs of
the course are Christian interpretation of the Song of
Songs to extract a specific kind of Christian eroticism
and the issues of whether a vision of God is possible
in this life, and if so what are its contours and limits.
Authors include Origen, Athanasius, Augustine,
Gregory the Great, Hildegard of Bingen, Bernard of
Clairvaux, Bonaventure, Dante, Luther, the Anabap-
tists, and Pascal.

THEO 30604. Dorothy Day and the Catholic
Worker Movement
(1-0-1) Whitmore
This course will examine the life and writings of
Dorothy Day, the "mother" of the Catholic Worker
Movement and its ongoing inspiration. We will read
her autobiography, The Long Loneliness, and other of
her writings.

THEO 30605. Life, Death, and Morality
(1-0-1) Poorman
The purpose of this course is to introduce the stu-
dent to three contemporary moral issues centered on
the beginning and end of human life: assisted repro-
duction, end-of-life discernment, and abortion. We
will study and discuss the contributions of Catholic
Church teaching and moral theology to the consid-
eration of these issues. The course will be a lecture-
and-discussion format on two consecutive evenings.

THEO 30801. Holy Fools in Christian Tradition
(3-0-3)
Through the analysis of a variety of texts ranging
from the New Testament books to hagiographies
and philosophical treatises we will examine different
forms of holy foolishness in spiritual and cultural
traditions of Eastern and Western Christianity and
establish their cultural bearings. Concepts under
discussion will include asceticism; sanctity; heresy;
canonization; hagiography. Among the course read-
ings will be the First Epistle of the Apostle Paul to
the Corinthians; Early Christian Paterika; individual
Vita of Byzantine holy fools (St. Simeon of Emessa,
St. Andrew of Constantinople); controversial Lives of
Christian saints (Life of Alexis the Man of God); Lives of
Eastern Orthodox Saints (Kieve Cave Monks; St.
Basil the Fool of Moscow); Lives of Western Christian
Saints (St. Francis of Assisi, Magery Kempe), and lat-
er elaborations on the subject of folly found in such
works as In Praise of Folly by Erasmus of Rotterdam
and Madness and Civilization by Michael Foucault.
THEO 33801. From Power to Communion: Toward a New Way of Being Church-Based on the Latin American Experience
(3-0-3) Pelton
This seminar explores the present and the future of the Catholic Church, placing emphasis on how its future is foreshadowed in the growing ecclesial interdependence that exists between the churches of North and Latin America. Emphasis is placed on the growing involvement of the laity in Latin America and where this may lead the North American church. In a particular way, attention is given to the role of small Christian communities.

THEO 30802. God, Philosophy, and Universities: Aquinas, Arnauld, Newman
(3-0-3) MacIntyre
Enquiry and teaching in Catholic universities have aimed at understanding how the universe—physical, animal, and human—is ordered to God. One task of philosophy in the Catholic tradition has been to show how the various secular disciplines both contribute to such understanding and remain incomplete without theology. This course examines the question of how this task is to be carried out.

THEO 30803. Modernism and Mysticism
(3-0-3)
This course examines the persistence of mystical and spiritual traditions in the literary texts of the early 20th century: Underhill, Hopkins, Yeats, Conrad, Joyce, Owen, Eliot, Crane, Hesse, Forster, Mansfield, Woolf, and Waugh.

THEO 30804. Popular Religion and Philosophy in China
(3-0-3)
This lecture/discussion course will introduce the student to the plural religious traditions of the Chinese as manifested in ancestor worship, sacrifice, exorcism, and spirit possession. From an understanding of these practices, the course will offer insight into the mantic foundations of Chinese philosophy, especially metaphysics. Readings will consist of texts in translation of popular cults, as well as scholarly interpretations of these phenomena.

THEO 30806. Modernism and Mysticism
(3-0-3)
This course examines the persistence of mystical and spiritual traditions in the literary texts of the early 20th century: Underhill, Hopkins, Yeats, Conrad, Joyce, Owen, Eliot, Crane, Hesse, Forster, Mansfield, Woolf, and Waugh.

THEO 30807. Chinese Ways of Thought
(3-0-3) Jensen
This is a special topics class on religion, philosophy, and the intellectual history of China that introduces the student to the world view and life experience of Chinese as they have been drawn from local traditions, as well as worship and sacrifice to heroes, and the cult of the dead. Through a close reading of primary texts in translation, it also surveys China’s grand philosophical legacy of Daoism, Buddhism, “Confucianism,” and “Neo-Confucianism” and the later religious accommodation of Christianity and Islam.

THEO 30808. Islam: Religion and Culture
(3-0-3)
This course will discuss the rise of Islam in the Arabian peninsula in the 7th century and its subsequent establishment as a major world religion and civilization. Lectures and readings will deal with the core beliefs and institutions of Islam, with particular emphasis on religious and political thought from the Middle Ages through our own time. All readings are in English; no prerequisite.

THEO 30811. Learn Our Faith: Sharing Faiths
(1-0-1)
Sharing with persons of other faiths inevitably leads us to fresh understandings of our own faith. This course is designed to include Notre Dame students from diverse faith traditions and encourage mutual understanding.

THEO 30812. Vatican II
(3-0-3) Krieg
The Second Vatican Council (aka Vatican II and VC II) initiated the reform and renewal of the Catholic Church. Because it determined the character and direction of contemporary Catholicism, it is the focus of this course. “Vatican II” consists of four units: Catholicism from 1846 to 1958, the unfolding of VC II from 1958 through 1965, the council’s teachings on the Church itself, and the council’s teachings on the Church in relation to the contemporary world. Along with the reading of the Council’s documents and related literature, the course requires three tests (60 percent), class participation (10 percent), and a final examination (30 percent). It presupposes the “first” and “second” courses in theology; it does not assume that students are theology majors.

THEO 33858. Social Concerns Seminar: International Issues
(1-0-1) Tomas, Morgan
This course revolves around international experiential learning opportunities, examining the culture, community, and life of the people encountered, including the poor. Students participate in preparation and follow-up sessions.

SOCIAL CONCERNS SEMINARS

The Department of Theology offers a variety of social concerns seminars in collaboration with the Center for Social Concerns. Permission is required for each of these and is obtained through the center. More information is available at the Center for Social Concerns, 631-5319. No theology prerequisite required, unless stated.

THEO 33931. Summer Service Learning: ACCION
(3-0-3) Pfeil
Corequisite(s): BAMG 30229
The ACCION Internships run 10–12 weeks in micro-lending offices across the country.

THEO 33932. Seminar: Service Learning Internship: ACCION
(3-0-3) Shappell
This is a leadership internship for African-American students who work 10–12 weeks in an African-American area with organizations dedicated to empowering local communities. Students will complete the requirements of THEO 33931 and work with the Center for Social Concerns to build partnerships with the agencies and people involved.

THEO 33933. Seminar: Service Learning Internship: Hispanic Studies
(3-0-3) Shappell
This is a leadership internship for Hispanic studies working 10–12 weeks in a Hispanic/Latino area with organizations dedicated to empowering local communities. Students will complete the requirements of THEO 33931 and work with the Center for Social Concerns to build partnerships with the agencies and people involved.

THEO 33934. Seminar: Service Learning Internship: Worker Justice
(3-0-3) Beckman
See Center for Social Concerns

THEO 33935. Seminar: Service Learning Internship: Contemporary Issues
(3-0-3) Shappell
This internship is for students interested in learning more about how the Catholic social teachings are addressed in the work of a church organization, such as the Catholic Campaign for Human Development.

THEO 33936. Confronting Social Issues: Summer Service Projects
(3-0-3) Pfeil
This three-credit service-learning course takes place before, during, and after student participation in eight-week “Summer Service Projects” sponsored by the Center for Social Concerns. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through readings and writing, along with discussion and reflection with site supervisors and alumni, and scheduled group discussions upon return to campus. Writing assignments include a journal, reflection paper of six to eight pages and responses to study questions related to the course packet. This course is completed during the first five weeks of fall semester and is graded Satisfactory or Unsatisfactory. Acceptance is based on the student’s application and interview. Contact the Center for Social Concerns for more information.

THEO 33937. Confronting Social Issues: Theology
(3-0-3) Brandenberger
Same as THEO 33936 but restricted to theology majors.
THEO 33938. Summer Service Learning: International
(3-0-3)
Tomas, Morgan
This three-credit course provides students the opportunity to encounter international realities through work with poor and marginalized people. Same academic requirements as THEO 33936 with the addition of area/country specific readings and meetings.

THEO 33939. Summer Service Learning: National Youth Sports Program
(3-0-3) Pettit
The National Youth Sports Program runs for six weeks on the Notre Dame campus. Students work with low-income children from the South Bend area in educational enrichment and recreation. Same requirements as THEO 360.

THEO 33950. Social Concerns Seminar: Appalachia
(1-0-1) Miller, McGraw
This seminar involves experiential learning during the semester break. The course is centered on a service-learning immersion in the region of Appalachia and provides preparation for and follow-up to that experience. Students may focus on particular themes (e.g., rural health care, environmental issues) at various sites while learning about the region and rural issues.

THEO 33951. Social Concerns Seminar: Washington, DC
(1-0-1) Miller, McGraw
This course centers on a trip to Washington, DC, over fall break, during which time students analyze a significant social issue through contact with various agencies, government offices, and church organizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Reform, Violence in America) vary each year.

THEO 33952. Social Concerns Seminar: Advanced Studies
(1-0-1) Brandenberger
This seminar is designed to enhance the students’ study and application of a particular social concern issue. The experiential component of the course will be tailored to the specific interest of the student and requires preparation and orientation, follow-up reflection, and associated readings.

THEO 33953. Social Concerns Seminar: Contemporary Issues
(1-0-1) Brandenberger, Tomas, Morgan
This seminar allows students to participate in an experiential opportunity designed to examine contemporary social problems. Emphasis will be placed on understanding issues/conflicts from the perspective of the various participants. Preparation and follow-up sessions are tailored to the specific opportunity.

THEO 33954. Social Concerns Seminar: Leadership Issues
(1-0-1) Miller, McGraw
This course is open to student leaders of various campus organizations focused on community service and social action (e.g., student groups affiliated with the Center for Social Concerns, social concerns commissioners of dorms, etc.). This seminar will examine leadership and empowerment issues from a multi-disciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness, and action for justice and peace.

THEO 33955. Social Concerns Seminar: Learning and Leadership
(1-0-1) Prerequisite(s): See online Course Catalog for details. This seminar examines models of community-based learning and service-learning, building on and enhancing student leadership in such educational initiatives. Students will examine related texts, and learn means to facilitate faith-based reflection.

THEO 33956. Social Concerns Seminar: Field Education
(1-0-1) Brandenberger
A directed field education experience in theology, augmented by readings and dialogue with faculty and others. Area of focus and placement determined by student interest and initiative, in collaboration with the Center for Social Concerns. Site placements may involve service-learning or related work (at, for example, La Casa De Amistad, the Center for the Homeless, or other site where the Center has placed a community-based learning coordinator). A learning agreement will outline specific learning tasks and requirements.

THEO 33957. Conscience in Crossfire: War
(1-0-1) Pfief
This course will explore issues central to the 2004 elections, with a focus on how citizens, in particular those who bring a faith perspective, may address social concerns in their voting and political participation. Guest speakers from campus and beyond will present multiple secular, religious, and policy perspectives.

THEO 33958. Social Concerns Seminar: Cultural Diversity
(1-0-1) Pettit
The purpose of this course is to begin to analyze the positive aspects of ethnic and cultural diversity as well as related tensions, including racism. Students will participate in a five-day program during break at selected sites that provides an orientation to culturally diverse communities and allows students to engage in discussions on relevant issues with local residents and community leaders. Students participate in preparation and follow-up sessions.

THEO 33960. Social Concerns Seminar: Mexico Service-Learning Project
(1-0-1) Tomas, Morgan
This seminar involves three weeks of service-learning in Oaxaca, Mexico. It is designed to expose students to the reality of Latin America through inter-cultural exchange, shared work experience, and faith reflection. Students examine the social, cultural, and international forces operative in the region through discussion, relevant readings, and written reflection.

THEO 33961. Social Concerns Seminar: Discernment
(1-0-1) Shappell
This seminar focuses on senior students discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame. The objective is to provide students the opportunity to integrate their experience with the insights of speakers and authors, emphasizing the Catholic social tradition, in written and oral expression. The seminar will meet for six Wednesdays from 5:00–7:00 p.m. at the Center for Social Concerns.

THEO 33962. Social Concerns Seminar: Gospel of Life
(1-0-1) Miller, McGraw
The Gospel of Life Seminar provides opportunities to read, reflect, and be of service on a variety of life issues through service and experiential learning. Exploration begins in orientation classes where students will become familiar with the issues through reading Church documents such as THE GOSPEL OF LIFE and through meeting people of the South Bend and Notre Dame communities that work on pro-life issues. During the week of service and experiential learning in Washington DC over fall break, the seminar participants will learn from Church and government leaders, various agencies, and individuals. The follow-up classes facilitate analysis and synthesis of insights gained during the week in Washington, DC.

THEO 33963. Church and Social Action: Urban Plunge
(1-0-1)
This course centers around a 48-hour immersion (colloquially known as the Urban Plunge) in an urban setting during the winter break (prior to return to campus). The course includes a preparation workshop in the fall semester, readings, two reflection papers, and follow-up educational meetings.

THEO 33964. Social Concerns Seminar: Education
(1-0-1)
This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Arizona, and builds upon Notre Dame’s relationships with the Congregation of Holy Cross. Participants are hosted by parish families and spend several days in the classroom with a mentor teacher. Participants also visit organizations in Phoenix doing outreach to people who are homeless and to pregnant women.

THEO 33965. Social Concerns Seminar: Organizing Power and Hope
(1-0-1)
This seminar focuses on diverse church, school, leadership, and community-organizing initiatives to improve life in Chicago neighborhoods. Participants
will be challenged to examine perceptions of power, service and social action.

THEO 33966. Social Concerns Seminar: Border Issues
(1-0-1)
The seminar examines immigration and related issues that exist between the United States and Mexico. Participants travel to El Paso, Texas and Ciudad Juarez, Mexico to meet with refugees, Border Patrol, parish organizations, and families who live in “squatter” villages. Participants also analyze and discuss policy issues. The immersion is in partnership with Annunciation House.

THEO 33967. Social Concerns Seminar: Migrant Experiences
(1-0-1)
This seminar offers a unique immersion into the lives of migrant farm workers in Florida during the spring harvest. Students pick tomatoes in the fields (donating their wages), live with migrant families, assist church and social agencies that serve migrants, and meet with community leaders, never again to take food for granted.

THEO 33968. Social Concerns Seminar: L’Arche Communities
(1-0-1)
This seminar centers around travel to a L’Arche community (e.g., Toronto, Canada) to share community life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen, and other spiritual writings to augment this participatory learning experience.

THEO 33969. Social Concerns Seminar: Hispanic Ministry
(1-0-1)
This seminar gives participants the opportunity to experience the Church’s option for the poor through an immersion into the spirituality, culture, and economy of the rural, Southern California valley community of Coachella. Students work with the members of the Congregation of Holy Cross who are in ministry there.

THEO 33970. Social Concerns Seminar: International Issues
(1-0-1)
This seminar serves as the required orientation course for all THEO 33938: International Service-Learning Program participants. It will provide students with an introduction to international issues in developing countries through the lens of Catholic social tradition, guidance in independent country/area study, preparation and tools for cross-cultural service, opportunities for theological reflection, logistical information necessary for international programs and travel, and general support within the context of a community of colleagues. Other students doing summer internships in developing countries may take the seminar with permission from the instructor.

THEO 33971. Social Concerns Seminar: Civil Rights and Social Change
(1-0-1)
The purpose of this seminar is to study key events and leaders that sparked the broad-based movement to secure civil rights in the United States. Students will visit communities (Atlanta, Birmingham) and religious institutions that shaped the ideology and development of movement in the late 1950s and early 1960s. Participants will also be asked to explore the current state of leadership in the civil rights community, assessing its relevance and potential for continued influence on issues of race and discrimination into the new century.

THEO 33972. Social Concerns Seminar: Children and Poverty
(3-0-3)
This seminar focuses on concerns that affect the youth of our nation, especially poverty and violence, and examines efforts to foster positive youth development. Immersion in New York City. Participants read Catholic social teaching focused on youth/family issues.

THEO 43001. Proseminar
(1-0-1)
This one-credit course will introduce the field of theology, emphasizing its nature and task, its relation to faith and experience, and its various methods of inquiry. Class sessions will have discussion format to promote close interaction among all the participants. The seminar will feature different members of the faculty who will discuss the goals and methods of their respective disciplinary areas. During the course students will gain the necessary background to begin planning their own programs in theology. Required for all majors and supplementary majors, and open to minor, pre-seminarians, and any other interested students. Spring only.

THEO 46001. Directed Readings
(V-0-V)
Prerequisite(s): Senior standing, dean’s list average, written consent of instructor.

THEO 47001. Honors Colloquium
(0-0-1)
Each student will make two presentations to the honors colloquium. At the first, the student will present argumentative summaries of a book or set of articles that the student has read in preparation for the thesis project, and will discuss the developing shape of his or her project. At a second presentation to the colloquium, each student will present an outline of the thesis.

THEO 48001. Undergraduate Research
(V-0-V)
Varies with instructor. Variable credit.

THEO 48002. Thesis Research
(V-0-V)
Under the direction of a faculty member, students define a topic, undertake independent research, and write a thesis. This course is largely for the joint THEO-PHIL major who chooses to write the senior thesis in theology. It may be used in other special circumstances.

THEO 48005. Honors Research
(1-0-1)
Students who are accepted to the theology honors program research their topics during fall semester under the direction of a faculty advisor.

THEO 48006. Honors Colloquium
(1-0-1)
Students who are accepted to the theology honors program meet as a group in colloquium during fall semester, led by a faculty member.

THEO 48007. Honors Thesis Writing
(3-0-3)
Students who are accepted to the theology honors program write their thesis during spring semester under the direction of a faculty advisor.

THEO 48014. Medieval Latin Survey
(3-0-3)
This survey of Medieval Latin texts emphasizes literary texts, but some attention will be given to more technical writing as well.

THEO 48015. Prolegomena to the New Testament
(3-0-3) Ulrich
This course will offer students an introductory-level survey of the books of the Hebrew Bible, with emphasis placed on the holistic (i.e., theological, literary, and social-scientific) study of the history, literature, and religion of ancient Israel. The implications of selected texts in Christian and Jewish theological discourse will also be explored. Required course components include the major divisions of the Hebrew Bible (Pentateuch, Prophets, and Writings), and writing spans the following research-related genres (case studies, article reviews, journal, and critical notes). Fall only.

THEO 48031. New Testament
(3-0-3) Neyrey
A critical introduction to the Christian scriptures for Western readers. In addition to important historical and literary aspects of the New Testament, this course aims to interpret those scriptures in the light of the cultural world of Jesus. This means that readers will be learning the essential and relevant cultural models for reading Jesus, Paul, Timothy, etc., in their own culture: basic values (honor and shame), institutions (kinship), modal personality (group-oriented) and the like. Spring only.

THEO 48010. Prophets
(3-0-3) Najman
This course will examine different concepts of prophecy in the Hebrew Bible and in later Second
Temple traditions. How did prophets, priests, and scribes claim divine inspiration? How did they connect revelation and heavenly journey to textual authority and the production of Scripture? Throughout the course we will focus mainly upon biblical texts, but we will also look at claims to prophetic authority made in non-biblical wisdom, apocalyptic and liturgical texts. No prior knowledge of biblical prophecy, biblical studies, or ancient languages is required.

THEO 40103. Prophets
(3-0-3)
What were the theologically significant effects of the destruction of the Temple in 586 BCE and in 70 CE? Traditionally, scholarship has responded by claiming that the divine revelation eventually withdrew from the Jewish tradition and that prophecy ceased. More nuanced accounts speak of a transformation from prophecy into scribalism, in which divine revelation conveyed by the prophet is replaced by an inherited and inspired text, which is read by an authorized interpreter. While revelation and inspiration persisted, there was a gradual but significant transformation in the role of the divine and of the interpretation of destruction and exile. This course studies how suffering, destruction, and exile come to be recast as part of the salvation history of Judaism. We will study texts from ancient Judaism (Hebrew Bible, Dead Sea Scrolls, Pseudepigrapha, Apocrypha, Rabbinic Midrash).

THEO 40104. The Quest for the Historical Jesus
(3-0-3) Meier
The purpose of this course (a lecture course supplemented by readings and discussion) is to introduce the student to the major historical and exegetical problems involved in the quest for the historical Jesus, especially as pursued today in the so-called Third Quest. The course will move from initial definitions and concepts, through questions of sources and criteria, to consideration of major sayings and deeds of Jesus that may reasonably be considered historical. As time allows, major areas to be treated will include Jesus’ relation to John the Baptist. Jesus’ proclamation of the kingdom as future yet present, his transformation in the role of the divine and of the interpretation of destruction and exile. This course studies how suffering, destruction, and exile come to be recast as part of the salvation history of Judaism. We will study texts from ancient Judaism (Hebrew Bible, Dead Sea Scrolls, Pseudepigrapha, Apocrypha, Rabbinic Midrash).

THEO 40105. Women and Christian Origins
(3-0-3) D’Angelo
The course is a survey of the New Testament and other literature from its context from a feminist perspective. It will delineate patterns of gender in the theology and structure of these works, attempt to retrieve the participation of women in the movements behind them, and consider the impact of the texts and their contexts in gender relations, sexual politics and arrangements of race and class in the 21st century. Participation, three short or one short and one longer paper.

THEO 40106. Memory and Prophecy
(3-0-3) Gutiérrez
In the last decades, significant theological trends have emerged both from poor countries and from marginalized groups within wealthy countries. Why have they emerged from different Christian churches of our time? This course will explore this question taking the case of Latin American theology. In particular, it will consider the implications of the “preferential option for the poor” for the areas of theological reflection, pastoral work, and spirituality. Special attention will be paid to the biblical foundations of that option as summed up in two crucial concepts: memory and prophecy. The 16th-century Dominican, Bartolomé de Las Casas, said, “Of the least and most of forgotten people, God has a very fresh and vivid memory.” The Bible invites us to make God’s memory our own, and one component of that memory is the remembrance of the “least ones.” The announcement of the Gospel is linked to the advice received by Paul to “remember the poor” (Gal. 2:10). Theologically, poverty is the negation of creation. Poverty means death. Thus, the option for the poor also manifests in the prophetic opposition to that which means death for the poor. The course will examine what memory and prophecy signify for living a Christian life and doing theology in light of some of the major challenges to Christian faith today.

THEO 40107. Introduction to Rabbinic Literature
(3-0-3) Hirshman
The course will serve as an introduction to the critical study of Mishna, Tosefta, Midrash, and Talmud and will focus on the place of study within the various Rabbinic approaches. Some comparison will be made with Christian and Greco-Roman thinking on the subject.

THEO 40201. The Christian Theological Tradition I
(3-0-3) Cunningham
A survey of Christian theology from the end of the New Testament period to the eve of Reformation. Through the close reading of primary texts, the course focuses on Christology of such influential thinkers such as Origen, Athanasius, Augustine, Anselm, and Aquinas. How do these thinkers understand the person and work of Jesus Christ? What are the Christological problems that they tried to resolve? How do the different Christologies of these thinkers reflect their differing conceptions of the purpose and method of “theology”? Some attention will also be given to non-theological representations of Christ. How does the art of the early and medieval periods manifest changes in the understanding of the significance of Jesus. This course is obligatory for all first and supplementary majors but is open to others who have completed the University requirements of theology and who wish to gain a greater fluency in the history of Christian thought. Fall only.

THEO 40202. The Christian Theological Tradition II
(3-0-3) Zachman
The course will examine the development of the Christian tradition from the time of the Reformation to the present, with special attention to the confessional division of the western Christian tradition during the Reformation, and the responses that post-Reformation Christian traditions make to the secularization of Western culture. The objective of this course is to develop an ecumenical understanding of contemporary Christian traditions. Class time each week will consist of two lectures and one student-led discussion. Evaluation will be based on discussion, four short papers, and a final exam. Spring only.

THEO 42202. Christian Tradition II Discussion
(0-0-0)
Discussion group for Christian Traditions II

THEO 40205. Medieval Theology: Introduction
(3-0-3) Prugg
The Middle Ages brought about a broad spectrum of theological thought and literature. Both traditional and innovative medieval theologians eventually made theology a “science.” Though exposing the faith to rational inquiry, medieval theology remained a thoroughly biblical endeavor. The Middle Ages also produced a great number of classics of Christian spirituality.

The course will focus on single theologians as well as on important controversies and theological ideas. Particular emphasis will be given to the leading figures of the 12th and the 13th century, such as Anselm of Canterbury, Peter Abelard, Bernhard of Clairvaux, Hugh of Saint Victor, Albert the Great, Bonaventure, Thomas Aquinas, and Duns Scotus.

THEO 40206. Reformation Theology: Topics
(3-0-3) Zachman
An examination of the development of Christian thought from the Council of Constance in 1415 to the First Vatican Council in 1869–70, with special attention given to the impact of the Reformation and the Enlightenment on the formation of Christian theology.

THEO 40207. Christ, Spirit, and Transformation History
(3-0-3) Zachman
This course will look at the relationships between embracing an authentic Christian spirituality and working to transform society and history. We start from the observation that while “spirituality” is currently very popular in the United States, it is often extremely individualistic and presented as a haven or oasis in which to escape a harsh world. The thesis of this course is that this is an impoverishment or distortion of authentic Christian spirituality. To investigate this we will begin by looking at how spirituality is presented in the Bible, with particular attention to its relationship to conversion and evangelization, as expressed in and through people’s involvement in their particular cultures and histories. Then we look at certain important figures in the development of a
spirituality that is transformative of history, including (among others) Bartolome de las Casas and Henri Nouwen. Finally, we look at recent texts from the magisterium, beginning with texts of Vatican II and proceeding through select papal writings (Rerum In Terris, Evangelii Nuntiandi), and concluding with an analysis of John Paul II’s insistence on the transformation of history as an integral part of a “new evangelization” of culture. Requirements: Two papers and a class presentation

THEO 40208. Monastic Way in the History of Christianity
(3-0-3) Young
Although often hidden from view, even hidden from view in the church, the monastic way is one of the oldest expressions of Christian devotion to God and neighbor, usually pursued alone communally. The purpose of this course is to explore how Christian men and women have lived this life, from earliest Christianity to the present. To that end, we will read the writings of monks of eastern and western Christianity, paying close attention to monastic voices from antiquity (such as Anthony, Evagrius, Basil, and Benedict), medieval Christianity (e.g. Alred of Rievaulx, Bernard of Clairvaux, Hildegad of Bingen, as well as Gregory Palamas and Theodore the Studite) up to the present day (Seraphim of Sarov, Thomas Merton, Mother Maria Skobtsova). The primary format of the class will be discussion, aided by the composition of short essays throughout the course.

THEO 40209. Topics in Medieval Theology: Sacraments
(3-0-3) Prugl
An examination of the development of Christian thought from the Council of Constance in 1415 to the First Vatican Council in 1869–70, with special attention given to the impact of the Reformation and the Enlightenment on the formation of Christian theology.

THEO 40210. Topics in Historical Theology: Medieval Spirituality
(3-0-3) Cunningham
This course considers selected texts from the history of Christian Spirituality. The cluster of texts changes but some representative topics have included monastic texts, texts from the early Franciscan movement and texts in hagiography.

THEO 40211. St. Anselm’s Philosophy/Theology
(3-0-3)
An examination of the major philosophical and theological writings of St. Anselm. His Monologion, Proslogion, and Cur Deus Homo will be of central concern, but several lesser-known texts will also be read. Topics discussed in these writings include arguments for the existence of God, the divine nature, the Trinity, the Incarnation, freedom (and its compatibility with divine foreknowledge), and truth.

THEO 40212. Theology and Popular Piety in US Catholicism
(3-0-3) Matovina
This course explores the theological insights inherent in the religious practices and spiritual traditions of African-American, Latino/a, and European-American Catholics. Particular emphasis is given to popular piety as a source for theology and the ways theologians and pastoral ministers can critically engage popular religious traditions.

THEO 40213. Culture, Religion, and Evangelization
(3-0-3)
This course will examine the theological basis of enculturation, its historical development, ecclenical documentation, and the implications for eclesiology, liturgy, catechesis, and the theological elaboration. The course will include lectures, videos, class discussion, and practical exercises.

THEO 40215. Miracles
(3-0-3) Cavadini
What is a miracle? Can miracles happen? What is their significance? The course will approach these questions using a variety of paradigms, including philosophical, theological, and sociological. We will consider a variety of texts and issues, including the Bible, classical exegeses of biblical miracle stories (in Origen, Augustine, and Gregory the Great) as well as their counterparts in modern scholarship, philosophical debates about the status of the miraculous, and recent studies of communities where miraculous events are alleged to have occurred. We will also consider the canonical process for the investigation of alleged miracles, as well as literary treatments of the theme. We will ask, finally, What is the religious significance of wonder?

THEO 40217. The Christian-Jewish Encounter: From Disputation to Dialogue
(3-0-3) Signer
In the closing days of the II Vatican Council Nostra Aetate (Declaration on Non-Christian Religions) reversed a negative attitude of the Catholic Church toward Judaism and the Jewish people. This remarkable change promoted "dialogue" with Jews, and positive changes in the ways in which Judaism was presented in Liturgy and Catechesis. Reactions from the Jewish communities were diverse: from rejection to welcoming. This course will explore a number of issues which emerge from the history of Christian thought and theology: How did a negative image of Judaism develop within Christianity? In what ways did these unfavorable teachings contribute toward violence against the Jew? What is the relationship between Christian anti-Jewish teachings and Anti-Semitism? Is there any correspondence to Christian hostility within Judaism? In what ways have Jewish authors reacted to Christian tradition? We shall also want to construct a more positive theology for the future. How can Jews and Christians develop religious responses to modernity? In what senses can a study of Judaism by Christians, or Christianity by Jews, help either community to understand itself better? How can Christians and Jews develop a theology of "the other" that is not triumphalistic, but empathic?

THEO 40218. Jewish Spirituality
(3-0-3) Wolkson
This course will explore several central themes that have informed the texture of Jewish spirituality through the ages. Topics will include: liturgy and iconic visualization of God; sacred space and time on ritual performance; letter meditation and the magical imagination; contemplation and mystic union; textual study and inspired exegesis; divine suffering and messianic redemption. Material will be selected from biblical, apocalyptic, rabbinic, and kabbalistic sources.

THEO 40219. Topics in Early Christianity: Mary in the Christian Tradition
(3-0-3) Daly
The good news of Christianity is first of all about Jesus, the risen Lord, and so about us, as his brothers and sisters—about our future, our world, the church we constitute. Still, Christian preaching and art have repeatedly singled out Mary, the mother of Jesus, as an object for contemplation and loving, personal attachment, and Christian theology has repeatedly focused on her as a symbol for speculation and a subject of debate. So Mariology, although in itself a secondary area in Christian thought, is central to any study Christian religion through the centuries, as well as a rich testing-ground for the implications of Christian belief concerning the person of Christ, the nature and future of the church, the reality of sin and redemption, and the importance of male and female images in our experience of and response to God's love. This course will survey the most important moments in the development of the church's understanding of and feeling for Mary's role in the mystery of our salvation, beginning with the New Testament and ending with our own time.

THEO 40220. Theology and History of Christian Missionaries
(3-0-3) Kollman
This course will study the missionary activity of the church. After a brief look at mission and evangelization in the New Testament and the early church, we will then explore several important moments of missionary contact in the Americas, Africa, and Asia in the modern (post-Columbian) period. The course will conclude with a look at contemporary missionary practice and theory.

THEO 40221. Martyrs and Monastic Lives
(3-0-3) Layerle
Early and medieval Christian communities were largely defined by their views not only of God or the personhood of Jesus, but also of the body; under fierce debate were questions of what, when, or even whether, to eat, drink, or engage in sexual activity. By reading intriguing texts stemming from the experience of martyrdom and monasticism, this course will illustrate how often explicitly theological concerns (for instance, an understanding of the incarnation) have their roots in just such pressing social concerns. Christians were further urged to ponder
the relationship of the body to theology, by the experience of sporadic persecution launched against them initially by pagans, but after Constantine, increasingly by other groups of Christians. This course will examine a selection of intriguing texts stemming from the experience of martyrdom and monasticism. We will begin with the earliest portrait of Christians left to us, namely that found in the New Testament, and will end with the Reformation period, which not only saw a reassessment of the goals and goodness of the monastic life but also a resurgence of persecution. Two further and related concerns will also shape this course, namely, the uncovering of the contours of "ordinary" Christian life in these periods, and a growing appreciation of how Christian women, whose stories have often been eclipsed in surveys devoted to intellectual or doctrinal history, have shaped Christian tradition through their ascetic practices, and have been in turn shaped by them. Our perspective will be that of social historians.

Along with Thomas Aquinas and Albertus Magnus, St. Bonaventure is considered one of the leading and most influential theologians of the high Scholastic period. Although he had to abandon his promising career as a university teacher in order to lead the fledgling Franciscan Order as its minister general, Bonaventure continued his theological work until the end of his life. Critical of the growing influence of Aristotelian thought within theology, he deliberately chose the tradition of St. Augustine, Pseudo-Denis, and Hugh of St. Victor as the basis for his theology. The recent emphasis on his spiritual writings notwithstanding, Bonaventure developed a highly speculative and consistent theology, which spans the whole horizon of scholastic theology. Providing an introduction to Bonaventure's life and writings, the course will focus on central aspects of his theology such as the Trinity, creation, Christology, anthropology, and theological epistemology.

THEO 40223. Church and Society in El Salvador: Transforming Reality (3-0-3) Ashley
The premise of this course is that the Central American nation of El Salvador provides a unique opportunity for understanding how one local church tried to heed the call of the Second Vatican Council to read the signs of the times and interpret them in the light of the Gospel (Gaudium Et Spes No. 4). Consequently, besides theological reflection, this seminar will make use of a number of disciplines in order to "read" the reality of the country. It will begin with a general introduction to social, economic, political, and ecclesial challenges within El Salvador. In consultation with the course instructors, students will pick a specific theme or issue around which to develop a research project. They will work on this project using resources at Notre Dame and then with resource persons in El Salvador itself during a trip to that country over spring break. In the final weeks of the course we will further reflect on our experiences and complete the research projects. Students will present their final projects within the course and in other venues. This course is by instructor's permission only. Interested students should pick up a learning agreement either in the Theology Department office or at the Center for Social Concerns.

THEO 40224. Simone Weil: Justice, Grace, and Creativity (3-0-3) Martin
Twentieth-philosopher and educator, militant activist, and mystic, Simone Weil dedicated her life to analyzing and actively combating the malaise that she sensed in modern technological society. Her work in support of equal justice for all human beings and her compassion for the suffering of the poor and oppressed were a prelude to a series of mystical experiences that led her to a deeper appreciation of the role of grace in the transformation of the temporal order. This course will give equal attention to Weil's distinctive contribution to theology, aesthetic theory, and social practice. Working within a study group and seminar format, student participants will be asked to examine texts from which Simone Weil drew inspiration, as well as authors who were influenced by her writing. Required research and reflection papers will be tailored to meet individual student needs according to one's area of specialization, i.e., theology, French studies, or gender studies.

THEO 40225. Post-Holocaust Literature and Theology (3-0-3) Signer
Between 1933 and 1945, the actions of the Nazi government transformed the map of the world politically, aesthetically, and theologically. The ability of the Nazis to gather the cooperation of German citizens and the citizens of other occupied countries to implement their policies against the Jews has raised questions about the claims that European civilization is based on Christianity. How could barbarism flourish in Germany, the land of poets and thinkers? Both Christians and Jews, for common and different reasons, look upon the Holocaust as an abyss, a dark night of the soul. During this semester we shall attempt to move from horrified silence to insight into the possible frameworks for constructing theology "after the abyss." We shall also read literary works that attempt to describe the indescribable. Both literature and theology written after the Holocaust present the paradox of how to comprehend the incomprehensible. No single theologian or faith community has the answer to the problems raised by the Holocaust. No author writing in German, English, Yiddish, French, or Hebrew can describe the horrors and fully transmit the fullness of the atrocity. However, we shall attempt to read, evaluate, and for some of us-appropriate what theologians, poets, and storytellers have written.

THEO 40226. Christianity in Africa (3-0-3) Kollman
This course will explore the history of Christianity in Africa, beginning with the early church but with heightened attention to the more recent growth of Christianity on the continent. Particular topics to be addressed include: the dynamics of missionary activity before, during, and after the colonial period; the rise of African Independent Churches; the interaction between Christianity and Islam in the past and present; and contemporary issues surrounding Christianity and the African nation-state. We will also investigate theological questions surrounding the relationship between Christianity and culture. In addition to a final exam, students will have the option of one longer research paper or several shorter papers.

THEO 40229. Theology of Edith Stein (3-0-3)
Canonicalized by John Paul II on October 11, 1998, Edith Stein (1891–1942) is one of the most controversial saints of the Roman Catholic tradition, living as she did at the center of one of the 20th-century's most important philosophical movements—phenomenology—and dying in the midst of its most horrific tragedies—the Holocaust. Last born in a large Jewish family, Stein went on—despite adversity and intellectual restlessness—to study psychology at Breslau and then philosophy with Edmund Husserl at Göttingen and Freiburg, eventually writing a brilliant dissertation on the problem of empathy. Having read the autobiography of Teresa of Avila in one night in 1921, she converted to Catholicism and joined the Carmelite order. Until her martyrdom by the Nazis, Stein lived as a Carmelite nun, writing on spiritual topics and trying to square Husserlian and Thomistic philosophies. It is the purpose of this course to put Edith Stein into dialogue with two other extraordinary Jewish intellectuals of the World War II period—Simone Weil (1901–43) and Hannah Arendt (1906–75)—in order to compare and study common points of biography as well as their literary and non-literary writings, their original theological/philosophical insights, their political entanglements, and struggles with their Jewish identities. Of special value to this dialogue will be Stein's conceptualization of empathy as a tool of interpretation. While the Purdue course is designed to encourage a broader comparison and contrast of Stein, Weil, and Arendt, the University of Notre Dame component has a slightly more narrow inflection. Students enrolled in the University of Notre Dame component of this seminar are expected to focus on the philosophy, theology, and spirituality of Edith Stein.

THEO 40230. American Religious Imagination (3-0-3)
Prerequisite(s): or (THEO 20807 or THEO 231)
How has Christianity been refigured in America? This course begins by looking at powerful interpretations of the faith by Ralph Waldo Emerson and William James. We then turn our attention to a range of narratives that deal with Christian themes, as treated by Catholics and Protestants, by men and women, Christian gothic writing and satire of preachers, as well as quest narratives and attempts to determine an authentic American sense of the sacred, will be considered. Authors to be studied include Charles Brockden Brown, Willa Cather, Sinclair Lewis, Cormac McCarthy, Flannery O'Connor, and Walker Percy. We will also consider Harold Bloom on The American Religion.
THEO 40232. Latino Films: Culture, God, Redemption
(3-0-3) Elizondo, Matovina
The course will view great films from Latin America and Latino USA and discern what culture is portrayed, the presence or absence of God within the film and how is redemption expressed in the film. Since some of the films will not have sub-titles, a working knowledge of spoken Spanish will be helpful but is not a requirement.

THEO 40237. Heaven, Hell, and Purgatory
(3-0-3) Young
If there is a life after death for human beings, what is it like? How does a person get there? Reach one of the eternal destinations envisioned as punishment for sins or reward for good deeds? Are they states of being, or actual places? If the latter, what do they look like, and who are the inhabitants? Early Judaism and the two millennia of Christian tradition have developed a variety of sources to elaborate an answer to these questions. This course will consider how the tradition has proposed answers, and will look at various ways in which the answer has been elaborated.

THEO 40401. Christian Initiation and Eucharist
(3-0-3) Johnson
The Rites of Christian Initiation (baptism, confirmation, and first eucharist) and the eucharistic liturgy as the primary sacramental celebrations of and in the Church: their biblical and anthropological foundations, historical and theological evolution, and contemporary forms and celebration in a variety of churches. Requirements will include short papers and exams.

THEO 40402. Feasts and Seasons
(3-0-3) Johnson
The Church measures time and lives not by the civic calendar but according to its own cycle of feasts and seasons. This course will explore the origins, evolution, and theological meaning of the central feasts and seasons of what is called the liturgical or Church year: the original Christian feast of Sunday; Advent, Christmas, and Epiphany; Lent, Easter, and Pentecost; and with some attention to the feasts of the saints. What do we celebrate on such occasions and how might we celebrate these feasts and seasons “fully,” “consciously,” and “actively”? Of special interest to those who work with the liturgical year in a variety of ways and for all who seek to understand the way in which the Church expresses itself theologically by means of a particular calendar, as well as for theology majors and interested graduate students in theology.

THEO 40403. The Catholic Sacraments
(3-0-3) Fagerberg
Lumen Gentium says that in the Church, “the life of Christ is poured into the believers who, through the sacraments, are united in a hidden and real way to Christ who suffered and was glorified.” (7). This course will look at the seven sacraments of the Catholic Church as the means whereby Christians are mysteriously united to the life of Christ. Although we will use a historical framework to organize our material, the main focus of attention will be on the theological dimensions of each sacrament. This will give us the opportunity both to examine particular questions that conditioned the development of current sacramental theology, and the content of each rite as it exists today. Some attention will be paid to the nature of sacramental symbol in general, but the course’s primary focus is on the sacraments as liturgical rites by which Christian life is celebrated.

THEO 40404. Liturgical Theology in the Roman Mass
(3-0-3) Fagerberg
The principle of lex orandi statuax lex credendi means that the law of worship establishes the law of belief. This course will accordingly work from practice to doctrine: in order to do what we do at liturgy, what must we believe theologically? The Church’s liturgical reality is unpacked by its teachings, so the course will consider traditional Catholic doctrines (Trinity, Christology, ecclesiology, anthropology, eschatology, sin, salvation) as they break surface in the Mass.

THEO 40405. Mary and the Saints in Liturgy, Doctrines, and Life
(3-0-3) Johnson
This course explores the evolution and theology of Mary and the saints in their liturgical and doctrinal expressions in an attempt to discern, evaluate, and articulate their proper place within Christian liturgy, doctrine, and life today in relationship to the central mediatorial role of Christ. Issues of popular piety, “models of holiness,” and ecumenical division, dialogue, convergence, feminist critique, and liturgical renewal will also be examined. Requirements include several short papers/seminar-style presentations, and a research paper.

THEO 40602. Foundations of Moral Theology
(3-0-3)
As John Maloney noted in his *The Making of Moral Theology* the term "moral theology" (theologia moralis) refers to a distinctive science thematically separate from all of the other branches of theology but of relatively recent vintage. It has only been in use since the Thomist renaissance at the end of the 16th century, in the wake of the Council of Trent. Even so, the systematic consideration of Christian morality or ethics is both much older than this and has a wider scope than this recent Roman Catholic inflection. It is the purpose of this course to investigate the development of Roman Catholic moral theology against its wider historical horizon. This course is an introduction to the study of the basic elements of Roman Catholic moral experience and understanding as well as the criteria of Christian moral judgment and action, including the data of moral knowledge, theories of the ultimate end of human nature, ontic and epistemic aspects of sin, moral agency, the conscience, theories and methods for moral decision making, and the three dominant forms that moral theological thinking has taken in the history of the Roman Catholic Church (aretalogical, deontological, and consequentialist). This study will be accomplished historically, through a series of readings from major Roman Catholic moral theologians/ethicists (and their influences) including pre-Christian philosophical sources, ancient medieval, modern, and contemporary approaches to Christian moral theology/ethics and their philosophical influences. The culmination of this study will be a close reading of John Paul II’s *Veritatis Splendor* with the previous readings as its backdrop.

THEO 40603. Theology of Medicine
(3-0-3) Ryan
An examination of moral problems in medicine in the context of key theological themes, e.g., creation, providence, the nature of Christian personhood, suffering and redemption, freedom and grace. Various normative problems will be explored, e.g., physician-assisted suicide, artificial reproduction, and access to health care.

THEO 40604. Christian Ethics and Contemporary Culture: God and Morality
(3-0-3) McKenny
This course examines major themes in recent Christian ethics in light of the broad moral context of
THEO 40606. Social Ethics (3-0-3) Baxter

The aim of this course is to help the student develop the analytic tools to think through problems in contemporary social ethics. We will do this by focusing on three issue areas: war and peace in the post-Cold War era, economic justice after the collapse of communism, and abortion in the Clinton era. In each case we will look at both Roman Catholic documents and the wider debates.

THEO 40607. Catholic Social Teaching (3-0-3) Whitmore

Prerequisite(s): See online Course Catalog for details. This course will have three components: (1) The close reading of classic texts of the Catholic social tradition, particularly but not exclusively the papal and conciliar documents from Pope Leo XIII’s Rerum Novarum to John Paul II’s Centesimus Annus. Other texts will include source documents (e.g., writings by Thomas Aquinas and Augustine) and contemporary appropriations (e.g., writings by liberation theologians and neo-conservatives). Requirement: Short papers of critical analysis and responses, intensive class participation; (2) Immersion in professional context. Each student will find a placement in a location similar to that of this student’s anticipated profession. The student is to observe, interview, and to the extent possible participate in the life of the setting. For instance, the students can observe a law or architectural firm or a medical practice. The director and the executive committee will develop a list of placements or the student may seek one on her own, which must then be approved by the director. Requirement: keep an ongoing journal as a “pastoral ethnography” of the setting (an interpretation of the practice in the setting in light of the Catholic social tradition); (3) Final project: each student is to articulate or construct a setting in his or her anticipated profession in light of the Catholic social tradition (e.g., imagine and construct what a law firm/health clinic/ad agency would look like if it practiced in light of the Catholic social tradition). The pedagogical goals and means of this course require that it be a seminar (no more than 15 students).

THEO 40608. Introduction to Christian Ethics (3-0-3) Odozor

Faith in Jesus Christ as Lord and savior has practical implications for the way believers construe the world, organize their lives and engage with the world. In this course, students will be introduced to the basic elements in Christian moral thinking and decision making. We will look at nature of ethics in general and of Christian ethics in particular. We will cover questions related to the specificity of Christian ethics, Jesus and moral thinking, the human (Christian) person as moral agent, and the different methods employed in making ethical decisions. This course is therefore a foundational course which is meant to prepare students for further studies in moral theology and ethics or for life as responsible Christian men and women who are reasonably well equipped to face up to the implications of their faith for life in the world.

THEO 40609. Love and Sex in the Christian Tradition (3-0-3) Porter

Christian reflections on sexuality comprise one of the richest yet most controversial aspects of the Christian moral tradition. In this course, we will examine Christian sexual ethics from a variety of perspectives through a study of historical and contemporary writings. Topics to be considered include Christian perspectives on marriage and family, the ethics of sex within and outside of marriage, contraception, divorce and remarriage, and homosexuality. Course requirements will include four or five short papers and a final examination.

THEO 40611. Christian Attitudes toward War, Peace, Revolution (3-0-3) Baxter

This course is a survey of Christian understandings of war, peace, and revolution from the time of Christ and the early church to the present. Emphasis will be placed on the way in which theological convictions in the areas of Christology, pneumatology, eschatology, ecclesiology, and so on, have shaped Christian teaching on the nature of peace and the permissibility of using violence. Cases will be used to examine certain aspects of just-war theory, with the purpose of addressing the question: is just war theory applicable to warfare in the era of the modern nation state? Other issues will be taken up as well, including the military chaplaincy, ROTC in Catholic colleges and universities, the role of Christian churches in mobilizing for war, and the use of violence in revolution.

THEO 40612. Catholic Radicalism (3-0-3) Baxter

This course traces the emergence and development of Catholic Radicalism in the United States from the early 20th century to the present. Special attention will be placed on the Catholic Worker Movement. Readings will include texts by and about Dorothy Day, Peter Maurin, Virgil Michel, Paul Hanly Fursey, Gordon Zahn, Thomas Merton, and Daniel Berrigan, as well as some recent theologians. Issues to be taken up in the course include the relation between theology and social theory, nature and the supernatural, the nature of the modern state, capitalism and socialism, and the challenges facing Catholic Radicalism in the beginning of the 21st century.

THEO 40801. Archaeological Foundations of Christianity and Judaism in Antiquity (3-0-3) Burgh

This course surveys ancient Israel/Palestine (the Holy Land) during the biblical period. The class will challenge students to think critically and creatively about the makeup/construction of previous cultures, their life-ways, and how the components of the culture connect and relate to one another. In order to do this, the student will engage and incorporate theory and method from several fields (e.g., archaeology, theology, anthropology, philology, textual studies, history, art, and others). This course encourages the student to use as many available tools as possible to investigate and understand the past and its impact on the present. The class will expose students to the material remains through slides and some physical artifacts that will assist them in better comprehending the theological foundations of Judaism and Christianity.

THEO 48801. Research in Biocultural Anthropology (6-0-6)

The Jerusalem field school will engage students in an experiential learning environment that immerses them in anthropological method and theory. Using the large Byzantine St. Stephen’s skeletal collection as the cornerstone, historical and archaeological information will be synthesized in a bio-cultural reconstruction of ancient monastic life. Students will conduct original research, share in a field trip program visiting numerous Byzantine sites and area research institutions, and will participate in a lecture program delivered by top scholars in the fields of biological anthropology, classics, and Near Eastern studies.

THEO 48803. Thomas Aquinas: Theologian (3-0-3) Prugl

The writings and thought of Thomas Aquinas influenced the subsequent course of Catholic theology perhaps more than any other single theologian in the church history. By exploring his career as a Dominican master through a variety of his writings, this course will provide students with a basic introduction to Aquinas theology. To that end, the course will pay particular attention to his masterpiece the Summa Theologica as well as other shorter works in order to highlight the major loci of his theology (e.g., God, Trinity, creation, sin, grace, virtues, Christ, and the sacraments). Students will be required to write four papers on assigned readings and prepare short class presentations.

THEO 48804. Christian Autobiography (3-0-3) Dunne

This course examines three major yet very different attempts at Christian autobiography: St. Augustine’s Confessions, St. Teresa of Avila’s Life, and John Henry Newman’s Apologia Pro Vita Sua. Throughout, we will attend to three demands: a close reading of the texts themselves, including their narrative and rhetorical structures; a sense of how the self is imagined by the three writers; and an awareness of the authors’ religious contexts.

THEO 48805. Christian Anthropology (3-0-3) Hilkredt

This course will explore theological perspectives on how Christians understand human life in light of the life, death, and resurrection of Jesus. Part One will focus on Karl Rahner’s theology of the incarnation as the key to understanding the mystery of being
human in an evolutionary world. Questions to be considered include: How is human life related to the rest of creation? What does it mean to be a human person? In what sense can human life be called a sacrament? Do we have a vocation and destiny? What is the impact of the sin of the world on human freedom? What does it mean to be called to communion with God and with all of creation? Part Two will turn to the reality of suffering in its personal, interpersonal, social, and global dimensions. In a world of increasing violence, suffering, and ecological devastation, how are Christians called to re-imagine the symbols of creation in the image of God, original sin, grace, and hope for the future? Based on careful reading of required texts, students will develop a series of thesis statements that respond to the reading as well as articulate their own developing theological anthropology. The final paper, based on those thesis statements, will be a constructive paper in which the student articulates her or his theology of the human person or of some dimension of human life (e.g., theology of work, play, suffering, sexuality, death). Midterm and final examinations will be based on the required readings.

THEO 40807. Christian Spirituality
(3-0-3) Cunningham
This course will first set out some general principles of Christian spirituality using materials from Cunningham and Egan's *Christian Spirituality: Themes from the Tradition*. We will then consider some selected "classics" from the tradition including the writings of John Cassian, Gregory of Nyssa, Bernard of Clairvaux, Julian of Norwich, Teresa of Avila, Thomas Merton, and Gustavo Gutierrez. Class participation, the timely submission of some short reflection papers, an occasional test, and a final research paper are required.

THEO 40808. Modern Catholic Theologian
(3-0-3) O'Regan
The course focuses on three of the major contributions made by John Henry Newman to modern religious thought. (1) Newman's contribution to religious epistemology, especially the question whether it is rational or irrational to believe. *A Grammar of Assent* is our central text, although a number of Newman's much later Oxford sermons will also come in for discussion. (2) Newman's contribution to our understanding of the genesis, nature, and function of doctrine. Our main text here is the famous *Essay On Development* that, arguably, is the single-most important text on tradition written in the 19th century. (3) Newman's view of Christ. Unlike his treatment of religious epistemology and his view of the development of doctrine, Newman does not have a single authoritative treatment of Christ. His reflections are scattered throughout, especially in the voluminous sermons and in his historical works. We will read samples of both to discern the main drift of Newman's concerns and his conclusions. As an introduction to Newman, his intellectual development and his period, as well as a classic in its own right the course opens with Newman's celebrated Required

THEO 40809. Theology after Darwin
(3-0-3) Ashley
Daniel Dennett, a philosopher at Tufts University, has argued that the modern theory of evolution has not only made it intellectually possible and satisfying to be an atheist, but mandatory. What is the history of this anti-theistic use of Darwin, and how have Christian theologians responded? This course offers an advanced survey of attempts by Christian theologians (both Protestant and Catholic) to come to grips with the challenges raised by the Darwinian revolution. We will begin with an overview of the role of the so-called argument from design in 18th- and 19th-century Christian theology. Then we will consider two paradigmatic late 19th-century reactions to Darwin: that of Charles Hodge *What is Darwinism?* and of John Zahm, CSC *Evolution and Dogma*. From there we will study the largely negative mood of the early 20th century, with particular attention to the rise of creationism. We will conclude by looking at three influential contemporary responses to Darwin: the modified creationist attack on Darwinism represented by the so-called "intelligent design" argument; the use of Darwin to attack the coherence of Christian faith by figures such as Daniel Dennett and Richard Dawkins; and the argument by John Haught and Denis Edwards (building on Teilhard de Chardin) that the Darwinian revolution can in fact support and enrich Christian faith and theology. This course will build on the study of Darwin done in STV 43169: the Darwinian Revolution. Students who have not had this course are welcome to take "Theology After Darwin," as long as they agree to do a modest amount of reading from *The Cambridge Companion to Darwin* (three or four chapters) prior to the beginning of the course in August.

THEO 40810. Feminist and Multicultural Theologies
(3-0-3) Hilkert
An exploration of how the voices of women have helped to reshape theological discourse and to bring to light new dimensions of the living Christian tradition. Like other liberation theologies, feminist theologians take the experience of suffering and missing voices in the tradition as the starting points for theological reflection on the mystery of God and all of reality in relation to God. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third World theologians, this class will focus on the following questions and areas of theology: the theological task and vocation, the significance of gender and social location in the fields of theological anthropology and Christology, theologies of the cross in the face of contemporary suffering, the mystery of God, and implications of women's spirituality in our day. Students will have the opportunity to join an optional reading group that will focus on classic texts in the development of feminist theologies.

THEO 40811. Religion and Autobiography
(3-0-3) Dunne
A course on the spiritual journey of the individual person, drawing on diaries and autobiographies. The first half is on the story of the life in terms of feeling and imagination and insight and choice, and the second half is on the story of the person in terms of the life project, the boundary situations of life, and conversion of the mind, of heart, and of soul. Readings: St. Augustine, *Confessions*; Martin Buber, *The Way of Men*; Carolina Maria de Jesus, *Child of the Dark*; John Dunne, *Reasons of the Heart* and *Search for God in Time and Memory*; Etty Hillesum, *An Interrupted Life*; C.G. Jung, *Memories, Dreams, Reflections*; Rainer Maria Rilke, *Letters to a Young Poet* and *Reading the Gospel*. Writings: a spiritual diary (not handed in), a term paper, and a midterm take-home and a final take-home exam.

THEO 40812. Theology of Church and Ministry
(3-0-3) O'Meara
This course treats four basic areas of the ecclesiology of the Catholic church today: (1) the foundation of the church by Jesus and some of its basic and original characteristics; (2) the forms history has assumed from the time of the Twelve Apostles up to today; (3) lay ministry and the ministry of priesthood; (4) authority as a ministry in the church. The calling of disciples and the origins of the church bringcharisms and ministries to the baptized. Lay ministry—in parish and diocese—has expanded considerably over the past 25 years and its variety, identity, and relationship to pastor and bishop are of import. Finally, a pervasive factor of Catholic life is church authority, and this is explored in terms of the bishop of Rome and bishops of theologians and the faithful.

THEO 40813. Death and Rebirth
(3-0-3) Dunne
A course on the spiritual journey through the ages: the figure Gilgamesh (the human quest of eternal life), the figure of Socrates (the sense of a deeper life that lives through death), the figure of Jesus (the I and thou with God in Christianity; how this leads to an understanding of death and resurrection, or Incarnation and Trinity). Dante and the spiritual journey (the Christian sense of a life that lives on both sides of death), Kierkegaard and the eternal self (the Christian encounter with the modern sense of selfhood), and a concluding vision (the experience of the presence of God). Requirements include a midterm and a final exam (take home exams) and a personal essay.

THEO 40814. Christ and Prometheus: Evaluation/Technology
(3-0-3) Dunne
The history of technology in Western culture and has been intertwined in complex ways with religious and theological conceptions. These include understandings of what it means to be created in the image and likeness of God, the value of interchange, work in a passing world marred by sin, and the danger of prideful self-assertion. For many, technology has represented the primordial temptation, "you shall..."
be like gods." For others, technology was a privileged way for human beings to fulfill the mandate to flourish and subdue creation and thus cooperate with God in the work of restoring the broken image and likeness in humanity. This course will examine both the diverse historical connections between the rise of technology in Western Christian societies and Christian religious self-understanding, and divergent modern theologies.

THEO 40815. Psychology of Religion (3-0-3) Pope-Davis
Introduction to the major issues, theories, and research in the psychology of religion through critical analysis of classical and modern literature from Western and Eastern cultures. Topics discussed will help illuminate the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions, and behaviors. A major focus of this course will be in the arena of religious identity development where various developmental theories of religion will be utilized to understand how religious identity unfolds across time.

THEO 40816. Philosophy and Theology of the Body (3-0-3) Reimers
Pope John Paul II’s “theology of the body,” presented in his weekly public audiences over the course of five years, constitutes a thorough effort to develop an integrated understanding of the human being as the “image of God.” John Paul II finds in human sexuality an important key to the fundamental significance of the body as the person’s way of being present in the world and to others. Besides examining the content and structure of John Paul II’s thought, the course will relate these to his intellectual predecessors and to alternative conceptions. The first half of the course will focus on key concepts, such as solitude, gift, communion, shame, and nuptiality, in relation to human sexual being and behavior. The second half will focus on the application of these theological concepts to ethics and vocation (marriage and celibacy), including John Paul’s reflections of the encyclical Humanae Vitae. Requirements: Course requirements include four tests, two 5- to 7-page papers, and a final exam. Students will be expected to participate actively in class discussions. For one of the papers, an appropriate project may be substituted, with the agreement of the instructor.

THEO 40817. Joint Seminar Philosophy/ Theology: Creation and Freedom (3-0-3) Burrell
Modern Western notions of freedom equate freedom with choice and exalt “doing what I wanna do”—something already exposed by Socrates as effective bondage to our endless needs. When freedom turns out to be bondage, and demands exploitation of other humans and of the earth to satisfy its demands, something seems wrong! We shall examine classical and modern sources to highlight the contrast, locating the signal difference in the presence (or absence) of a creator.

THEO 40818. Option for the Poor: Bible/ Spirituality (3-0-3) Elizondo
The sentence “preferential option for the poor” is well known, but it is not always well understood. It expresses the experience and the reflection of many Christian people from Latin America. It was present in the Latin American Bishops’ conferences of the last decades and today it belongs to the universal Ecclesial Magisterium. Pope John Paul II has several times mentioned this perspective in his addresses. This option has numerous consequences in the personal, social and political life of Christians and in the witness of the whole Church. We know how difficult, painful and rich this testimony has been. The purpose of the course is to provide some elements in order to underline the meaning and the scope of the option for the poor. We need to recall that it is, first of all, a way to be Christian, a disciple of Jesus. This is what we call spirituality. From this deep level we can understand that in a second moment it is an inspiration for doing theology. Talk about God comes after the silence of prayer and after the commitment to others. It is a discourse that is rooted into a faith lived in community and thus inserted into a history of the transmission and acceptance of the Christian message. In order to do that this class will explore the biblical foundations of the option for the poor, revisiting several scriptural texts. In addition, we are going to pay attention to the witness of some great Christians like Bartolome de Las Casas (Dominican missionary from the 16th century), Pope John XXIII, and others.

THEO 40819. Islam and Muslim-Christian Dialogue (3-0-3) Malkovsky
This course has a two-fold aim. It not only provides an introduction to the world of Islam but also attempts a comparison and evaluation of Islamic and Christian theological themes from both a systematic and historical perspective. Topics such as the nature of God and the process and content of divine revelation; the person and function of Muhammad and Jesus and exemplars of faith; the role and nature of sacred scripture and tradition; the place and nature of piety and practice in everyday life; the way that each religion sees itself in relation to other faiths; changes that each tradition has undergone in the modern period—these and other topics will be treated with the intention of deeper understanding and appreciation of the other.

THEO 40820. Christianity—Islam, Dialogue and Relations (3-0-3) Reynolds
In this course we will analyze the history of the Muslim-Christian conversation. We will begin with the Qur’an and the earliest Christian writings on Islam and continue with medieval polemical and apologetical works (in English) by Arab and European authors. Turning to the contemporary period we will look, on one hand, at missionary tracts aimed at converting (focusing on material on websites), and, on the other, at efforts to seek mutual understanding through dialogue (including the development of the Church’s teaching on Islam). Finally, we will consider the contribution to this conversation of more recent religious movements including Baha’ism, Ahmadism, and the Nation of Islam—and the impact of September 11 on this conversation.

THEO 40822. Educating in Faith (3-0-3) Poorman
This course is designed to assist current or prospective teachers of religion/theology at the junior high and high school levels in the catechesis of young adults in Catholic schools. The course is open to Theology Department students at the undergraduate and graduate levels (including those enrolled only for the Summer Session), to MEd students serving in the Alliance for Catholic Education, and to Notre Dame undergraduates with minors in education, schooling, and society. Within class sessions designed to be highly dialogical, interactive, and prayerful, participants will explore both theological and practical/pedagogical dimensions of the process of catechesis. Required readings are drawn from The Catechism of the Catholic Church, from publications of the United States Catholic Conference (notably the General Directory for Catechesis, the National Catechetical Directory for Catholics in the United States, and the Guide for Catechists) and from the works of several theologians and educational theorists who have contributed significant responses to the two central questions addressed in this course: “What is catechesis?” and “How do we engage in catechesis in the context of Catholic schools?”. During this course, participants will explore all of the central tasks that constitute the holistic process of catechesis as delineated in the general and national Catholic catechetical directories: communicating knowledge of the mystery of God’s self-revelation; fostering maturity of faith and moral development; sharing and celebrating faith by forming Christian communities of prayerful people; promoting Christian service and social justice; and witnessing to faith through pedagogy and by the example of authentic spiritual lives.

THEO 40823. Religion and Literature (3-0-3) O’Regan
This course has as its essential context the crisis of authority of discourse in the modern period subsequent to literature gaining independence from Christianity. It focuses specifically on the three main postures literature strikes vis-à-vis confessional forms of Christianity no longer thought to have cultural capital. (1) The antithetical posture. Here Christianity is viewed in exclusively negative terms as repressive, authoritarian, and obscurantist, the very opposite of a true humanism that is literature’s vocation. Readings include Voltaire and French existentialism. (2) The retrievalist posture. This posture is fundamentally nostalgic. The loss of Christianity’s cultural authority is mourned, and literature is seen as an illegitimate substitute. Readings will include Dostoyevsky, T.S. Eliot, and Flannery O’Connor. (3) The parasitic posture. Here Christianity is criticized but not totally dismissed. Portions of it are savable, especially select elements of the New Testament that
emphasize human being's creative capacities. Readings include Coleridge, Shelley, and Emerson.

THEO 40824. Hindu and Christian Interaction (3-0-3) Malkovsky
This course will provide a survey of the main events, human figures and theological models which have characterized Hindu-Christian interaction, especially since the beginning of the 19th century, a period that marks a turning-point in Hinduism's understanding of itself. We shall attempt to determine how each of the two religions has undergone transformation in its theology and spirituality, either through the enrichment or through the challenge which the other tradition has presented. Theologically we shall examine such issues as revelation and history, divine grace and human freedom, personhood of the deity, Hindu and Christian views of Christ, theistic and non-dualistic metaphysics.

THEO 40827. Comparative Spiritualities (3-0-3) Malkovsky
This course provides a first introduction to some of the more influential spiritualities practiced by Hindus, Buddhists, Muslims, and Eastern Orthodox Christians down through the ages and seeks to determine their significance for contemporary Roman Catholic spiritual praxis and theology. In order to properly understand the practices of Hindu yoga and bhakti, of Buddhist vipassana and Zen, of Muslim salat/namaz and Sufism, of the Eastern Orthodox Jesus Prayer/Hesychasm and the accompanying place of human effort in asceticism and morality, it will be necessary to examine underlying convictions about the nature of the human person and the supreme reality, of divine presence and grace, as well as the declared ultimate goal of spiritual endeavor, whether it be expressed more in terms of a communion of love or of enlightened consciousness.

During the semester we will not only study important spiritual texts of other religions, but we will also practice meditation, visit a local mosque for Friday prayers and sermon, and be instructed by expert guest speakers who represent religious traditions other than our own.

THEO 40931. Youth Ministry Weekend Workshop (1-0-1)
The development and implementation of youth ministry programs. (Fall)

THEO 43201. Joint Seminar in Philosophy and Theology: Aquinas and Scotus on God (3-0-3)
Is faith threatened by reason? Do conceptions of reason developed in modernity pose a threat to faith? If faith is threatened by reason, can faith be preserved only through irrationalism? Or is it possible to conceive of reason as compatible with—perhaps as involving—faith? We will pursue these questions by exploring three moments in the recent history of theology and philosophy: first, the Spinozism controversy initiated in 1785 by Jacobi, who argued that philosophical conceptions of reason led inevitably to Spinozism, hence to atheism and nihilism; second, the competing responses to Jacobi developed in the early 19th century by German Idealists such as Hegel and by Romantics such as Schleiermacher; and, third, the very different responses given in the late 19th and early 20th centuries by post-Hegelian thinkers such as Kierkegaard, Rosenzweig, and Levinas. Special attention will be paid to the various roles played in these developments by the thought of Judaism and its relation to Christianity.

THEO 60212. Later Medieval Manuscript Studies (3-0-3)
Takes students through the steps of editing a medieval scholastic text, from the beginning search for manuscripts through their comparison and construction of apparatus.

Supplementary Majors, Minors, and Special Programs

A supplementary major is one that cannot stand alone in qualifying a student for an undergraduate degree but must be taken in conjunction with a primary major. Several departments offer both majors and supplementary majors. They have been described above. Included below are interdisciplinary nondepartmental supplementary majors and minors.

DEPARTMENT OF AFRICANA STUDIES SUPPLEMENTARY MAJOR AND MINOR

Chair:
Richard B. Pierce
Associate Professor, Department of History
Assistant Director:
Keith D. Lee
Assistant Director for Program Development and Operations
Administrative Assistant:
Beverly Love-Holt
Senior Administrative Assistant
Joint Faculty:
Hugh R. Page Jr.
Dean, First Year of Studies; Walter Associate Professor of Theology, Department of Theology
Donald B. Pope-Davis
Associate Vice President for Graduate Studies, Professor of Psychology, Department of Psychology; Director of McNair Scholars Program

Advisory Committee:
Heidi Antionne
Assistant Professor, Department of American Studies
Antonette K. Irving
Assistant Professor, Department of English
Keith D. Lee
Assistant Professor Specialist, Department of Africana Studies
Emily Osborn
Carl E. Koch Assistant Professor, Department of History
Hugh R. Page Jr.
Associate Professor, Department of Theology
Richard B. Pierce
Associate Professor, Department of History
Gina V. Shropshire
Assistant Professional Specialist, Mendoza College of Business
Alvin Tillory
Assistant Professor, Department of Political Science
Fabian E. Udoh
Assistant Professor, Program of Liberal Studies
Ivy Wilson
Assistant Professor, Department of English
Supplemental Majors, Minors, and Special Programs

The Department of Africana Studies at the University of Notre Dame is dedicated to the holistic and integrative study of people of African descent in the Americas and the global diaspora. Building on the legacy of the former African and African-American Studies Program (1967–2005), the department emphasizes a cross-regional, cross-cultural perspective, a comparative analysis of and between different diasporan groups and the national and global contexts they inhabit. This multidisciplinary department seeks to explore the history, society, politics, economic development, philosophical, theological and theoretical perspectives, literature, arts, religions, and cultures of the peoples of Africa and the African diaspora. Its comparative and relational focus highlights the connections between culture, race, gender, class, nationality, and other categories of identity and experience.

The Department of Africana Studies aspires to become a center for academic and community activity, an innovative centerpiece for the University of Notre Dame, and an inventive leader in the national fields of African-American, African diasporan, and African studies. Undergraduates draw on a range of academic and community activities designed to stimulate intellectual inquiry, excellence in scholarship, and creative engagement. At the same time, the department serves as an important resource for graduate students, faculty, and staff across the University. Moreover, the department provides a paradigm for integrating the intellectual and spiritual missions of the University of Notre Dame through such programs as the Erskine Peters Fellowship Program, the Institute for the Study of Religion and Culture in Africa and the African Diaspora, the Urban Research and Development Initiative, and the Communitas Initiative.

Program of Studies. Its pedagogical commitment is twofold: (1) to create a disciplined and rigorous intellectual environment within the study of the histories, literatures, languages, and cultures of African and Afro-diasporan peoples; and (2) to foster an appreciation of the richness, diversity, and complexity of the African-American experience—particularly when it is viewed within national and global contexts.

The department seeks to create opportunities for dialogue, reflection, and social engagement within and beyond the classroom. Upon completion of all requirements, students will have received both a solid introduction to the discipline of Africana studies and an appreciation of how it interfaces with other areas in the humanities, arts, social sciences, and theological disciplines. Critical inquiry and service learning are essential components of this studies program.

African Studies degree options for Notre Dame undergraduates consist of a supplementary major (24 credit hours of required course work, including a ‘capstone’ experience consisting of a senior project or thesis) and an interdisciplinary minor (15 credit hours of required course work, with a sub-specialty in literature, history, or social science).

Supplementary Major

The supplementary major requires completion of one designated literature course (3 credit hours), the two-course sequence in African-American history (6 credit hours), one stipulated social science course (5 credit hours), and either the senior project or senior thesis (3 credit hours). Three additional elective courses in literature, history, or social science can be selected (9 credit hours) to complete the 24-credit-hour requirement.

Interdisciplinary Minor

The interdisciplinary minor consists of one literature course, one history course, and three electives (9 credit hours) in one of three areas of specialization: literature, history, or social science to complete the 15-credit-hour requirement.

Senior Project

The capstone of the supplementary major is the senior project, which may be either a senior internship or senior thesis. Either option provides seniors with an opportunity to reflect upon the larger implications of their course work and, should they desire, to incorporate a service-learning component. A written proposal describing the intended internship or thesis must be submitted to the department for formal approval. If accepted, the student will be assigned a supervisor/advisor and required to write a 10-15 page project summation for the internship or a 30- to 40-page paper for the senior thesis. The final version of the senior project is due at the end of the term. An oral presentation on the senior project, during the week of final examinations, completes the degree requirements for majors.

Literature Requirements and Electives

Majors and minors must complete one literature course (3 credits). Additionally, minors with a sub-specialty in literature must complete three supplementary literature courses (9 credits). The following are examples of courses that fulfill the literature requirement and electives.

AFAM 20100: Introduction to African-American Literature
AFAM 20101: Harlem Renaissance
AFAM 20107: Tropical Heat Waves: Contemporary Latin/o and Caribbean Literature
AFAM 20108: Beats, Rhymes and Life: An Introduction to Cultural Studies
AFAM 40105: African-American Poetry and Poetics
AFAM 40106: African-American Literature
AFAM 40150: Literature of Southern Africa

History Requirements and Electives

Majors are required to complete the two-course sequence (6 credits) in African-American history. Minors are required to complete one of the two-course sequence (3 credits). Additionally, minors with a sub-specialty in history must take three additional history electives (9 credits).

History Requirements

AFAM 30201: Survey of African-American History I
AFAM 30202: Survey of African-American History II

History Electives

The following are examples of courses that fulfill the history electives.

AFAM 30252: African Resistance/Colonial Rule
AFAM 30204: Era of U.S. Civil War 1846–77
AFAM 30205: US Labor History
AFAM 30251: African History since 1800
AFAM 40202: Jacksonian America
AFAM 40700: African American Resistance
AFAM 40701: Multiculturalism

Social Science Requirements and Electives

Majors must take one social science course (3 credits) and minors with a sub-specialty in social science must take three electives (9 credits). The following are examples of courses that fulfill the social science requirement and electives.

Social Science Electives

AFAM 10401: Introduction to Jazz
AFAM 20472: Black Music, World Market
AFAM 20550: African Philosophy
AFAM 30213: American Social Movements
AFAM 30601: Race/Ethnicity and American Politics
AFAM 30701: Fundamentals of Human Evolution
AFAM 30704: Homefronts during War
AFAM 30650: Politics of Southern Africa
AFAM 30750: Peoples of Africa
AFAM 34702: Human Diversity
AFAM 40351: Christianity in Africa
AFAM 43202: Race, Gender, and Women of Color in American Culture
AFAM 43204: Immigration, Ethnicity, and Race in the US
AFAM 43704: Ethnicity in America

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

AFAM 10401. Introduction to Jazz (3-0-3) Dwyer
A music appreciation course requiring no musical background and no prerequisites. General coverage of the history, various styles, and major performers of jazz, with an emphasis on current practice.

AFAM 20100. Introduction to African-American Literature (3-0-3)
A survey of 300 years of African-American literature.
AFAM 20101. Harlem Renaissance (3-0-3)
A study of the historical, cultural, and political circumstances that led to the flowering of African-American literature in the ’20s and early ’30s and the writers whom it fostered: Hughes, Hurston, Toomer, Redmon Fauset, Larson, Thurman.

AFAM 20102. Women in the Americas (3-0-3)
A survey of a wide variety of literature (fiction, poetry, testimonio, personal essay, autobiography, critical essay, and oral history) and film written by and about women in the Americas from the time of conquest/encounter to the present.

AFAM 20103. African-American Literature and the Bible (3-0-0)
An examination of the Bible, from Genesis to the gospel writers’ parables of Jesus, and how these Hebrew and Christian stories inspired African-American artists.

AFAM 20104. Passing in Twentieth-Century American Literature (3-0-3)
Interracial relationships as depicted in the writings of black and white American writers.

AFAM 20105. African-American Migration Narratives (3-0-3)
Life writings and issues of self-representation in the African-American expressive cultural tradition in the 19th and 20th centuries.

AFAM 20106. Introduction to Post-Colonial American Literature (3-0-3)
Traces the development of literatures from the former colonies of various empires, but principally the British and French.

AFAM 20107. Tropical Heat Waves: Contemporary Latino/a and Caribbean Literature (3-0-3) Rohlzeiner
A review of selected contemporary Latino/a and Caribbean novels.

AFAM 20108. Beats, Rhymes and Life: An Introduction to Cultural Studies (3-0-3) Irving
An introduction to cultural studies using a variety of media: literature, film, and music.

AFAM 20175. Ethnic Identities (3-0-3)
An exploration of the interconnectedness among literatures of prominent authors from the Americas, Africa, England, and the Caribbean.

AFAM 20367. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture (3-0-3) Afzaruddin
This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian Peninsula in the seventh century to its subsequent spread to other parts of western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations, and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

AFAM 20475. Black Music, World Market (3-0-3)
Slavery and the coerced migration of Africans to the New World left a multitude of popular musical styles from black peoples (and others) on both sides of the Atlantic. This course is an examination of the diversity of black popular musics on a global scale.

AFAM 20550. African Philosophy (3-0-3)
This course explores such issues as myth and its relationship to philosophy, reality as a whole as a principle that underlies the African universe, the question of ancestors, and being and knowing. It will explore the development of African philosophy through three periods: the traditional/classical, the colonial, and the contemporary/post-colonial.

AFAM 20575. Ways of Peacemaking: Gandhi/King (3-0-3) Neiman
An intensive study of the philosophy and spirituality of two of the greatest activists and peace educators of our century, M. Gandhi and M. Luther King. We will be especially concerned with the way each of these men came to construct new, yet quite ancient, images or controlling myths that they hoped would lead us to think and act in revolutionary ways.

AFAM 20675. Societies and Cultures of Latin America (7.5-0-3) Downey
This course introduces students to the diverse cultures and societies of Latin America through historical, ethnographic and literary study. Contemporary issues of globalization, violence and migration will preoccupy the discussion of Central and South America and the Caribbean today.

AFAM 23701. Topics on Race in the Americas (1-0-1)
This course takes an interdisciplinary approach to a range of historical, literary, religious, and social science topics important to the understanding of the experiences of Latino and African-American people in American society. The mini-course will focus, among other topics, on human rights, race relations, mestizaje, racism, ethnicity, social justice, and media images. Mandatory lecture series/sem inar (six to seven dates). Participation is required. In addition, students will write a short paper. Students interested in this course must attend a short organizational meeting at the beginning of the semester.

AFAM 20702. Sociology of Race and Ethnicity (3-0-5)
This course provides an overview of some of the classic and contemporary sociological understandings and perspectives of race and ethnicity. We will focus particular attention on the racial/ethnic groups common to the United States, broadly categorized as African, Asian, European, and Hispanic Americans. The course will cover areas of identity and culture and will address issues such as racism, immigration, assimilation, segregation, and affirmative action. We will use printed texts as well as film clips; some assignments may include movie viewing.

AFAM 20703. Social Problems (3-0-3)
Analysis of selected problems in American society such as crime, narcotic addiction, alcoholism, delinquency, racial and ethnic conflict, prostitution, and others. Discussions, debates, films, tapes, and readings.

AFAM 33001. Civil Rights in America: Freedom Tour (V-0-1)
This seminar exposes students to issues fundamental to the Civil Rights Movement. Through contact (in Birmingham and Atlanta) with communities, leaders, and religious institutions that shaped the ideology and development of the movement, students explore historical and current challenges in race relations and collaboration.

AFAM 30201. African-American History I (3-0-3)
This course is a survey of the history of African Americans, beginning with an examination of their West African origins and ending with the Civil War era. We will discuss the 14th and 15th centuries, West African kingdoms, forms of domestic slavery and West African cultures, the Atlantic slave trade, early slave societies in the Caribbean, slavery in colonial America, the beginnings of African-American cultures in the North and South during and after the revolutionary era, slave resistance and rebellions, the political economy of slavery and resulting sectional disputes, and the significance of “bloody Kansas” and the Civil War.

AFAM 30202. Survey of African-American History II (3-0-3) Corequisite(s): HIST 32800
This course will survey the history of African Americans from 1865 to 1980. Specifically, this course will focus on the problems of Reconstruction in the South after the Civil War, the adjustments and reactions of African Americans to freedom, the economic exploitation of sharecropping, northern
black communities at the end of the 19th century, the migration of black Southerners to northern urban areas, black political leadership, the Civil Rights Movement, current examples of institutional racism, and affirmative action in America.

**AFAM 30203. Colonial America**  
(3-0-3)
This course considers the history of New World exploration and settlement by Europeans from the 15th to the 18th century. It examines the process of colonization in a wide variety of cultural and geographic settings. It explores the perspectives of Indians, Europeans, and slaves with a particular emphasis on the consequences of interracial contacts. We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and depeopling) of English North America.

**AFAM 30204. Era of the Civil War 1846–77**  
(4-0-4)
Arguably, the study of the American Civil War is a suitable training ground for novice historians, for traditionally, a historian must learn to examine events and issues from varying perspectives. Indeed, in this course, emphasis lies not only on the events of the period, but also on the interpretation of those events by different interest groups. Students are expected not only to learn the facts of the era, but also to think about the consequences of events on different sections and different peoples. This course divides the period into three sections: the coming of the Civil War, the War, and Reconstruction. A test follows the end of each section; half of the final exam will be on the Reconstruction section and the rest will be comprehensive. In addition to the tests, students will write a short paper and a short book review.

**AFAM 30205. US Labor History**  
(3-0-3) Graff
This course will examine the history of paid and unpaid labor in the United States from colonial times to the near present. We will seek to understand how working people both shaped—and were shaped by—the American Revolution, the debates over slavery and free labor culminating in the Civil War and Reconstruction, the rise of big business, the creation of a national welfare state, the Cold War-era repression of the Left, and continuing debates over the meanings of work, citizenship, and democracy. Throughout the course, we will devote considerable time to the organizations workers created to advance their own interests, namely the labor movement. We will also pay special attention to the complicated yet crucial connections between work and racial and gender identities. Specific topics may include slavery, farm labor, women's domestic work, trade unions, questions of industrial democracy, the role of radicalism, and the challenges confronting workers in the current era of corporate globalization and anti-sweatshop activism.

**AFAM 30206. The United States since World War II**  
(3-0-3)
The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1945 through the presidency of Ronald Reagan. Although the military and diplomatic history of World War II will be considered by way of background, the principal topics of investigation will be the Fair Deal Program of President Truman, the Cold War, the Korean Conflict, the Eisenhower presidency, the New Frontier, Vietnam, President Johnson’s Great Society, the Civil Rights Movement, the Nixon years, the social and intellectual climate of this postwar era, and the presidencies of Jimmy Carter and Ronald Reagan.

**AFAM 30207. Race in American Culture**  
(3-0-3)
This course will explore the history of American society—its culture, politics, and people—through an in-depth look at the defining issue of race.

**AFAM 30208. US Gilded Age/Progressive Era**  
(3-0-3)
Through discussion and lectures, students examine the emergence of a recognizably modern United States. Topics examined will include the emergence of the corporation, progressive reforms, the changing contours of American religion, the character of the New South, the battle for women's suffrage, developments in the arts, and American involvement in the First World War.

**AFAM 30210. American Political Traditions since 1865**  
(3-0-3)
Students will investigate the political debates—and simultaneous examinations of democracy's character—that have animated American reformers and intellectuals since the Civil War. The focus will be on these political traditions, not the studies of voter behavior or policy implementation that also constitute an important part of political history. The course will begin with discussion of the character of Reconstruction, and move through the "social question" of the late 19th century, Progressive reform in the early 20th century, the New Deal, the origins of modern conservatism, and various post-World War II social reform movements. Readings will include court cases, memoirs, speeches, and a sampling of the philosophical and historical literature.

**AFAM 30211. History of U.S. South to 1877**  
(3-0-3)
This course will provide a survey of the American South through Reconstruction. We will briefly describe Native American societies and early Spanish settlements in Florida and the Southwest before addressing in greater detail the political, cultural, and social history of the region as it was settled beginning in the Southeast. We will examine how ideas like honor, freedom, patriarchy, and religious beliefs were forged and evolved in the context of a slave economy, and how they shaped the day's political questions.

We will also consider the Confederate experience and Reconstruction.

There will be one paper (30 percent), two exams (25 percent each), reading reports (10 percent) and class participation (10 percent).

**AFAM 30212. African-American Politics, 1900–50**  
(3-0-3)
This course examines the diverse struggles for full citizenship and human rights on the part of African Americans from 1900 to 1950. The topics to be studied include the Great Migration, the New Negro Movement and Harlem Renaissance, the Marcus Garvey Movement, the rise of A. Philip Randolph’s Brotherhood of Sleeping Car Porters, the involvement of blacks in the Communist Party, and the transformations in black culture and politics brought about by the two World Wars. This course will examine the efforts of liberal-integrationist, socialist, communist, and Black Nationalist organizations to combat white racism and qualitatively improve the lives of blacks in various regions of the United States. It hopes to convey blacks’ diverse thoughts on complex issues such as identity, politics, class, gender, race, and nationalities.

**AFAM 30213. American Social Movements**  
(3-0-3)
This interdisciplinary survey of civil rights and social protest movements in the United States examines suffrage inclusion, abolitionism and black Civil Rights Movements, labor organizing, and women's rights in the 19th and 20th centuries, as well as several contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiographies to trace a tradition of protest that both depends on and offers challenges to a democratic society.

**AFAM 30215. Women in the US South**  
(3-0-3)
This course introduces students to the historical study of women in the United States South. It will cover topics such as women in slavery, the transition to freedom, race relations, and social movements. Through student-centered discussions, presentations, and a variety of different writing assignments, students will analyze how race, class, and gender structured the experiences of women in southern society. At the end of the semester, students will be prepared to pursue more advanced research in the field of women's history.

**AFAM 30250. African History I**  
(3-0-3)
This course introduces students to major themes in African history to 1800. It investigates agricultural and iron revolutions, states and empires, religious movements, and patterns of migration and labor exploitation. The latter part of the course focuses on Africa in the era of trans-Atlantic slave trade. Questions to explore include: What was the effect of the...
slave trade on Africa? How did the slave trade shape the formation and destruction of African states? How did the slave trade influence social systems, gender relations, cultural practices, religious beliefs, and demographics in Africa?

AFAM 30251. African History since 1800 (3-0-3)
This course will focus on African history from 1800 to the 1960s. In the 19th century, new states, economies, and societies emerged in Africa as African peoples developed new relations among themselves and with the rest of the world. With the “scramble for Africa” of the 1880s, European powers colonized Africa and suppressed many of these processes. In the 1960s, however, self-rule resurfaced as Africans threw off the yoke of colonial rule and formed independent nation-states. This course will consider the social, economic, and political history of Africa by using case studies from the Democratic Republic of Congo (Congo-Zaire), Nigeria, Sierra Leone, and South Africa.

AFAM 30253. South Africa, 1795–1910 (3-0-3)
This course examines the political, social, and economic changes in South Africa since the first arrival of the British in 1795, up to the creation of the Union of South Africa in 1910. During that period one can observe great changes in South Africa, which to a great extent decided the future of the region.

We will observe the great upheavals of the first half of the 19th century (Mfecane and Great Trek), which completely changed the map of the region; the creation, development, and eventual fall of the independent African states; and the rise of Anglo-Boer antagonism, with its culmination in the South African War (1899–1902). We will analyze the dynamics of social and political interaction between different ethnic and racial groups and the impact of mineral revolution in the history of the region. We also will try to examine the birth and development of Afrikaner national consciousness, and last but not least, the process of creating the Union of South Africa.

This course requires a critical attitude toward history and historical interpretations. Its goal is to teach the methods of historical analysis, especially the analysis of primary and secondary sources. The objective of this course is also to broaden the knowledge and understanding of South African history. Students will be evaluated by exams, written work, class attendance, and participation in discussions.

AFAM 30275. History of Brazil (3-0-3)
This course surveys the history of Brazil, Latin America’s largest nation, from its pre-Columbian roots to the present, with particular emphasis on social, economic, and political developments during that time. Topics will include indigenous peoples, the formation of colonial societies and economies, independence, slavery, abolition and post-emancipation society, immigration, the emergence of populist politics, industrialization, and efforts to develop the Amazon, military rule, and democratization.

AFAM 30410. Topics in African-American Cinema (3-2-3)
Corequisite(s): AFAM 31410
An investigation of selected topics concerning theory, history, and research in film, television, the media, or cultural studies.

AFAM 31410. Topics: African-American Cinema Lab (0-1-0)
Corequisite(s): AFAM 30410
During the lab times, certain films will be viewed for further discussion in class.

AFAM 30476. African Cinema: Black Gazes/White Camera (3-0-3)
A course exploring the image of black Africa through the lens of white cinematographers.

AFAM 30501. Canon and Literature of Islam (3-0-3)
This course is an introduction to the religious literature of the Arab-Islamic world. Emphasis is on works from the classical and medieval periods of Islam, roughly from the seventh to the 14th century of the Common Era. We will read selections from the Qur’an (the sacred scripture of Islam), the Hadith literature (sayings attributed to the prophet Muhammad), the biography of the Prophet, commentaries on the Qur’an, historical and philosophical texts, and mystical poetry. All texts will be read in English translation. No prior knowledge of Islam and its civilization is assumed, although helpful.

AFAM 30575. Literature issue de l’immigration (3-0-3)
An introduction to the literary productions by African, Caribbean, and Asian immigrants to France. Students will acquire a detailed understanding of the relevant strands of current theoretical thinking, and through a close analysis of the texts themselves, will examine recurrent themes and forms in immigrant literature, including the representation of identity; the concepts of origins; the intersection of race, class, and gender; and the textual strategies underpinning these considerations. Finally, we will examine the different ways in which these authors are redefining French literature with their singular voices and styles. Writers to be studied include Farida Belghoul, Azouz Begag, Soraya Nini, Calixthe Beyala, Bolya Baenga, Gisèle Pineau, and Linda Li.

The course will be taught in French.

AFAM 30576. Short Fiction of the Portuguese-Speaking World (3-0-3)
This is a comparative study of short prose fiction in the Portuguese-speaking world, with special emphasis on theoretical issues related to this literary genre. Authors studied include Machado de Assis, Joao Guimarães Rosa, Clarice Lispector, Mario deCarneiro, Miguel Torga, and Luandino Vieira. Texts and discussions in English.

AFAM 30601. Race/Ethnicity and American Politics (3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions (the Congress, presidency, judiciary, state and local governments, etc.) play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

AFAM 30605. Social Movements (3-0-3)
This course focuses on the key state of the region, the republic of South Africa. After outlining the political history of apartheid, the phenomenon of Afrikaner nationalism, and the liberation movements, attention turns to the country’s escalating turmoil of the 1980s and resulting political transition in the 1990s. South Africa’s political and economic prospects are also examined. The semester concludes with a survey of the transitions that brought South Africa’s neighboring territories to independence, the destabilization strategies of the apartheid regime, and United States policy in that region.

AFAM 30651. Politics of South Africa (3-0-3)
Following an introduction to traditional political institutions, the colonial inheritance, and the rise of Afrikaner nationalism and the liberation movements, attention turns to the country’s escalating turmoil of the 1980s and resulting political transition in the 1990s. South Africa’s political and economic prospects are also examined. The semester concludes with a survey of the transitions that brought South Africa’s neighboring territories to independence, the destabilization strategies of the apartheid regime, and United States policy in that region.

AFAM 30675. Introduction to Comparative Government (3-0-3)
This course poses three questions in the study of politics: (1) Why are some countries democratic and others authoritarian? (2) In what ways do democratic regimes vary from one another? (3) What constitutes...
“good” government? In answering these questions, we study two different types of mobilization (nationalist and developmental) and four countries: the United States, Russia, China, and Great Britain. This course cannot be taken if you have already taken POLS 20400.

AFAM 30676. Problems of International Relations
(3-0-3)
This course looks at a series of issues important to understanding international events.

AFAM 30701. Fundamentals to Human Evolution
(3-0-3) Rowan, Sheridan
This course deals with human evolution in both biological and cultural terms. Topics covered will include primate behavior, the mechanisms of evolution, the fossil record, and the characteristics of prehistoric cultures.

AFAM 30702. Race and Ethnicity in America
(3-0-3)
This course focuses on race and ethnic relations in the United States. Current cases involving racial and ethnic issues will be presented and discussed in class. Readings and materials will present three approaches to the study of majority-minority group relations, the emergence and maintenance of group dominance, and minority-group adaptations to modes of dominance, including separation, accommodation, acculturation, and assimilation. Class participation and students’ experiences will be emphasized.

AFAM 30703. Fashioning Identity in American History
(3-0-3)
This course will focus on dress and material/visual culture in American history starting with the colonial period. It will introduce methodology, and offer an overview of key themes in the history of dress and consumerism within the framework of gender studies.

AFAM 30704. Home Fronts during War
(3-0-3)
How have Americans responded at home to war and threats of war throughout the 20th century and into the 21st? What internal divisions and shared identities has war inspired or revealed? We will examine not the battles and factors that determined the military outcomes, but the domestic struggles that have defined our national experience and informed many of our responses to current events. Topics will include: critiques of democracy and civil rights inclusion during WWII; treatment of Japanese Americans during WWII; development of peace movements, anti-nuclear movements; cold war politics and fears of American communism; debates over the draft, just-war, racism at home, and US policies abroad in the wake of Vietnam. The final unit will focus on the Gulf War, terrorism, and developments since September 11, 2001.

AFAM 30705. Poverty/Inequality/Social Stratification
(3-0-3)
Social inequality is a prominent and persistent feature of modern society. Social stratification theory attempts to explain the causes of inequality and the reasons for its persistence. This course will address such questions as: Why are some people rich and some people poor? Why does inequality persist? Who gets ahead? Can men and women get the same jobs? Do different races have the same opportunities? Is inequality necessary? Potential topics include inner-city and rural poverty, welfare dependency, homelessness, status attainment and occupational mobility, racial and ethnic stratification, and gender stratification and class theory.

AFAM 30706. Criminology
(3-0-3)
The course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to a car is necessary.

AFAM 30720. Cultural Aspects of Clinical Medicine
(4-0-4)
This course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to a car is necessary.

AFAM 30750. Peoples of Africa
(3-0-3) Bellis
An introduction to the societies of Sub-Saharan Africa. It examines cultures in present-day Africa as well as in the past in order to lend an understanding to the developmental processes that led to their modern forms, emphasizing the relationship between a culture and its physical environment.

AFAM 30775. Caribbean Diasporas
(3-0-3)
This course explores the transnational orientations and the multidimensional consequences of movement from the Caribbean as it affects sites in Miami, London, Paris, or Brooklyn, as well as Havana, Jamaica, Haiti, or Belize. Reading works of ethnography, fiction, and history, questions about the construction and reconstruction of family bonds, community identity, religion, political power, and economic relations will be treated in the domestic and the global context.

AFAM 35775. Creole Language and Culture
(3-0-3)
This course introduces students to the vivid, sonorous language of Kreyol, or Haitian Creole, and to the fascinating culture of its speakers. This intensive, beginning-level course is intended for students with no knowledge of Haitian Creole.

AFAM 30776. Francophone Cultures of Africa and the Caribbean
(3-0-3)
This course examines the historical formation of francophone culture in Africa and the Caribbeans. It familiarizes students with the colonial and post-colonial cultures of Africa and the Caribbeans. Readings in African and Caribbean studies, histories, literature, and sociology are utilized to emphasize similarities between the societies such as a shared colonial history. Furthermore, this course will enhance one’s cross-cultural understanding and, therefore, facilitate the students’ cross-cultural thinking and dialogue.

AFAM 30777. Religion, Myth, and Magic
(3-0-3)
The study of religious beliefs and practices in tribal and peasant societies emphasizing myths, ritual, symbolism, and magic as ways of explaining man’s place in the universe. Concepts of purity and pollution, the sacred and the profane, and types of ritual specialists and their relationship to social structure will also be examined.

AFAM 30779. African Diaspora in the Americas
(3-0-3) Busdiecker
This course will introduce students to black populations in different parts of Latin America and the Caribbean. Students will gain familiarity with elements of the history, social context, and culture of the particular populations covered, and, through the course’s comparative scope, come to better understand race, ethnicity, culture, nation, and Diaspora as concepts and as salient experiences contributing to the formation of group identities within and beyond the African diaspora. Students will also learn about different theoretical approaches to blackness and about some of the different forms of social and political activism associated with black populations. Haiti, Mexico, Brazil, and Bolivia will be among the national contexts considered in course readings and students will have opportunities to explore other contexts in accordance with their individual interests.

AFAM 43075. Social Seminar: Gullah People
(1-0-1) Miller, McGraw
This seminar will examine the rich history and culture of the Gullah people, many of whom are descendants of slaves brought over from West Africa. Because of their geographic isolation, the Gullah people have been able to retain more of their African heritage than other African Americans. Through service and cultural opportunities, participants will learn about the rich history and culture of the Gullah people as well as learn about current pressures facing the residents of the Sea Islands.

AFAM 45100. Senior Internship
(V-0-3)
A capstone of the AFAM supplementary major is the senior project, which may be either a senior internship or senior thesis. Either option provides
seniors with an opportunity to reflect upon the larger implications of their course work and, should they desire, to incorporate a service-learning component. A written proposal describing the intended internship must be submitted to the AFAM director for formal approval. If accepted, the student will be assigned a supervisor/advisor and required to write a 10- to 15-page project summation. The final version of the senior project is due at the end of the term. An oral presentation on the senior project must also be made to the director and advisory committee during the week of final examinations in order to complete degree requirements.

AFAM 46100. Directed Readings (1-0-3)
This is a specialized opportunity for a student to design a readings course with a professor on a specific topic of academic interest. A research paper is required at the end of the semester. The professor directing the readings will establish lectures and other meeting arrangements.

AFAM 48100. AFAM Thesis (0-0-3)
A capstone of the AFAM supplementary major is the senior project, which may be either a senior internship or senior thesis. Either option provides seniors with an opportunity to reflect upon the larger implications of their course work and, should they desire, to incorporate a service-learning component. A written proposal describing the intended thesis must be submitted to the AFAM director for formal approval. If accepted, the student will be assigned a supervisor/advisor and required to write a 30- to 40-page paper for the senior thesis. The final version of the senior project is due at the end of the term. An oral presentation on the senior project must also be made to the director and advisory committee during the week of final examinations in order to complete degree requirements.

AFAM 40101. Constituting Americans (3-0-3)
This course will explore life writings and issues of self-representation in the African-American expressive cultural tradition from 1850 to 1905. This course is concerned with the concept of citizenship, its implied universalism, and the necessity of critiquing this universalism that maintains a unified notion of democracy.

AFAM 40102. Passing and Fictions of Race (3-0-3)
A close analysis of how notions are “race” explored in Anglo and Anglo-Irish literature.

AFAM 40103. Women’s Autobiography (3-0-3)
A close analysis of women’s life narratives and poetry, based on the following questions: How do women’s narratives affirm or challenge cultural norms? How do concepts such as “high” and “low” art affect the reading of women’s autobiographical literature? And can lines be drawn between fiction and nonfiction when studying autobiography?

AFAM 40104. Crossing Color Lines (3-0-3)
This literature course explores the conflicted and contradictory ways in which racial and ethnic identities have been constructed and mediated in American culture.

AFAM 40105. African-American Poetry and Poetics (3-0-3)
A close reading of selected African-American poets to discern what is called an “African-American” poetics.

AFAM 40106. Women of Color (3-0-3)
A critical examination of the literature and scholarly writings about literature from “women of color” across disparate cultural backgrounds.

AFAM 40107. African-American Literature (3-0-3) Wilson
A historical and thematic account of the rise and achievement of African-American authors over several centuries.

AFAM 40108. Our America/African-American Literature (3-0-3) Irving
Close readings of various 20th-century African-American literatures, with a focus on how “black subjectivity” is created; the relationship of literature, history, and cultural mythology; the dialectic of freedom and slavery in American rhetoric; the American obsession with race; and the sexual ideology and competing representations of domesticity.

AFAM 40109. Writing Harlem: Race, Renaissance, and the Modern (5-0-3) Johnson-Roullier
A study of the historical, cultural, and political circumstances that led to the flowering of African-American literature in Harlem in the 1920s and 1930s.

AFAM 40150. Literature of Southern Africa (3-0-3)
A study of the literary culture of Southern Africa in the last 25 years of the 20th century, specifically the ways in which individual writers confronted the apartheid regime and their responses to the new South Africa in the post-apartheid period.

AFAM 40151. Masterpieces/Literature from Africa (3-0-3)
This course offers an introduction to the diversity of literatures from the African continent. Readings are in English and some are translated from French, Arabic, and African languages, including several recorded form the oral tradition. Literature from different parts of Africa are composed in a variety of forms like novels, dramas, epics, and poetry.

AFAM 40175. Caribbean Voices (3-0-3)
An introduction to the literature of Anglophone Caribbean.

AFAM 40201. Religion and Women’s Rights (3-0-3)
This course focuses on religious aspects of the women’s rights movement and women’s movements within religious communities. Focusing primarily on the Protestant, Catholic, and Jewish traditions, we will examine how women have understood the relationship between their religious beliefs and their interest in expanding women’s roles. From this beginning, we will explore several historical and contemporary examples of the influence of religion on the women’s rights movement and, by the 20th century, the influence of the women’s movement in American religion.

AFAM 43201. Harlem Renaissance (3-0-3)
This course focuses on the broad questions that have emerged as a part of the contemporary study of the Harlem Renaissance. How did the phenomenal array of black cultural production from literature to music emerge within this section of New York City? To what degree did the Great Migration, religion, and politics influence this creativity? And how do we understand the impact of the Renaissance on African-American culture outside of New York? Discussion begins with the many works written directly about Harlem in the 1920s as well as those materials on broader African-American life that emerged from Harlem in the 1930s and early 40s. Further, while exploring the question of black Harlem and its cultural vitality, we will also deal with the interplay of white and black American artists within the New York setting. Readings include many of the traditional writers from James Weldon Johnson to Claude McKay to Zora Neale Hurston, in addition to later writers who made Harlem their focus, such as James Baldwin. To best understand the context of these works, we will discuss histories of African Americans in Harlem and New York City, as well as theoretical work on the making of black cultural expression within urban life.

AFAM 40202. Jacksonian America (3-0-3)
This course explores the early 19th-century history of the United States, from the close of the War of 1812 to the coming of the Civil War (1815-50). Although the era and course take their name from President Andrew Jackson, we will cover much more than national politics and affairs of state. We will explore the birth of mass political parties, conflicts between nationalism and sectionalism, early industrialization and the rise of class conflict, the development of slavery and antislavery, changing gender roles and the rise of feminism, evangelical religion, and reform, and Native-American resistance and removal. The course will emphasize active participation by students through regular discussion and frequent writing assignments.
AFAM 43202. Race, Gender and Women of Color
(3-0-3)
This seminar analyzes dominant American beliefs about the significance of race and gender primarily through the focusing lens of the experiences of women of color in the US. How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other Americans? How have women of color responded to and reinterpreted white American ideas about their identity to develop their own self-defenses and ideologies?

AFAM 40204. Culture Wars: 1960s America
(3-0-3)
America remains divided over the legacy of the 1960s. We worry about whether our President inhaled marijuana or served in Vietnam; we debate abortion and the extent of the welfare state; we continue to have serious problems with racial relations and the aftermath of the sexual revolution; and we wonder how our culture broke so clearly along religious lines. The 1960s continue to be a controversial part of America's historical memory because many of our current debates can be traced to that decade. How can we understand a time so recently in America's past that it is both the source of new freedoms and frustrations? This course will explore the nature of American society—its culture, politics, and people—through an in-depth look at the 1960s. By studying primary sources, biography, architecture, films, and the work of historians students will be able to locate and describe the basic divisions, main events, actors, and culture of 1960s, and be able to relate them to our present society. Cross-listed with American Studies 30313.

AFAM 43204. Immigration, Ethnicity, Race in the US
(3-0-3)
Examining monographs, novels, film, photography, poetry, government records, and court cases, we will explore a variety of immigrant groups and time periods—from the Irish of the mid-19th century to Jamaicans, Mexicans, and the Vietnamese today. We will focus on questions of identity—how immigrants have come to understand themselves racially and ethnically over time—and questions of power—where immigrants have been located within America's developing racial order and what difference this has made in their everyday lives—their jobs, homes, families, and opportunities.

AFAM 40205. Labor Movements in Twentieth-Century US
(3-0-3)
This course explores American workers' collective efforts in their search for economic security, political power, and social and cultural autonomy from the 1890s to the present near. For the most part, this course will focus on the unions and related organizations forged by workers throughout the past century—from major umbrella groups like the American Federation of Labor, the Industrial Work-ers of the World, and the Congress of Industrial Organizations, to important sectoral actors like the Brotherhood of Sleeping Car Porters, the United Automobile Workers, the American Federation of Teachers, and the United Farm Workers. The central questions of the course will be when, where, and why have US workers organized collectively in the 20th century—and how successful have they been? What has been the response of employers, the government, and the public-at-large to these collective efforts of workers, and how and why have those responses changed over time? What has been the relationship between organized labor and racial and gender discrimination, as well as the causes of racial and gender equality? And how have Americans generally, and workers in particular, understood the labor movement in relation to capitalism, freedom, and democracy? Students will be expected to write several short papers, engage in regular classroom discussion, and screen several films outside of class.

AFAM 43205. Whiteness Studies
(3-0-3)
Over the last decade, "whiteness studies" has been all the rage in academic disciplines as diverse as law and literature, anthropology and art. This course will be a high-level introduction to and critical appraisal of this burgeoning literature—particularly as it relates to American studies. We will examine some of its key texts from its earliest roots among African-American scholars, to its more recent incarnations in US history, literary criticism, critical race and legal studies, sociology, anthropology, and more. We will also examine recent attempts—both scholarly and popular—to make sense of this literature. Along the way, we will focus on the following key questions: What is "whiteness studies"? Where did it come from? What is it so popular now? What are some of its contributions and limitations? What is its future?

AFAM 40250. Prophets/Protest in African History
(3-0-3)
This dialogue-intensive seminar focuses on men and women who led political, religious, and social movements in Africa in the 19th and 20th centuries. The Islamic Mouride brotherhood in Senegal, the Women's Wars of Nigeria, and the Mau Mau uprising in colonial Kenya will introduce students to important episodes in African history and to the intellectual debates of the field. Students are expected to read a variety of texts, participate vigorously in class discussion, make oral presentations, and complete written assignments.

AFAM 40275. Moving New Directions: African Diaspora
(3-0-3)
Migration and the emergence of new identities have defined the formation and evolution of the African diaspora in the modern era. This course is designed to introduce students of African-American studies to the concept of African diaspora and to provide a framework for understanding how it has changed over time. What constitutes the African diaspora? How was it formed? How have people of African descent forged new identities in the Atlantic World and what are the implications of identity construction for people of African descent in the future? These questions form the basis of our historical study of the African diaspora. We examine themes of migration and cultural change through comparative case studies of black communities in the United States, the Caribbean, Africa, and Latin America. The first half of the course will focus on the Atlantic slave trade, the middle passage, and slavery in the Americas. We will examine identity and culture for people of African descent in South Carolina, Louisiana, and Jamaica. The second half of the course will deal with the problem of freedom in the 19th century Atlantic World. We will direct our attention to free black populations and Creole communities in Louisiana, Brazil, and Sierra Leone, West Africa. We will also consider the impact of emancipation at the end of the 19th century through an examination of black American emigration movements, “back to Africa” and to the U.S. West, and Afro-Brazilian identity in a post-emancipation society. This course will conclude with a discussion of the state of the African diaspora today and its implications for future transformations in African-American identity.

AFAM 40351. Christianity in Africa
(3-0-3)
Soon nearly half the world's Christians will be Africans. This course will explore the history of Christianity in Africa beginning with the early church, but with heightened attention to the more recent growth of Christianity on the continent. We will also participate in a conference held in September here at Notre Dame titled "A Call to Solidarity with Africa," organized to respond to the US Catholic Bishops' letter of the same title. Particular topics to be addressed in the class include the dynamics of missionary activity before, during, and after the colonial period; the rise of African Independent Churches; the interaction between Christianity and Islam in the past and present; and contemporary issues surrounding Christianity and the African nation-state. We will also investigate theological questions surrounding the relationship between Christianity and culture. In addition to a final exam, students will write three five-page papers.

AFAM 40477. Third Cinema
(3-2-3)
Corequisite(s): AFAM 41477
"Third Cinema" is the term for a wide, multicultural range of films from the Third World. The films' stylistic and thematic practices differentiate them from the Hollywood and European traditions that have dominated world cinema. We will not study these films merely as isolated masterpieces, but rather in relation to their larger cultural, historical, and theoretical contexts. To this end, the course readings will include essays concerning not only the films themselves but also the theoretical and political issues they engage: colonialism and post-colonialism, cultural, ethnic, racial, and sexual difference, and questions of otherness and multiculturalism.
AFAM 41477. Third Cinema Lab
(3-0-3)
Corequisite(s): AFAM 40477
During the lab times, certain films will be viewed for further discussion in class.

AFAM 40601. Introduction to American Politics
(3-0-3)
This course surveys the basic institutions and practices of American politics. It examines the institutional and constitutional framework of American politics and identifies the key ideas needed to understand the subject and develop a basis for evaluating American politics today.

AFAM 40700. African-American Resistance
(3-0-3) Pierce
An exploration of a series of cases of African American resistance throughout US history.

AFAM 40701. Multiculturalism
(3-0-3)
The course explores the economic, state, and national conditions of multiculturalism as a social relation and semiotic form. Seminal questions include the issues of difference deployed in debates over multiculturalism and anthropology’s location in them as a study of human diversity.

AFAM 43701. Social Demography of the US Latin Population
(2-0-2)
This course is an introduction to the social demography of Latino or Hispanic populations in the United States as to historical background, sociological fields, and current statistics and studies. First, in exploring the demographic perspective on the Latino population, a strikingly young and increasing segment of the US population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the US Latino population, legal frameworks for residence status of migrants, and Latinos in the context of social institutions of family, education, and government. In the future, the changing Latino population is expected to contribute to a US population profile different from the US population of the past century. Thus, the course is relevant in contemporary discussions of immigration policy, globalization, and environment.

AFAM 47701. Subversive Culture
(3-0-3)
The course will explore anti-structures of society using anthropological perspectives and analyze forms of creative resistance and social protest in art, performance, literature, and popular culture, using case studies from various cultures around the world.

AFAM 40702. Race, Ethnicity, and Power
(3-0-3)
 présents a review and discussion of social scientific research concerning the nature of race and ethnicity and their expression as social and cultural forces in the organization of multiethnic societies. The focus is multidisciplinary.

AFAM 43702. The Social World and Adolescents’ Achievements
(3-0-3)
This course examines the impact of the social world on the educational performances of adolescents. The relationship between social contexts, such as the family, neighborhood, school, peer network, and religion, and adolescent achievement will be explored. Theoretical and empirical research on the impact of these social contexts will also be explored. Finally, how all the contexts work simultaneously to influence the educational performance of adolescents will be discussed.

AFAM 43703. Theoretical Criminology
(3-0-3)
This course will introduce you to theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and to challenge commonly held views about the nature of crime and punishment in the United States today. As students of sociology, we will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, and cultural context in which they exist. We shall explore a variety of theoretical perspectives, both classical and contemporary, that attempt to uncover the causes, etiology, and solutions of the problem of criminal behavior.

AFAM 43704. Ethnicity in America
(3-0-3) Chrobot
A study of the dynamic process of formation and development of the society of the United States and its cultural, religious, and racial pluralism; a review of the history and theory of interethnic relations, and their manifestation in the basic institutions of family, education, religion, economics, and government.

AFAM 43705. Social Demography of US Minorities
(3-0-3)
The intent of this demography course is to familiarize students with basic statistical methods and techniques that are applied to the study of population data. The course will offer students an opportunity to gain “hands-on” experience with manipulating quantitative data and generating results. The backdrop for the class is ethnic status. Because we will have access to social data for major ethnic categories (e.g., white, African American, Hispanic, Asian, and Native American), one of the byproducts of learning the methods and techniques of demographic analysis will be a comparative study of ethnic groups across several social dimensions.

The first topic will be population growth. This will include discussions about birth rates, mortality rates, immigration, emigration, and how to generate population estimates. Another topic will be a broader discussion of rates that will distinguish incidence rates from prevalence rates, and show how they are applied to generate indicators of health, crime, school enrollment, service usage, and other social statistics.

A review of direct and indirect standardization techniques, plus a review of how to analyze changing rates, will follow this discussion. Most rate changes can be attributable to either change in behaviors or population, or changes in both. How you decompose crude differences into their component parts is an essential step in understanding the dynamics of social phenomenon. This will be followed by a review of how we collect and study such social attainments as education, occupation, and income. Here we will examine issues of measurement (e.g., do we count years of attendance or credential earned) and various ways to generate difference measure (e.g., Gini index, index of dissimilarity, mean differences). This discussion will also include ways to decompose observed differences and generate hypothetical estimates of attainment via regression and discrete Markov processes. The final area to be reviewed will be the application of these methods to the study of social inequality.

AFAM 40710. Women and Work in Early America
(3-0-3)
This course will introduce students to a broad view of early American social history that foregrounds the gendered aspects of work in Early America defined loosely as the period from colonial settlement to 1820. On one level, this approach allows for the recovery of women and girls’ contributions to the formal and informal economies of pre-Industrial early America, including their work activities within the household. This perspective is also crucial to the examination of the gendered ideologies of white, Native-American, and African servitude and/or slavery. These ideologies dictated the work experiences of large race- and class-defined segments of the population. Yet cultural retention also played a part and this course will invite students to investigate the impact of derivative work practices (for example examining African women’s dominance of market activities in the New World through the lens of West-African work practices). Further, while the course title emphasizes women’s experiences, the class and race implications of male work practices in early America will be similarly illuminated by a gender studies approach. Thus, an overarching purpose of the course will be to highlight the fluid and unstable concepts of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to European versus non-European, free versus enslaved, and public versus private spheres.

AFAM 40778. Society and Culture through Films
(3-0-3)
This course will deal with a variety of social issues as they are perceived, conceptualized, represented, and understood by the movies. The focus of this course will not be on the cinema history, cinema structure, or movie-making processes, but on how important human problems such as cultural diversity, race relations, the crafting of national identity and national heroes, urban life, class conflict, family structure,
Students who undertake the additional course-work of the supplementary major in gender studies gain a firm grounding in this rapidly developing field, which serves to make them attractive candidates to graduate programs and helps ensure their success should they choose to engage gender issues at an advanced academic level. Students who plan to enter the workforce immediately after graduation will also benefit from the supplementary major in gender studies. As the demographics of the workforce have changed, a host of gender issues have emerged that are of pressing concern. The increased ability to think critically about gender will prepare students to engage these issues responsibly, making them valuable and productive in their future careers.

**Course Requirements.** Students in the supplementary major are required to complete 24 credit hours distributed as follows: GSC 10000/20000, Introduction to Gender Studies (three credits)—a course that maintains a cross-disciplinary approach; one three-credit critical methods course—a 30000- or 40000-level course whose chief focus is on theory and critical methods in the study of gender; one course that links questions of gender to issues of cultural diversity, such as race or class differences; GSC 48001, Gender Studies Senior Seminar (three credits)—a course that allows seniors to pursue independent research projects as well as experiential work on gender issues; four elective courses in gender studies (12 credits). At least one elective course must be in the humanities and at least one must be in the social sciences. Students in the minor are required to complete 15 credit hours, including GSC10000/20000, Introduction to Gender Studies; two core courses; and two electives.

**GSC 10001. Introduction to Gender Studies (3-0-3)** This course is intended to equip students with questions and methods of gender studies and women's studies across the disciplines, including questions of gender, race and class; feminist literary, social and political analysis; women's history; and theories of sexuality; and queer theory.

**GSC 20001. Introduction to Gender Studies (3-0-3)** This course is intended to equip students with questions and methods of gender studies and women's studies across the disciplines, including questions of gender, race, and class; feminist literary, social and political analysis; women's history; and theories of sexuality; and queer theory.

**GSC 40901. Feminist Theory (3-0-3)** This course introduces students to the study and application of feminist theory. We will track the development of feminist theories and apply them to the analysis of a variety of texts: from scientific articles and literary works to artifacts of modern pop culture. In the process, we will examine how feminist theories engage with other analytical models (i.e., Marxist, psychoanalytical, postcolonial, public sphere, medical/scientific, race, film, and queer theory). Organizing issues will include identification and spectatorship, the body, the family/domestic, citizenship, sexuality, and violence (girl and otherwise).

**GSC 20100. Engendering Christianity (3-0-3)** This course is an introduction to feminist approaches to spiritual and philosophical traditions in the Christian West. Beginning from the pastoral and practical issues raised by gender assignments in the context of religious experience, it addresses major topics of theological thinking (such as sin, salvation, images of God, and Christology) relating historical development and contemporary feminist re-readings. The approach is both critical (i.e., analytical) and constructive; the primary focus is on Christian and post-Christian theological and literary texts, but some attention is given to other religious perspectives.

**GSC 20101. Women: Alternate Philosophical Perspectives (3-0-3)** An examination of some of the most pressing problems currently confronting women, the more important theories, from the ultraconservative to the radical feminist, that have been proposed to explain these problems and the concrete proposals for change in society suggested by such theories.

**GSC 20102. Theories of Sexual Difference (3-0-3)** An examination of the following questions: What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? What does equality mean for people characterized by such differences?

**GSC 20103. Twentieth-Century American Feminist Fiction (3-0-3)** Close readings of major 20th-century novels, written by both men and women, which may be accurately described as "feminist."

**GSC 20176. Gender, Race, Class, Sexuality (3-0-3)** Owing to its reputation as the most "transcendent" and "autonomous" of all the arts, music has long been deemed "exempt" from the kinds of ideological critique applied to other modes of cultural production. In recent years, however, critics have begun to challenge the notion of autonomy in music and have attempted to demonstrate the inevitably ideological nature of all music, whether texted or not. This course adopts a cultural studies approach, focused on issues of gender, race, class, and sexuality, to the study of a wide range of both classical and popular musics, from pastourelles of the Middle Ages to music videos of Madonna, with special attention to Mozart’s Don Giovanni and Bizet’s Carmen. Students will learn how to listen and recognize common

**GENDER STUDIES SUPPLEMENTARY MAJOR AND MINOR**

**Director:** Kathleen Pyne

**Assistant Director:** Sophie White

**Administrative Assistant:** Tori Davies

**Objectives.** The Gender Studies Program was inaugurated in 1988 to foster intellectual inquiry and discussion of gender issues at the University.

The minor offers students the opportunity to explore in-depth the rapidly developing scholarship in the areas of gender, women's studies, men's studies, feminist theory, queer theory, and sexuality. It aspires to two interwaving pedagogical objectives: first, to allow students to become proficient in the cross-disciplinary mode of inquiry that is central to the exploration of issues of gender; second, to prepare undergraduates to engage issues of gender after they graduate, whether they undertake advanced study in graduate and professional programs devoted to the study of gender or enter the workforce.

The supplementary major seeks not only to offer students additional knowledge about gender but also to shape their overall orientation toward learning. Through advanced course work on gender, students gain the ability to negotiate traditional disciplinary boundaries and to attain a deeper understanding of the issues of central concern to all who study and work in the field of gender studies. Further, this habit of mind has a transformative impact on the entirety of academic life, making students more creative as they undertake work in their primary major and in other areas of the University.

**AFAM 40779. Human Rights in Latin America (3-0-3)** This course takes the concept of international human rights as the framework to explore contemporary cultural, economic, and political debates about identity, culture, and society in Latin America. We will review the civil and political rights, the social and economic rights, and the indigenous people's rights of the International Declaration of Human Rights through ethnographic case studies. For example, we will explore freedom of speech in Chile and review the report of the findings of the Truth Commission; indigenous people's rights in Colombia and learn about the Afro-Colombian movements for ancestral lands; and social and economic rights in Guatemala and current efforts to implement socio-economic recommendations of the Commission for Historical Clarification. In each area, we will specifically address the role of anthropology, the American Anthropological Association's human rights declaration, and the unique contribution anthropologists can make to international efforts to understand human rights.
signifying practices adopted by composers and musicians—e.g., specific uses of melody, rhythm, meter, tempi, harmonic scales and chord progressions, dynamics, and instrumentation—and to explore critical modes of interpreting those particular musical choices within specific ideological frameworks. Intended for non-majors; no formal prerequisites. Recommended University elective.

GSC 20177. American Men, American Women (3-0-3)
What does it mean to be male or female in America? How different are our ideas about gender from those of other cultures? This course will focus on the 20th century and look at the origins and development of masculine and feminine roles in the United States. How much have they changed over time and what aspects have been retained? We will explore the ways that cultural images, political changes, and economic needs have shaped the definition of acceptable behavior and life choices based on gender. Topics will range from Victorian ideals through the Jazz Age and war literature to movie Westerns, ’50s television families, and ’60s youth culture; and into recent shifts with women’s rights, extreme sports, and talk shows.

GSC 20179. Tropical Heat Waves: Contemporary Latino/a & Caribbean Literature (3-0-3) Rohrleitner
A review of selected contemporary Latino/a and Caribbean novels.

GSC 20221. Introduction to Twentieth-Century Art (3-0-3) Gunty
This sociology course will examine gender roles and violence in society.

GSC 20251. Simone de Beauvoir (3-0-3)
An analysis of the philosophical writings of the greatest feminist theorist of this century, perhaps of all time. The main ethical and feminist themes discussed include freedom, love, resistance to oppression, sources of misogynist and sexist prejudices, bad faith, embodiment, intersubjectivity, negativity, and reciprocity.

GSC 20252. Evolution and Ethics (3-0-3)
An examination of ethical/political models of gender-neutral access to public and domestic requisites for the development of basic human capabilities, and a comparison of these models with current studies of the significance of human sexual dimorphism in evolutionary psychology.

GSC 20253. Memoirs of Madness (3-0-3)
This course has three major dimensions: (1) comparative description and analysis of biomedical and psychodynamic models of psychiatric training; (2) comparative analysis of personal accounts of mental illnesses; and (3) philosophical analysis of psychodynamic models of mental illness and therapy.

GSC 20255. Moral Problems (3-0-3)
An introduction to the field of moral philosophy, with major emphasis on contemporary moral issues.

GSC 20258. From Rome to Wall Street: The Church and Economic Life (3-0-3)
The primary purpose of this course is to develop a critical understanding, via engagement with key texts and writings in the Christian tradition, of theological interpretations of the relationship between the church and the economic order. Texts from the Roman Catholic social tradition to be studied include Rerum Novarum And Economic Justice For All (the US Bishops’ Letter on the US Economy). Broad theoretical and ethical questions to be considered include: How have fundamental Christian understandings of Creation—including teachings regarding human dignity and stewardship—shaped theological interpretations of the relationship between church and economy? What is the appropriate role of the church and individual Christians in the economic order? Is economic justice a proper concern for the church? If so, how ought the church and individual Christians work to achieve economic justice? Particular questions include attention to the tension between the ideal of poverty and the acquisition of property by the church and its members and the role of women in economic life. Course requirements include significant participation in class discussion and group work, a community-based learning project, a mid-semester paper, and a final exam. The instructor will work with Gender Studies and Catholic Social Tradition students to enhance the gender and CST content of the course through discussion and written assignments.

GSC 20259. Introduction to Twentieth-Century Art (3-0-3)
This course provides an introduction to art, aesthetic philosophy, art criticism, and cultural politics from roughly 1900 to the present. European, Russian, and American art are the primary focus. Rather than a mere chronological survey of artistic movements, the course addresses a range of conceptual problems to engage students in different modern methods (Marxist, psychoanalytic, formal, feminist, and so forth) for interpreting art and its history. Painting, sculpture, photography, video, and graphic design are among the media analyzed. Among the artists studied are Henri Matisse, Pablo Picasso, Georgia O’Keeffe, Alexander Rodchenko, Max Ernst, Jackson Pollock, Andy Warhol, Judy Chicago, Cindy Sherman, and others. Lectures, class discussion of assigned readings, and museum visits are key components of the course.

GSC 20260. American Catholic Experience (3-0-3) Cummings
Corequisite(s): HIST 22612
A survey of the history of Roman Catholicism in the United States from colonial times to the present, with emphasis on the 20th-century experience. The first half of the course covers the Catholic missions and settlements in the New World. Republican-era Catholicism’s experiment with democracy; and the immigrant church from 1820 to 1950. The second half of the course focuses on the preparations for, and impact of, the Second Vatican Council (1962–65). Assigned reading includes a packet of articles and primary sources about the liturgical renewal, Catholic action, social justice movements, and other preconciliar developments.

GSC 20261. American Social Movements (3-0-3)
This interdisciplinary survey of civil rights and social protest movements in the United States examines suffrage inclusion, abolitionism and black civil rights movements, labor organizing, and women’s rights in the 19th and 20th centuries, as well as several contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiographies to trace a tradition of protest that both depends on and offers challenges to a democratic society.

GSC 20425. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture (3-0-3) Afsaruddin
This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian Peninsula in the seventh century to its subsequent spread to other parts of western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations, and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

GSC 20426. Beats, Rhymes, and Life: Introduction to Cultural Studies (3-0-3) Irving
An introduction to cultural studies using a variety of media: literature, film, and music.

GSC 20466. Marriage and the Family (3-0-3) Sobolewski
Changing family patterns, sex roles, sexuality, premarital relationships, marriage and divorce, parenthood, childhood, and family interaction are some of the topics. Singles, dual-career families, alternative marriage forms, and the future of marriage and family are also taken up.

GSC 30001. Feminist Theory (3-0-3)
This course introduces students to the study and application of feminist theory. We will track the development of feminist theories and apply them to the analysis of a variety of texts: from scientific articles and literary works to artifacts of modern
pop culture. In the process, we will examine how feminist theories engage with other analytical models (i.e., Marxist, psychoanalytical, postcolonial, public sphere, medical/scientific, race, film, and queer theory). Organizing issues will include identification and spectatorship, the body, the family/domestic, citizenship, sexuality, and violence (girl and otherwise).

**GSC 30100. Women in Irish Oral Tradition**
(3-0-3)

Oral storytelling, traditional singing, and other verbal arts can offer ways of thinking and knowing that are independent of the linear modes of writing and print. Moreover, like other kinds of art, oral tradition offers individuals and communities ways of constructing and maintaining identity, often against considerable external pressure. This course will explore oral verbal art in Irish and English, through transcribed texts, sound recordings, and film, paying particular attention to depictions of and performances by women, and offering gendered readings of the material studied. We will examine and discuss a number of genres of oral verbal art, including the international folklore, legends of the supernatural, and lament poetry, and we will also pay attention to the use of this material by 20th-century writers.

**GSC 30101. Love and Knowledge in Renaissance Literature**
(3-0-3)

In this class we will survey Renaissance literature by looking at what kind of knowledge these texts think love affords. As the new science and new philosophy of the early modern period emerged, questions of how we know and what counts as knowledge became particularly important. In light of criteria such as certainty, objectivity, and rationality, literature of this period persistently explores other ideas of what it means to think and to know.

**GSC 30102. Gender/Sex/Power: Medieval Europe**
(3-0-3)

What has gender to do with sexuality and how can we think about its entanglements in terms of a history of power? How do shifting borders between what counts as masculine and what counts as feminine produce other kinds of bodies in medieval societies? bodies that don’t matter? Using original sources and material remains produced from the third through 15th centuries, together with current feminist and queer theory, students will think about the work of gendered embodiment and the production of bodies that don’t matter.

**GSC 30103. British Novel: Economics, Politics, Gender**
(3-0-3)

Major British novels of the 18th, 19th, and 20th century confront the political, economic, and gender issues of their times.

**GSC 30105. Falling in Love in the Middle Ages**
(3-0-3)

This course attempts to explore the variety of medieval representations of love, and to show how they are intimately bound up with questions of free will and destiny, gender relations, the secularization of learning, time, and eternity.

**GSC 30108. Women in Antiquity**
(3-0-3)

An examination of women’s roles in ancient Greek and Roman society. A comparison of mythological and literary images of women with everyday lives of Greek and Roman women. Origins of Western attitudes toward women.

**GSC 30109. Love and Money in the Nineteenth-Century British Novel**
(3-0-3)

This course focuses on the ways in which the novel both reflected and produced transformations in the relationship between class, gender, and love in 19th-century England, reading Austen, E. Bronte, Dickens, James, and Wilde.

**GSC 30110. Women and Religion in US History**
(3-0-3)

The course is a survey of women and religion in America during the 19th and 20th centuries. Among others, we will consider the following themes: how religion shaped women’s participation in reform movements such as abolition, temperance, and civil rights; how religious ideology affected women’s work, both paid and unpaid; the relationship between religion, race, and ethnicity in women’s lives; female religious leaders; and feminist critiques of religion.

**GSC 30111. Early Modern European Women’s History**
(3-0-3)

This course will introduce students to women’s history in Early Modern Central Europe by focusing on the social, cultural, and mental constructions of women’s identities, and by looking at women’s presence in both the private and public spheres. Central to the course will be an emphasis on the wide and rich structure of European feudal societies in their social, ethnic, religious, and cultural aspects. The assigned texts will include the traditional and the nontraditional, with the main goal of teaching students how to analyze historical sources (especially iconographical and literary ones, using methods and categories employed by other social sciences, such as art history, anthropology, and literary criticism). Students will write two short papers, plus a longer one based on a topic of their choosing.

**GSC 30113. Women and American Catholicism**
(3-0-3)

This course is a survey of women in the American Catholic Church from the colonial period to the present. Through lectures, reading, and discussion, we will consider the following themes: the experience of women in religious communities, women and men in family life, gender and education, lay women and social reform, ethnic diversity among Catholic women, the development of feminist theology, and the intersections and departures between Catholicism and feminism.

**GSC 30114. Russian Women Memoirists**
(3-0-3)

Throughout the history of Russian literature, the genres of autobiography, memoir, and diary have provided a venue for women to find their voices in a private arena safely distanced from the privileged genres of novels and lyric poetry. This course examines the history and development of the female memoir in Russian literature, from the 18th-century memoirs of a courtier of Catherine the Great to documents of the Stalinist terror and prison camp life of the 20th century. We also will address theoretical questions about women’s autobiographical writing and consider the relationship of the works we read to the dominant “male” literary tradition.

**GSC 30115. American Women Writers to 1930**
(3-0-3)

A close reading of “major” and “minor” American women writers of the 18th, 19th, and early 20th centuries.

**GSC 30116. Family/Household in Roman World**
(3-0-3)

A survey of the life-course in Roman antiquity. Topics studied will include: marriage, divorce, child-rearing, old age, the way in which family and household were conceptualized by the Romans, and the demography of the Roman world.

**GSC 30118. Nineteenth-Century European Painting**
(3-0-3) Pyne

This survey of nineteenth-century painting treats the major figures of the period within the context of the social, political, and intellectual ferment that shaped the culture—primarily, the numerous political revolutions and the rise of industrial capitalism and the middle class in France, England, and Germany. Among the artistic movements discussed are neoclassicism, romanticism, realism, pre-Raphaelitism, impressionism, and symbolism. Some of the major themes addressed are the relationships between tradition and innovation, between the artist and public, and between gender and representation, as well as the multiple meanings of “modern” and “modernism.” The class will visit the Snite Museum of Art on occasion to discuss special exhibitions related to topics in the course.

**GSC 30119. Image of Women in Chinese Literature**
(3-0-3)

This course explores changing images of woman in Chinese literature, from her early appearance in folk
poetry to the dominant role she comes to play in the vernacular novel and drama.

GSC 30180. Women in the Americas (3-0-3)
This introductory course will survey a wide variety of literature (fiction, poetry, testimonial, personal essay, autobiography, critical essay, and oral history) and film written by and about women in the Americas from the time of conquest/encounter to the present. Issues to be explored include colonization and resistance; slavery; intercultural contact, exchange, and transformation; the place of womanhood in the development of nation; women of color and feminism; religion and spirituality.

GSC 30201. The Anthropology of Gender (3-0-3)
This course introduces students to the main issues and debates characterizing the anthropology of gender and explores how anthropologists have attempted to understand changing roles, sexual asymmetry, and stratification.

GSC 30221. Gender Issues: Workplace Diversity (3-0-3)
This course was cross-listed through the Mendoza College of Business. There is no course description available.

GSC 30222. Anthropology of Human Sexuality (3-0-3)
This course seeks to examine human sexuality in an anthropological context. We will review sexuality in an evolutionary perspective via a comparison of non-human primate sexual behavior and the theoretical constructs surrounding adaptive explanations for human sexuality. The physiology of sex and the development of the reproductive tract will also be covered. The remainder of the course will consist of the evaluation of data sets regarding aspects of human sexual practice, sexual preference, mate choice, gendered sexuality, and related issues of human sexuality.

GSC 30224. Today's Gender Roles (3-0-3) Alldus
Current changes in male and female roles and the reasons for these changes are examined. Existing gender differences, various explanations for them, and proposals for change are discussed and evaluated.

GSC 30225. Gender and Science (3-0-3)
An exploration of the ways in which science is gendered, starting with the ways in which women have been excluded from science, and moving through such issues as the invisibility and shabby treatment of women with the products of scientific research, the contributions of women to science and whether these are different in kind from the contributions of men, and the differential effects of science on men's and women's lives.

GSC 30227. Feminist Political Thought (3-0-3)
This course will examine different ideas, approaches, and issues within feminist political thought. The first part of the course will compare different theoretical perspectives, from liberalism to Marxism, that have been employed by contemporary feminists. The course will pay particular attention to the meanings ascribed to "woman" and her roles in society. The second part of the course will examine how women have been represented throughout Western political thought, and the values ascribed to them by political theorists. Finally, in the last part of the course, we will turn to an examination of several contemporary political issues particularly relevant to feminist thought.

GSC 30251. Twentieth-Century Ethnic American Novels (3-0-3)
In this class we will explore several ethnic American novels by focusing on the theme of memory, specifically on the ways in which remembering one's own or one's ancestors' past becomes part of one's self-identification as an ethnic American. Since the ties between past and present are rarely straightforward, remembering one's own family history if often a painful, haunting experience. Yet facing the ghost's of one's past can be a liberating process, too, allowing for self-invention.

GSC 30252. Fictions of Insanity (3-0-3)
This course will explore the literary motifs of insanity in novels ad short stories from the 19th and 20th centuries, tracing cultural fashions with "abnormal" minds. Analyzing the complexity of these characters' struggles with mental illness might be based in biology or rooted in historical and social circumstances. We will further consider how gender, social class, and race play a role in these diverse portrayals of disturbed characters.

GSC 30253. Ethnic Identities (3-0-3)
This class will explore the interconnectedness among literatures of prominent authors from the Americas, Africa, England, and the Caribbean. This course emphasizes comparative perspectives by exploring how authors from various parts of the globe address issues such as nationalism, power, gender, and race.

GSC 30254. Early Modern American Fiction (3-0-3)
In this class, we will explore several ethnic American novels by focusing on the theme of memory, specifically on the ways in which remembering one's own or one's ancestors' past becomes part of one's self-identification as an ethnic American. Since the ties between past and present are rarely straightforward, remembering one's family history is often a painful, haunting experience. Yet facing the ghosts of one's past can be a liberating process, too, allowing for self-invention.

GSC 30256. Humor and Violence in History (3-0-3)
This course explores the relation between humor and violence from Western antiquity to the present, and works from the premise that humor is a response and antidote to violence and suffering. We will use a wide range of literary works, films, and students' assignments to investigate our subject. Course requirements include numerous short quizzes, three analytical and creative papers of intermediate length, and group presentations.

GSC 30257. The Criminal in American Literature (3-0-3)
American mythology, according to R.W.B. Lewis, describes the "authentic American as a figure of heroic innocence. American power's formation in 'criminal' acts of reason, conquest, and economic exploitation, however, troubles both this mythology of 'innocence' and American democratic ideals. Thus, much of American literature is fascinated by the slippage between heroic and the criminal. This course will survey American literature through its criminals.

GSC 30258. Madness in Victorian Literature (3-0-3)
This course will explore the Victorian fascination with the aberrant, the peculiar, and the fantastic alongside of the Victorians' notorious reputation for prudery and repressiveness.

GSC 30259. Fashioning Identity in American History (3-0-3)
This course will focus on dress and material/visual culture in American history starting with the colonial period. It will introduce methodology and offer an overview of key themes in the history of dress and consumerism within the framework of gender studies.

GSC 30260. World War I. Narratives at War (3-0-3)
This course will examine narratives during World War I.

GSC 30261. Passing in Twentieth-Century American Literature (3-0-3)
Interracial relationships as depicted in the writings of black and white American writers.

GSC 30263. African-American Migration Narratives (3-0-3)
This course will explore life writings and issues of self-representation in the African-American expressive cultural tradition in the 19th and 20th centuries. We will pay special attention to questions of gender, audience, authenticity, and competing feminist and nationalist ideologies.
GSC 30264. Renaissance Rebels
(3-0-3)
Shakespeare’s plays, including histories, tragedies, and comedies.

GSC 30265. Humor and Violence in History
(3-0-3)
This course explores the relation between humor and violence from Western antiquity to the present, and works from the premise that humor is a response and antidote to violence and suffering. We will use a wide range of literary works, films, and students’ assignments to investigate our subject. Course requirements include numerous short quizzes, three analytical and creative papers of intermediate length, and group presentations.

GSC 30266. Shakespeare’s Comedies
(3-0-3)
A survey of the comedic plays of William Shakespeare.

GSC 30267. Love, Death, and Revenge in Japanese Drama
(3-0-3)
An introduction to Japanese classical theater (Noh, Kyogen, Bunraku and Kabuki) through readings and videotapes of selected plays.

GSC 30268. Japanese Society
(3-0-3)
This course presents a survey of the social structures and forms of expression that make up the complex society of contemporary Japan, using anthropological writings, history, reporting, film, and fiction.

GSC 30278. British Art
(3-0-3)
This course is a general survey of the development of British painting from 1560 to 1900. In this context, the relationship between English 17th-century and early 18th-century and American colonial painting are considered, alongside a discussion of uniquely British traditions.

GSC 30279. Survey of 19th-Century Art
(3-0-3)
Open to all students. This survey of 19th-century painting treats the major figures of the period within the context of the social, political, and intellectual ferment that shaped the culture—primarily, the numerous political revolutions and the rise of industrial capitalism and the middle class in France, England, and Germany. Among the artistic movements discussed are neoclassicism, romanticism, realism, pre-Raphaelitism, impressionism, and symbolism. Some of the major themes addressed are the relationships between tradition and innovation, between the artist and public, and between gender and representation, as well as the multiple meanings of “modern” and “modernism.” The class will visit the Snite Museum of Art on occasion to discuss special exhibitions related to topics in the course.

GSC 30281. Spanish Women
(3-0-3)
There is no course description available

GSC 30283. Twentieth-Century Art I: 1900–55
(3-0-3)
Open to all students. Fulfills fine arts requirement. This course focuses on early 20th-century art and cultural politics in Europe, Russia, and the United States. In the early modern period, many of the most ambitious and innovative artists strove to destroy old models of art, often replacing them with models that advocated revolutionary forms for a new, imaginary society. At other times, artists have employed art to undermine accepted norms of bourgeois culture and to liberate art and experience from convention. These are themes addressed in this course, along with the contradictory reality in which the art arose: an era defined by massive wars, racist ideologies, and violent suppressions. Among the selected artists analyzed are Pablo Picasso, Henri Matisse, Piet Mondrian, Marcel Duchamp, Lyubov Popova, Salvador Dalí, Walter Gropius, Diego Rivera, and Jackson Pollock.

GSC 30284. Twentieth-Century Art II: 1955 to Present
(3-0-3)
Open to all students. This introductory course is subtitled “Techno-Capitalism and the Art of Accommodation.” The post-World War II era, particularly in the United States, is marked by the greatest expansion of corporate and consumer capitalism in history. Massive wars are fought to defend capitalist ideology. (A case in point is the tragic Vietnam War.) How has art figured into these social transformations? Has art protested these conditions or easily accommodated itself to overpowering economic, political, and legalistic techno-capitalist regimes? These questions arise throughout this course, which concentrates on selective artistic events in the United States and Europe during the second half of the 20th century. Movements considered include pop art, minimalism, op art, arte povera, postminimalism, earth art, conceptual art, photo-realism, video and performance art, and other recent picture/theory approaches to art making. This course focuses on recent developments in painting and sculpture. It also examines associated theories of art criticism.

GSC 30285. Scandal, Intrigue in Traditional Japanese Literature
(3-0-3)
Explore the aesthetics and politics of courtship and marriage among the aristocracy of Japan. Readings include 10th- and 11th-century classics such as The Pillow Book, The Tale of the Genji, and The Gosamaru Years.

GSC 30286. Topics in Latino Art
(3-0-3)
Chicanas in the Visual Arts. This course examines the visual production of Chicana artists. Mastizaje as a feminist paradigm has provided these artists with a powerful venue of expression. Gender, racial, class, and ethnic issues involved in the art created by Chicanas and the important contributions this art has had in Mexican-American spirituality will be discussed. The diverse artistic strategies created by these artists, such as altar installations, will be addressed, as well as the relevance of this art in the contemporary art scene. The course draws heavily on the visual production of Chicana women artists from the Southwest.

GSC 30287. Self and Society in Modern Japanese Fiction
(3-0-3)
Immediately after opening its doors to the West in the 19th century, Japan was faced with questions of identity on both the national and individual levels, and self-discovery/expressions soon became one of the main themes of Japanese literature.

GSC 30289. Jacksonian America
(3-0-3)
This course explores the early 19th-century history of the United States, from the close of the War of 1812 to the coming of the Civil War (1815–50). Although the era and course take their name from President Andrew Jackson, we will cover much more than national politics and affairs of state. We will explore the birth of mass political parties, conflicts between nationalism and sectionalism, early industrialization and the rise of class conflict, the development of slavery and antislavery, changing gender roles and the rise of feminism, evangelical religion and reform, and Native American resistance and removal. The course will emphasize active participation by students through regular discussion and frequent writing assignments.

GSC 30290. Modeling Sanctity
(3-0-3)
In this course we will examine the lives and legacy of selected saints with a view to defining the ideal qualities and criteria by which sainthood is made known. Incorporating visual as well as textual materials, hagiographies, theological writings, and written testimonies, the course will consider the varieties of evidence that testify to sanctity. An important part of this course will be a discussion of how different kinds of evidence must be evaluated according to their medium and audience; for example, how visual portrayals—whether portrait, narrative cycle, or manuscript representations—can be compared to written ones, and differentiated from textual sources not only in iconographic terms but also as unique and forceful forms of knowledge in their own right.

GSC 30291. African-American History I
(3-0-3)
This course is a survey of the history of African Americans, beginning with an examination of their West African origins and ending with the Civil War era. We will discuss the 14th and 15th centuries, West African kingdoms, forms of domestic slavery and West African cultures, the Atlantic slave trade, early slave societies in the Caribbean, slavery in colonial America, the beginnings of African-American cultures in the North and South during and after the revolutionary era, slave resistance and rebellions, the
political economy of slavery and resulting sectional disputes, the significance of "bloody Kansas," and the Civil War.

GSC 30292. African-American History II (3-0-3) Graff
This course will survey the history of African Americans from 1865 to 1980. Specifically, we will focus on the problems of Reconstruction in the South after the Civil War, the adjustments and reactions of African Americans to freedom, the economic exploitation of sharecropping, northern black communities at the end of the 19th century, the migration of black Southerners to northern urban areas, black political leadership, the Civil Rights Movement, current examples of institutional racism, and affirmative action in America.

GSC 30293. United States Labor History (3-0-3) Graf
This course will examine the history of paid and unpaid labor in the United States from colonial times to the near present. We will seek to understand how working people both shaped—and were shaped by—the American Revolution, the debates over slavery and free labor culminating in the Civil War and Reconstruction, the rise of big business, the creation of a national welfare state, the Cold War-era repression of the Left, and continuing debates over the meanings of work, citizenship, and democracy. Throughout the course, we will devote considerable time to the organizations workers created to advance their own interests, namely the labor movement. We will also pay special attention to the complicated yet crucial connections between work and racial and gender identities. Specific topics may include: slavery, farm labor, women's domestic work, trade unions, questions of industrial democracy, the role of radicalism, and the challenges confronting workers in the current era of corporate globalization and anti-sweatshop activism.

GSC 30294. African-American Literature (3-0-3)
This course is designed to familiarize students with the diverse concerns of black women's writing from the first novel written in 1854 through the present.

GSC 30295. African-American History II (3-0-3) Corequisite(s): HIST 32800
This course will survey the history of African Americans from 1865 to 1980. Specifically, we will focus on the problems of Reconstruction in the South after the Civil War, the adjustments and reactions of African Americans to freedom, the economic exploitation of sharecropping, northern black communities at the end of the 19th century, the migration of black Southerners to northern urban areas, black political leadership, the Civil Rights Movement, current examples of institutional racism, and affirmative action in America.

GSC 30296. City in Modern Chinese Fiction (3-0-3)
Examining portrayals of cities such as Beijing and Shanghai in fictional works, this course explores the image of the city as the big, the bad, and the irresistible site of desire for modernity in 20th-century China.

GSC 30298. The Harlem Renaissance (5-0-3) Johnson-Roullier
A study of the historical, cultural, and political circumstances that led to the flowering of African-American literature in the '20s and early '30s and the writers it fostered: Hughes, Hurston, Toomer, Redmon Fauset; Larson, and Thurman.

GSC 30299. Islam: Religion and Culture (3-0-3)
This course will discuss the rise of Islam in the Arabian Peninsula in the seventh century and its subsequent establishment as a major world religion and civilization. Lectures and readings will deal with the core beliefs and institutions of Islam, with particular emphasis on religious and political thought from the Middle Ages through our own time. All readings are in English; no prerequisite.

GSC 30300. The Short Story In East Asia and the Asian Diasporas (3-0-3)
This course introduces students to short stories by 20th-century writers in China, Taiwan, Korea, Japan, and the East Asian diasporas. The goals of the course are to examine the intertwined modern histories of East Asian nation-states, investigate the short story as a literary genre, and explore critical concepts of literary and cultural identity studies. The stories will be read in conjunction with critical essays on nation, gender, and the short story with particular attention to the narrative strategies of the authors. Reading the stories both in terms of the cultural and ideological contexts in which they were written and as material artifacts available to us in English today helps to problematize the meanings of "Chinese," "Japanese," or "Korean" in East Asia and beyond. Ultimately, this course will provide students with the conceptual framework and vocabulary to interrogate gender, race, and nationality as socially constructed categories. All readings are in English; no prior knowledge of Asia is presumed.

GSC 30301. Food and Consumption in North American Literature (3-0-3)
An exploration of the literary world of eating, food, and food culture through a long chronological span of American and Mexican writing and through a wide range of genres, as keys to understanding the self and the other.

GSC 30302. The City in American Literature (3-0-3)
Literary representations of the city and social identity in American texts from the 1890s to the present, including Riis, Dreiser, Wharton, Sinclair, Yezierska, Wright, Paley, and Cisneros, as well as contemporary nonfiction and films.

GSC 30304. Victorian Literature (3-0-3)
A description is not available for this course.

GSC 30305. Colonial America (3-0-3) Slaughter
This course considers the history of New World exploration and settlement by Europeans from the 15th century to the 18th century. It examines the process of colonization in a wide variety of cultural and geographic settings. It explores the perspectives of Indians, Europeans, and slaves with a particular emphasis on the consequences of interracial contacts. We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and de-peopling) of English North America.

GSC 30306. Morality and Social Change in United States History (3-0-3) Abruzzo
How do we explain sweeping moral changes in society? Why did so many people support legal slavery for so long, and what motivated others to turn against it? What is the relationship between social change and moral theory? The purpose of this class is to examine the moral frameworks that Americans have used to understand—and to change—their society. We will focus on hotly debated issues in American history, looking at the way that Americans thought about issues such as slavery, animal cruelty, sex, family roles, labor, economics, war and citizenship, and civil rights. We will look at both sides of debates to understand the values and beliefs that shaped traditions of social change and resistance to that change.

GSC 30425. Love, Death, and Exile in Arabic Literature (3-0-3) Guo
This course explores the literary and artistic presentation of the themes of love, death, and exile in medieval and modern Arabic literature and popular culture. Through close readings of Arabic poetry, essays, short stories, and novels (with English subtitles), we discuss the following issues: topics and genres of love and poetry, gender, eroticism, and sexuality in literary discourse, the traditional motif of Al-banin ila al-sutanu ("yearning for the homeland") in modern poetry and fiction.

GSC 30427. The Japanese Empire and Literature (3-0-3) Bowen-Stryuk
Japan emerged on the global stage as an imperialist power with the defeat of China in 1895 (over Korea) and the defeat of Russia in 1905 (again, over Korea). By the end of the First World War, the "Japanese Empire" included Taiwan, Korea, the south Pacific islands called Nan-yang, and the southern half of
Sakhalin, not to mention the late 19th century acquisitions Okinawa and Hokkaido. Hardly a static referent from 1895 until its dismantling upon defeat in 1945, the “Japanese Empire” must have meant something terribly different, depending on whether you were a Japanese national or colonial subject; a man or a woman; in the military or a man of letters; a domestic worker or colonial settler; businessman or maid. Even within the Japanese archipelago—indeed, even at the height of government censorship on cultural production in the early to mid ’40s—the meaning of the “Japanese Empire” was a site of cultural contestation.

This class looks at the literary and artistic production—fiction, memoirs, poetry, film, visual arts and drama—of the 50-year rise and fall of the Japanese Empire. A current of this class deals with the inter-Asian, Bolshevik-inspired organizations that looked to Japanese radicals, with no little irony, for solidarity in the fight against Japanese imperialism.

GSC 30467. Sociology of Aging
(3-0-3)
With life expectancy increasing and birth rates declining, the populations of Western cultures have been rapidly aging. What are the implications of this aging process for social institutions (the family, economy, government) as well as for the individual wellbeing of the elderly? What does the future hold for those of us who will spend an increasing proportion of our lives past age 65? These and other questions are addressed in this course, which focuses on the social, economic and personal challenges facing all of us in the latter half of the life cycle. The course will be divided into two roughly equal units: (1) the aging individual in social context, and (2) family relationships in later life. The first unit will cover such topics as images of aging, theoretical perspectives, social bonds of the elderly, caregiving for the oldest-old, work and leisure, finances and housing, mental and physical health, victimization, women and minorities, death and dying, and social policy. The second unit will focus on several familial units or situations, including marriage, single-hood, parents and their adult children, grandparenting, and sibling relations. Student performance will rely on a combination of the following activities: essay exams, research projects based on library work and/or fieldwork, and both general discussions and brief presentations made in class.

GSC 30468. Fundamentals of Social and Cultural Anthropology
(3-0-3)
This course addresses the question of how and why cultures differ, the relationship between environment and culture and how humans use culture to solve common problems. Students examine the cultural nature of language, personality, religion, economics, politics, family and kinship, play, and even deviant behavior.

GSC 30469. Fundamentals of Human Evolution
(3-0-3) Rowan, Sheridan
This course deals with human evolution in both biological and cultural terms. Topics covered will include primate behavior, the mechanisms of evolution, the fossil record, and the characteristics of prehistoric cultures.

GSC 30471. Human Diversity
(3-0-3)
Prerequisite(s): See online Course Catalog for details. This course presents the methods used by physical anthropologists to study both the biological basis of human differences (race, intelligence, sex, gender, etc.), as well as the ongoing process of human adaptation and evolution in response to climate, nutrition, and disease.

GSC 30472. Poverty, Inequality, and Social Stratification
(3-0-3)
Social inequality is a prominent and persistent feature of modern society. Social stratification theory attempts to explain the causes of inequality and the reasons for its persistence. This course will address such questions as: Why are some people rich and some people poor? Why does inequality persist? Who gets ahead? Can men and women get the same jobs? Do different races have the same opportunities? Is inequality necessary? Potential topics include inner-city and rural poverty, welfare dependency, homelessness, status attainment and occupational mobility, racial and ethnic stratification, gender stratification, and class theory.

GSC 47000. Special Studies
(7-0-3)
Special studies are available with gender studies-affiliated faculty.

GSC 40001. Feminist Theory
(3-0-3)
How does feminist thinking reconceptualize the problems of identity, equality, oppression, and resistance? How do feminist theorists redefine the differences of race, gender, and class? What does this mean for the analysis of literary texts and films? The purpose of this course is to raise these questions, provide the forum for discussion, and to introduce students to the main debates in feminist theory. The course will be organized around the key concepts in feminist theory—such as embodiment, desire, sexual difference, performativity, power relations of race, gender and class, and the structure of spectatorship—and the main controversies surrounding these concepts.

GSC 45001. Gender Studies Internship
(5-0-3)
Semester-long internships (3 credits) are available with a variety of organizations in the South Bend area. Assistance with transportation may be available. Please see advisor for further information.

GSC 48001. Senior Symposium
(3-0-3)
A yearlong course, required for gender studies students in their senior year, the symposium includes both independent study and group discussion. Students design a project in keeping with their interests and incorporating a gender studies orientation. They pursue that project under the direction of a faculty mentor, starting in the fall semester. Requirements include an independent project, based either on experiential work in the community or on scholarly research; a written report, participation in class meetings, and brief presentation of the project at the final a written report, participation in class meetings, and brief presentation of the project at the final gender studies symposium in the late spring. The practicum meets three times in the fall and weekly in the spring. Students receive no credit in the fall and three credits in the spring.

GSC 41010. Mother Love
(3-0-3)
A surprising number of poetic and narrative works are haunted by a maternal presence (think of Grendel’s mother, or Hamlet’s mother Gertrude). In this course, we’ll read medium length story-making poems (shorter than epics, longer than lyrics) with an eye to their handling of matters related to maternity.

GSC 43100. Seminar: Women Writers in Spain
(3-0-3)
This course may cover an in-depth study of a particular author, theme, genre, or century. In addition to treating primary texts, some critical material will be required reading. The course culminates in a substantial research paper. May be taken either fall or spring term.

GSC 41011. Redemption and Suffering: An Ancient Judgment
(3-0-3)
What were the theologically significant effects of the destruction of the Temple in 586 BCE and in 70 CE? Traditionally, scholarship has responded by claiming that the divine revelation eventually withdrew from the Jewish tradition and that prophecy ceased. More nuanced accounts speak of a transformation from prophecy to scribalism, in which divine revelation conveyed by the prophet is replaced by an inherited and inspired text, which is read by an authorized interpreter. While revelation and inspiration persisted, there was a gradual but significant transformation in the role of the divine and of the interpretation of destruction and exile. Already in Hosea, Ezekiel, and Jeremiah, Israel or Judah is represented as the faithless wife or wanton woman who is rejected by the divine husband. However, confronted by destruction, the prophet comes to identify with the feminine. It is the woman who knows how to express mourning in lament. It is the woman who possesses insight into the mystery of birth and the suffering that precedes it. Not that the role of prophet is taken over, so far as we know, by women. Rather, the prophet must take over the role of woman. Prophecy becomes in part the effort to
imagine the impersonal position of a ravaged woman, which is now the way to represent Zion. In this way, the prophet seeks to give voice to a lament that is at the same time the possibility of salvific reunion with the divine, the possibility of birth. In order to deepen the conceptualization of the feminization of prophecy in the face of destruction, we will consider contemporary studies of the use of woman as a symbol of lament and suffering, a gesture that one can trace back to the ancient world of Greece and of the Hebrew Bible.

GSC 40102. English Women: 1553–1714
(3-0-3)
The purpose of this course is to understand how such categories as “women” and “mothers” are constructed within particular historical circumstances. Tudor and Stuart history, in all its aspects, will be considered from the viewpoint of women. Topics will include monarchy and revolution, orthodox religion and radicalism, health and sickness, the household and crime. The women whose lives, words, and representations will feature as primary material will include queens and murderers, housewives and prophets, poets and midwives, criminals and their accusers. The experiences of women will be recovered, as far as sources permit, and they will be examined within the context of the social structure and gender ideologies that constrained them.

The basis of this course will consist of weekly readings in primary and secondary sources. Visual images of women, religious texts, and didactic writings about conduct will be used to understand the framework within which women operated. The poetry and prose of a wide range of women will be examined. Diaries, autobiographies, and court records will prove especially useful as a means of understanding the lives of the widest possible range of women.

Assessment will be mainly based on written work, including a book review, an essay based on secondary sources, and an essay based principally on primary material.

GSC 41115. Simone Weil: Justice, Grace, and Creativity
(3-0-3)
Twentieth-century philosopher and educator, militant activist, and mystic, Simone Weil dedicated her life to analyzing and actively combating the malaise that she sensed in modern technological society. Her work in support of equal justice for all human beings and her compassion for the suffering of the poor and oppressed were a prelude to a series of mystical experiences that led her to a deeper appreciation of the role of grace in the transformation of the temporal order. This course will give equal attention to Weil’s distinctive contribution to theology, aesthetic theory, and social practice.

GSC 40116. Dandies, Decadents, and New Women
(3-0-3)
An introduction to the three major literary movements in Britain in the latter half of the 19th century.

GSC 40117. Love and the Novel
(3-0-3)
Love has been a constant subject of the novel since the time of early Roman Empire—at least. Yet love appears in various and puzzling guises, and as a subject creates multiple tensions. It evokes hostility as well as fascination. Eros is something like a character in its own right, certainly a disturber of the social order, and never comfortable.

Characters in novels (like ourselves) search for love, but their desires may be chaotic and the object forbidden. Is adultery central to fiction? Is desire for narrative intertwined with erotic desire? We may think we like love, but we may not. Love, so often represented as a rose, seems sometimes a kind
of weed to be rooted out. Yet, as the novels demonstrate, eros refuses to be counted out of issues of identity, and it slides into the heart of philosophical enquiries and searches.

GSC 40118. Women and War in US History (3-0-3)
This course will explore new perspectives on wars fought by Americans and will provide an overview of American conflicts from the colonists’ wars with Native Americans to the current war on terrorism. By looking at the various roles women play in war and examining the ways in which women’s lives can be shaped by war, the course will also introduce students to important themes in women’s history and to new methodologies influential in the study of history. Films and documentaries, and primary and secondary readings will be used.

GSC 40119. Twentieth-Century British Women Writers (3-0-3)
Modern and postmodern fiction (and some nonfiction prose) by British women. Authors may include Woolf, Butts, Rhys, Cunard, Richardson, Car- rington, West, Mansfield, Carter, and Winterson.

GSC 43120. Seminar: Feminist Issues, Modern Art (3-0-3)
In this course we will survey many of the major figures—both men and women artists—of the 19th- and 20th-century European and American art, in order to examine current debates about the role of the feminine in modern art. The selected readings will explore a broad range of significant, recent discussions of the field, as well as the theoretical sources of these studies. The most important of these issues will include theories of sexuality; the role of gender in the formation of the avant-garde; the problem of a feminine subjectivity—its possibility or impossibility; the woman-child as the type of woman artist; the experience of mothering in developing artistic subjectivity; the feminine as performance and masquerade; and the collapse of the feminine into the primitive.

GSC 40123. Women’s Voice in Twentieth-Century French Prose (3-0-3)
An in-depth analysis of 20th-century French prose with a special emphasis on the uniqueness of the female voice within the text.

GSC 40126. Some Strains in Twentieth-Century American Fiction (3-0-3)
This course studies the interconnections among six of our best fiction writers of the last century, tracing the dynamic aesthetic and moral development of American fiction from Fitzgerald through Hemingway, Faulkner, Hurston, and Walker, to Morrison.

GSC 40127. Mary Wollstonecraft and her Legacies (3-0-3) Dotting
This course will begin by examining the political thought of Mary Wollstonecraft (1759–97) through a close study of her corpus of original writings, including her early educational writings, her two great treatises of political theory, A Vindication of the Rights of Men and A Vindication of the Rights of Woman, and her late literary writings. Next, the course will investigate the contested question of Wollstonecraft’s political, philosophical, literary and popular legacies. Through the study of the works of major nineteenth-century writers who read, critically engaged, and in many cases appropriated Wollstonecraft’s radical ideas on women’s rights, marriage and family, theology, and educational, economic and political reform, we will challenge the thesis that her husband William Godwin’s scandalous 1798 biography of her life diminished her influence in the century after her death. Finally, we will look at how Wollstonecraft has been received in the past hundred years and engage the puzzling question of why the most visionary and influential theorist of women’s rights in the modern tradition has not yet secured a steady place in the Western canon.

GSC 40128. Images of Women in American Cinema (3-0-3) Halperin
In viewing any film, we must ask ourselves what the filmmakers want us to think. To answer that question for a specific genre, we will be studying portrayals of 20th century women in film and how these images have evolved in reaction to, and as a backlash against, the modern feminist movement.

GSC 40129. Family Development (3-0-3) Klein
This course is directed to the sociology, psychology, counseling, preprofessional, nursing, social work, and other majors who will necessarily be working with or seeking to understand families in the course of their occupations. The course covers change in families from the time when couples marry until their dissolution due to divorce or death of one of the spouses. Parent-child relations beginning when children are born until parents’ death, changes in sibling relations as persons age, as well as the development of the marital union will be examined. The family cycles of childless and one-parent families will also be included. Students have the opportunity to apply the course material on family careers to their own families within the context of marriage, occupational and educational plans. They do a case history of a family in order to gain experience in using the family development approach.

GSC 40175. Gender and Power Asian Cultures (3-0-3)
The class studies the representations of women and men in different Asian societies and in different political, social, and economic contexts, and their effect on kinship, family, work, religion, and the state. Ethnographic studies will cover Japan, Korea, China, Malaysia, Indonesia, and India, with a special emphasis on contemporary Japan.

GSC 40176. African-American Women (3-0-3)
At the end of the millennium, at a time of great anxiety for at least a portion of our society, we have also witnessed a great explosion of African-American women writers. This course will seek to understand the relation of these women to the larger American culture and what they have to say about our collective vision and future.

GSC 40177. Women and Work in Early America (3-0-3)
This course will introduce students to a broad view of early American social history that foregrounds the gendered aspects of work in Early America defined loosely as the period from colonial settlement to 1820. On one level, this approach allows for the recovery of women and girls’ contributions to the formal and informal economies of pre-Industrial early America, including their work activities within the household. This perspective is also crucial to the examination of the gendered ideologies of white, Native American, and African servitude and/or slavery. These ideologies dictated the work experiences of large race and class defined segments of the population. Yet cultural retention also played a part and this course will invite students to investigate the impact of derivative work practices (for example examining African women’s dominance of market activities in the New World through the lens of West African work practices). Further, while the course title emphasizes women’s experiences, the class and race implications of male work practices in early America will be similarly illuminated by a gender studies approach. Thus, an overarching purpose of the course will be to highlight the fluid and unstable conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to European versus non-European, free versus enslaved, and public versus private spheres.

GSC 40178. Race, Gender and Women of Color (3-0-3)
This seminar analyses dominant American beliefs about the significance of race and gender primarily through the focusing lens of the experiences of women of color in the U.S. How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other American? How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other American? How have women of color responded to and reinterpreted white American ideas about their identity to develop their own self-defenses and ideologies?
GSC 40179. Feminist and Multicultural Theologies
(3-0-3)
An exploration of how the voices of women have helped to reshape theological discourse and to bring to light new dimensions of the living Christian tradition. Like other liberation theologies, feminist theologies take the experience of suffering and missing voices in the tradition as the starting points for theological reflection on the mystery of God and all of reality in relation to God. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third World theologians, this class will focus on the following questions and areas of theology: the theological task and vocation, the significance of gender and social location in the fields of theological anthropology and Christology, theologies of the cross in the face of contemporary suffering, the mystery of God, and implications of women's spirituality in our day. Students will have the opportunity to join an optional reading group that will focus on classic texts in the development of feminist theologies.

GSC 40180. History of American Women I
(3-0-3)
This course surveys the social, cultural, and political developments that shaped American women's lives from the colonial period to 1890. It will analyze both the ways American culture defined women's place during different historical periods and the ways women themselves worked to comply with or to resist those definitions. Topics include pre-industrial society, transformations in work and family life, industrialism and class formation, slavery, women's culture, and the emergence of a woman's movement. Throughout, stress will be laid on the importance of class, race and ethnicity in shaping women's historical experience.

GSC 40181. History of American Women II
(3-0-3)
This course surveys women's relationship to the social, cultural and political developments shaping American society from 1890 to the present, concentrating on developments in women's activism and in popular culture. Topics include the new woman and Progressivism, the transformation of feminism in the 1920s, women's paid and unpaid labor, the "feminine mystique," the Women's Liberation Movement of the 1960s, and changing gender roles in recent decades. Particular attention will be paid to the impact of class, race, and ethnicity on issues of gender.

GSC 40182. Women in the US South
(3-0-3)
This course introduces students to the historical study of women in the United States South. It will cover topics such as women in slavery, the transition freedom, race relations, and social movements. Through student-centered discussions, presentations, and a variety of different writing assignments, students will analyze how race, class, and gender structured the experiences of women in southern society. At the end of the semester students will be prepared to pursue more advanced research in the field of women's history.

GSC 40183. Sex, Sexuality, and Gender in the United States to 1890
(3-0-3) Bederman
Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will both introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes toward sexuality (the Puritans were not anti-sex!), how different cultures' views of sex shaped relations between colonists and Indians, why sex was an important factor in establishing laws about slavery in Virginia, birth control and abortion practices, changing patterns of courtship, men who loved men and women who loved women, and why the average number of children in American families fell by 50 percent between 1790 and 1890.

GSC 40184. Icons and Action Figures in Latin Literature
(3-0-3)
Understanding US Latino/Latina literature, art, and film through its many allusions to and re-interpretations of traditional icons and historic figures as well as legends, myths, popular figures, and action heroes/heroines of the Americas (including those with origins in Native American, Latino/Latina, African, Asian, and European cultures).

GSC 40185. Gender Issues in Asian Theatre
(3-0-3)
The course introduces the student to the process of devising a dramatic text leading to a performance of the text through collaborative methods. The class discourse will evolve from gender issues articulated by Asian theatre, traditional as well as contemporary. Through this method, the students contribute, evaluate, and try out their ideas towards the writing and production of a theatre creation, which shall be performed at the end of the semester. Approach is inter-disciplinary.

GSC 40186. Gender and Culture
(3-0-3) Ellmann
An introduction to literary theories of gender and culture in film, literature, and other media.

GSC 40201. World Families
(3-0-3) Mahmood
World Families is a course designed to examine families across space and through time. The families to be studied come from a number of societies other than the United States. Also considered will be families in the United States as they existed in earlier periods to give another basis for comparison among families today. Course Objectives: (1) To enable the student to acquire knowledge of families in major world civilizations other than our own. Such knowledge will not only contribute to an understanding of U.S. families, but also to an ability to function in an increasingly interdependent world. (2) To give the student a greater understanding of social organization through a study of families interrelationships with other social associations. Students will see how the interrelationships of families with other social associations in a particular society, such as those having to do with religion or economy, help account for the differences and similarities among families in different societies. (3) To examine the changes and continuities in family functioning within a sociological perspective. Here the student will learn how the process of industrialization has affected family life in this country and examine ongoing changes in family patterns in other societies seeking industrial development. (4) To become more familiar with the scientific literature and the research methods upon which it is based. With such knowledge students can become a more sophisticated consumer of research.

GSC 40202. Economics/Gender and Ethnic Discrimination
(3-0-3)
Women and ethnic minorities have the lowest incomes, worst jobs, and highest levels of unemployment and poverty in the United States today. This course examines the role of racism and sexism in the US economy.

GSC 40221. Gender and Violence
(3-0-3) Mahmood
This upper-level anthropology course focuses on the problematic intersection between gender and violence. The question of male aggression and female pacifism is explored, with attention to female fighters and male practitioners of nonviolence. Women in circumstances of war, trauma, and healing are studied for the insight such study may provide for peacebuilding initiatives. Gender in the military, gender and violence ritual cross-culturally, and rape as a sociopolitical phenomenon are among the other topics considered. Primary source readings complement intensive class discussion; substantial writing and speaking buttress academic skills.

GSC 43222. Seminar: Representations of Feminine
(3-0-3)
An in-depth analysis of 20th-century French prose with a special emphasis on the uniqueness of the female voice within the text.

GSC 40223. Sociology of Masculinity
(3-0-3)
This seminar explores the social construction of masculinity and its many forms, both traditional and emerging, through readings, movies, discussions, and writing assignments. Members of the seminar will seek a better understanding of shifting roles, identities, and social structures that influence the way both males and females develop the meaning of masculinity. Topics include socialization, role conflicts, gender violence, sexuality, the impact of fathering and men's movements. The masculinities in the United States
and around the world. It is intended to complement the study of gender in other disciplines, but some familiarity with basic concepts in sociology is strongly recommended.

GSC 40224. Sex Inequality in Workplace
(3-0-3)
This course examines issues of gender inequality within the workplace.

GSC 40225. Engendering Archaeology
(3-0-3)
This course will consider the historical and theoretical foundations of creating an engendered past, the methodological and practical aspects of “doing” engendered archaeology, and the intersection between political feminism, archaeological knowledge production, and the politics of an engendered archaeology.

GSC 40251. Fashioning Identities in Colonial America
(3-0-3)
This course will focus on dress and material/visual culture in colonial North America. It will introduce methodology, and offer an overview of key themes in the history of dress and consumerism within the framework of gender studies. In our focus on the colonial period (especially in the 18th century), we will analyze the economics of dress (the production, marketing, and acquisition of cloth and clothing) and will assess the importance of fashion and commerce and politics. We will evaluate the role of dress in the construction of colonial identities, and we will examine the ways that dress operated as a visual locus for racial, class and ethnic encounters.

GSC 40252. War/Money/Romance: 1100–1200
(3-0-3)
During the 12th century, the royal court of England made revolutionary advances in killing, counting, and judging at the same time that they patronized the emergence of Arthurian romance. History textbooks usually compartmentalize the history of war, accounting, the law, and romance. This course, instead, asks what they may have in common, specifically how they were engendered on the bodies of imaginary dead maidens, cannibalized Muslims, and tortured Jews. We will study breakthroughs in royal accounting procedures as a powerful formal rhetoric with links to law and war. As a formal rhetoric capable of abstracting space, accounting transformed the social space of the body, household, and court, and inaugurated new notions of social time. We also will consider how the same court patronized new forms of Arthurian romance. We will ask how romance renders violence and forgets the violence perpetrated by Christians elsewhere, especially on the Crusades (First Crusade, 1096–1092; Second Crusade, 1147–49; Third Crusade, 1189–92; Fourth Crusade, 1202-04). Finally, we will question how accounting and violence intersect with the treatment of Jewish communities residing in England during the 12th century.

GSC 40254. Joyce: Introduction to Critical Theory
(3-0-3)
This course is offered for students who would like to be more self-conscious about their interpretation of literature. What are our assumptions underlying our readings of the texts? The course will try to articulate and clarify the main positions, issues, and stakes in current critical debates.

GSC 40255. Household Archaeology
(3-0-3)
This course explores the theoretical and methodological challenges faced by archaeologists excavating ancient households. Students will explore the social, economic, political, and physical characteristics of households, the relationship between households and communities, and the contribution of household archaeology to architectural, artificial, and social analyses of ancient communities.

GSC 40256. Cross-Cultural Psychology
(3-0-3)
The general purpose of this course is to examine and learn to talk about issues of culture and race in the United States from a psychosocial perspective. Culture and race are not synonyms. So, we will be examining some of the ways that each affects the quality of our psychological functioning. The goals of this course are to learn to recognize and appreciate culture in ourselves and others; to examine the different ways that cultural and racial socialization influence behavior, to consider how culture and race relate to various psychological constructs, and to understand the ways in which racism and ethnocentrism operate in everyday life. To accomplish these goals, we will use readings, group discussions, lectures, films, and each other to expand our awareness of how culture and race operate in our everyday life. As a student in this class, you will be encouraged to share your ideas and life experiences.

GSC 40258. Person, Self, and Body
(3-0-3)
How is the private self different from the public person, and how do these contrasts vary in different societies? How is the body valued, situated, and contested? What are the sources of conflict within a person, between persons, and with the material world? How is identity constructed from these components? This course will examine contemporary and classical theoretical works as well as ethnographic accounts of persons, selves, and bodies to address these questions. For juniors and seniors only.

GSC 40259. Moving New Directions: African Diaspora
(3-0-3)
Migration and the emergence of new identities have defined the formation and evolution of the African diaspora in the modern era. This course is designed to introduce students to the concept of African diaspora and to provide a framework for understanding how it has changed over time.

GSC 40260. Images of War and Peace in Literature
(3-0-3)
No course description is currently available for this course.

GSC 40261. Witchcraft and the Occult
(3-0-3)
The persecution of witches took place during the period when modern rationality was being defined, from the High Renaissance to the early Enlightenment. Although the numbers executed were not as great as used to be thought, the notoriety of some cases and the widespread use of the concepts meant that the ideas involved were of considerable importance, not least in defining the nature of womanhood and the scope of the Devil’s power in the world. There was wide variation across Europe, with some Catholic and Protestant states prosecuting extensively and others largely avoiding trials for witchcraft or stopping them at an early date. In many countries and regions, most cases were against women; in some others, most were against men. The powers and character attributed to witches varied widely and the beliefs involved were not universally accepted as true.

GSC 40262. Constituting Americans
(3-0-3)
This course will explore life writings and issues of self-representation in the African-American expressive cultural tradition from 1850 to 1905. This course is concerned with the concept of citizenship, its implied universalism, and the necessity of criticizing this universalism that maintains a unified notion of democracy.

GSC 40263. Caribbean Voices
(3-0-3)
An introduction to the literature of Anglphone Caribbean.

GSC 40264. Holocaust
(3-0-3)
Corequisite(s): HIST 32408
In this lecture/discussion class, we will study the Nazi German program of mass killings that has come to be known as the Holocaust. We will explore the ideas, decisions, and actions that culminated in murder of an estimated hundred thousand people deemed handicapped, half a million Roma (Gypsies), and six million European Jews. The role of historical prejudices, the impact of National Socialist ideology and leadership, and the crucial factor of the war itself will all be considered. We will address the experiences of those targeted for annihilation as well as the actions of perpetrators and the role of others: bystanders, witnesses, and rescuers. At the same time we will examine how attacks on other groups—for example, homosexuals, Polish intellectuals, Soviet prisoners of war, Jehovah’s Witnesses, and Afro-Germans—fit into the overall Nazi scheme for a “new world order.” The legacy of the Holocaust after 1945 will be discussed as well.
GSC 40265. Ethnicity in America
(3-0-3)
A study of the ethnic and racial formation of American society and cultural pluralism; a review of the theory and history of ethnicity, its policy implications for family, education, economics, religion, government, and international relations; in-depth study of one ethnic group of choice.

GSC 40266. Advanced Moral Problems
(3-0-3)
An in-depth discussion of three very important moral problems of our time: affirmative action, animal rights, and sexual harassment.

GSC 40267. Chaucer: Canterbury Tales
(3-0-3)
Chaucer’s masterwork, studied in its original Middle English.

GSC 40268. Philosophy and Psychiatry in the Twentieth Century
(3-0-3)
A course dealing with (1) the intellectual history of psychiatry from the time of Freud and Kraepelin to the present, (2) the social history of the care of the mentally ill since World War II, and (3) the interpretation and critique of Freud and psychiatry.

GSC 40270. Prophets/Protest in African History
(3-0-3)
The course will provide a general survey of Chinese history from 1644 (the establishment of the Qing dynasty) to the present. It will highlight China’s evolution from a period of strength and unity during the last dynasty to a period of disunity and weakness during the revolutionary period 1911–1949, back to a period of strength under the Communist government from 1949 to the present. Special attention will be given to the problems of economic modernization, the role that foreigners have played in this process, and the relationship of both to cultural development.

GSC 40274. Studies in Criticism
(3-0-3)
This interdisciplinary course adopts postmodern critical approaches (cultural studies, feminist and gender criticism, gay/lesbian studies) to the study of selected topics in classical and popular music and multimedia. Topics this semester will include issues of gender, race, class, sexuality, and/or sexual violence in Hollywood films since 1987 (Moonstruck, Pretty Woman, Philadelphia), rock music of the ’50s, ’60s, and ’70s, music and videos of Madonna, and comparative stagings of Mozart’s Don Giovanni. Intended for music majors, music minors, and non-majors/minors who can read a musical score.

GSC 40275. Topics in Modern Art
(3-0-3)
There is currently no course description available.

GSC 40276. Consumers and Culture in US History
(3-0-3)
This course will explore the emergence of modern consumer society in the United States. From the vantage point of the close of the 20th century, American culture seems to be defined by the conspicuous consumption of goods. It is important to remember, however, that phenomena like mass marketing, advertising, and mass distribution were not always so entrenched. A historical approach allows us to explore the changing relationship of Americans to consumer goods and the cultural transformation that went along with this change. The course is roughly chronological, with readings organized around a specific theme each week. The course will consist of both lectures and class discussions. Topics covered include the evolution of the American economy, advertising, retailing, gender and consumption, leisure, and consumer protest. There will be two short written assignments and one longer research paper.

GSC 40277. Revolutionary America
(3-0-3)
This course examines the American Revolution as both a process of change and an event with profound consequences for the history of the American people. It emphasizes conditions and consequences of the Revolution for common people and for those living at the fringes of economic subsistence and political power—laborers, women, slaves, and Native Americans—in addition to the ambitions of the founding fathers. The long-term preconditions for revolution are considered within the contexts of domestic and international politics. We will focus on the conflict that was the heart of the Revolutionary experience and that was the fundamental legacy of the war for American society.

GSC 40278. Martyrs and Monastic Lives
(3-0-3)
Early and medieval Christian communities were largely defined by their views not only of God or the personhood of Jesus, but also of the body; under fierce debate were questions of what, when, or even whether, to eat, drink, or engage in sexual activity. By reading intriguing texts stemming from the experience of martyrdom and monasticism, this course will illustrate how often explicitly theological concerns (for instance, an understanding of the incarnation) have their roots in just such pressing social concerns. Christians were further urged to ponder the relationship of the body to theology, by the experience of sporadic persecution launched against them initially by pagans, but after Constantine, increasingly by other groups of Christians. This course will examine a selection of intriguing texts stemming from the experience of martyrdom and monasticism. We will begin with the earliest portrait of Christians left to us, namely that found in the New Testament, and will end with the Reformation period, which not only saw a reassessment of the goals and goodness of the monastic life but also a resurgence of persecution. Two further and related concerns will also shape this course, namely, the uncovering of the contours of “ordinary” Christian life in these periods, and a growing appreciation of how Christian women, whose stories have often been eclipsed in surveys devoted to intellectual or doctrinal history, have shaped Christian tradition through their ascetic practices, and have been in turn shaped by them. Our perspective will be that of social historians.

GSC 40279. Victorian National Romance
(3-0-3)
By examining texts from the different nations within the British Isles—Scotland, Ireland, and England—we will explore the complex question of how national boundaries are drawn, how a sense of membership in a nation is created, and what that might have to do with falling in love, getting married, and staying married.

GSC 40281. Victorian Literature: Science and Art
(3-0-3)
Novels by Braddon, Eliot, and James in the context of art, science, and their place in a changing social structure.

GSC 40282. Dramatic Literature since 1900
(3-0-3)
An advanced survey of theatrical literature and criticism from the earliest plays to the beginning of the 20th century. Students will read one to two plays per week along with selected secondary critical literature.

GSC 40285. Film Melodrama
(3-2-3)
Corequisite(s): GSC 41285

GSC 41285. Film Melodrama Lab
(0-3-0)
Corequisite(s): GSC 40285

GSC 40286. Postmodern British Poetry
(3-0-3)
Study of competing galaxies of late-20th-century British poets, for whom more than art was at stake: agendas of race, gender, region, class, and other cultural materials.

GSC 40287. Passing and Fictions of Race
(3-0-3)
A close analysis of how notions are “race” explored in American society.

GSC 40288. The British Imagination
(3-0-3)
London Program. This course explores the nature and experience of the British way of life in the 20th century. It draws on all aspects of the media from fiction and poetry to television soap operas and newspapers in order to consider some central themes.
nationalism, imperialism, the class system, the monarchy, the popular imagination, race, politics.

GSC 40290. Labor Movements in Twentieth-Century US
(3-0-3)
This class explores American workers’ collective efforts as workers in their search for economic security, political power, and social and cultural autonomy from the 1890s to the near present. For the most part, this course will focus on the unions and related organizations forged by workers throughout the past century—from major umbrella groups like the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important sectoral actors like the Brotherhood of Sleeping Car Porters, the United Automobile Workers, the American Federation of Teachers, and the United Farm Workers. The central questions of the course will be: When, where, and why have US workers organized collectively in the 20th century—and how successful have they been? What has been the response of employers, the government, and the public at large to these collective efforts of workers, and how and why have those responses changed over time? What has been the relationship between organized labor and racial and gender discrimination, as well as the causes of racial and gender equality? And how have Americans generally, and workers in particular, understood the labor movement in relation to capitalism, freedom, and democracy? Students will be expected to write several short papers, engage in regular classroom discussion, and screen several films outside of class.

GSC 40291. Nègres, Africains, Négropolitains
(3-0-3)
This course will explore textual relations between French and North-African literary works as one possible opening onto inter-cultural dialogue. We will first look at French writers and artists who visited or resided in Morocco and Algeria from the early 19th through the late 20th centuries. We will examine aesthetic representations as well as the travel diaries and correspondence of painters such as Eugene Delacroix, Theodore Chasseriau, Eugene Fromentin, and Henri Matisse; the travel narratives of Fromentin (Une année dans le sable), Pierre Loti (Au Maroc), and Isabelle Eberhardt (excepts from Ecrits sur le Sable); short stories by Eberhardt, and novels by J.M.G. Le Clezio (Desert), Michel Tournier (La Coutte D’Or), and Didier Van Cauwelaert (Un Aller Simple). Studies by Edward Said (Orientalism) and Fatimah Mernissi (Beyond the Veil: Male Female Dynamics in a Modern Muslim Society), among others, will enable us to approach Islamic culture as well as the vexed questions of French colonialism and the condition of women in North Africa.

Discussions conducted in French. Students will give two short oral presentations and write a weekly journal as a means of preparing for two analytical and interpretive papers (minimum of 5 pages each, with the option to rewrite the first paper), OR one longer paper (10–12 pages) at the end of the semester. Asidious preparation for and participation in class discussions are essential.

GSC 40301. American Film
(3-0-3)
Krier
Presentations and discussions of the several genres of film produced in America since the early 1900s.

GSC 40301. Seminar: Narratives of Modern Art
(3-0-3)
Permission required. Seminar on specific subjects in 19th-century and 20th-century European art.

GSC 40302. Contemporary Art: Photographic Effects
(3-0-3)
Seminar on specific subjects in contemporary art. (Alternate spring)

GSC 40304. Lost Generation
(3-0-3)
This course studies the writings of authors, mostly Americans, who achieved prominence in the 1920s: Hemingway, Fitzgerald, H.D., Stein, Cummings, Hughes, and others.

GSC 40305. Growing Up Latino: Narratives and Literature
(3-0-3)
Autobiography and biography are modes of narrative discourse, and certain marginalized groups—women and people of color—use narratives to define questions of identity, to question power relations, to explore their own voices as writers and as learners in hegemonic institutions, like schools.

GSC 40308. Politics Memory in Latino/a Literature
(3-0-3)
A study of prominent contemporary Latino/a poets whose work has enriched and diversified the canon of American poetry in the last 20 years.

GSC 40315. Victorian City
(3-0-3) Mahoney
How notions of “the city” were depicted in 19th-century British literature.

GSC 40367. Mexican Transnationalism South Bend
(3-0-3)
This course uses experiential learning in the Mexican community of South Bend in order to understand how Mexican migrants conduct their lives across the vast distances separating South Bend and their homeland.

GSC 40368. Doing Things with Words
(3-0-3)
This course looks at some of the ways humans do things with words. Topics include religious language; silence: politeness and sincerity; truth, deception, lying, and cheating; linguistic variety, identity, and stereotypes; moral evaluations made of language; and language used for power and solidarity.

GSC 40370. Anthropology of War and Peace
(3-0-3) Nordstrom
This course will explore the human capacity for war and peace, from tribal conflicts through guerilla warfare to conventional and nuclear war. It will also study societies without war and populations with innovative ideas about peace.

GSC 40371. Families and Their Interrelations with Gender
(3-0-3)
A consideration of the part gender plays in family processes like the couple formation through cohabitation and/or marriage, having and rearing children, division of labor, and the post-children era.

GSC 43294. Seminar: Venetian and Northern Italian Art
(3-0-3)
This course focuses on significant artistic developments of the 16th century in Venice, with brief excursions into Lombardy and Piedmont. Giorgione, Titian, and Palladio, the formulators of the High Renaissance style in Venice, and subsequent artists such as Tintoretto and Veronese are examined. An investigation of the art produced in important provincial and urban centers such as Brescia, Cremona, Milan, Parma, Varallo, and Vercelli also provide insight into the unique traditions of the local schools and their patronage.

GSC 43295. Seminar: Courts of Renaissance Italy
(3-0-3)
Permission required. The subject of this seminar will vary from year to year.
A discussion format is used. Students write a term paper on some aspect of family policy. It is directed especially for juniors, seniors, and graduates.

**GSC 40374. Anthropology of Reproduction**  
(3-0-3)  
This course examines how societies throughout the globe view and manage reproductive processes. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, pregnancy, family planning, childbirth, and menopause.

**GSC 40375. Celebrity, Scandal, Obscurity: The Nineteenth-Century Poet**  
(3-0-3) Mahoney  
How 19th-century British Victorian poets courted, simultaneously, celebrity, scandal, and obscurity.

**GSC 40376. The Very Long Victorian Novel**  
(3-0-3) Maurer  
A close reading of selected 19th-century British novels.

**GSC 40377. Post-War British and Irish Poetry**  
(3-0-3) Huk  
An analysis of British and Irish poetry written after World War Two.

**GSC 40425. Class, Labor, and Narrative**  
(3-0-3) Sayers  
How selected American writers addressed class and labor.

**GSC 40426. African History since1800**  
(3-0-3)  
This course will focus on African history from 1800 to the independence movements of the 1960s. In the 19th century, new states, economies, and societies emerged in Africa as African peoples developed new relations among themselves and with the rest of the world. With the "scramble for Africa" of the 1880s, European powers colonized Africa and suppressed many of these processes. In the 1960s, however, self-rule resurred as Africans helped throw off the yoke of colonial rule and form independent nation-states. This course will consider the social, economic, and political history of Africa by using case studies from the Democratic Republic of Congo (Congo-Zaire), Nigeria, Sierra Leone, and South Africa.

**GSC 40427. Our America: Exploring the Hyphen between African and American**  
(3-0-3) Irving  
Close readings of various 20th-century African-American literatures, with a focus on how "black subjectivity" is created; the relationship between literature, history, and cultural mythology; the dialectic of freedom and slavery in American rhetoric; the African obsession with race; and the sexual ideology and competing representations of domesticity.

**GSC 40466. Topics in Social/Cultural Anthropology**  
(3-0-3)  
This course explores the latest developments in social-cultural anthropology including, but not limited to, nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations in specific historical contexts.

**GSC 40475. Child Development and Family Conflict**  
(3-0-3)  
Current trends and findings pertaining to constructive and destructive conflict within families, and the effects of conflicts within families on children, will be considered. A focus will be on interrelations between family systems (marital, parent-child, and sibling), and methodologies for studying these questions. A particular concern will be on how positive and negative conflict processes in the marital relationship affect families, marriages, and children. The role of interparental conflict in various family contexts (divorce, parental depression, violence and abuse, custody, physical illness, or disability), and relations between family and community conflict and violence, will be examined. The positive side of family conflict will be considered, including the elements of constructive marital and family conflict, and psycho-educational strategies for promoting for constructive conflict processes within families. Theories and models for conceptualizing the effects from a family-wide perspective will also be considered. Requirements: Class attendance, active participation in class discussions and activities, including leading discussions on articles in small groups, participation and report of the results of small-scale field studies in small groups, completion of a review paper on a topic in this area, and completion of midterm and final in-class exams.

**GSC 40476. Environmental Justice**  
(3-0-3)  
This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); ethical and methodological issues related to these techniques; then apply these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens. The course is hands-on and the goal will be to teach students EIA, ERA, and HHRA and how to evaluate draft analyses, particularly those used to site facilities or make environment-related decisions in which poor people, minorities, and other stakeholders are themselves unable to provide comments. Course will cover flaws in scientific method and flaws in ethics that typically appear in these assessments.

**GSC 50001. Gender Issues and the Law**  
(3-0-3)  
Focuses on legal issues in which gender is an issue before the court. Topics covered include the workplace, equal protection, criminal law, the First Amendment (freedoms of speech and association), and education. Focuses on case analysis as well as on other documents that comprise the cases such as testimony transcripts and briefs. Students will read articles written from various jurisprudential perspectives.

**ARTS AND LETTERS/SCIENCE HONORS PROGRAM**

In the fall semester of 1983, the University inaugurated an honors program for a small number of outstanding students in the College of Arts and Letters and the College of Science. A limited number of students with academic intents for each college are identified for this program at the time of admission. Although selection criteria include the promise of outstanding academic performance as demonstrated by standardized test scores and high school performance, the program is looking for more than mere academic ability. It hopes to identify students with a deep intellectual curiosity.

The program offers honors sections to fulfill most of the University and college requirements in the students' freshman and sophomore years. At present, there is the yearlong Honors Seminar (satisfying the writing and literature requirements), Honors Calculus, Honors Philosophy, Honors Theology, Honors Biology, Honors Physics, and an array of Honors Social Science courses. Since these courses are restricted to honors students, they are smaller than non-honors sections and are usually taught in a seminar format. The teachers for honors sections are chosen from the most outstanding teachers in each college. After the first year, students' academic work will be mainly centered in their major field (or fields) of study, but two or more honors electives are usually taken during these years. In the fall of the senior year, there is an "Honors Thesis/Research Seminar," which is followed by the "senior seminar" in the spring. The fall seminar is intended to be a spur to the students' capstone project, whereas the spring seminar brings the honors students from diverse majors back together for some concluding topical discussions. All honors students will also be expected to complete a special six-hour senior research honors project in their major field of study. In science, this is the culmination of a research project that is begun earlier, and in arts and letters, it is a two-semester project culminating in a thesis. Those writing senior theses work individually under the direction of a faculty advisor of their choosing in their major field. Funds are available for research projects during summers either at Notre Dame or other universities.

In addition to the more narrowly academic features of the honors program, students will be offered various opportunities for broadening personal, cultural and spiritual growth. Regular colloquia, informal discussions and cultural excursions are available.

Further information on the structure and content of the honors program or on the criteria for admission may be obtained by contacting Prof. Alex Hahn or Prof. Cornelius Delaney, 323 O'Shaughnessy Hall, Notre Dame, IN 46556, 574-631-5398.
ARTS AND LETTERS
PREPROFESSIONAL STUDIES

Advisor: Jennifer Ely Nemecek
Assistant dean
College of Arts and Letters

Program of ALPP. Arts and Letters Preprofessional Program students are required to complete an arts and letters primary major in addition to the preprofessional supplementary major. The ALPP program provides students who intend to pursue a career in health science with an opportunity to complete a major in the College of Arts and Letters while building a firm foundation in the basics of science. Most students elect the ALPP program because they wish to go on to medical or dental school; however, there are students who intend to pursue other health-related careers or simply prefer the integration of science classes into the arts and letters curriculum. Medical schools encourage prospective applicants to seek a broad, liberal arts education, which enables them to develop skills that will be useful throughout life. The ALPP program provides students with all of the necessary prerequisites to prepare for the Medical or Dental College Admissions Test.

The use of Advanced Placement (AP) to fulfill science course work is strongly discouraged. As a rule, a student may use no more than eight credits' worth of AP toward the ALPP major.

Since the Medical/Dental College Admissions Tests are ordinarily taken in the spring semester of the junior year, students should have completed the following courses by that time: MATH 10350–10360, BIOS 20201–21201, CHEM 10117/11117–10118/11118, CHEM 20223/21223, CHEM 20224/21224, and PHYS 30210/31210–30220/31220. Students must also take three upper-level science electives (nine credits) to complete the ALPP program. The following electives are recommended to provide the student with the background necessary for admission to most medical and dental schools: Genetics (BIOS 30343), Biochemistry (CHEM 40420), Physiology (BIOS 30344 or BIOS 40421), Cell Biology (BIOS 30341), or Microbiology (BIOS 40401), Biochemistry (CHEM 40420) and Physiology (BIOS 30344 or BIOS 40421) are strongly recommended. CHEM 20204, MATH 20340, and PHYS 20140 do not count toward the first three upper-level science electives.

All curricular advising in reference to the ALPP major is conducted by the ALPP advisor in 105 O'Shaughnessy. The sequencing of courses taken throughout the sophomore, junior and senior years is worked out by the student in consultation with the ALPP advisor and the student's departmental advisor so that the best schedule for each individual is arranged. One possible sequence is the following:

The Program of Courses

First Year
First Semester
FYC 13100. Composition 3
MATH 10350. Calculus 4
CHEM 10117. General Chemistry I 4
Foreign Language 3
First Philosophy/First Theology 3
Physical Education

Second Semester
University Seminar 3
MATH 10360. Calculus B 4
CHEM 10118. General Chemistry II 4
Foreign Language 3
History/Social Science 3
Physical Education

Sophomore Year
First Semester
College Seminar 3
BIOS 20201/21201. General Biology A 4
CHEM 20223/21223. Elementary Organic Chemistry I 4
Foreign Language 3
Arts and Letters Major or Elective 3

Second Semester
Arts and Letters Major or Elective 3
BIOS 20202/21202 General Biology B 4
CHEM 20224/21224 Elementary Organic Chemistry II 4
First Philosophy/First Theology 3
Arts and Letters Major or Elective 3

Junior Year
First Semester
PHYS 30210. Physics I 4
Science Elective 3
Arts and Letters Major 3
Arts and Letters Major 3
Social Science/History 3

Second Semester
PHYS 30220. Physics II 4
Science Elective 3
Arts and Letters Major 3
Arts and Letters Major 3
Literature 3

Senior Year
First Semester
Science Elective 3
Arts and Letters Major 3
Arts and Letters Major 3
Second Philosophy/Second Theology (Medical Ethics) 3
History 3

Second Semester
Arts and Letters Major 3
Arts and Letters Major 3
Second Philosophy/Second Theology 3
Fine Arts 3
Arts and Letters Major or Elective 3

COMPUTER APPLICATIONS PROGRAM

Director: Charles R. Crowell
Assistant Director and Director of Advising: Louis J. Berzai
Faculty: Amy Amoni; Robert N. Barger; Kevin Barry; Louis J. Berzai; Mike Chapple; Christopher G. Clark; Charles R. Crowell; Donald K. Irmer III; A.E. Manier; Patrick Miller; Raymond G. Sepeta; John F. Sherman; Jeff Sucec; John C. Tracey

Program of Studies. Computer Applications (CAPP) teaches the skills necessary to function in the uses of information technology. Its goal is to combine the diverse background of arts and letters with computer skills in a way that applies to a full realm of occupations and business fields. CAPP offers firsthand experience on applying classroom knowledge to actual business applications and focuses on a conceptual understanding of how to approach tasks using computer technology. Designed with the arts and letters student in mind, CAPP is a cross-disciplinary sequence of courses that provides students with employment opportunities, computer language experience, application experience in areas of choice and familiarity with state-of-the-art technology.

CAPP strives to demonstrate the relationship between computer technology and problem-solving and illustrate the value of computers in traditional areas of concern and interest. With CAPP available only as a supplementary major, students must have a traditional field of study within the college. As its title implies, CAPP stresses the application of technology to organizational, institutional and interpersonal issues and problems. CAPP aims at giving students an understanding of how technology can be applied to diverse areas of life by giving them experience in applying contemporary technology to problem solving.
Mostly known as a language of the World Wide Web, Java is also a versatile, object-oriented, general-purpose programming language. In only six years, with its “Write Once, Run Anywhere” feature, Java has earned its place as the most-used programming language. This course introduces Java as a general-purpose programming language, with World Wide Web applet examples. The approach will be hands-on, with the class conducted in a computer lab.

**CAPP 30340. Artificial Intelligence (3-0-3)**

Artificial intelligence is the effort to create human intelligence in machines (computers). In this endeavor, we come to better understand the nature of intelligence. Along the way, we discover clever and ingenious solutions via computer science. We will consider various positions on AI ranging from strong support to total opposition. Topics covered are the history of AI, the Turing Test, the Chinese Room, state spaces and search, heuristics, games, knowledge representations and reasoning, expert systems, planning, neural networks, and program evolution. The course proceeds through a progression of artificial intelligence systems or “agents” that react to their environment with increasing sophistication.

**CAPP 30350. Visual Basic (3-0-3)**

Prerequisite(s): CAPP 20505 or CAPP 243

The course will investigate object-oriented data processing concepts using Microsoft's Visual Basic Programming Language. Terminology and technique will be combined to explore the object-oriented paradigm. Object-oriented will be compared to traditional procedural paradigms wherever appropriate.

**CAPP 30360. World Wide Web Programming (3-0-3)**

This course covers several languages that are used to construct sites on the World Wide Web. These languages are: (1) HyperText-Markup Language (HTML), a scripting language used to control the format of web pages; (2) JavaScript, an object-based scripting/processing language used to provide client-side interactivity for web pages; and (3) Java, an object-oriented compiled processing language that has earned its place as the most-used programming language.

**CAPP 30380. Web Development: HTML and Java (5-0-3)**

Barger

Students will study materials necessary to construct and maintain World Wide Web pages. They will learn the basics of the Hypertext Markup Language (HTML), a scripting language for formatting Web pages. They will also learn Java, a secure object-oriented language which can be used for stand-alone applications or for applets which provide client-side processing within Web pages. In the Java section, the course will concentrate on applets. Learning activities will be done on-line. These activities will include laboratory assignments, a Web page project, and HTML and Java examinations. The object of the course is not to produce expert-level programmers in HTML and Java, but to provide a basic level of skills in these languages so that graduates of the course will be able to work knowledgeably with future clients, corporate analysts, and professional programmers.

**CAPP 30410. Statistics for Social Research (SOC) (3-0-3)**

Designed to teach students how to interpret and critically evaluate statistics commonly used in the social sciences and in many areas of the business and medical world to describe, project, and evaluate. Focus is upon a conceptual understanding of what the statistic does, what it means, and what assumptions are being made in its use. The course requires only high school arithmetic and is not mathematically difficult.

**CAPP 30415. Statistics for Economics (ECON) (3-0-3)**

The course is devised to present statistics and statistical inference appropriately for economics students. There are two goals for the course: first, to prepare the student to read elementary quantitative analysis studies; and second, to prepare the student to undertake elementary quantitative analyses.

**CAPP 30420. Experimental Psychology I: Stats (PSY) (4-0-4)**

An introduction to the analysis and evaluation of experimental data, with particular emphasis on measures of central tendency, variability, and covariability, and their relationship to psychological theory and explanation.

**CAPP 30510. Management Information Systems (3-0-3)**

Bertzai

Students are introduced to leadership and management skills in the information processing environment. Discussions on why and how management makes decisions are an important part of the course, as are discussions of current problems of management in the business world related to computer applications.

**CAPP 30515. Systems Analysis and Design (3-0-3)**

Bertzai

Administered in two major segments, this course first exposes students to the full scope of analyzing and designing computer systems by covering problem definition, data collection, documentation of existing systems, and definition of new systems requirements. We use the methodology of Systems Development Life Cycle (SDLC). The second segment deals first with students working on genuine business projects. A part of this segment gets into object-oriented systems analysis, that is a new concept in systems analysis and design.

**CAPP 30518. Chinese Pop Songs: Global/Local (LLEA) (3-0-3)**

This course uses popular songs since the 1980s from China, Taiwan, and Hong Kong to examine various ways Chinese construct images of self. Issues to be examined include nationalism, love as allegory, family, tradition versus modernity, and language politics. Attention will be given to the contexts in
that popular music is produced and consumed globally and locally.

CAPP 30520. E-Commerce (3-0-3)
Electronic commerce is a system that includes not only those transactions that center on buying and selling goods and services to directly generate revenue but also transactions that support revenue generation, such as generating demand for those goods and services, offering sales support and customer service, or facilitating communications between business partners. Electronic commerce builds on the advantages and structures of traditional commerce by adding the flexibility offered by electronic networks.

CAPP 30523. Applied Multimedia Technology (3-0-3) Clark
Students will create an interactive multimedia project that incorporates a variety of media types, including text, animations, pictures, sounds, and videos. Students will learn to use Macromedia Flash, Fireworks, Peak, and iMovie to develop the project. Topics such as interface design and copyright will be discussed.

CAPP 30525. Advanced Multimedia (3-0-3) Berzai
Prerequisite(s): CAPP 30523 or CAPP 395
The Advanced Multimedia course will be using Macromedia Director to explore the development of multimedia applications using an object-oriented approach. In addition to the object-oriented approach to development of complex projects, we will learn how to use net lingo and exploit the ability of director objects to communicate with one another across networks. Acquisition of media to be used in the creation of projects by digitizing and editing still images, audio, and video will be part of the course, and we will explore some advanced techniques in video editing.

CAPP 40120. Computer Ethics and Public Policy (STV) (3-0-3)
The profound impact computer technology has on society is difficult to overstate: it has changed the nature of our interactions in the social, economic, and political realms, and will continue to do so. These changes often raise important ethical questions about personal and professional responsibility, intellectual property, personal privacy, crime, and security. They also raise questions about the changing relationships between individuals and institutions (i.e., private sector corporations and public sector agencies). This course examines these trends and changing relationships, and the ethical issues that are faced by computer professionals, policy makers, and computer users in trying to grapple with them.

CAPP 40130. Ethics Practicum (1-0-1)
This course is for students who have difficulty fitting the 471 Computer Ethics or 475 Current Trends course into their schedules. This one-credit-hour self-directed readings course requires that students read material and write a 15- to 20-page paper dealing with an agreed-upon topic that deals with ethics in technology use.

CAPP 40135. Ethics Practicum (1-0-1)
This course is for students who have difficulty fitting the 471 Computer Ethics or 475 Current Trends course into their schedules. This one-credit-hour self-directed readings course requires that students read material and write a 15-to 20-page paper dealing with an agreed-upon topic that deals with ethics in technology use.

CAPP 40140. Computer Ethics (3-0-3)
The course concentrates on the theory and practice of computer ethics. To facilitate this study, students will first learn several UNIX utilities and such Internet applications as e-mail and listserve. Methodologies used in the course include in-class case analysis, in-class discussions, and examinations.

CAPP 40150. Current Trends (3-0-3) Berzai
The Current Trends course allows the students to think about and discuss issues openly that pertain to computer ethics, business ethics, and some social ethical issues. We start out by having an understanding of the distinction between the terms Moral and Ethical. The class works through the generally accepted theories for resolving moral and ethical conflicts. These are egoism, natural law, utilitarianism, and respect for persons. We also discuss the reasons businesses exist and what they think their responsibility toward society is now and how it might change in the future. The students also debate several business ethical issues. In the area of information technology, there is discussion about what the student sees as right or wrong, ethical or not ethical in the many issues of discussion that are presented. Restriction: CAPP Seniors only

CAPP 40210. The Internet and Society (3-0-3) Monaghan
This course will spend the semester studying the impact the World Wide Web has had on several key areas of our society, including communications, commerce, marketing, productivity, education, collaboration, and our sense of community. Through a combination of discussion, group presentation, guest lectures, and out of class research, students will be exposed to some of the profound effects this medium has had on our culture. In spite of the bursting of the dot come bubble, the Web has left all of the above mentioned areas substantially changed, many for the long term. The positive and negative forces brought on by this technology must be recognized, studied, and dealt with if we are to truly embrace the momentous opportunities brought about by the World Wide Web.

CAPP 40220. The Computer as an Economic and Social Phenomenon (ECON) (3-0-3)
This course takes the perspective of “science studies” and applies it to issues that do not fit easily into either computer science or economics. These include: Does the computer have a well-defined existence? How has the computer influenced our theories of human nature? Is the “new information economy” a real phenomenon? It also deals with some emerging issues in Internet commerce.

CAPP 40230. Technology, Privacy, and Civil Liberties (3-0-3)
This seminar will examine the many ways in that technology has had (and is having) an impact on civil liberties in the United States. It will also explore how technology affects privacy in the United States and other countries. We will explore various technologies and applications, such as information technology, genetic profiling, radio-frequency identification tags, data mining, thermal imaging, and bio-behavioral technologies (e.g., “functional MRI” of the brain). The course will also examine exactly what we mean by “civil liberties,” by focusing on the U.S. Constitution and Supreme Court case law. We will also examine U.S. law and European Union directives on privacy, to compare and contrast the approaches each takes to protecting personal privacy via a vis information technologies, in particular. The course will rely on the Constitution, case law, texts, and newspapers and magazines as its core reading material. Students will be evaluated on the basis of short written assignments, a midterm exam, participation in a “mock trial” or other major role-playing activity, and a research paper.

CAPP 40240. Private/Public/Internet (3-0-3)
This course is about the political and social implications of the Internet revolution. We will focus on the tension between private freedoms the Net avails and the broader public good it may serve. We will consider topics as wide ranging as the digital divide, counterterrorism, public morality, and political interest. In addition, the Net will serve as an important medium for both class exchanges and research. Because teams of students will design their own WWW pages, it would be nice if some students have Web design skills (but this is NOT a requirement). My sole requirement is that you be interested in the topic and willing to work hard. For and earlier version of the course (including examples of student Web pages), see http://www.nd.edu/~amcadams/CAPP485/capp485home.html

CAPP 40250. Democracy in the Age of the Net (POLIS) (3-0-3)
This course focuses on the Internet’s potentially paradoxical impact on liberal democracy. We will consider both the positive contributions the Internet revolution may have upon our system of government as well as its possibly negative implications. Topics to be considered include: the contending theory’s of the
Net’s impact; the digital divide; the role of the state in cyberspace; the rise of the Net communities and new forms of social mobilization; authoritarianism in an age of virtual transparency; and various utopian and dystopian images of Web-based cultures.

CAPP 40425. Quantitative Political Research (POLS) (3-0-3)
Students will learn to understand statistical techniques used in political science and acquire the skills to interpret the results. For each selected topic, students will read works on the key issues and debates and create their own spreadsheet programs to execute analysis. They will download and clean datasets used in the published research, replicate analysis from these readings, and write short papers evaluating the research.

CAPP 40430. Statistics (3-0-3)
Exposition of statistical techniques with applications in development, labor theory, and public policy economics. Testing hypotheses in economic theory and estimating behavioral relationships in economics.

CAPP 40530. Haunted Campus: Media/Memory (3-0-3)
In this experimental studio course, teams of history and CAPP majors will devise and install an outdoor campus installation using digital audio and possibly video materials. We will craft our digital archive out of our research on Native American and French histories of this campus space as it was upon its foundation in the 1840s. The goal of the installation will be to “re-member” the historical encounter of these two cultures as a haunting “memorscape”-a space with a past to tell. We will start out in the Notre Dame archive and examine historical materials especially relating to the foundation of the campus in the 1840s. We will grapple, too, with the challenge of thinking about the local Potawatomi tribe, a people without such an archive. We will then think about strategies for translating our research into digital artifacts to be used in designing our installation. We will end up on the campus installing our speakers and monitors to project our installation. The teacher and students from different majors will “grade” our work, as they walk through our memorscape and respond to it online. A willingness to grapple with historical problems and also a desire to learn about crafting digital artifacts designed to explore historical problems is what you need to bring with you on the first day of class. Some background in multimedia is helpful, but not required of History majors. CAPP majors should have good all-around digital skills and skills in digital audio.

CAPP 40531. Neural Networks (3-0-3)
This course is designed to introduce the broad field of Artificial Neural Networks (ANNs). This field involves models based on parallel networks of simple computing elements. There are three main branches to this field based on the specific goals for developing a computational model. The course is constructed so as to cover each category of uses of ANNs, while emphasizing the communities between them.

CAPP 40540. CAD for the Stage (FTT) (3-0-3)
The study of the use of the computer to design scenery and lighting for the stage. The course will begin at a rudimentary level of understanding of computer-aided design and progress to 2-D and then 3-D design techniques. A basic understanding of the Macintosh computer system is necessary, and significant computer work is required outside class.

CAPP 40545. Computers in Psychological Research and Education (PSY) (3-0-3) Crowell
Possible projects include education, work productivity, decision making, database management, expert systems, knowledge retrieval, data analysis, and experiment control. Projects may require campus mainframe computer or microcomputers, particularly the Macintosh or IBM PC.

CAPP 40547. Multimedia Design I (Art) (3-0-3) Sherman
This advanced digital imagemaking course gives the studio or design major the opportunity to pursue research and development in an advanced area of technology. In some semesters, a topic is announced as a focus for the course, such as PostScript programming or hypermedia design.

CAPP 40550. Digital 3-D Modeling (Design) (3-0-3)
This course introduces students to sophisticated, complex three- and four-dimensional computer software for designing objects and images and animated graphic sequences. In this digital exploration, computer technology will be used to generate, modify, and present design ideas. An intense session of CAD instruction for technical documentation will be included.

CAPP 40553. Music through Technology (3-0-3)
Music through Technology is a lecture/lab course open primarily to CAPP and music majors, with consideration of music minor and other talented students. Lecture topics include the historical evolution of technology in music, surveying the influence that technology had on the music world, from a creative standpoint to the accessibility and distribution of music to the masses. Other examples of technology’s influence in music may include the development of multi-track recording on popular music, synthesizer and midi technology, technology’s applications for musical composition, and the adaptation of CD and mp3 formats to musical performers. The historical influence of technology is an illuminating foundation to current developments in the creative processes of music. Lab topics cover an introduction to current music technology including digital audio recording and editing, midi technology (sound and notation), and the digital management and distribution of music. Students will experience all of these technologies on an introductory level, but focus their interests on a technology-based final project to develop and display their acquired skills.

CAPP 40555. Introduction to Relational Databases using Oracle (3-0-3) Miller
This course provides the student a working knowledge of database technologies and how they can be used in the development of applications. The course will utilize the Oracle enterprise relational database, but the principles and skills learned in this course will apply to other relational database systems. The student will learn the terminology and fundamental concepts of enterprise database design and Structured Query Language (SQL) and develop a relational database for an application.

CAPP 40556. Client/Server Technology (3-0-3)
Client/server technology is a relatively new concept that promises to dramatically change the information technology industry. Client/server technology is a paradigm or model for the interaction between concurrently executing software systems.

CAPP 40610. Foundations of Business Thinking (3-0-3) Succe
This course is designed to provide an integrated understanding of the foundational business disciplines of accounting, finance, marketing, and management, especially for CAPP majors planning a career in business. Fundamental leadership and consulting skills will also be addressed. Case analysis, coupled with a highly interactive format, will be employed to ensure practical exposure to today’s business environment.

Primary areas of focus will address the critical elements for success in the corporate environment, the knowledge and preparation necessary to facilitate your interviewing process, and the business fundamentals for those with entrepreneurial aspirations.

CAPP 45565. Internship (3-0-3)
This encompasses working with various civic, public, and/or private organizations using acquired computer applications knowledge and skills. Credit is given only if work is done in the information systems area of an organization.

CAPP 45566. Internship (3-0-3)
This encompasses working with various civic, public, and/or private organizations using acquired computer applications knowledge and skills. Credit is given only if work is done in the information systems area of an organization.

CAPP 47557. Special Project Arts and Letters (3-0-3)
This course gives students an opportunity to apply their information technology skills to create a project in their first major. Students will work with a faculty member in their first major to design and develop a
The dual degree five-year program between the College of Arts and Letters and the College of Engineering enables the student to acquire degrees from both colleges—the bachelor of arts from the College of Arts and Letters and the bachelor of science degree in a chosen program from the College of Engineering.

This combination program, instituted in 1952, offers students the advantages of both a liberal and a technical education. The student completing one of these combination programs has a background in the humanities and social sciences as well as a degree from one of the programs offered by the College of Engineering. Because it is a demanding program, only students who have both the aptitude and motivation necessary for the five-year program should apply. Advisors for the program are available for consultation about the advisability of entering the program and about meeting the particular needs of each student already pursuing this program.

Qualified students are eligible to receive modest scholarship support from the John J. Reilly Endowed Scholarship Program during their fifth year of study.

The decision to enter the program ordinarily should be made prior to beginning the sophomore year, although students can also enter the program at a later stage. There are three sets of requirements that must be met by the program: University requirements, College of Arts and Letters requirements, and requirements of the College of Engineering, as the following table indicates.

<table>
<thead>
<tr>
<th>University Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Theology</td>
<td>6</td>
</tr>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>University Seminar+</td>
<td>(3)</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Literature or Fine Arts*</td>
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<tr>
<td>Mathematics (MATH 10550, 10560)</td>
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<tr>
<td>Natural Science (CHEM 10121, 10122)</td>
<td>7</td>
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<thead>
<tr>
<th>Arts and Letters Requirements</th>
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<tbody>
<tr>
<td>CSEM 23101</td>
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<tr>
<td>Literature or Fine Arts*</td>
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<tr>
<td>History or Social Science*</td>
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<tr>
<td>Language**</td>
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<tr>
<td>Major (minimum)</td>
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<thead>
<tr>
<th>Engineering Requirements</th>
</tr>
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<tbody>
<tr>
<td>MATH 20550, 20580</td>
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<tr>
<td>PHYS 10310, 10320</td>
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<tr>
<td>EG 10111, 10112</td>
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| Total | 168/177 |

**Schematic Program of Studies**

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>FYC 13100. Composition</td>
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<tr>
<td>History/Social Science*</td>
</tr>
<tr>
<td>MATH 10550. Calculus I</td>
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<tr>
<td>CHEM 10121. General Chemistry</td>
</tr>
<tr>
<td>EG 10111. Introduction to Engineering Systems I</td>
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<tr>
<td>Physical Education</td>
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<table>
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<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>University Seminar+</td>
</tr>
<tr>
<td>PHYS 10310. General Physics I</td>
</tr>
<tr>
<td>MATH 10550. Calculus II</td>
</tr>
<tr>
<td>CHEM 10122. General Chemistry</td>
</tr>
<tr>
<td>EG 10112. Introduction to Engineering Systems II</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
</tbody>
</table>

**Third Semester**

| Theology/Philosophy | 3 |
| Modern Language | 3 |
| PHYS 10320. General Physics II | 4 |
| MATH 20550. Calculus III | 3.5 |
| Engineering Program† | 3 |
|                           | — |
|                           | 16.5 |

**Fourth Semester**

| Theology/Philosophy | 3 |
| Modern Language | 3 |
| MATH 20580. Introduction to Linear Algebra and Differential Equations | 3.5 |
| Engineering Program† | 3 |
| Engineering Program | 3 |
|                           | — |
|                           | 18.5 |

**Fifth Semester**

| Philosophy/Theology | 3 |
| History/Social Science* | 3 |
| Engineering Program | 3 |
| Arts and Letters Major‡ | 3 |
| Engineering Program | 3 |
| Engineering Program | 3 |
|                           | — |
|                           | 18 |

**Sixth Semester**

| Philosophy/Theology | 3 |
| Arts and Letters Major | 3 |
| Arts and Letters Major | 3 |
| Engineering Program | 3 |
| Engineering Program | 3 |
| Engineering Program | 3 |
|                           | — |
|                           | 18 |

**Seventh Semester**

| Literature* | 3 |
| History/Social Science | 3 |
| Engineering Program | 3 |
| Engineering Program | 3 |
| Arts and Letters Major | 3 |
|                           | — |
|                           | 18 |

**Eighth Semester**

| Fine Arts* | 3 |
| Engineering Program | 3 |
| Engineering Program | 3 |
| Arts and Letters Major | 3 |
| Engineering Program | 3 |
|                           | — |
|                           | 18 |

**Ninth Semester**

| Engineering Program | 3 |
| Engineering Program | 3 |
| Engineering Program | 3 |
| Arts and Letters Major | 3 |
| Arts and Letters Major | 3 |
|                           | — |
|                           | 18 |
In the College of Arts and Letters:

**Mathematics, Physics.**

**Area:** either economics, sociology, or psychology.

**Complete additional course work in political science or a secondary license in social studies also must complete** (history and political science). Students interested in French, Spanish, Latin, art, music, social studies, business, education, the media, and the military. (For example: national security advisor, president of Panama, attorney general of California, CEO of Mobil Corporation, president of the Chicago Mercantile Exchange, presidents of nine universities other than Notre Dame, executive producer of “Nightline,” and secretary of the Air Force.) The Program in Catholic Social Tradition serves as a resource for Notre Dame undergraduates to learn the tradition so that it can inform life both before and after graduation.

The Minor in Catholic Social Tradition involves 15 credit hours of course work, including a core course (three credits), three electives (each three credits), and three one-credit colloquia/social concerns seminars. The core course will have three components:

1. The close reading of classic texts of the Catholic Social Tradition, particularly but not exclusively the papal and conciliar documents from Pope Leo XIII’s *Rerum Novarum* to John Paul II’s *Centesimus Annus*. Other texts will include source documents (e.g., writings by Thomas Aquinas and Augustine) and contemporary appropriations (e.g., writings by liberation theologians and neo-conservatives).

2. Immersion in professional context. Each student participates in the life of the setting. For instance, the student will keep an ongoing journal as a “pastoral ethnography” of the setting (an interpretation of the practice in the setting in light of the Catholic social tradition).

**Interdisciplinary Minors Within the College**

During the junior and senior years, students may elect to complete one or more interdepartmental minors in addition to the departmental major sequence. Composed of 15 hours of class work chosen from at least two departments, these minors encourage students to think from an interdisciplinary perspective about a given issue or topic. Requirements for completion are determined by the faculty director in consultation with the relevant college committee. Current offerings include Catholic Social Tradition; Education, Schooling, and Society; Gender Studies; Hesburgh Program in Public Service; Journalism, Ethics, and Democracy; Latino Studies; Medieval Studies; Peace Studies; Philosophy and Literature; Philosophy, Politics, and Economics; Philosophy Within the Catholic Tradition; Religion and Literature; and Science, Technology, and Values. These were formerly called concentrations and are described in detail below.

**Catholic Social Tradition**

**Director:**
Todd David Whitmore

**Executive Committee:**
R. Scott Appleby (history); Michael Baxter, CSC (theology); Jay Dolan (history); Rev. Patrick Gaffney, CSC (anthropology); Maura A. Ryan (theology); Robert Sullivan (history); Paul Weithman (philosophy); Charles Wilbur (economics)

The Minor in Catholic Social Tradition is an interdisciplinary program that serves as a resource for Notre Dame undergraduates to learn Catholicism’s social tradition.

Catholicism offers a longstanding and profound tradition of thought and teaching that addresses, from a normative standpoint, the full range of social spheres. It does so through a constellation of concepts that, taken as a whole, give articulation to a coherent yet variegated vision of the good society. Such concepts include those of solidarity, the common good, the just wage, human rights, the free economy, subsidiarity, and the option for the poor.

Sources for the tradition go back as far as the Bible and develop even in the early church fathers. Medieval writings on topics such as usury and the origins and proper exercise of kingship bring an unprecedented level of detail to Christian analysis of the just society. Pope Leo XIII inaugurates Catholicism’s effort to bring its social tradition to bear on industrial society in his 1891 encyclical, *Rerum Novarum* (The Condition of Labor). Since then, popes have drawn upon *Rerum Novarum* and the social tradition to broaden and develop Leo’s set of concerns in encyclicals often titled—as with Pius XII’s *Quadragesimo Anno*, Paul VI’s *Octogesima Adveniens*, and John Paul II’s 1991 *Centesimus Annus*—in accordance with their relationship to the earlier document. In doing so, the popes and the Second Vatican Council have addressed issues ranging across all spheres of social life from the family to the state to the church. The US bishops have made sophisticated application of these teachings to the specific circumstances of the United States.

Unfortunately, many Catholics are unaware of this tradition. Pope John Paul II writes, “It must be asked how many Christians really know and put into practice the principles of the church’s social doctrine.” The US bishops concur. While “Catholic social teaching is a central and essential element of our faith,” it is still the case that “our social heritage is unknown by many Catholics.” At the same time, graduates of Notre Dame move on to assume leadership positions, often quite advanced ones, in a broad spectrum of social spheres, including in politics, law, business, education, the media, and the military.

**Edward M. Malloy**

**Interdisciplinary Minors Within the College**

**IN THE COLLEGE OF ARTS AND LETTERS**

**Engineering Semester**

| Engineering Program | 3 |
| Engineering Program | 3 |
| Engineering Program | 3 |
| Arts and Letters Major | 3 |
| Engineering Program | 3 |
| — | 15 |

*The University Seminar may be selected from an appropriate history, social science, fine arts, or literature course, or the first course in theology or philosophy.*

*The University degree requirement is one course in literature or fine arts. The College of Arts and Letters requires a minimum of one course in each subject area, plus one additional course in history or social science.*

**Two courses in the intermediate or advanced series complete the requirement. Beginning or elementary series require three semesters’ work to fulfill the language requirement.**

†Courses specified by the student’s major engineering department. Minimum total for the five-year program to fulfill degree requirements in both colleges is 168 to 177 credit hours.

‡Courses necessary to fulfill the requirements for a major in the student’s major arts and letters department.

**EDUCATION**

**Elementary Education**

The Notre Dame student taking elementary education at Saint Mary’s College also must complete a Notre Dame major along with the appropriate college requirements. Those interested in the elementary education program are encouraged to take the prerequisite course, EDU 201, at Saint Mary’s in the second semester of their first year of studies. With appropriate planning, and possibly summer-school course work, both the Notre Dame major and elementary teaching certification can be completed in four years.

**Secondary Education**

(including middle school)

The following Notre Dame majors have been approved for secondary education licensing through the Education Department at Saint Mary’s College:

**IN THE COLLEGE OF SCIENCE**

biology, chemistry, mathematics, physics.

**IN THE COLLEGE OF ARTS AND LETTERS**

English, languages (French, Spanish, Latin), art, music, social studies (history and political science). Students interested in a secondary license in social studies also must complete additional course work in political science or history (depending on the major) and in one other area: either economics, sociology, or psychology.

**IN THE COLLEGE OF BUSINESS**

business education.

Notre Dame undergraduates interested in one of the professional teacher education programs must apply to the department NO LATER than the first semester of the sophomore year.

Students in the College of Arts and Letters, contact education advisor Dr. Vicki Tomainay at 574-631-2603 or dbarnes2@nd.edu for more information and help with planning. Students in the College of Science, contact Dr. Kathleen Cannon at 574-631-5812.
3. Final project: Students are to articulate or construct a setting in their anticipated profession in light of the Catholic social tradition (e.g., imagine and construct what a law firm/health clinic/ad agency would look like if it practiced in light of the Catholic social tradition).

The electives will be chosen by the student in consultation with the director from among courses offered in the University. The one-credit courses will be devoted to the critical reading and discussion of one or two major works each semester. Social concerns seminars are one-credit courses lodged first within the Department of Theology and often crosslisted with other departments.

Contact: Prof. Todd David Whitmore, E-mail: Whitmore.1@nd.edu

CST 20209. Political Theology
(3-0-3)
In this course we will examine the major themes of the relationship between Christianity and politics by way of the careful examination of major works of political philosophy and political theology, from the Bible and Plato to early American political thought and beyond (including: Aristotle, Augustine, Aquinas, Dante, Marsilius of Padua, Luther, Calvin, Machiavelli, Spinoza, Locke, Madison, Jefferson, Tocqueville, Hegel, and Nietzsche).

Major themes include: reason and revelation, the idea of a Christian polity and Christian citizenship (i.e., City of God vs. City of Man); rights, duties, original sin, limitations of government, rebellion, revolution, virtues, humility, magnanimity, friendship, family, prudence, power, justice, war, religion, toleration, truth, theocracy, democracy, liberalism, civil religion, and liberty, among others.

CST 20259. From Rome to Wall Street: The Church and Economic Life
(3-0-3)
The primary purpose of this course is to develop a critical understanding, via engagement with key texts and writings in the Christian tradition, of theological interpretations of the relationship between the church and the economic order.

Texts from the Roman Catholic social tradition to be studied include Rerum Novarum and Economic Justice for All (the US Bishops’ Letter on the US Economy). Broad theological and ethical questions to be considered include: How have fundamental Christian understandings of Creation—including teachings regarding human dignity and stewardship—shaped theological interpretations of the relationship between Church and economy? What is the appropriate role of the church and individual Christians in the economic order? Is economic justice a proper concern for the church? If so, how ought the church and individual Christians work to achieve economic justice? Particular questions include attention to the tension between the ideal of poverty and the acquisition of property by the church and its members and the role of women in economic life. Course requirements include significant participation in class discussion and group work, a community-based learning project, a mid-semester paper, and a final exam. The instructor will work with gender studies and Catholic social tradition students to enhance the gender and CST content of the course through discussion and written assignments.

CST 20302. War, Law, and Ethics
(3-0-3)
This course is designed to explore the ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, “Veterans History Project.”

CST 20303. Catholic Radicalism
(3-0-3)
This course will examine the tradition of Catholic radicalism, including the thought of Paul Hanley Murphy, Dorothy Day, Peter Maurin, and others.

CST 20304. Vocation and Leadership in Catholic School Tradition
(3-0-3)
This course will invite students to consider the meaning of vocation in relation to the social mission of the church. Beginning with a theological understanding of the significance of vocation and charisms, this course will provide a narrative-based exploration of the vocational journey of prominent figures in the Catholic social tradition such as Francis of Assisi, Dorothy Day, Cesar Chavez, and Oscar Romero. The emergent understanding of vocation will be held in conversation with the witness given by leaders from other religious traditions, e.g., Badshah Khan, Gandhi, and Thich Nhat Hanh. Using the method of service-learning, this course will invite students to develop an awareness of their social justice commitments in light of their own sense of vocation. PERMISSION IS REQUIRED. More information about the course format is explained in the Learning Agreement and Application Form, available at the Center for Social Concerns.

CST 30100. Catholic Social Teaching
(1-0-1)
This course examines the life and writings of Dorothy Day, the co-founder and spiritual guide of the Catholic Worker Movement. The course is seminar in style. Readings will include Day’s autobiography, The Long Loneliness, and selections from her other writings.

CST 30102. War, Peace and Conscience
(1-0-1)
The Catholic tradition affirms that there are two key traditions to responding to the question of peace and war: the just war tradition and pacifism. Engaging either of these traditions, however, requires the exercise of an informed conscience. This course examines the issue of the formation of conscience against the backdrop of the many questions that arise when a country goes to war.

CST 30303. Migration and Catholicism
(1-0-1)
This course examines the international phenomenon of migration, the factors that give rise to it, and its effects on people. We will examine the Catholic documents that address the issue of migration.

CST 33001. Catholic Social Teaching
(3-0-3) Whitmore
This seminar will introduce students to the key texts that make up Catholic social teaching. Students will read one document each week and ask how the document’s ideas relate to our own present lives and planned futures. The course concludes with asking what would our anticipated professional vocations look like if informed by Catholic social teaching. For instance, what would a law firm or health clinic look like if they were formed by ideas such as the common good and the option for the poor.

CST 33100. Dorothy Day and the Catholic Worker Movement
(1-0-1)
This course examines the life and writings of Dorothy Day, the co-founder and spiritual guide of the Catholic Worker Movement. The course is seminar in style. Readings will include Day’s autobiography, The Long Loneliness, and selections from her other writings.

CST 45100. CST Internship
(0-3-3)
This course is set up on an individual basis to provide students the opportunity to reflect upon internship experiences in light of Catholic social teaching. Readings and requirements will be set up on an individual basis.

CST 46100. Directed Readings
(3-0-3)
This course will be set up on an individual basis and allows students to pursue individual interests in the Catholic social tradition. Topics might include, for instance, poverty and policy, medical ethics, and so forth.

CST 47100. Special Studies
(0-3-3)
Research and writing on an approved subject under the direction of a faculty member.
EDUCATION, SCHOOLING, AND SOCIETY

The primary goal of this interdisciplinary minor is to serve students who want to understand learning and education as complex and challenging aspects of human and societal experience. Education is one of the central and shared experiences of people in contemporary societies in the United States and the world. It is both an end in itself and a means to many personal, professional, and spiritual goals. Thus, understanding its history and traditions, analyzing its processes, and critiquing its goals are of great importance to all of us.

Most societies rely on education to work fundamental changes in students and in society. We will use the tools and resources of a liberal arts perspective to help students reflect on, understand, and influence the role of education in society. In addition, the program will provide a rich body of resources for students who may want to pursue careers in education after graduation, including certification to teach, or research and teaching careers at the university level.

Normally, students apply for admission to the minor late in their freshman year or early in their sophomore year, and this is ideal. Students can be admitted through the first semester of their junior year, assuming that they can meet requirements in education after graduation, including certification to teach, or research and teaching careers at the university level.

The minor in Education, Schooling and Society involves 15 hours of course work. The introductory course in the program is ESS 33600. This course must be completed by the second semester of the junior year. At the middle level of the program (nine hours), students will select one course from a set of approved courses that are focused exclusively on educational issues and two courses from a set of approved courses that include education as one of several course foci. Students participate in the capstone course, ESS43640, the Senior Research Seminar, in the fall semester of their senior year.

The faculty work closely with students on postgraduate planning, including employment, graduate or professional school, or service opportunities.

Director: Dr. Stuart Greene, Phone: (574)631-4263
Person to see: Nancy McAdams, Phone: 574-631-0985, 156 Institute for Educational Initiatives, E-mail: nmcadams@nd.edu.

ESS 20200. Sociology of Race and Ethnicity (3-0-3)
This course provides an overview of some of the classic and contemporary sociological understandings and perspectives of race and ethnicity. We will focus particular attention on the racial/ethnic groups common to the United States, broadly categorized as African, Asian, European, and Hispanic Americans. The course will cover areas of identity and culture and will address issues such as racism, immigration, assimilation, segregation, and affirmative action. We will use printed texts as well as film clips; some assignments may include movie viewing. This is an education-general course.

ESS 20201. Social Psychology (3-0-3)
An analysis of important human processes, including perceiving and knowing other people, attitudes and attitude change, conformity and nonconformity, cooperation and competition with others, leadership in groups, attraction and love, aggression and violence, prejudice. Specifically designed for sociology and other liberal arts majors and will emphasize theory and research. As a result, it is not recommended for students having had SOC 10722, as the content may overlap. This is an education-general course.

ESS 20202. Social Inequality and American Education (3-0-3) Carbonaro
Many have claimed that the American educational system is the "great equalizer among men." In other words, the educational system gives everyone a chance to prosper in American society regardless of each person's social origins. In this course, we explore the validity of this claim. Do schools help make American society more equal by reducing the importance of class, race, and gender as sources of inequality, or do schools simply reinforce existing inequalities and reproduce pre-existing social relations? Topics covered include unequal resources among schools, sorting practices of students within schools, parents' roles, in determining student outcomes, the role of schooling in determining labor market outcomes for individuals, and the use of educational programs as a remedy for poverty. This is an education-focused course.

ESS 20203. Social Problems (3-0-3)
Analysis of selected problems in American society such as crime, narcotic addiction, alcoholism, delinquency, racial and ethnic conflict, prostitution, and others. Discussions, debates, films, tapes, and readings. This is an education-general course.

ESS 20204. Marriage and the Family (3-0-3) Sobolewski
Changing family patterns, sex roles, sexuality, premarital relationships, marriage and divorce, parenthood, childhood, and family interaction are some of the topics. Singles, dual-career families, alternative marriage forms, and the future of marriage and family are also taken up. This is an education-general course.

ESS 20300. Latinos in the US (3-0-3)
This course will examine the history of Latinos/as in the United States. Readings and discussions will trace the founding and development of early Mexican-American communities in the present-day Southwest. We will then topically and chronologically cover the post-1900 urban and regional experiences of Latin American-origin immigrants, migrants, and exiles throughout the US. The focus will be on those people coming from Mexico and the Hispanic Caribbean, but immigrants from Central and South America are also included. Some of the areas of emphasis are the Chicano Movement and civil rights; Latino music and culture; race, ethnicity, and the family; education; and contemporary trends in transnational migration. The instructor will necessarily adopt a comparative approach, and students will study and critique a variety of interpretations and ideologies. Lectures and discussions will be supplemented with visual material. Grading will be based primarily on two midterm essay exams and a final research paper (10 pp.). This is an education-general course.

ESS 20301. American Catholic Experience (3-0-3) Cummings
Corequisite(s): HIST 22612
A survey of the history of Roman Catholicism in the United States from colonial times to the present, with emphasis on the 20th-century experience. The first half of the course covers the Catholic missions and settlements in the New World, Republican-era Catholicism's experiment with democracy, and the immigrant church from 1820 to 1950. The second half of the course focuses on the preparations for, and impact of, the Second Vatican Council (1962–65). Assigned reading includes a packet of articles and primary sources about the liturgical renewal, Catholic action, social justice movements, and other preconciliar developments. This is an education-general course.

ESS 30205. Race and Ethnicity in America (3-0-3)
This course focuses on race and ethnic relations in the United States. Current cases involving racial and ethnic issues will be presented and discussed in class. Readings and materials will present three approaches to the study of majority-minority group relations, the emergence and maintenance of group dominance and minority-group adaptations to modes of dominance, including separation, accommodation, acculturation, and assimilation. Class participation and students' experiences will be emphasized. This is an education-general course.

ESS 30207. Sociology of Education (3-0-3)
This course focuses on the relationship between education and society. In the course, a variety of theoretical approaches and contemporary issues in the field of education will be discussed. Topics to be addressed include, but are not limited to, gender and race inequalities in education, the role of schools as agents of selection and socialization, and the nature of educational reform movements. Class participation and the experiences of students will be emphasized. This is an education-focused course.
ESS 30208. Poverty, Inequality, and Social Stratification
(3-0-3)
Social inequality is a prominent and persistent feature of modern society. Social stratification theory attempts to explain the causes of inequality and the reasons for its persistence. This course will address such questions as: Why are some people rich and some people poor? Why does inequality persist? Who gets ahead? Can men and women get the same jobs? Do different races have the same opportunities? Is inequality necessary? Potential topics include inner-city and rural poverty, welfare dependency, homelessness, status attainment and occupational mobility, racial and ethnic stratification, gender stratification and class theory. This is an education-general course.

ESS 30210. Today's Gender Roles
(3-0-3) Aldous
Current changes in male and female roles and the reasons for these changes are examined. Existing gender differences, various explanations for them, and proposals for change are discussed and evaluated. This is an education-general course.

ESS 30211. Teaching Sociology
(3-0-3)
This course surveys the sociological foundations of teaching and learning in America's elementary and secondary school classrooms. The class begins with an examination of teaching as a profession. What attracts individuals to the teaching profession, and why do they leave? What constitutes professional success for teachers? Next, we'll examine how local context shapes the work that teachers do, looking at some elements of schools and communities that impact the nature of teachers' work. The course concludes by looking at the teacher's role in producing educational success by considering two enduring educational problems: how to foster student engagement, and how to teach students of differing abilities within the same classroom. In addition to research in the sociology of teaching, students will be exposed to teacher narratives of success and struggle. This is an education-focused course.

ESS 30302. Latino/a History
(3-0-3)
This is an interdisciplinary history course examining the Latino experience in the United States after 1848. We will examine the major demographic, social, economic, and political trends of the past 150 years with an eye to understanding Latino/a America. Necessarily a large portion of the subject matter will focus on the history of Mexican Americans, and Mexican immigrants in the Southwest, and Midwestern United States, but we will also explore the histories of Puerto Ricans, Cubans, and Latin Americans within the larger Latino/a community. Latinos are US citizens and as such the course will spend significant time on the status of these groups before the law, and their relations with the state, at the federal, local, and community level. To explore these issues within the various Latino communities of the United States we will explore the following key topics: historical roots of Latinos/as in the US; the evolution of a Latino/a ethnicity and identity within the US; immigration, transmigration, and the shaping of Latino/a communities; Latino/a labor history; segregation; civil rights; nationalism and transnationalism; the Chicano Civil Rights Movement; Latinos in film; and post-1965 changes in Latino/a life. This is an education-general course.

ESS 30303. US Gilded Age/Progressive Era
(3-0-3)
Through discussion and lectures, students examine the emergence of a recognizably modern United States. Topics examined will include the emergence of the corporation, progressive reforms, the changing contours of American religion, the character of the New South, the battle for women's suffrage, developments in the arts, and American involvement in the First World War. This is an education-general course.

ESS 30304. Women and Religion in US History
(3-0-3)
The course is a survey of women and religion in America during the 19th and 20th centuries. Among others, we will consider the following themes: how religion shaped women's participation in reform movements such as abolition, temperance, and civil rights; how religious ideology affected women's work, both paid and unpaid; the relationship between religion, race, and ethnicity in women's lives; female religious leaders; and feminist critiques of religion. We will examine women's role within institutional churches in the Protestant, Catholic, and Jewish traditions, as well as raise broader questions about gender and religious belief. How did religious belief affect women both as individuals and in community? How could religion be used to both reinforce and subvert prevailing gender ideology? This is an education-general course.

ESS 30305. Women and American Catholicism
(3-0-3)
This course is a survey of women in the American Catholic Church from the colonial period to the present. Through lectures, reading, and discussion, we will consider the following themes: the experience of women in religious communities, women and men in family life, gender and education, lay women and social reform, ethnic diversity among Catholic women, the development of feminist theology, and the intersections and departures between Catholicism and feminism. Assigned texts include three monographs and a course packet of primary source material relating to women such as Henriette Delille, Elizabeth Seton, Madeleva Woolf, Dorothy Day, and Helen Prejean. Course requirements include a midterm and a final examination, several short writing assignments and a final paper (10–12 pages). This is an education-general course.

ESS 30307. Fundamentals of Social and Cultural Anthropology
(3-0-3) McDougall, Nordstrom
This course introduces students to the field of social-cultural anthropology. Cultural anthropologists are primarily interested in exploring issues of human cultural diversity across cultures and through time. This course will explore key theoretical, topical, and ethical issues of interest to cultural anthropologists. We will examine diverse ways in which people around the globe have constructed social organizations (such as kinship, and political and economic systems) and cultural identities (such as gender, ethnicity, nationality, race, and class) and we will consider the impact of increasing globalization on such processes. Throughout the course we will consider how different anthropologists go about their work as they engage in research and as they represent others through the writing of ethnographies. This is an education-general course.

ESS 30309. Gender and Power in the US
(3-0-3)
This course introduces students to the main issues and debates characterizing the anthropology of gender and explores how anthropologists have attempted to understand changing roles, sexual asymmetry, and stratification. This is an education-general course.

ESS 30400. Introduction to African-American Literature
(3-0-5)
A survey of three hundred years of African-American literature. This is an education-general course.

ESS 30470. Race, Ethnicity, and American Democracy
(3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What roles do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society? This is an education-general course.

ESS 30471. Schools and Democracy
(3-0-3) Campbell
Education sits high on the public policy agenda. We are living in an era of innovations in education policy, with heated discussion surrounding issues such as vouchers, charter schools, and the No Child Left Behind Act. This course introduces students to the arguments for and against these and other educational innovations, and does so through the lens of how schools affect the civic health of the nation. Often forgotten amidst debates over school choice
and standardized testing is the fact that America’s schools have a civic mandate to teach young people how to be engaged citizens. Students in this course will grapple with the civic implications of America’s educational landscape, and have an opportunity to propose ways to improve the civic education provided to young people.

**ESS 30500. Economics of Poverty (3-0-3)**
An examination of the extent and causes of poverty in the United States. The current system of government programs to combat poverty is analyzed. Reforms of this system are also considered. This is an education-general course.

**ESS 30501. Addressing US Poverty at the Local Level (3-0-3)**
This course focuses on four arenas where poverty manifests itself: homelessness, education, healthcare, and jobs. This is an education-general course.

**ESS 30502. Economics and Education (3-0-3)**
Warlick
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What roles do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society? This is an education-general course.

**ESS 30610. Family/Community Issues in Education (3-0-3)**
This course will examine the research on the effects of family involvement on student learning as well as strategies for increasing productive family involvement in schools. Participants with both read literature appropriate to establishing a community service project in a school and participate in a service project in a local school. This is an education-focused course.

**ESS 30611. Tutoring in the Community (1-0-1)**
ESS 30611 is a one-credit seminar for students who are tutoring in the South Bend community. This seminar will provide tutors with an opportunity to explore the social, economic, and cultural forces that influence the lives of their students. Tutoring in the Community will give tutors the tools they need to analyze beliefs and pedagogy, improve instruction, and foster development in South Bend school children in need.

**ESS 30612. History of American Education (3-0-3)**
The purpose of this course is to examine the history of education in America from around 1800 to the present in order to better understand the varied meanings Americans have attached to education during that period. Consequently, the course seeks to treat American educational history within the context of American intellectual, political, religious, and ethnic history. The course will be conducted as a seminar, which means that the course will be heavily geared toward reading and discussion of both primary and secondary source materials.

**ESS 30613. Creativity in the Classroom (3-0-3)**
Creativity is traditionally considered a valuable classroom commodity in teachers and students—but how is it fostered? Why is creativity associated with gifted students? Is it possible for creativity to flourish in an era of mandated curriculum and an emphasis on proficiency testing? What academic experiences inspire your creativity? To investigate these questions, we will examine theories of creativity, and apply them to examples of learning and instruction. The course content will also include articles on integrating work and play in classroom environments as well as the development of talent. This is an education-focused course.

**ESS 30614. Educational Psychology (3-0-3)**
Long
Although the goal of educational psychology is to understand and improve education in general, every classroom offers unique challenges related to each student’s individual differences. In this course, we will explore the three primary dimensions associated with the field of individual differences (i.e., cognition, affect, and motivation/volition) to determine how they collectively and uniquely contribute to a model of integrated learning. Can we design educational experiences that engage our minds, wills, and emotions? What types of classrooms encourage students to care about their subjects? These and other provocative questions will be addressed by examining a cross-section of the educational literature on motivation, cognition, and emotion. This is an education-focused course.

**ESS 33360. Social Concerns Seminar: Education (0-0-1)**
This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Arizona, and builds upon Notre Dame’s relationships with the Congregation of Holy Cross. Students also collaborate with those in ministry with Holy Cross in Phoenix. The immersion takes place over winter break. Apply at the Center for Social Concerns in the fall.

**ESS 33600. Education, Schooling, and Society (3-0-3)**
Long
The aim of the introductory course is to introduce some basic questions about the nature and goals of education, its history, and theoretical explanations of influences on learning, teaching, and schooling. We will incorporate both classic and current texts. The core course will incorporate several disciplinary perspectives.

**ESS 33615. Directed Readings (V-0-V)**
Student and instructor will design readings relevant to a special interest in education.

**ESS 33620. Race and Ethnicity in Public Education, 1848–2004 (3-0-3)**
This course is motivated by two key questions: “Does the prevailing distribution of literacy conform to standards of social justice?” and “What social and educational policies might promote such standards?” These questions will guide our study of urban schooling since the landmark case; Brown v. Board of Education (1954,1955) initiated a move toward the desegregation of schools in the US. We will examine the contemporary scene of urban schooling, particularly the intersections of poverty, race, and culture. This is an education-focused course.

**ESS 33650. Toward Equity and Excellence in Education: A Review of Pedagogical Approaches from 1950 to Present (3-0-3)**
Students will examine issues of educational equity and achievement in the United States from 1950 to the present. The course begins by framing these issues in terms of social and cultural processes, using an anthropological perspective. Students then will examine issues of educational equity in relation to long-established patterns of social stratification by race, ethnicity, and class at the dawn of the Civil Rights era. Studies evaluating these efforts will be reviewed, and contemporary efforts to promote equity and excellence will be examined in relation to what has been learned from past efforts. This is an education-focused course.

**ESS 40212. Latinos in Education (3-0-3)**
This course examines the educational experiences and struggles of Latinos in US public schools. Students will study these experiences through legal, political, historical, social, and economic perspectives, regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups, and thus its important role in the Latino experience. The goal of this course is to develop a reflective individual who is able to understand the educational context of Latinos in the United States. This is an education-focused course.

**ESS 40213. The Schooled Society (3-0-3)**
This seminar focuses on the structure and organization of schooling in American society, and the societal forces that influence decisions about schools and student learning. These forces include legislation governing schooling, and cultural and religious
norms that impact schools. The course will cover the role of schools in society, the political, economic and social dimensions of schooling, education reform and its underpinnings, and the transformation of higher education. This is an education-focused course.

ESS 40214. Society and Identity (3-0-3)
This course looks at sources, dynamics, and consequences of identity in contemporary society. Identity is conceived as definitions of an individual that self and others use as a basis for interacting with one another. Significant outcomes of the way we are defined are the life chances, evaluations, and emotional meanings we experience. The course format is a discussion. Seminar. This is an education-general course.

ESS 40215. Great Books in Sociology of Education (3-0-3) Sikkink
This course focuses on classic works in the sociology of education that not only shaped the direction of the education subfield, but also were landmarks in the field of sociology as a whole and often greatly influenced public policy. Discussion of the works will focus not only on an evaluation of the contribution of each work to sociology of education but also on the question of how these works contributed to sociological theory. One important goal of the course is to use careful evaluation of classic works to develop good research questions and/or to use concepts and arguments from the works to inform current research projects. This is an education-focused course.

ESS 40250. Children and Poverty: Developmental Implications (3-0-3)
Examines the impact of rising levels of child poverty and related concerns from the perspective of developmental and social psychology. This is an education-focused course.

ESS 40251. Cross-Cultural Psychology (3-0-3)
The general purpose of this course is to examine and learn to talk about issues of culture and race in the United States from a psycho-social perspective. Culture and race are not synonyms. So, we will be examining some of the ways that each affects the quality of our psychological functioning. The goals of this course are to learn to recognize and appreciate culture in ourselves and others; to examine the different ways that cultural and race operate in our everyday life. As a student in this class, you will be encouraged to share your ideas and life experiences. This is an education-general course.

ESS 40252. Psychological Perspectives on Asian Americans (3-0-3)
This course examines major psychological topics relevant to Asian Americans. Broad areas to be covered include Asian American personality, identity, and mental health as well as sociocultural influences that shape personality and mental health. Specific topics include: cultural values and behavioral norms, the acculturation process, ethnic identity development, family processes, stressors and social support systems within Asian communities, psychopathology, academic achievement, and culturally competent mental health treatment and service delivery. This is an education-general course.

ESS 40253. Latino Psychology (3-0-3) Torres
The purpose of this course is to examine the psychosocial research and literature about Latino/a individuals and communities within the United States. Students will be actively involved in discussing issues relevant to Latino/a well-being, including immigration and acculturation, ethnic identity, religiosity, family life, prejudice and discrimination, and multiracial identity. Economic, educational, and social opportunities for Latinos also will be studied, and efforts towards social advocacy and the delivery of psychological interventions for Latino communities will be critically examined. This is an education-general course.

ESS 40254. Theories of Moral Development/Identity (3-0-3) Narvaez
Readings will cover diverse perspectives on the nature of moral development and identity, with a special emphasis on Catholic moral identity. Theories include perspectives within psychology, major religious traditions, classic and modern theories. Students will compare and contrast theories, formulate a personal theory, design a research study, and implement a spiritual practice to their own identity development. This is an education-general course.

ESS 40255. Character Formation: Theory, Research, and Pedagogy (3-0-3)
Students read research, study theory, and learn pedagogical approaches in the area of character education and moral development. They apply course material in a real-world setting of their choice. Students develop creative, analytical, and practical intelligences as well as leadership skills. This is an education-focused course.

ESS 40256. Psychology of Personality (3-0-3) Gibney
Major theories and research findings on social, emotional, and cognitive development are covered. Although emphasis is on the time from birth to early adulthood, some research on adulthood and the elderly is included. Attention is given to how different environments enhance or hinder healthy development.

ESS 40257. Abnormal Psychology (3-0-3) Gibney
Defines the concept of abnormal or maladaptive behavior; reviews the principles involved in human development and adjustment and describes the common clinical syndromes, their causes, and treatments.

ESS 40402. The Teaching of Writing (3-0-3)
Throughout the semester students will engage in an array of writing tasks, including lesson planning, research writing, and other formal and informal writing activities. Most of the writing projects serve as models for the kinds of assignments you might develop and implement in future classrooms.

ESS 40530. Education in Faith: Catechesis in Catholic Schools (3-0-3)
This course is designed to assist current or prospective teachers of religion/theology at the junior-high and high school levels in the catechesis of young adults in Catholic schools. The course is open to Theology Department students at the undergraduate and graduate levels (including those enrolled only for the summer session), to MEd students serving in the Alliance for Catholic Education, and to Notre Dame undergraduates with minors in education, schooling, and society. Within class sessions designed to be highly dialogical, interactive, and prayerful, participants will explore both theological and practical/pedagogical dimensions of the process of catechesis. Required readings are drawn from the Catechism of the Catholic Church, from publications of the United States Catholic Conference (notably the General Director for Catechesis, the National Catechetical Directory for Catholics in the United States, and the Guide for Catechists) and from the works of several theologians and educational theorists who have contributed significant responses to the two central questions addressed in this course: “What is Catechesis?” and “How Do We Engage in Catechesis in the Context of Catholic Schools?” During this course, participants will explore all of the central tasks that constitute the holistic process of catechesis as delineated in the general and national Catholic catechetical directories: communicating knowledge of the mystery of God’s self-revelation; fostering maturity of faith and moral development; sharing and celebrating faith by forming Christian communities of prayerful people; promoting Christian service and social justice; and witnessing to faith through pedagogy and by the example of authentic spiritual lives. This is an education-focused course.
ESS 43258. Motivation and Academic Learning  
(3-0-3)  
Traditional studies of learning have focused almost exclusively on cognitive, or “cold,” processes. Recent research on learning illustrates how “hot” processes also influence thinking and academic learning. In this course, we focus on how social, motivational, and emotional influences interact with cognitive processes to affect academic learning. Social influences will include students’ social goals in school, friendships, and family dynamics. Motivational influences are explored through the study of major theories of achievement motivation, including attribution, self-efficacy, intrinsic motivation, “possible selves,” and goal theories. Emotional factors such as coping mechanisms, test anxiety, and well-being also are discussed. In addition, we explore how development affects students’ social, motivational, and emotional responses to learning. Child, adolescent, and adult models are discussed, and applications to educational settings will be an integral part of the course. This is an education-focused course.

ESS 43640. Seminar: Educational Research  
(3-0-3) Greene, Power  
Students will learn about both methods and topics in educational research. Students will design and execute an original research study.

GENDER STUDIES MINOR  

Director:  
Kathleen Pyne  
Assistant Director:  
Sophie White  
Administrative Assistant:  
Tori Davies  

Objectives of the Minor. The Gender Studies Program was inaugurated in 1988 to foster intellectual inquiry and discussion of gender issues at the University.

The minor offers students the opportunity to explore in depth the rapidly growing scholarship in the areas of gender, women’s studies, men’s studies, feminist theory, queer theory, and sexuality. It aspires to two intertwining pedagogical objectives: first, to allow students to become proficient in the cross-disciplinary mode of inquiry that is central to the exploration of issues of gender; second, to prepare undergraduates to engage issues of gender after they graduate, whether they undertake advanced study in graduate and professional programs devoted to the study of gender or enter the workforce.

Requirements. 15 credits (five courses) including GSC 10001/20001, Introduction to Gender Studies, which maintains a cross-disciplinary focus (three credits); and four three-credit courses from a list of approved selections.

Courses include GSC 10001/20001, Introduction to Gender Studies; GSC 48001, Gender Studies Senior Seminar; and GSC 45001, Gender Studies Internship. Crosslisted courses include Marriage and the Family; Women in the Christian Tradition; The Anthropology of Gender; Today’s Gender Roles; Christianity and Feminist Ethics; Japanese Women Writers; Afro-American Literature 1940 to present; Gender and Science; Sex Inequality in the Work Place; Feminist Theory; Gender, Race, Class, Sexual- ity; American Men, American Women; The Femin- nine in Modern Art; History of American Women; Women: Alternative Philosophical Perspectives; Women in Antiquity; Sociology of Masculinity; Gender Issues in the Law; Feminist and Multicultural Theology; Gender and Violence.

HESBURGH PROGRAM IN PUBLIC SERVICE  

Director:  
Martine De Ridder  
The health of American society is closely related to good public policy and competent, ethical public service. Thus, awareness of public policy and public service is not only the foundation for public-sector careers, but it is also a necessity for those who will work in the nonprofit sector or in the private sector and seek to be knowledgeable citizens.

The Hesburgh Program in Public Service prepares Notre Dame students for a life of active and effective citizenship as well as for the possibility of careers in public service. The program honors the principled, dedicated public service of Notre Dame’s president emeritus, Rev. Theodore Hesburgh, CSC. The Hesburgh Program offers an interdisciplinary curriculum designed to inform students about the dimensions of policymaking, public administration and policy evaluation, and to develop skills in research, sensitivity to ethical issues, and appreciation for the character and limits of constitutional democracy.

First-year students and sophomores of all colleges are invited to apply to the interdisciplinary minor, as well as first semester junior transfers. To be admitted, students will need to be in good academic standing and demonstrate a strong interest in public policy and seek to be knowledgeable citizens.

The Hesburgh Program offers students the opportunity for summer internships in public policy contexts through the Gary Lyman Internships in Public Service. In the fall of their junior year, Hesburgh students may apply for the Lyman Internship. Up to 20 students are selected in a competitive process. Students selected as Lyman interns are aided by the program’s director in securing appropriate internships, usually in Washington, DC. Lyman interns receive a taxable stipend to defray their cost of living while in their internship.

During the course of the academic year, the Hesburgh Program sponsors student-public-policy-related forums and activities and campus visits to Notre Dame by public figures. They give public addresses, teach in the classroom and are available for conversations with students and faculty. The staff works closely with students on postgraduate planning, including employment, professional schools such as law and public policy and academic graduate programs.

In addition, many of our course offerings are offered through various arts and letters departments such as American Studies, Anthropology, Computer Applications, Economics, History, Philosophy, Psychology, Political Science, Sociology, and Theology.

For more information, visit our website at www.nd.edu/~hspgs/.

Person to see: Dr. Martine DeRidder, Director Hesburgh Program in Public Service  
E-mail address: Martine.M.DeRidder.1@nd.edu.

Course Descriptions

HESB 20000. Introduction to American Government  
(3-0-5)  
This course provides students with an overview of the American political system. Topics include the presidency, Congress, the Supreme Court, bureaucracy, separation of powers, federalism, political parties, interest groups, the public policy process, voting, public opinion, and participation. This course cannot be taken if you have already taken POLS 10100.

HESB 20001. American Politics  
(3-0-3) Campbell, Wolbrecht  
Corequisite(s): POLS 22100  
This course provides students with an overview of the American political system. Topics include the presidency, Congress, the Supreme Court, bureaucracy, separation of powers, federalism, political parties, interest groups, the public policy process, voting, public opinion, and participation.

HESB 20010. Introduction to Public Policy  
(3-0-3)  
The Hesburgh Program in Public Service prepares students for an active and informed life in public service, and HESB 20010 is the gateway course to the Hesburgh interdisciplinary minor. This course explores the character and substance of public policy
making in the United States. We shall consider why and how government responds to some issues (and not others). We shall examine how public problems are conceptualized in the public arena and focus our attention to the elements of the policy process and its operation, and students will develop some knowledge of substantive areas of public policy. Finally, we will turn our attention to leadership to link a conception of effective and ethical public service with our analytic understanding of the policy process. The course will conclude with students participating in policy hearings based on their research on substantive public policy controversies.

**HESB 20210. US Latino Spirituality**  
(3-0-3) Groody  
US Latino spirituality is one of the youngest spiritualities among the great spiritual traditions of humanity. The course will explore the indigenous, African, and European origins of US Latino spirituality through the devotions, practices, feasts, and rituals of the people.

**HESB 20211. Rich, Poor, and War**  
(3-0-3) Whitmore  
This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the US and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political realms (war and revolution). Next, we canvass Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.

**HESB 20212. War, Law, and Ethics**  
(3-0-3) Pfeil  
This course is designed to explore the ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service-learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, “Veterans History Project.”

**HESB 30010. Public Policy and Bureaucracy**  
(3-0-3) This course explores the process, substance, and efficacy of public policymaking and policy implementation in the United States. We begin by asking: Why do some problems become public issues while others do not? Attention is given to how government identifies problems and formulates policies meant to address them. Then we ask, once formulated, how policies are implemented. The course will examine government’s “menu” of options for policy implementation. Student research papers will focus on the evolution over time of a specific policy, examining how that policy’s implementation affected its impact. Requirements for the course include a midterm exam, a research paper, and a final exam. During the semester, students will be required to prepare several shorter papers as progress reports on their research papers. Students taking this course already should have taken POLS 10100 or 20100, Introduction to American Government. It also will be helpful to have had an Introduction to Economics course.

**HESB 30100. Research Methods**  
(3-0-3) Gunty, Williams  
Limited to sociology majors. Begins with discussion of scientific method, conceptualization of research problems and measurement. The course then explores the dominant modes of social science research: field work and participant observation, survey and interviewing, experimental designs, and evaluation research.

**HESB 30101. Statistics in the Professions**  
(3-0-3) Limited to sociology majors. Designed to teach students how to interpret and critically evaluate statistics commonly used in the social sciences and in many areas of the business and medical world to describe, project and evaluate. Focus is upon a conceptual understanding of what the statistic does, what it means, and what assumptions are being made in its use. The course requires only high school arithmetic and is not mathematically difficult.

**HESB 30102. Intermediate Micro Theory**  
(3-0-3) Betson  
An examination of the language and analytical tools of microeconomics, emphasizing the functional relationship between the factor and product markets and resource allocation.

**HESB 30103. Quantitative Political Analyst**  
(3-0-3) Coppedge  
Students in this course will learn to understand the most common statistical techniques used in political science and acquire the skills necessary to use these techniques and interpret their results. Mastery of these techniques is essential for understanding research on public opinion and voting behavior, electoral studies, and comparative research on the causes of democracy. For each topic, students will read works to orient them to key issues and debates. They will learn the reasoning behind the statistical analysis in these readings and create their own spreadsheet programs to execute such analyses. They will then download and clean datasets actually used in the published research, replicate selected analyses from these readings using a statistical package, and write short papers evaluating the inferences defended in the published research.

**HESB 30204. Computer, Ethics, and Public Policy (STV)**  
(3-0-3) Restriction: CAPP seniors only. The profound impact computer technology has on society is difficult to overstate; it has changed the nature of our interactions in the social, economic and political realms and will continue to do so. These changes often raise important ethical questions about personal and professional responsibility, intellectual property, personal privacy, crime, and security. They also raise questions about the changing relationships between individuals and institutions (i.e., private sector corporations and public sector agencies). This course examines these trends and changing relationships, and the ethical issues that are faced by computer professionals, policymakers, and computer users in trying to grapple with them.

**HESB 30205. Comparative Cultural Studies**  
(3-0-3) The purpose of this seminar is to introduce students to comparative dimensions of American studies. International perspectives will be explored and approaches that compare American culture with another national culture will be encouraged. Intra-national comparative topics will also be welcome (example: Asian-American studies). Concepts, methods, and materials related to comparative studies will be examined. Students will work on selecting appropriate comparative topics, organizing information and ideas, developing themes, and designing an interdisciplinary framework for their projects.

**HESB 30207. Politics and Conscience**  
(3-0-3) Keys  
Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of “conscience” recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect, and are there any limits to its autonomy? What role should conscience play in questions of war and peace, law-abidingness and civil disobedience, citizenship and political leadership? And how does the notion of conscience connect with concepts of natural law and natural rights, nationality and prudence, religion and toleration? This course engages these questions through select readings from the history of political thought. We also will consider various 20th-century reflections on conscience, expressed in essays, plays, short stories, speeches, and declarations.

**HESB 30208. Religion and Women’s Rights**  
(3-0-3) This course focuses on religious aspects of the women’s rights movement and women’s movements within religious communities. Focusing primarily on the Protestant, Catholic, and Jewish traditions, we will examine how women have understood the relationship between their religious beliefs and their interest in expanding women’s roles. From this beginning, we will explore several historical and contemporary examples of the influence of religion
on the women's rights movement and, by the 20th century, the influence of the women's movement in American religion.

HESB 30209. American Political Traditions
(3-0-3) McGreevy
Students will investigate the political debates and simultaneous examinations of democracy's character that have animated American reformers and intellectuals since the Civil War. The focus will be on these political traditions, not the studies of voter behavior or policy implementation that also constitute an important part of political history. The course will begin with the discussion of the character of Reconstruction, and move through the "social question" of the late 19th century, Progressive reform in the early 20th century, the New Deal, the origins of modern conservatism, and various post-World War II social reform movements. Readings will include court cases, memoirs, speeches, and a sampling of the philosophical and historical literature.

HESB 30213. Liberty and Culture
(3-0-3)
When and how is it justified to interfere with harmful traditional practices, such as female genital cutting in Africa and footbinding in China? We will examine, explain, and evaluate such practices, including as well early female marriage, male circumcision, corsetry, social alcoholism, obstetric taboos, kuru, and non-harmful conventions such as road rules. Why do people adhere to such practices? How do people abandon them? Should the state coercively intervene against such practices? Should a powerful country coercively intervene against the practice in weaker countries? Are non-coercive methods effective? Topics include the Millian harm principle, ethical relativism, women in development, liberal imperialism, and moral panics. The course will range through political theory, social ethics, simple game theory, and comparative politics and sociology. The instructor is an authority on the topic of female genital cutting, and is personally involved in the only successful mass movement in Africa to abandon the practice.

HESB 30214. Nationalism
(3-0-3) Faeges
Nationalism embraces a type of identity, a form of politics, and a basis for organizing societies. This course studies the origins, nature, and possible future of nationalism, overall and in particular cases that will be determined by students' interests—for example, what our responses to September 11 tells us about American nationalism. The main assignment will be a research paper on a topic chosen by each student.

HESB 30219. American Intellectual History I
(3-0-3) Turner
This lecture course will survey major developments in American thought from the first English contacts with North America to the mid-19th century. Emphasis will fall on ideas about religion, society, politics, and natural science and on the institutions and social contexts of intellectual life, with an eye toward understanding the roots of our own ways of thinking. Especially in the first weeks of the course, European backgrounds will also receive attention. Students will write a midterm and a final exam, as well as a 10-page research paper.

HESB 30221. Morality and Social Change in US History
(3-0-3) Abruzzo
How do we explain sweeping moral changes in society? Why did so many people support legal slavery for so long, and what motivated others to turn against it? What is the relationship between social change and moral theory? The purpose of this class is to examine the moral frameworks that Americans have used to understand—and to change—their society. We will focus on hotly debated issues in American history, looking at the way that Americans thought about issues such as slavery, animal cruelty, sex, family roles, labor, economics, war and citizenship, and civil rights. We will look at both sides of debates to understand the values and beliefs that shaped traditions of social change and resistance to that change.

HESB 30400. The American Congress
(3-0-3)
Prerequisites: See online Course Catalog for details. This class will expose the student to the practical workings of the US Congress, some major theories attempting to explain those workings, and some of the methods and materials needed to do research on Congress. It will place the study of Congress in the context of democratic theory, and in particular the problem of the way in which the institution across time grapples with the problem of the common good.

HESB 30401. Presidential Leadership
(3-0-3)
Prerequisites: See online Course Catalog for details. This course examines the role of the presidency in the American regime and its change over time. Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.

HESB 30402. Television in American Culture
(3-0-3)
This course examines the formation of commercial broadcast television in the United States, focusing on the industrial, economic, technological, and social forces that have shaped the images we see. We will look at how American television developed in the competitive business climate of the 1920s and 1930s, and how advertiser-supported networks came to dominate. We then analyze the role of television in America's social and political life: its links to suburbia and consumerism, its impact on the political movements of the 1960s, and the ways it has represented America's changing ideas of race, gender, and ethnicity.

HESB 30403. Latino Politics
(3-0-3)
This course provides a careful and "critical" analysis of the political status, conditions, and the political activities of the major Latino (or "Hispanic") groups in the United States-Mexican Americans, Puerto Ricans, and Cuban Americans. To provide a context and grounding, various theoretical perspectives are first considered, followed by discussions of the historical experiences and contemporary socioeconomic situations of the several Latino groups. Attention then turns to a number of issues concerning political attitudes, behaviors, and activities. Assessments of Latino influence upon the major local, state and national institutions of the political system—and vice versa—are next considered. Policy areas particularly significant for Latinos are also examined. Finally, the major issues, questions, and themes considered throughout the semester are "revisited" and reconsidered.

HESB 30404. Therapeutic Jurisprudence
(3-0-3)
Therapeutic jurisprudence ("TJ") looks at how laws impact social life and at how laws and policies are social forces, producing both intended and unintended consequences in society. These consequences can be positive, negative, or both. The objectives of this course are to identify and explore the various consequences of laws and policies based on the history and use of laws and to develop empirical studies to analyze these consequences. The first portion of the course will be devoted to an overview of TJ principles and how these principles can be applied to laws and policies. Different perspectives—those of the various legal actors—will be examined, along with how legal actors can impact the effects of laws and policies. The aim for this portion of the course is to develop a method of critical review of laws and policies. The second portion of the course will look at societal influence on laws, interactions between different policies, and how the effects of a law or policy can be assessed through empirical research prior to enactment.

HESB 30405. Labor Economics
(3-0-3)
A survey course covering the economics of employment and unemployment; wages and income distribution; poverty, education and discrimination; unions and labor and industrial relations systems; and comparative labor systems.

HESB 30406. United States Labor History
(3-0-3) Graff
This course will examine the history of paid and unpaid labor in the United States from colonial times to the near present. We will seek to understand how working people both shaped—and were shaped by—the American Revolution, the debates over slavery and free labor culminating in the Civil War and Reconstruction, the rise of big business, the creation of a national welfare state, the Cold War-era repression of
the left, and continuing debates over the meanings of work, citizenship, and democracy. Throughout the course, we will devote considerable time to the organizations workers created to advance their own interests, namely the labor movement. We will also pay special attention to the complicated yet crucial connections between work and racial and gender identities. Specific topics may include: slavery, farm labor, women’s domestic work, trade unions, questions of industrial democracy, the role of radicalism and the challenges confronting workers in the current era of corporate globalization and anti-sweatshop activism.

HESB 30407. American Social Movements (3-0-3)
This interdisciplinary survey of civil rights and social protest movements in the United States examines suffrage inclusion, abolitionism and black civil rights movements, labor organizing, and women’s rights in the 19th and 20th centuries, as well as several contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiographies to trace a tradition of protest that both depends on and offers challenges to a democratic society.

HESB 30408. Ethnicity in America (3-0-3) Chrobot
A study of the ethnic and racial formation of American society and cultural pluralism; a review of the theory and history of ethnicity, its policy implications for family, education, economics, religion, government and international relations; in-depth study of one ethnic group of choice.

HESB 30409. Self and Society (3-0-3)
You are an outcome of your past social environment, yet you can be independent of it. The goal of this course is to help you think reflectively about society and your place in it, to be aware of the values involved in people’s perspectives on social issues, and to become aware of the social processes that define who you are. We spend most of our lives in a “taken for granted” world. We are taught certain values and ways of acting in different situations. Our values and behavioral patterns become a “natural” response to people and events that we encounter daily. A concrete aim in this course is to increase your conscious reflection and decision-making in everyday life. Enhanced self-awareness entails self-knowledge—how you learn, your behavioral style, and your values. This course in applied social psychology should have practical value as you enter more fully into a culture.

HESB 30410. US 1900–45 (3-0-3) Blantz
The purpose of this course is to study the political, diplomatic, economic, social and cultural development of the United States from 1900 to 1945. The principle topics to be investigated will be the Progressive Period legislation of Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson, the causes and effects of World War I, the cultural developments of the 1920s, the causes of the Wall Street Crash and Great Depression, the New Deal legislation of President Franklin Roosevelt, the diplomacy of the interwar period, and the home front during World War II.

HESB 30411. Race, Ethnicity, and Power (3-0-3)
This course focuses on the relationship between education and society. In the course, a variety of theoretical approaches and contemporary issues in the field of education will be discussed. Topics to be addressed include, but are not limited to, gender and race inequalities in education, the role of schools as agents of selection and socialization, and the nature of educational reform movements. Class participation and the experiences of students will be emphasized.

HESB 30412. Sociology of Education (3-0-3)
This course will introduce you to theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and to challenge commonly held views about the nature of crime and punishment in the United States today. As students of sociology, we will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, and cultural context in which they exist. We shall explore a variety of theoretical perspectives, both classical and contemporary, that attempt to uncover the causes, etiology, and solutions of the problem of criminal behavior. This class cannot be taken if the student has previously taken SOC 30732, because of content overlap.

HESB 30413. Theoretical Criminology (3-0-3)
Interest group politics, the current shape of the interest group universe, potential bias in representation and function, membership and group maintenance, strategies and tactics, and above all, the influence and role of interest groups on democratic policy making and practice in the United States. We will explore broad theoretical issues, grounded in substantive cases from the current and historic experience of American group politics.

HESB 30414. Interest Group Politics (3-0-3)
This course applies an economic perspective to current educational issues in America including the adequacy of public education, how much education individuals should undertake, how we should finance elementary and secondary education, and what should be done about the rising costs of higher education. The class as a whole will research a single issue with each student assuming responsibility for a unique aspect of that issue with the goal of developing a comprehensive understanding by sharing results.

HESB 30415. Economics of Education (3-0-3)
This course looks at sources, dynamics, and consequences of identity in contemporary society. Identity is conceived as definitions of an individual that self and others use as a basis for interacting with one another. Significant outcomes of the way we are defined are the life chances, evaluations, and emotional meanings we experience. The course format is a discussion. Seminar.

HESB 30416. Poverty, Inequality, and Social Stratification (3-0-3)
Social inequality is a prominent and persistent feature of modern society. Social stratification theory attempts to explain the causes of inequality and the reasons for its persistence. This course will address such questions as: Why are some people rich and poor? Why does inequality persist? Who gets ahead? Can men and women get the same jobs? Do different races have the same opportunities? Is inequality necessary? Potential topics include inner-city and rural poverty, welfare dependency, homelessness, status attainment and occupational mobility, race and ethnic stratification, gender stratification and class theory.

HESB 30417. American Peace Movement since WWI (3-0-3)
This course focuses on the relationship between education and society. In the course, a variety of theoretical approaches and contemporary issues in the field of education will be discussed. Topics to be addressed include, but are not limited to, gender and race inequalities in education, the role of schools as agents of selection and socialization, and the nature of educational reform movements. Class participation and the experiences of students will be emphasized.

HESB 30418. Deviant Behavior (3-0-3)
This course is concerned primarily with the sociological conceptions and theories of deviance. At the onset, deviance is differentiated from those phenomena designated as social problems and social disorganization. The remainder of the course focuses on deviant acts and deviants. Various responses are explored to questions such as: Who are deviants? What does it mean to be a deviant-to the deviant himself, as well as to others? What common social processes and experiences do most deviants undergo? Various theories or models of delinquency, crime, suicide, sex deviation, and drug use are used to aid in constructing a sociological understanding of deviance, the analysis of deviant acts, and the formation of deviant careers or roles.
HESB 30420. Sociology of Race and Ethnicity (3-0-3)
This course provides an overview of some of the classic and contemporary sociological understandings and perspectives of race and ethnicity. We will focus particular attention on the racial/ethnic groups common to the United States, broadly categorized as African, Asian, European, and Hispanic Americans. The course will cover areas of identity and culture and will address issues such as racism, immigration, assimilation, segregation, and affirmative action. We will use printed texts as well as film clips; some assignments may include movie viewing.

HESB 30421. Race/Ethnicity and American Politics (3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

HESB 30422. Social Problems (3-0-3)
Analysis of selected problems in American society such as crime, narcotic addiction, alcoholism, delinquency, racial and ethnic conflict, prostitution, and others. Discussions, debates, films, tapes, and readings.

HESB 30423. Political Participation (3-0-3)
This course is intended to explore some of the causes of citizens’ differentiated rates of political participation in American politics, as well as the impact that this has on the representational relationship between constituents and legislators. We will begin with a theoretical overview of some of the unique aspects of our representational system. Next, we will analyze the factors that influence the formation of individuals’ political preferences, and their propensity to undertake various forms of political participation. Then we will turn to an analysis of the formation and uses of public opinion. Finally, the class will investigate the consequences of using institutional reforms geared toward “direct democracy” to increase political participation and/or the weight of public opinion on the legislative process.

HESB 30424. Social Deviance (3-0-3)
In this course, students will discuss deviant people and activities with special attention paid to the process whereby deviance is defined. Discussions will focus on issues of social power, moral entrepreneurship, and human variation.

HESB 30425. Economics of Poverty (3-0-3)
An examination of the extent and causes of poverty in the United States. The current system of government programs to combat poverty is analyzed. Reforms of this system are also considered. Writing intensive.

HESB 30426. Today’s Gender Roles (3-0-3) Aldous
Current changes in male and female roles and the reasons for these changes are examined. Existing gender differences, various explanations for them and proposals for change are discussed and evaluated.

HESB 30427. American Political Parties (3-0-3)
Perplexed? See online Course Catalog for details. Political parties play many vital roles in American politics: They educate potential voters about political processes, policy issues, and civic duties. They mobilize citizens into political activity and involvement. They provide vital information about public debates. They control the choices candidates and platforms that voters face at the ballot box. They influence and organize the activities of government officials. Most importantly, by providing a link between government and the governed, they are a central mechanism of representation. These roles—how well they are performed, what bias exists, how they shape outcomes, how they have changed over time—have consequences for the working of the American political system. This class explores the contribution of political parties to the functioning of American democracy.

HESB 30428. News in American Life (3-0-3)
This course seeks to promote an understanding of modern media by examining the goals and motivations of newsmakers, the power of instant information, the future of news delivery and an examination of how the traditional principles of fairness, privacy, and ethics are treated. Students will read several books and newspaper articles dealing with the history and the business of the media, and will use daily newspapers throughout the course.

HESB 30429. Media and American Culture (3-0-3)
This course examines the myths and realities of media in the American past and present, paying particular attention to the ways in which old media and new have combined to change our lives, and the ways different groups of Americans have used various media to make history.

HESB 30430. Industrial Organization (3-0-3)
An investigation into the structure of American industry and an analysis of the implications of corporate economic power for public welfare.

HESB 30431. Global Crime and Corruption (3-0-3)
This class will look at what constitutes the illegal today, who is engaged in crime and corruption, and what kinds of economic, political, and social powers they wield. It will also look at the societies and cultures of “out-laws.”

HESB 30432. Consumers and Culture in US History (3-0-3)
This course will explore the emergence of modern consumer society in the United States. From the vantage point of the close of the 20th century, American culture seems to be defined by the conspicuous consumption of goods. It is important to remember, however, that phenomena like mass marketing, advertising, and mass distribution were not always so entrenched. A historical approach allows us to explore the changing relationship of Americans to consumer goods and the cultural transformation that went along with this change. The course is roughly chronological, with readings organized around a specific theme each week. The course will consist of both lectures and class discussions. Topics covered include the evolution of the American economy, advertising, retailing, gender and consumption, leisure, and consumer protest. There will be two short written assignments and one longer research paper.

HESB 30433. Culture Wars: 1960s America (3-0-3)
America remains divided over the legacy of the 1960s. We worry about whether our President inhaled marijuana or served in Vietnam; we debate abortion and the extent of the welfare state; we continue to have serious problems with racial relations and the aftermath of the sexual revolution; and we wonder how our culture broke so clearly along religious lines. The 1960s continue to be a controversial part of America’s historical memory because many of our current debates can be traced to that decade. How can we understand a time so recently in America’s past that it is both the source of new freedoms and frustrations? This course will explore the nature of American society—its culture, politics, and people—through an in-depth look at the 1960s. By studying primary sources, biography, architecture, films, and the work of historians, students will be able to locate and describe the basic divisions, main events, actors, and culture of the 1960s, and be able to relate them to our present society.

HESB 30434. The Social World and Adolescents’ Achievements (3-0-3)
This course examines the impact of the social world on the educational performances of adolescents. The relationship between social contexts, such as the family, neighborhood, school, peer network, and religion, and adolescent achievement will be explored. Theoretical and empirical research on the impact of these social contexts will also be explored. Finally, how all the contexts work simultaneously to influence the educational performance of adolescents will be discussed.
HESB 30435. Medicine in Modern History
(3-0-3)
An exploration of themes in European and American medicine. This course integrates the perspectives and issues of social history—who were the medical practitioners, who were their patients, what relations existed between these groups, how have the realities of illness and death figured in the lives of ordinary people in different places and times—with the perspectives and issues of the history or medicine as a science: What understandings of the human body and its ills have practitioners had, what tools have they developed and used for intervening in illnesses? Topics include the humoral pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory and public health, the transformation of the hospital, the history of nursing, changing modes of health care, finance and administration, and relations between "regular" doctors and sectarian medical traditions such as homeopathy and osteopathy.

HESB 30436. Who is an American?
(3-0-3)
Focusing on the 20th century and examining a wide range of material from novels and movies to history and the law, this class charts the various struggles to define who is an American. Who gets to decide? What is the criteria? What difference does the Americanness and "un-Americaness" make in people's everyday lives? To what extent and how have these issues changed over the course of the 20th century?

HESB 30437. Constitutional Law
(3-0-3) Kimmers
This course examines the main principles of American Constitutional law, the process of constitutional interpretation, and the role of the Supreme Court in the American political system. Topics covered are presidential war powers, congressional—executive relations, free speech, church–state relations, the right to life (abortion, right to die, and death penalty), race and gender discrimination, and the American federal system. A good deal of attention is given over to recent personnel changes on the Supreme Court and the extent to which these changes are reflected in the court's opinions. A background in American national government is desirable.

HESB 30438. American Social Movements
(3-0-3)
This interdisciplinary survey of civil rights and social protest movements in the United States examines suffrage inclusion,abolitionism and black civil rights movements, labor organizing, and women's rights in the 19th and 20th centuries, as well as several contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiographies to trace a tradition of protest that both depends on and offers challenges to a democratic society.

HESB 30439. The State of the American States
(3-0-3)
This course provides a “critical” and comprehensive examination of politics in the states of the US, and does so by analyzing topics from several theoretical perspectives. States are major policymakers concerning such central public policies as education, welfare, and criminal justice, among a host of others. There is tremendous variation, yet, at the same time, there are similarities between and among the 50 states in their political processes and governmental institutions as well as in their public policy concerns and outcomes. The focus of the course is on understanding why the states vary as they do and the consequences of that variation for such core American values as democracy and equality, and how states have different conceptualizations, or different visions or versions, of those core values.

HESB 30440. Trust and Education Reform
(3-0-3)
School reform efforts run the gamut from shared decision-making to "teacher-proof" curricula. No matter what strategy is chosen, the success of any reform's implementation depends on person-to-person interactions between principals, teachers, students, and parents. Sociologists have found that relational trust serves as a key resource for the successful implementation of school reform. Why is trust important in schools and how can it be built? In this course, we will examine the role of trust in organizations, how trust impacts school change efforts, and how trust might be fostered in a school community. Topics to be covered include competing models of trust in organizations, the special characteristics of schools as organizations, and the influence of power and authority on the development of trust.

HESB 30441. Social Movements
(3-0-3)
This course focuses on race and ethnic relations in the United States. Current cases involving racial and ethnic issues will be presented and discussed in class. Readings and materials will present three approaches to the study of majority-minority group relations, the emergence and maintenance of group dominance and minority-group adaptations to modes of dominance, including separation, accommodation, acculturation, and assimilation. Class participation and students' experiences will be emphasized.

HESB 30442. Home Fronts during War
(3-0-3)
How have Americans responded at home to war and threats of war throughout the 20th century and into the 21st? What internal divisions and shared identities have war inspired or revealed? We will examine not the battles and factors that determined the military outcomes, but the domestic struggles that have defined our national experience and informed many of our responses to current events. Topics will include: critiques of democracy and civil rights inclusion during WWI; treatment of Japanese Americans during WWII; development of peace movements, anti-nuclear movements; Cold War politics and fears of American communism; debates over the draft, just-war, racism at home, and US policies abroad in the wake of Vietnam. The final unit will focus on the Gulf War, terrorism, and developments since September 11, 2001.

HESB 30443. Religion and Politics
(3-0-3)
An examination of the linkage among religious beliefs, world views, group identifications, political attitudes and behavior, based on literature in political science, sociology, psychology, and theology. Topics include the meaning and measurement of religiosity; religious and anti-religious values embedded in American political institutions; religious world views and political philosophy; cue giving and political mobilization by religious groups, denominational traditions, partisanship and issue positions; religious movements, social conflict and political coalitions.

HESB 30444. Latino-American History
(3-0-3)
This is an interdisciplinary history course examining the Latino experience in the US after 1848. We will examine the major demographic, social, economic, and political trends of the past 150 years with an eye to understanding Latino/a America. Necessarily a large portion of the subject matter will focus on the history of Mexican Americans, and Mexican immigrants in the Southwest, and Midwestern US, but we will also explore the histories of Puerto Ricans, Cubans, and Latin Americans within the larger Latino/a community. Latinos are US citizens and as such the course will spend significant time on the status of these groups before the law, and their relations with the state, at the federal, local, and community level. To explore these issues within the various Latino communities of the US we will explore the following key topics: historical roots of Latinos/as in the US; the evolution of a Latino/a ethnicity and identity within the US; immigration, transmigration, and the shaping of Latino/a communities; Latino/a labor history; segregation; civil rights; nationalism and transnationalism; the Chicano Civil Rights Movement; Latinos in film; and post-1965 changes in Latino/a life.

HESB 30445. Critical Issues in Criminology
(3-0-3)
In this course, students will discuss deviant people and activities with special attention paid to the process whereby deviance is defined. Discussions will focus on issues of social power, moral entrepreneurship, and human variation.

HESB 30446. African-American History I
(3-0-3)
This course is a survey of the history of African-Americans, beginning with an examination of their west African origins and ending with the Civil War era. We will discuss the 14th and 15th centuries, west African kingdoms, forms of domestic slavery and west African cultures, the Atlantic slave trade, early slave societies in the Caribbean, slavery in colonial America, the beginnings of African-American
cultures in the north and south during and after the revolutionary era, slave resistance and rebellions, the political economy of slavery and resulting sectional disputes, the significance of “bloody Kansas”, and the Civil War.

HESB 30447. Women in the US South (3-0-3)
This course introduces students to the historical study of women in the United States South. It will cover topics such as women in slavery, the transition freedom, race relations, and social movements. Through student-centered discussions, presentations, and a variety of different writing assignments, students will analyze how race, class, and gender structured the experiences of women in southern society. At the end of the semester students will be prepared to pursue more advanced research in the field of women’s history.

HESB 30448. Labor Movements in Twentieth-Century US (3-0-3)
This course explores American workers’ collective efforts as workers in their search for economic security, political power, and social and cultural autonomy from the 1890s to the present near. For the most part, this course will focus on the unions and related organizations forged by workers throughout the past century—from major umbrella groups like the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important sectoral actors like the Brotherhood of Sleeping Car Porters, the United Automobile Workers, the American Federation of Teachers, and the United Farm Workers. The central questions of the course will be: when, where, and why have US workers organized collectively in the 20th century—and how successful have they been? What has been the response of employers, the government, and the public at large to these collective efforts of workers, and how and why have these responses changed over time? What has been the relationship between organized labor and racial and gender discrimination, as well as the causes of racial and gender equality? And how have Americans generally, and workers in particular, understood the labor movement in relation to capitalism, freedom, and democracy? Students will be expected to write several short papers, engage in regular classroom discussion, and screen several films outside of class.

HESB 30449. Constitutional Interpretation (3-0-3)
Prerequisite(s): See online Course Catalog for details. Americans have always debated Supreme Court opinions on specific constitutional questions involving the powers of government and the rights of individuals and minorities. The leading objective of this course is to acquaint students with the basic issues of constitutional interpretation and to show how they influence questions involving constitutional rights and powers and the scope of judicial review.

HESB 30450. Labor Economics (3-0-3)
A survey course covering the economics of employment and unemployment; wages and income distribution; poverty, education, and discrimination; unions and labor and industrial relations systems; and comparative labor systems.

HESB 30451. Leadership, Ethics, and Social Responsibility (3-0-3) Brandenberger
This course examines leadership and empowerment issues from multidisciplinary perspectives, focusing on the role of the leader within organizations that promote service, social action, or other forms of social responsibility. Alternative models of leadership are explored, with attention to value and moral implications.

HESB 30459. Criminology (3-0-3) Welch
This course will introduce you to theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and to challenge commonly-held views about the nature of crime and punishment in the United States today. As students of sociology, we will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, and cultural context in which they exist. With a particular emphasis on race, class, and gender, we will explore crime and practices of punishment in three social contexts: “the street,” paid work settings, and intimate and family relations.

HESB 30460. Tax Policy (3-0-3) Betson
This course will introduce students to the following topics: description of alternative tax instruments; historical trends of tax policies of the federal and state governments; discussion of what would be a “good” tax and criteria for choosing among different taxes; theoretical analysis of taxes on household and business decisions; empirical evidence of the distribution and efficiency consequences of different taxes; and debt and deficits.

HESB 30461. Schools and Democracy (3-0-3) Campbell
Education sits high on the public policy agenda. We are living in an era of innovations in education policy, with heated discussion surrounding issues such as vouchers, charter schools, and the No Child Left Behind Act. This course introduces students to the arguments for and against these and other educational innovations, and does so through the lens of how schools affect the civic health of the nation. Often forgotten amidst debates over school choice and standardized testing is the fact that America’s schools have a civic mandate to teach young people how to be engaged citizens. Students in this course will grapple with the civic implications of America’s educational landscape, and have an opportunity to propose ways to improve the civic education provided to young people.

HESB 30462. Race, Ethnicity and Racism in Modern America (3-0-3) Mason
This course will survey American attitudes, beliefs, and practices regarding race and ethnicity from the late 19th century to the present, including a consideration of the development and changing meaning of the concept of “racism.” A major emphasis will be to trace the shifting constructions of ethnicity over time and the constantly evolving understandings of what race entails, how racial boundaries are demarcated and crossed, and how all these definitions are historically and culturally flexible. Another central theme will be to trace how various European groups transformed themselves from racial-ethnic outsiders to being “white,” a process that simultaneously expanded the bounds of inclusion for some and solidified the terms of exclusion for others.

HESB 30463. Violence in American History and Culture (3-0-3) Mason
In the late 1960s, black militant H. Rap Brown exclaimed, “Violence is as American as cherry pie.” It might be said that the purpose of this entire course will be to evaluate the truth of Brown’s statement. This will be accomplished in two ways: first, by surveying some of the major episodes and themes of violence in American history, from its colonial origins through contemporary issues; and second, by assessing the meaning of that violence as it simultaneously reflects and shapes American society, culture, and values. Our focus will be on social violence, including riots, lynchings, revolutionary violence, vigilantism, identity-based violence (religious/racial/ethnic), and war. We will also consider the structures and cultural assumptions and prejudices that lead to these forms of physical violence.

HESB 30464. African-American Resistance (3-0-3) Pierce
Through a close examination of 12 historical events, we will study African-American resistance in the United States from the 17th century through the 20th century. We will employ a case-study method and seek to categorize and characterize the wide variety of African-American resistance. Our study will include the politics of confrontation and civil disobedience, polarization of arts, transformation of race relations, the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, jazz, blues, and the Civil Rights and Black Power movements. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions. Music and film will supplement classroom discussions.

HESB 35206. Democracy in Age of the Web (3-0-3)
This course focuses on the paradoxical implications of the Internet Revolution for modern democracy.
On the one hand, we will investigate the potentially liberating and liberalizing implications of new communications technologies on democratic cultures worldwide. On the other, we will consider the threats to personal privacy and democratic liberties presented by these revolutionary developments.

HSB 35433. Integration in Global Economy (3-0-0) dept

HSB 40405. Global Food Systems (3-0-3)
This is a course on food in society. The role food plays in the life course of a society may seem self-evident or commonplace to some. Yet food is more than the physical substances that sustain life. Food is intertwined with religion and central to many rites and rituals. Food is linked to medicine, which was largely based on dietary principles until well into the 18th century. Technology related to production of food has affected the inequalities found in all societies. The politics of food plays a major role in understanding the "social issues" affecting many nations around the globe. This is a fascinating area of study: that which we take for granted so much of the time is intertwined with economics, politics, psychology, social life, and law.

HSB 40416. US Presidents: FDR to Clinton (3-0-3) eSantis
A study of the personalities, style, policies, and performances of American presidents from Franklin D. Roosevelt to Bill Clinton as they developed the modern American presidency and made it the most important elective office in the world.

HSB 40419. Race and the Constitution (3-0-3) Zuckert
This course will cover the decisions of the Supreme Court in the area of race relations, from the 19th-century problem of fugitive slaves to current problems involving school desegregation, affirmative action, and "private" acts of race discrimination. Class will focus not only on court cases but also on the broader constitutional and philosophical implications.

HSB 43020. Research Seminar in Public Policy (3-0-3) De Ridder
All Lyman Interns are required to enroll in this post-internship seminar. Based on their internship experience, students will be asked to select a research topic, formulate a proposal and write a research paper. Initial class meetings will focus on the nature of policy research. Students will then formulate a research proposal to be discussed and presented in class. After fall break, research will be pursued by each participant on an individual basis. Research findings will be presented in class at the end of the semester.

HSB 43030. Science Policy and Politics (3-0-3)
This class will meet in seminar format. We will examine the general process for science policy making and emphasize the role played by politics in several specific science programs such as the space program and the Human Genome Project. The first part of the seminar will be devoted to an overview of science policy in the US, to provide students with a grounding in how science has generally been undertaken by the federal government up until World War II. We will also examine the role of both the executive and legislative branches of government in supporting science and identify interest groups that have been influential in shaping science policy. The final portion of the course will require students to undertake an actual exercise in budget allocation, based on budget figures for various science programs in the federal government. The readings for the class will consist of excerpts from several books about science policy and politics, federal budget documents, and potentially transcripts of Congressional committee hearings. There will also be at least one additional class meeting outside of the regularly scheduled time to view the film The Right Stuff. Students will be evaluated on the basis of one essay exam, one presentation, a group project (the budget exercise) and one research paper. Class participation will also be evaluated toward the final grade.

HSB 43500. Restoring Economic Vitality/ Inner City (3-0-3) This community-based learning and research course will examine the political economy of US inner-city revitalization, with South Bend as a case study. Community-based learning (CBL) requires that students both learn and apply what they are learning within a setting outside the classroom. In addition to in-class seminar sessions, CBL activities will include meetings with local organizations that link public agencies and private enterprise; visits to varied businesses located in urban South Bend; and meetings with area government representatives and relevant church and neighborhood organizations. During the first third of the semester, students will learn about the central problems of the US city and their roots, viewing the issues firsthand locally. In the second third, they will study how inner-city problems are being addressed in selected areas of the country as well as in South Bend.

HSB 43501. American Thought, Belief, and Values since 1865 (3-0-3)
A study of Americans' most characteristic American intellectual, moral, and religious beliefs, especially as expressed by leading thinkers, and of why these beliefs have flourished in the American cultural setting. Topics will include questions such as the competing authorities of faith and science, the search for truth in a pluralistic society, professional and popular philosophies including pragmatism and post-modernism, moral authority in democratic culture, social science and law, the relation of individuals to communities, the relation of American materialism to American beliefs, the outlooks of diverse sub-cultures, African-American outlooks, feminist perspectives, competing religious and secular faiths, and roles of various forms of Christianity and other religious beliefs in American life.

HSB 43502. Self, Society, and Environment (3-0-3) Weigert
This course introduces students to social-psychological aspects of the natural environment. Issues considered include interacting with different environments, symbolic transformations of environments, competing accounts and claims concerning environments. With an overview of basic information, these issues are discussed from the perspectives of individual self and sociocultural institutions. The course touches on alternative ways of envisioning, interacting, and valuing human-environment relations with an eye toward individual and collective change.

HSB 43503. Race, Gender, and Women of Color (3-0-3) This seminar analyzes a dominant American beliefs about the significance of race and gender primarily through the focusing lens of the experiences of women of color in the US. How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other Americans? How have women of color responded to and reinterpreted white American ideas about their identity to develop their own self-defenses and ideologies?

HSB 43504. America as a World Phenomenon (3-0-3) This course will consider the United States as a world phenomenon by examining how current globalization processes are prefigured in American history and how they play out in the United States today. Globalization is defined as a set of longstanding and intensifying transformative processes that include the flow of people, goods and services, capital, information, ideas, and other commodities across borders. The United States is considered both product of globalization(s) and agent of globalization. Because the course is organized as a research seminar, students are expected to actively participate in discussions and present their research findings in class.

HSB 43505. Introduction to Political Economy (3-0-3) An introduction to theoretical frameworks, economic policies, and social factors often downplayed or ignored in mainstream economics. Topics include alternative theories of political economy, the relationship between economics and politics, and the analysis of institutions.

HSB 43506. Society and Culture through Films (3-0-3) This course will deal with a variety of social issues as they are perceived, conceptualized, represented, and understood by the movies. The focus of this course
will not be on the cinema history, cinema structure, or movie-making processes, but on how important human problems such as cultural diversity, race relations, the crafting of national identity and national heroes, urban life, class conflict, family structure, war, and some ideological values such as success, love, happiness, fairness, misfortune, destiny, honesty, faith, and the like are depicted and treated by the movies.

HESB 43507. Public Budget Expenditure Policy (3-0-3)
This course will introduce students to normative and positive economic theories of the role of governmental agencies in the economy, privatization and the role of nonprofits; discussion of what level of government should undertake collective action (fiscal federalism); examination of the level and composition of our federal and local governments’ budgets as well as the current budgeting process; cost-benefit analysis, theoretical and pragmatic practices; and the impact of governmental rules and regulations on the economy.

HESB 43508. Current Economic Policy (3-0-3)
The purpose of the seminar is to discuss current economic policy issues. The students are required to read the newspapers (Wall Street Journal/New York Times) on a daily basis and be prepared to discuss the economics of what was in the newspaper. Periodically throughout the semester, the students have to write one-to two-page critiques of the coverage of an issue which they found in the newspaper. They are required to write a major paper on a current issue and make a presentation in the seminar.

HESB 43509. Cultural Aspects of Clinical Medicine (4-0-4)
The course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to a car is necessary.

HESB 43510. Tax Policy (3-0-3)
This course will introduce students to the following topics: description of alternative tax instruments; historical trends of tax policies of the federal and state governments; discussion of what would be a “good” tax and criteria for choosing among different taxes; theoretical analysis of taxes on household and business decisions; empirical evidence of the distribution and efficiency consequences of different taxes; debt and deficits.

HESB 43511. Economics, Ethics, and Public Policy (3-0-3)
A study of the interaction of economics and ethics, both in economic theory and economic policy. Focus will be on selected economic issues, employment policy, international trade policy, etc. Theoretical issues will include process and end-result theories of justice, Pareto optimality vs. the Common Good, etc. Special attention will be given to the Catholic contribution to the debates.

HESB 43512. World Families (3-0-3)
World Families is a course designed to examine families across space and through time. The families to be studied come from a number of societies other than the United States. Also considered will be families in the United States as they existed in earlier periods to give another basis for comparison among families today. Course Objectives: (1) To enable the student to acquire knowledge of families in major world civilizations other than our own. Such knowledge will not only contribute to an understanding of US families, but also to an ability to function in an increasingly interdependent world. (2) To give the student a greater understanding of social organization through a study of families interrelationships with other social associations. Students will see how the interrelationships of families with other social associations in a particular society, such as those having to do with religion or economy, help account for the differences and similarities among families in different societies. (3) To examine the changes and continuities in family functioning within a sociological perspective. Here the student will learn how the process of industrialization has affected family life in this country and examine ongoing changes in family patterns in other societies seeking industrial development. (4) To become more familiar with the scientific literature and the research methods upon which it is based. With such knowledge students can become a more sophisticated consumer of research.

HESB 43513. Family Policy Seminar (3-0-3)
The seminar covers family policy in the United States and in other countries with a concentration in the United States. There is comparison of the background, content and consequences of policies in the various countries. Such provocative topics as welfare policy, parental leave, and child care are discussed. The relation between families and the work setting or families and government will also be addressed. A discussion format is used. Students write a term paper on some aspect of family policy. It is directed especially for juniors, seniors, and graduates.

HESB 43514. Anthropology of War and Peace (3-0-3)
During the last decade interest in narratives has increased dramatically. Feminist studies, cultural studies, and anthropology have broadened our appreciation for the role story plays not simply in personal psychology but also in constructing and mediating our social life. The purpose of this seminar-style course is to investigate the shape, purposes and multiple meanings of narratives both in the lives of individuals and within institutions and cultures. In order to understand how story influences personal identity, contributes to or ameliorates conflict, constructs, deconstructs, and reconstructs history, and advances political agendas, we will examine how story is used by (1) journalists in reporting news as story; (2) medical professionals in collecting case histories; (3) ethnographers in describing unfamiliar cultural practices or investigating inter-group or inter-state conflict situations; (4) historians in interpreting the past; (5) political leaders in establishing public policy and political power; and (6) advertising and marketing interests.

HESB 43515. Families and Their Interrelationships with Gender (3-0-3)
A consideration of the part gender plays in family processes like the couple formation through cohabitation and/or marriage, having and rearing children, division of labor, and the post-children era.

HESB 43516. Confronting Homelessness (3-0-3)
The purpose of this seminar is to examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, this seminar will draw upon insights from history, literature, documentary film and photography, and the social sciences. We will focus on the degree of permanence and change in our approach to both traditional and modern forms of the social problem. There will be an experiential component to the seminar as well.

HESB 43517. The Schooled Society (3-0-3)
This seminar focuses on the structure and organization of schooling in American society, and the societal forces that influence decisions about schools and student learning. These forces include legislation governing schooling, and cultural and religious norms that impact schools. The course will cover the role of schools in society, the political, economic, and social dimensions of schooling, education reform and its underpinnings, and the transformation of higher education.

HESB 43518. Technology, Privacy, and Civil Liberties (3-0-3)
This seminar will examine the many ways in which technology has had (and is having) an impact on civil liberties in the United States. It will also explore how technology affects privacy in the United States and other countries. We will explore various technologies and applications, such as information technology, genetic profiling, radio-frequency identification tags, data mining, thermal imaging, and bio-behavioral technologies (e.g., “functional MRI” of the brain). The course will also examine exactly what we mean by “civil liberties,” by focusing on the US Constitution and Supreme Court case law. We will also examine US law and European Union directives on privacy, to compare and contrast the approaches each takes to protecting personal privacy vis-à-vis information technologies, in particular. The course
will rely on the Constitution, case law, texts, and newspapers and magazines as its core reading material. Students will be evaluated on the basis of short written assignments, a midterm exam, participation in a "mock trial" or other major role-playing activity, and a research paper.

HESB 43519. Seminar in Health Care Policy (3-0-3)
The first segment of the course demonstrates how economics can be applied to the analysis of the health care sector. The second part focuses upon the pending policy debate of how we as a society will provide for the health care needs of the elderly.

HESB 43520. Addressing US Poverty at the Local Level (3-0-3)
This course focuses on four arenas where poverty manifests itself: homelessness, education, healthcare, and jobs.

HESB 43521. Latino Economic Development Research and Policy (0-0-2)
This course examines the Latino experiences in the United States and the underlying conditions of Latino workers, businesses and communities. It begins with a profile of Latino workers by age, gender, education, immigrant make-up, and occupation in the labor market. Students will learn how to use federal and state data to examine Latino workers, income, and occupation status. Students will learn about the industrial and occupational classification systems used by the federal government to study workers and working conditions. They will also study related public policies of the federal government that govern over the human rights, economic status, and economic well-being of all US workers.

HESB 43524. Unequal America (3-0-3) Carbonaro
Although America is world’s richest nation, it has the most unequal distribution of wealth and income in the industrialized world. In this course, we will examine why this is so. In particular, we will examine the following questions: What social forces create inequality in society? Is inequality inevitable? Is there such a thing as “social class”? Who gets ahead and why? Why is race/ethnicity and gender still related to social status, wealth, and income? Does America have a “ruling elite”? Who are “the poor” and what explains their poverty? Are there social policies that can create more equality in American society — or is that what Americans really want?

HESB 43525. Witnessing the Sixties (3-0-3) Giambo
The purpose of this interdisciplinary course is twofold: to examine the social context and cultural change of the ‘60s, on the one hand, and on the other to explore the various journalistic and aesthetic representations of events, movements, and transformations. We will focus on the manner in which each writer or artist witnessed the ‘60s and explore fresh styles of writing and cultural expression, such as the new journalism popularized by Tom Wolfe and the music/lyrics performed by Bob Dylan. Major topics for consideration include the counterculture and the movement—a combination of civil rights and anti-war protest.

HESB 46000. Directed Readings (0-0-V)
Juniors and seniors have an opportunity to further their knowledge about a public policy topic through a semester of “a la carte” readings. Permission and proposal must be presented to the director of the program in the beginning of the semester. Number of credits varies.

JOHN W. GALLIVAN PROGRAM IN JOURNALISM, ETHICS, AND DEMOCRACY

Director:
Robert Schmuhl

The John W. Gallivan Program in Journalism, Ethics, and Democracy offers several courses for students interested in careers in print and broadcast journalism. Begun in 1997 with a grant from the John S. and James L. Knight Foundation and now endowed by the family of John W. Gallivan, this minor combines professional training in journalistic skills along with examination of philosophical concerns related to the practice of journalism. For example, what ethical issues arise in preparing a particular story? Or what role does—and should—journalism play in a self-governing society?

The journalism minor requires completion of 15 hours in addition to a student’s major requirements and a news-related internship during either the summer or the academic year. Fundamentals of Journalism is the first, or gateway, class for students participating in the program. Other courses that count for the concentration include: The Craft of Journalism; Advanced Reporting; Multimedia Journalism; Writing for Publication; Persuasion, Commentary, and Criticism; Broadcast Journalism; Media Ethics; and Media Criticism. In addition, new courses are currently being developed. No more than two courses beyond Fundamentals of Journalism concentrating on journalistic techniques will count for the required 15 hours.

The director of the program is Robert Schmuhl of the Department of American Studies. An advisory committee at Notre Dame graduates in journalism helps guide the program. Members include Tom Bettag, senior executive producer, ABC News Nightline; Bill Dwyre, sports editor, Los Angeles Times; John W. Gallivan, former chairman of the board of the Kears-tribune Corporation and publisher emeritus of the Salt Lake Tribune; Monica Yant Kinney, metro columnist, The Philadelphia Inquirer; John McMeel, chairman and president, Andrews McMeel Universal; Bill Mitchell, online editor/marketing director, Poynter Institute for Media Studies; Anne Thompson, national correspondent, NBC News; Kelley Turshill, reporter, WCGB-TV, Boston; Don Wycliff, public editor, Chicago Tribune.

JED 30100. Fundamentals of Journalism (3-0-3) Ciccone
What is news? What are the most effective ways of presenting news to the public? What ethical decisions are involved in gathering and reporting news? These are a few of the questions addressed in this class.

JED 30101. Broadcast Journalism (3-0-3) Sieber
Four major topics are covered: (1) Writing for broadcast: Emphasis on developing the student’s understanding of grammar and style in the construction of effective news stories; (2) newsroom structure: understanding who does what in today’s broadcast newsroom and how economics affects the flow of information. (3) journalism ethics: analysis of personal values, ethical principles, and journalistic duties that influence newsroom decisions; and (4) legal considerations in news gathering with special attention paid to libel laws and invasion of privacy.

JED 30102. News in American Life (3-0-3)
This course seeks to promote an understanding of modern media by examining the goals and motivations of newsmakers, the power of instant information, the future of news delivery and an examination of how the traditional principles of fairness, privacy and ethics are treated. Students will read several books and newspaper articles dealing with the history and the business of the media, and will use daily newspapers throughout the course.

JED 30103. Witnessing the Sixties (3-0-3)
The purpose of this interdisciplinary course is twofold: to examine the social context and cultural change of the ‘60s, on the one hand, and on the other to explore the various journalistic representations of events, movements, and transformation. We will focus on the manner in which each writer witnessed the ‘60s and explore fresh styles of writing, such as the new journalism popularized by Tom Wolfe. Major topics for consideration include the counterculture and the movement—a combination of civil rights and antiwar protest.

JED 30104. America Abroad: US Media in a Global Context (3-0-3)
This course investigates the strategies companies adopt when fashioning media for overseas markets. The course will begin during the 1940s, when America moved aggressively outward after the isolationism of the 1930s. We will examine how US media companies tried to export American values to Latin America during the war and to Japan after its surrender. The impact of satellites during the 1960s will also be noted. In discussing the 1970s and 1980s, we will examine international responses to American television news, game shows, and dramas. In looking at media today we will analyze international co-productions that use American stars and studios but are intended to reach a wider audience.
JED 30105. The Craft of Journalism
(3-0-3) Schmuhl
Prerequisites: See online Course Catalog for details.
This class will focus on how print and broadcast journalists work—how they think and act as well as the dilemmas they face in delivering news, analysis, and commentary. Several sessions will be devoted to presentations by visiting correspondents, editors, and producers, explaining their approaches to specific stories and circumstances. In addition, students will discuss the issues and questions raised in a few books.

JED 30106. Witnessing the Sixties
(3-0-3) Giamo
Prerequisites: See online Course Catalog for details.
The purpose of this interdisciplinary course is twofold: to examine the social context and cultural change of the sixties, on the one hand, and on the other to explore the various journalistic representations of events, movements, and transformation. Much that was written during the period was ephemeral. There are, however, certain lasting accounts of the sixties by authors who command respect today, writers whose new publications or publications about them get front-page reviews in the New York Times Book Review section. We will focus on the manner in which each writer witnessed the sixties as well as the unique interaction between personal expression, social event, and cultural meaning. We will focus on fresh styles of writing, such as the new journalism popularized by Tom Wolfe, as well as writing that is aimed toward protest, resistance, dislocation, solipsism, and reportage. Major topics for consideration include the counterculture and the movement—a combination of civil rights and anti-war protest. These topics will sharpen our interest in social history, cultural change, politics, foreign affairs, music, literature, documentary film.

JED 30300. Broadcast Journalism
(3-0-3)
Four major topics are covered: (1) Writing for broadcast: Emphasis on developing the student's understanding of grammar and style in the construction of effective news stories; (2) newsroom structure: understanding who does what in today's broadcast newsroom and how economics affects the flow of information. (3) Journalism ethics: analysis of personal values, ethical principles, and journalistic duties that influence newsroom decisions; and (4) legal considerations in news gathering with special attention paid to libel laws and invasion of privacy.

JED 30400. Anglo-American Journalism
(3-0-3)
An interdisciplinary and comparative study of print, broadcast, cable, satellite, and Internet news media both in Great Britain and the United States. Throughout the semester, we will analyze similarities and differences between journalism—and the institutions that produce news—in the UK and the US, judging strengths and weaknesses of individual media and their indigenous philosophical frameworks and traditional practices.

During the term, students should plan to spend a substantial amount of time surveying available news media. Three or four texts-for example, Evelyn Waugh's Scoop and The Penguin Book of Journalism: Secrets of the Press—will also be required. Some sessions will involve presentations by journalists and visits to news facilities in London. Besides regular reading assignments, students will be responsible for writing two analytical essays assessing media coverage and for completing a final, cumulative exam.

JED 40100. Media and the Presidency
(3-0-3) Ohmer
As the brouhaha over Howard Dean’s "yell" illustrates, media have come to play a key role in the coverage of presidential elections. This course examines how print and broadcast media have functioned in US elections since the way we choose a President was first established. After a brief overview of changing relationships between journalists and presidential candidates in the 19th century, we will focus on elections since the 1920s, when radio first broadcast election updates. We will analyze how candidates have used radio, television, and the Internet to construct images of themselves and their platforms, and how journalists have become an active force in representing the political process. Rather than see electronic media as neutral or "objective," we will assess the narrative strategies and visual and verbal codes by which media present politics to us, the voters.

JED 40101. American Nonfiction Narrative: The Literature of Social Concerns
(3-0-3) Kotlowitz
This course will—through both reading and writing—explore the place and the art of what is often called literary journalism or narrative nonfiction. What makes for a compelling story? Why employ the use of narrative? How does it form our view of people and events? We'll read nonfiction narratives on such issues as war, poverty and race. Readings will include John Hersey's Hiroshima, Philip Gourevitch's We Wish to Inform You that Tomorrow We Will Be Killed with Our Families, and Richard Wright's Black Boy, as well as the instructor's The Other Side Of The River. We'll also explore the craft and work with rigor and discipline on the art of reporting and writing story. There will be regular writing assignments, and students will be encouraged to report and craft a narrative on an issue of interest to them. This course will be run as a seminar, so there will be an emphasis on critical class discussion, including presentations by students.

JED 40104. Literary Journalism
(3-0-3) Collins
This writing course is open by application to a few students who have shown unusual promise in other journalism courses and/or have demonstrated superior writing skills in student publications or media internships. Literary journalism is a demanding form of communication that combines fictional techniques with scrupulous adherence to fact. Students will be responsible for two to three major pieces of writing and will work closely with one another and the instructor, who is the editor emeritus of Notre Dame Magazine and an experienced freelance writer.

JED 40105. Advanced Reporting
(3-0-3)
This is an advanced course in journalistic reporting and writing devoted to learning how to prepare, in a professional manner, in-depth articles on issues and events of community interest for Notre Dame and in this area. Emphasis will be on the techniques, ethics, and responsibilities of conducting interviews and research and crafting pieces for newspapers and other publications.

JED 40106. Media Ethics
(3-0-3)
This course will examine the journalistic and ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Roughly half of the course will deal with case studies of ethical dilemmas and the other half will involve students in making choices for the front of the mythical newspaper. Although there will be readings from books on the topics, students will be expected to read the New York Times, The South Bend Tribune, and The Observer on a regular basis,
especially on the class days when the front-page decisions will be made. The stories in those newspapers will provide the basis for those decisions. We will also consider how television deals with news on local and network levels.

JED 40300. Racial Equality Internship
(3-0-3) Internship while abroad in London Program.

JED 40301. News Internship
(3-0-3) Apprentice training with newspapers. Satisfactory/unsatisfactory credit only.

LATINO STUDIES

Director and Assistant Provost:
Gilberto Cárdenas
Julian Samora Chair in Latino Studies
Director, Undergraduate Studies and Academic Affairs:
Yolanda Lizardi Marino

Program of Studies. The Institute for Latino Studies (ILS) offers Notre Dame undergraduates the minor in Latino studies. Latino Studies is a field of academic inquiry that rigorously examines the historical and contemporary experiences of Latinos in the context of American society and its institutions. Latinos include people who trace their heritage to Mexico, Puerto Rico, Cuba, the Dominican Republic, and Central and South American countries. In addition to providing opportunities for focusing intellectual inquiry on specific groups (e.g., Mexicans or Cubans), Latino studies also analyzes the Latino population as a whole through courses, lectures, research, and other academic activities. Latino studies aims to give students—both Latinos and non-Latinos—and scholars from diverse disciplines a context for exploring the historical, literary, social, economic, religious, and political experiences of this vastly heterogeneous population. Students who pursue the minor in Latino studies will have the opportunity to be at the forefront of the study of one of the 21st century’s most significant demographic changes in the United States.

The Institute for Latino Studies is committed to scholarship that will promote critical thinking about such issues as spirituality, social action, language, race, ethnicity, class, assimilation/acculturation paradigms, and indigenous traditions, to name a few. Literary and visual arts, which often function as vehicles for social change and creative empowerment, constitute another focus of our curriculum. Overall, Latino studies aims to strike a balance among the social sciences, humanities, and arts in its teaching, research, and service.

As the Latino diaspora evolves, so does the field of Latino studies. Latino studies recognizes the value of a comparative, cross-border perspective for arriving at an in-depth understanding of Latinos’ historical roots and multi-ethnic heritages. It promotes research and analyses of new issues such as emerging transnational communities, changing immigration patterns, remittances, and cultural flows between Latinos in the United States and the Caribbean and South and Central America. While the emphasis is on domestic Latino communities, the discipline’s focus inevitably becomes internationalized when we consider globalization, immigration, and border issues.

In addition to the teaching program, Latino minor students are exposed to the Institute’s research and community outreach components. In summary, students will be able to take advantage of the resources of ILS, which also include two specialized units that conduct pioneering programs in Latino theology and spirituality.

An interdisciplinary program, the minor in Latino studies will complement and provide a broader cultural and social background to students in the various departments and colleges at the University. The minor is open to all undergraduate majors. Participants in the program will be prepared to work in a myriad of professional settings and to serve an increasingly diverse society.

Minor in Latino Studies Curriculum. The minor in Latino studies consists of 15 credit hours, including a required gateway course (three credits), practicum course (three credits), and nine credit hours of elective course work. Although there is no language requirement for the minor, students are encouraged to study and acquire fluency in the Spanish language. All Latino studies courses are open to all students.

Introductory “Gateway” Course
ILS 20701 Introduction to Latinos in American Society
(3 credit hours; required for Latino studies minor)
This course will examine the sociology of the Latino experience in the United States, including the historical, cultural, and political foundations of Latino life. We will approach these comparatively, thus attention will be given to the various experiences of a multiplicity of Latino groups in the United States.

Practicum Course
ILS 30302. Latino/Latina American Literature
ILS 30304. Border Crossings: Mexican and Canadian Literature
ILS 30306. Women in the Americas
ILS 30307. Icons and Action Figures in Latino/Latina Literature
ILS 30308. Latino Poetry
ILS 30706. Toward Equity and Excellence in Education: A Review of Pedagogical and Policy Approaches from 1950 to Present
ILS 30900. Nations in Motion: Latino/Latina Literature in the United States
ILS 30901. Chicanas in the Visual Arts
ILS 30703. Migration, Race, and Ethnicity in Twentieth-Century America
ILS 30309. The American Intercisions of Latino/a Writing
ILS 35801. Hispanic Leadership Intern Program
ILS 40101. Introduction to Post-Colonial Studies
ILS 40714. Social Demography of the US Latino Population
ILS 40713. Latino Economic Development: Research and Policy
ILS 40700. International Migration: Mexican and US II
ILS 40406. Latinos and Christianity
ILS 40712. Legacy of Exile: Cubans in the United States
ILS 40101. Race, Ethnicity, and Power
ILS 40801. Theology and Popular Piety in US Catholicism
ILS 40802. Culture, Religion, and Evangelization
ILS 40716. Latino Religion and Public Life: Exploring the Social Impact of the Latino Church
ILS 40804. Latino Film: Culture, God, and Redemption
ILS 40706. Latinos in American Society
ILS 40707. International Migration and Human Rights
ILS 40710. Aesthetics of Latino Cultural Expression
ILS 40900. New Readings in Modern Caribbean Literature
ILS 40301. The Politics of Memory in Contemporary Latino/Latina Literature
ILS 40304. Latino Literature and Visual Culture

ILS 20000. Chicano Art Survey
(2-0-2)
The student will investigate the social turmoil and conditions of Chicano people that gave rise to the Chicano Art Movement. The course will illuminate the fundamental concerns to the artist and why the mural and the poster were chosen to confront these conditions. The original intentions of the artists and the direction of their work has taken will be examined and analyzed within this social context.

ILS 20100. Cine de la Raza: Latino Film
(3-0-3)
This mini-course will explore the Latino experience from the perspective of contemporary Latino filmmakers. Ranging from cross-border organizing, to economic globalization, transnational communities, American society, and the impact of gentrification, Latino filmmakers are giving voice to the complexity of La Raza in the United States. This course will examine these themes through documentary, independent film, and lectures and discussion with the filmmakers themselves.

ILS 20300. Introduction to Creative Writing
(3-0-3)
An introduction to writing fiction and poetry, with outside readings and coverage of basic critical terms. In-class discussion of student work.

ILS 20301. Creative Versions: Art of Translation
(3-0-3)
This course provides the tools necessary for meaningful translation of Spanish texts to English.

ILS 20400. Latinos in the US
(3-0-3)
This course will examine the history of Latinos in the United States. Readings and discussions will begin by introducing students to early Mexican-American communities in the present-day Southwest and proceed topically and chronologically to cover the various urban and regional experiences of immigrants, migrants, and exiles. Other areas include the Chicano Movement, civil rights (broadly construed), Latino music and culture, and trends in transnational migration. Students will necessarily adopt a comparative framework, studying and criticising a variety of interpretations, approaches, and ideologies.

ILS 20700. Social Problems
(3-0-3)
Analysis of selected problems in American society such as crime, narcotic addiction, alcoholism, delinquency, racial and ethnic conflict, prostitution, and others. Discussions, debates, films, tapes, and readings.

ILS 20701. Introduction to Latinos in American Society
(3-0-3) Cárdenas
Cannot take if previously taken SOC 473 or SOC 43473. This course will examine the sociology of the Latino experience in the United States, including the historical, cultural, and political foundations of Latino life. We will approach these topics comparatively, thus attention will be given to the various experiences of a multiplicity of Latino groups in the United States.

ILS 20702. Topics on Race in the Americas
(1-0-1)
This course takes an interdisciplinary approach to a range of historical, literary, religious, and social science topics important to the understanding of the experiences of Latinos and African Americans in American society. The mini-course will focus, among other topics, on human rights, race relations, mestizaje, racism, ethnicity, social justice, and media images. Mandatory lecture series/seminar (six or seven dates) participation is required. In addition, students will write a short paper. Students interested in this course must attend a short organizational meeting on Thursday, November 6, 2003 at noon in 208 McKenna Hall.

ILS 20800. US Latino Spirituality
(3-0-3) Groody
US Latino spirituality is one of the youngest spiritualities among the great spiritual traditions of humanity. The course will explore the indigenous, African, and European origins of US Latino spirituality through the devotions, practices, feasts, and rituals of the people.

ILS 20801. Latin American and US Latino Theologies
(3-0-3)
This course examines the emergence and development of Latino religion and theology in the United States. In particular, the course will explore how US Latina and Latino theologians have articulated the meaning and implications for Christian living of core theological topics such as Christology, evangelization, social justice, and liturgy.

ILS 20803. Theology and Social Ministry
(3-0-3)
This course is for students returning from summer service internships or other service experiences who desire an extended opportunity for reflection and analysis. Some of the major themes to be discussed are: Christian compassion, discipleship, and Catholic social teaching. The course culminates with a comprehensive research project on a theological question or issue that emerges from the summer and/or other service experiences and is explored with other academic disciplines. More information about the course format, the experiential learning method, and the process of evaluation is explained in the Learning Agreement and Application Form available at the Center for Social Concerns. This course fulfills the second theology requirement.

ILS 20804. Migration and Catholicism
(1-0-3)
This course examines the international phenomenon of migration, the factors that give rise to it and its effects on people. We will examine the Catholic documents that address the issue of migration.

ILS 20900. Spanish for Heritage Speakers
(3-0-3) Coloma
This course of intensive grammar study, reading, and writing is designed for those who may speak Spanish with some fluency but need additional work on their grammar and writing skills. It is most appropriate for students who speak some Spanish in the home but whose primary language is English. The goal is to work toward becoming fully bilingual and to strengthen the command of written Spanish and the mechanics of composition and style.

ILS 30000. Topics in Latino Art
(3-0-5)
This course explores the transnational orientations and the multidimensional consequences of movement from the Caribbean as it affects sites in Miami, London, Paris, or Brooklyn as well as Havana, Jamaica, Haiti, or Belize. Reading works of ethnography, fiction, and history, questions about the construction and reconstruction of family bonds, community identity, religion, political power, and economic relations will be treated in the domestic and the global context.

ILS 30100. Societies/Cultures Latin Amer
(3-0-3)
This course introduces students to the diverse cultures and societies of Latin America through historical, ethnographic, and literary study. Contemporary issues of globalization, violence, and migration will preoccupy the discussion of Central and South America and the Caribbean today.

ILS 30101. Caribbean Diasporas
(3-0-5)
This course explores the transnational orientations and the multidimensional consequences of movement from the Caribbean as it affects sites in Miami, London, Paris, or Brooklyn as well as Havana, Jamaica, Haiti, or Belize. Reading works of ethnography, fiction, and history, questions about the construction and reconstruction of family bonds, community identity, religion, political power, and economic relations will be treated in the domestic and the global context.

ILS 30200. Economics of Poverty
(3-0-3)
An examination of the extent and causes of poverty in the United States. The current system of government programs to combat poverty is analyzed. Reforms of this system are also considered. Cross-listed with ECON 30500.
ILS 30201. Latinos in US: Wealth, Inequality, and Asset Building Policies (3-0-3)
This course introduces students to the public policy making process in an interdisciplinary context. Many disciplines (such as sociology, political science, anthropology, cultural studies, communications, business, economics, education, psychology, social work, computer science, engineering, and the natural sciences) touch upon public policy issues that affect Latino communities in the United States. The course will focus on how particular policy debates are enriched and bring new solutions to old problems when an interdisciplinary approach is used. The policy issues that will be covered and discussed in class include: demographic changes in the Latino population and how this impacts the wealth position of Latinos in the US, educational issues, cultural and socio-psychological issues in Latino communities, media and journalistic portrayals and images of Latinos, rapid technology changes and its effect on Latino communities, and most importantly asset building and capacity building in Latino communities in the US.

ILS 30202. Restoring Economic Vitality/Inner City (3-0-3)
This community-based learning and research course examines the political economy of US inner-city revitalization, with South Bend as a case study. Community-Based Learning (CBL) requires that students both learn and apply what they are learning within a setting outside the classroom. In addition to in-class seminar sessions, CBL activities will include meetings with local organizations that link public agencies and private enterprise, visits to varied businesses in urban South Bend, and meetings with area government representatives and relevant church and neighborhood organizations. During the first third of the semester, students will learn about the central problems of the US city and their roots, viewing the issues firsthand locally. In the second third, they will study how inner-city problems are being addressed in selected areas of the country as well as in South Bend. The South Bend Heritage Foundation (SBHF) will act as a client organization for this course by posing research questions for students to investigate during the last third of the semester. The SBHF is a private, not-for-profit service and community development corporation dedicated to the stabilization, enhancement, and empowerment of South Bend’s inner-city neighborhoods.

ILS 30300. Latino/a History (3-0-3)
This course will examine the history of Latinos in the United States. Readings and discussions will begin by introducing students to early Mexican-American communities in the Southwest and proceed topically and chronologically to cover the diverse Latino population.

ILS 30301. Latin American Images of US (3-0-3)
Drawing upon a wide variety of sources—novels, essays, poems, travel literature, social science texts, film, art, etc.—a survey Latin American views of North American society, customs, politics, and individual character, with a particular emphasis and United States interventionism.

ILS 30302. Latino/a American Literature (3-0-3)
Studies of Latino and Latina authors, including Chicano, Caribbean, or South American.

ILS 30303. West Indian Poetry (3-0-3)
Poems from the many languages and cultures of the Caribbean region.

ILS 30304. Border Crossings: Mexican and Canadian Literature (3-0-3)
Mexican and Canadian literature emphasizing cultural interaction between the USA and its southern and northern neighbors.

ILS 30305. Introduction to Post-Colonial Literature (3-0-3)
Traces the development of literature from the former colonies of various empires, but principally the British and the French.

ILS 30306. Women in the Americas (3-0-3)
This introductory course will survey a wide variety of literature (fiction, poetry, testimonios, personal essays, autobiographies, critical essays, and oral histories) and film written by and about women in the Americas from the time of the conquest/encounter to the present. We will focus on literature and film produced by women of color in the Americas (South, Central, and North, as well as the Caribbean). Issues to be explored include: colonization and resistance; slavery; intercultural contact, exchange, and transformation; the place of womanhood in the development of nation; woman of color feminism; and religion and spirituality. We will read materials from previous historical periods, but we will primarily focus on 20th-century representations and interpretations of these issues.

ILS 30307. Icons and Action Figures in Latino/Latina Literature (3-0-3)
Understanding US Latino/Latina literature, art, and film through its many allusions to and re-interpretations of traditional icons and historic figures as well as legends, myths, popular figures, and action heroes/heroines of the Americas (including those with origins in Native American, Latino/Latina, African, Asian and European cultures).

ILS 30308. Latino Poetry (3-0-3)
Close readings of prominent contemporary Latino poets.

ILS 30310. Tropical Heat Waves: Contemporary Latino/a and Caribbean Literature (3-0-3)
Rohrleiter
A review of selected contemporary Latino/a and Caribbean novels.

ILS 30400. Modern Mexico (3-0-3)
This course examines the complex nation that is Mexico in the 20th century, its challenges, and its prospects. Focusing primarily on the period since 1870, we will study the social, economic, political, and cultural forces that have shaped the history of the United States's southern neighbor.

ILS 30500. Latino Politics (3-0-3)
This course provides a careful and “critical” analysis of the political status, conditions, and the political activities of the major Latino or “Hispanic” groups in the United States-Mexican Americans, Puerto Ricans, and Cuban Americans. To provide a context and grounding, various theoretical perspectives are first considered, followed by discussions of the historical experiences and contemporary socioeconomic situations of the several Latino groups. Attention then turns to a number of issues concerning political attitudes, behaviors, and activities. Assessments of Latino influence upon major local, state, and national institutions of the political system—and vice versa. Policy areas particularly significant for Latinos are also examined. Finally, the major issues, questions, and themes considered throughout the semester are "revisited" and reconsidered.

ILS 30501. Latin American Politics (3-0-3)
This course is an introduction to Latin American politics. Thematically, we will focus on two of the great issues facing this region of the world at the end of the 20th century: democratization and strategies for promoting economic development. After spending the first part of the course examining these two issues, we will then analyze these same issues, focused on Brazil, Chile, and Mexico.

ILS 30502. Race/Ethnicity and American Politics (3-0-3)
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American
political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

**ILS 30503. Introduction to Public Policy**

*(3-0-3)*

*Prerequisite(s):* See online Course Catalog for details. The objective of this course is to introduce students to the process of public policy formation in American politics. The course will be divided into three parts. The first section will encompass a brief review of some of the more important mechanisms of American politics that affect the legislative process (political participation, interest groups, congressional elections, etc.). We will then engage in a general review of how such factors have affected the direction and tone of federal public policy over the past 30 years. The final two sections of the course will be devoted to detailed analysis of two public policy areas of particular interest to younger voters: education reform and drug laws. Building on the earlier readings and the analytical tools developed, we will examine the current debates and prospects for reform in these policy areas, with an eye toward understanding the political realities of public policy formation.

**ILS 30700. Problems in Latin American Society**

*(3-0-3)*

Since the fall of dictatorships in the 1980s, a multitude of new organizations has emerged in Latin America. At the same time, globalization has presented new challenges to social groups struggling to retain their livelihoods and their communities. This course examines traditional and new social movements, organizations, and institutions in contemporary Latin America.

**ILS 30701. Human Rights and Migrants**

*(3-0-3)*

This course is an extension from the “mini-course” to a full term offered by Prof. Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the Unites States, from the conquest of the New World. It began with the miscegenation of races and cultures and continued with the multiple and never ending attempts of establishing democratic national states from south of the Rio Grande to the Patagonia. The political dynamics in Latin America have maintained a constant movement of people and cultures. Civil wars, dictatorships, social exclusion, hunger, but also the dreams of a better life constantly rupture the ties that link the people from their homeland. The United States is the magnet and recipient of thousands of Latin Americans who entered legally or illegally into the country. Their process of assimilation and acculturation has transformed their original identities while at the same time has transformed Latinidad in American society. This course should be of interest to both Latino and Latin-American students.

**ILS 30703. Migration, Race, and Ethnicity in 21st-Century America**

*(3-0-3)*

Migration from Latin America and Asia over 1970–2000 brings a new heterogeneity for the United States that mirrors the global population. Now, the consequences of this migration are reflected in federal statistical policy to expand official population categories of five categories on race and two on ethnicity. This course is an introduction to these US populations of whites, blacks or African Americans, American Indians or Alaskan Natives, Native Hawaiians or Other Pacific Islanders, and Latinos or Hispanics as to historical context, social and economic characteristics, and current research and policy issues. Migration in the post-1965 era of Asians and Latinos created new racial and ethnic communities geographically concentrated in California, Texas, Florida, New York, Illinois, and Arizona. Conceptualization and quantification involve new challenges increasingly relevant for governmental and private sectors, nationally and for communities. Scholars are more attentive to changing identities and population heterogeneity for social institutions of family, education, and government. The 2000 Census and population projections show the future population as considerably different from that of the past. These topics hold relevance in contemporary discussions of world population growth, immigration policy, social change, globalization, and environment.

**ILS 30704. Race and Ethnicity**

*(3-0-3)*

This course focuses on race and ethnic relations in the United States. Current cases involving racial and ethnic issues will be presented and discussed in class. Readings and materials will present three approaches to the study of majority-minority group relations, the emergence and maintenance of group dominance and minority-group adaptations to modes of dominance, including separation, accommodation, acculturation, and assimilation. Class participation and students’ experiences will be emphasized.

**ILS 30800. Pascal Mystery/Latino Community**

*(1-0-1)*

A one-credit travel course to San Antonio, Texas to take part in all the Holy Week rituals, including a theological reflection; tour of the missions; a reflection paper on the experience/insights.

**ILS 30802. From Power to Communion: Toward a New Way of Being Church-Based on the Latin American Experience**

*(3-0-3)*

This seminar explores the present and the future of the Catholic Church, placing emphasis on how its future is foreseen in the growing ecclisial interdependence that exists between the churches of North and Latin America. Emphasis is placed on the growing involvement of the laity in Latin America and where this may lead the North American church. In a particular way, attention is given to the role of small Christian communities.

**ILS 30803. Social Concerns Seminar: Hispanic Ministry**

*(0-1-1)*

The Center for Social Concerns and the Hispanic Ministry jointly offer a pilgrimage based in the Parish of Nuestra Senora de Soledad in Coachella, California. Participants will have the opportunity to experience the Church’s option for the poor through an immersion into the spirituality, culture, and economy of the rural southern California community of Coachella. Students will meet with resource people making a difference in the lives of valley residents by helping them with immigration issues, housing, access to education and health programs, and overcoming addiction.

**ILS 30804. Social Concerns Seminar: Border Issues**

*(0-1-1)*

This seminar examines immigration and related issues that surface between the United States and Mexico. Participants travel to El Paso, and Ciudad Juarez, Mexico to meet refugees, work with parish organizations, and discuss policy issues.

**ILS 30805. Latino Theology and Christian Traditions**

*(3-0-3)*

This course examines the emergence and development of Latino Religion and theology in the United States. In particular, the course will explore how US Latino and Latina theologians have articulated the meaning and implications for Christian living of core theological topics such as Christology, evangelization, social justice, and liturgy.

**ILS 30900. Nations in Motion: Latino/Latin Literature in the United States**

*(3-0-3)*

This course focuses on the analysis of literary works by Mexican-American, Cuban-American, Puerto Rican, and Dominican-American authors. Some reading knowledge of Spanish recommended.
ILS 30901. Survey of Spanish-American Literature II  
(3-0-3)  
A survey of literary trends and major figures in modern Spanish-American literature from 1880 to the present. Readings of selected texts in prose, poetry, and theatre.

ILS 35801. Summer Service Learning Internship: Hispanic  
(3-0-3)  
This is a leadership internship for Hispanic studies working 10–12 weeks in a Hispanic/Latino area with organizations dedicated to empowering local communities. Students will complete the requirements of THEO 33931 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

ILS 40100. Applied Anthropology: Immigrant Labor Rights  
(4-0-4)  
In conjunction with local organizations and social science researchers, students will work within Elkhart, collecting ethnographic data from immigrant community members. They will also learn how to apply the data they have collected to models for serving the community to find ways to better serve the local community and meet its needs.

ILS 40101. Introduction to Post-Colonial Studies  
(3-0-3) Richman  
Investigation of the development of literatures from the former colonies of various empires, but principally the British and French. Major regions include Africa, India, the Caribbean, and Southeast Asia. Authors may include Achebe, Ba, Emecheta, Desai, Head, Lamming, Rushdie, Soyinka, Chandra, Walcott, and Thich Nhat Hanh, among others. Theorists include Fanon, Said, Spivak, and Ngugi wa Thiong’o.

ILS 40300. Growing Up Latino: Narrative and Literature  
(3-0-3)  
This course will explore the ways in which narratives/stories, specifically autobiographical and biographical ones, tell an individual as well as a total story. What do the Latino/a writers say about their own identities and cultures as Chicanos/Mexicanos, as Cubanos, Puerto Ricanos, and as women? How and in what ways are ethnic identities within a Latino diaspora constructed, and what issues cut across ethnic and racial lines. How do Latinos construct race/ethnicity vis-a-vis whiteness? In other words, how do we frame ourselves and how are we framed in relation to the dominant constructions of race in this country? How is gender constructed, and how do we construct gender? What emerges as counter-hegemonic for us and these writers?

ILS 40301. Caribbean Voices  
(3-0-3)  
An introduction to the literature of Anglophone Caribbean.

ILS 40302. Crossing Color Lines  
(3-0-3)  
An exploration of the conflicted and contradictory ways in which racial and ethnic identities have been constructed and mediated in American culture.

ILS 40303. American War Literature  
(3-0-3)  
Beginning with Mary Rowlandson’s captivity narrative and ending with Tim O’Brien’s The Thing They Carried, an exploration of the aesthetic, historical, and theoretical functions and values of war writing in the United States.

ILS 40402. History of Cubans in the US  
(3-0-3)  
This course will examine the Cuban experience in the United States, especially through the concept of exile. We will examine the history of Cuban immigration, community formation, socioeconomic integration, political development, expressions of exile and national identity, the emergence of Cuban-American identity, and impact of Cuban exiles on US foreign policy toward Cuba. The course will also explore those aspects of Cuban history that have contributed historically to the creation of exile communities in the United States, including Cuba’s 19th-century wars of independence against Spain, early 20th-century efforts at political stability, and the Cuban Revolution of 1959.

ILS 40403. Survey of Latin American History  
(3-0-3)  
This course provides an introduction to the major themes of Latin American colonial history, including the discovery, conquest, and settlement of the New World, the institutional framework established by the Iberian countries to advance their economic, political, and religious interests in the region, and various aspects of Latin American society and culture until independence in the early 19th century.

ILS 40404. Hispanic Origins in the US  
(3-0-3)  
The Hispanic presence in territories that are today part of the United States date from the foundation of communities like San Agustin, La Florida (1565), Santa Fe, San Antonio, Texas (1718), and Los Angeles, California (1781). This course will examine the foundation and historical development of these and other communities within the context of Spanish and Mexican civilization, tracing their trajectory toward their eventual conquest and incorporation into the United States during the first half of the 19th century. Placing this story within the larger picture of US Latino history, the course will examine the political, socioeconomic, religious, and cultural dimensions of early US Hispanic history.

ILS 40406. Latinos and Christianity  
(3-0-3)  
This course examines the unique religious history of US Latinos/os, starting with the Spanish and Latin American colonial origins and outlining the rise of parishes and congregations north of Mexico. Readings and lectures will present historical, sociological, and theological methods for examining contemporary issues facing Latino Catholics and Protestants, such as social justice movements, religion in the thought of prominent Latina/o writers and commentators, and ecumenical trends in Latin America and US Latino Christianity. Other important themes include the changing role of Latinos in the US immigrant church, the impact of Latin American liberation theology on US Latinos, and the linkages between religion and cultural identity among peoples with roots in Mexico, the Hispanic Caribbean, and Central and South America presently living in the US. Lectures and discussions will be supplemented with visual material.

ILS 40407. Latinos in Modern America  
(5-0-3)  
This is an interdisciplinary history course examining the Latino experience in the United States after 1848. We will examine the major demographic, social, economic, and political trends of the past 150 years with an eye to understanding Latino/a America. Necessarily a large portion of the subject matter will focus on the history of Mexican-Americans, and Mexican immigrants in the Southwest and Midwestern United States, but we will also explore the histories of Puerto Ricans, Cubans, and Latin Americans within the larger Latino/a community. Latinos are US citizens, so the course will spend significant time on the status of these groups before the law, and their relations with the state, at the federal, local, and community level. To explore these issues within the various Latino communities of the US, we will explore the following key topics covered: historical roots of “Latinos/as” in the US; the evolution of a Latino/a ethnicity and identity within the US; immigration, transmigration, and the shaping of Latino/a communities; Latino/a labor history; segregation; civil rights; nationalism and transnationalism; the Chicano Civil Rights Movement; Latinos in film; and post-1965 changes in Latino/a life.

ILS 40500. Human Rights in Latin America  
(3-0-3)  
This course takes the concept of international human rights as the framework to explore contemporary cultural, economic, and political debates about identity, culture, and society in Latin America. We will review the civil and political rights, the social and economic rights, and the indigenous people’s rights of the International Declaration of Human Rights through ethnographic case studies. For example, we will explore (1) freedom of speech in Chile and review the report of the findings of the Truth Commission; (2) indigenous people’s rights in Colombia and learn about the Afro-Colombian movements for ancestral lands; and (3) social and
economic rights in Guatemala and current efforts to implement socio-economic recommendations of the Commission for Historical Clarification. In each area, we will specifically address the role of anthropology, the American Anthropological Association's human rights declaration, and the unique contributions anthropologists can make to international efforts to understanding human rights.

**ILS 40600. Latino Psychology**  
(3-0-3) Torres  
The purpose of this course is to examine the psychosocial research and literature about Latino/a individuals and communities within the United States. Students will be actively involved in discussing issues relevant to Latino/a well-being, including immigration and acculturation, ethnic identity, religiosity, family life, prejudice and discrimination, and multiracial identity. Economic, educational, and social opportunities for Latinos also will be studied, and efforts towards social advocacy and the delivery of psychological interventions for Latino communities will be critically examined.

**ILS 40700. International Migration: Mexico and the United States II**  
(2-0-2)  
A three-week course that refers to a review of basic questions on international migration, with emphasis on immigration to the United States and the methods through which these questions have been adequately or inadequately answered. The numbers, impact, nature, structure, process, and human experience will be discussed in terms of the research methods commonly used to approach them. Spring.

**ILS 40701. Social Ties, Social Network, Social Capital**  
(3-0-3)  
This course examines three fundamental and interrelated sociological concepts, each of which offers us an approach to the study of social connections and their impact on the human experience. Social ties, social networks, and social capital overlap substantially in their scholarly usage but the concepts are far from identical. We will review theoretical and methodological literature on all three concepts as well as major empirical studies that examine the world through one or more of these perspectives. We will explore both theoretical and practical arguments for the selection of one or more of these conceptual approaches as the basis for studying how social connections shape the human experience. The course is intended to stimulate a critical reading of recent literature on contemporary society and to assist students who wish to use one or more of these concepts in their work.

**ILS 40702. Qualitative Methodology**  
(3-0-3)  
The seminar will cover the general topic, with particular attention to ethnography and field work, visual methods, archival research, and related strategies. Heavy emphasis will be placed on cross-cultural research in minority communities in the United States.

**ILS 40703. Latino Image in American Films**  
(3-0-3)  
This course traces the historical depiction of Chicanos, Mexicanos, Puerto Ricans, Cubans, and other Latinos in Hollywood-made movies. Cinematic plots, roles, and motifs—from the earliest of silent films through the onset of the 1980s—are examined to explore the changing physical, social, and cultural definitions of Latinos in the United States. All films and filmmakers are considered within their historical context. Though the main object of study is the Latino image, the course also surveys corresponding images for other ethnic minority groups.

**ILS 40704. History, Politics, and Society of Chile**  
(3-0-3)  
An introduction to the formation and development of Chilean national society. The course begins by examining the colonial period and the struggle for independence. It then focuses on 19th- and 20th-century issues such as the consolidation of the central state, the development of democracy, the creation of the party and electoral systems, economic cycles of growth and stagnation, the break down of democracy in 1973, the Pinochet dictatorship, and the return to democracy in the 1990s. Class lectures and discussions will include relevant comparisons with other Latin American and even European countries.

**ILS 40705. Religion and Power in Latin America**  
(3-0-3)  
The cultural dimension of religion and the institutional building abilities present in religious communities are building new power sources for religious in present Latin American context. Taking the experience of Peru, we will look at Latin American recent processes in the religious domain. The course will describe the changing conditions of the Catholic church in Latin America and the new situation of religious pluralism produced by the growing presence of evangelical groups and Pentecostalism. We will look at the impact of religion in the empowerment of people from below, and its relation to new social movements as well as to the institutionalization of power at the state level in the new context of globalization.

**ILS 40706. Latinos in American Society**  
(3-0-3)  
This seminar will focus on the breakdown of the Spanish empire in Latin America and the emergence of new nation-states in the region in the first quarter of the 19th century. Contrary to common expectations, the former colonies did not form a united nation but rather split into 10 different republics that developed their own unique histories, only to split further apart during the course of the century. This seminar will examine the origins and actors of the independence movements, the development of an ideology of emancipation, and the variegated causes of fragmentation.

**ILS 40707. International Migration and Human Rights**  
(3-0-3) Bustamante  
This course is an extension from the mini-course to a full term offered by Prof. Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also covered.

**ILS 40708. Social Demography of US Minorities**  
(3-0-3)  
The intent of this demography course is to familiarize students with basic statistical methods and techniques that are applied to the study of population data. The course will offer students an opportunity to gain hands-on experience with manipulating quantitative data and generating results. The back-drop for the class is ethnic status. Because we will have access to social data for major ethnic categories (e.g., white, African American, Hispanic, Asian, and American Indian), one of the byproducts of learning the methods and techniques of demographic analysis will be a comparative study of ethnic groups across several social dimensions.

**ILS 40709. Ideology and Politics/Latin America**  
(3-0-3)  
Ideeological discourse shapes political action in Latin America. Thinkers such as Marti, Mari, Cardoso, and others and their discourses-nationalism, revolutionary nationalism, Latin-American Marxism, developmentalism, modernization theory, dependency theory, democratization-acted within specific historical contexts and contributed actively to the confrontation of political action. It is our purpose to present the main ideological positions and their impact upon political action in the continent. Their constituent elements conform a unity we will discuss on the basis of lectures, reading of the texts, and debates presented by teams of students.

**ILS 40710. Aesthetics of Latino Cultural Expression**  
(3-0-5)  
This course analyzes the philosophy and principles underlying the social and political aspects of Latino art.

**ILS 46711. Directed Readings: Latino Studies**  
(6-0-6)  
Independent faculty supervised readings. * credits 1–6
ILS 40712. Legacy of Exile: Cubans in the US (3-0-3)
This class deals with one of the most visible and political of all US immigrant groups: Cubans. The theme of the class is that the Cuban presence has been shaped by the experience of exile. In understanding the case of the Cuban immigration to the United States, the students will gain insight into the dynamics of US immigration policy, the differences between immigrants and exiles, inter-ethnic relations among newcomers and established residents, and the economic development of immigrant communities. The class will explore the long tradition of Cuban immigration to the United States, the elements of Cuban culture that have emerged and reinforced this tradition of migration, the impact that Cubans have had on the Miami area as well as the changes within the community as it develops into a well-established minority group within the United States. The class will take up elements of Cuban culture that are well known in the United States—anti-Castro sentiments, economic success, and political conservatism—with a fresh analysis of the diversity among Cuban Americans, including the second generation. In addition to exploring rich ethnography, fascinating vignettes, and case studies, this class provides an opportunity to examine issues of current importance within sociology and anthropology, such as social change, transnationalism, displacement, and regional impact of immigration in an easy to understand manner.

ILS 40713. Latino Economic Development: Research and Policy (2-0-2)
This course examines the Latino experiences in the United States and the underlying conditions of Latino workers, businesses, and communities. It begins with a profile of Latino workers by age, gender, education, immigrant make-up, and occupation in the labor market. Students will learn how to use federal and state data to examine Latino workers’ income and occupation status. Students will learn about the industrial and occupational classification systems used by the federal government to study workers and working conditions. They will also study related public policies of the federal government that govern the human rights, economic status, and economic well-being of all US workers.

ILS 40714. Social Demography of the US Latino Population (2-0-2)
This course is an introduction to the social demography of Latino or Hispanic populations in the United States as to historical background, sociological fields, and current statistics and studies. First, in exploring the demographic perspective on the Latino population, a strikingly young and increasing segment of the US population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the US Latino population, legal frameworks for residence status of migrants, and Latinos in the context of social institutions of family, education, and government. In the future, the changing Latino population is expected to contribute to a US population profile different from the US population of the past century. Thus, the course is relevant in contemporary discussions of immigration policy, globalization, and environment.

ILS 40715. Latinos in Education (3-0-3)
This course examines the educational experiences and struggles of Latinos in US public schools. Students will study these experiences through legal, political, historical, social, and economic perspectives regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups, and thus its important role in the Latino experience. The goal of this course is to develop a reflective individual who is able to understand the educational context of Latinos in the United States.

ILS 40800. Church/Society in El Salvador Transforming Reality (3-0-3)
The premise of this course is that the Central American nation of El Salvador provides a unique opportunity for understanding how one local church tried to heed the call of the Second Vatican Council to read the signs of the times and interpret them in the light of the Gospel (Gaudium et spes no. 4). Consequently, besides theological reflection, this seminar will make use of a number of disciplines in order to “read” the reality of the country. It will begin with a general introduction to social, economic, political, and ecclesial challenges within El Salvador. In consultation with the course instructors, students will pick a specific theme or issue around which to develop a research project. They will work on this project using resources at Notre Dame and then with resource persons in El Salvador itself during a trip to that country over spring break. In the final weeks of the course we will further reflect on our experiences and complete the research projects. Students will present their final projects within the course and in other venues. This course is by instructor’s permission only. Interested students should pick up a learning agreement either in the Theology Department offices or at the Center for Social Concerns.

ILS 40801. Theology and Popular Piety in US Catholicism (3-0-3)
This course explores the theological insights inherent in the religious practices and spiritual traditions of African American, Latino/a, and European-American Catholics. Particular emphasis is given to popular piety as a source for theology and the ways theologians and pastoral ministers can critically engage popular religious traditions.

ILS 40802. Culture, Religion, and Evangelization (3-0-3)
This course will examine the theological basis of inculturation, its historical development, ecclesial documentation, and the implications for ecclesiology, liturgy, catechesis, and the theological elaboration. The course will include lectures, videos, class discussion, and practical exercises.

ILS 40803. Memory and Prophecy (3-0-3)
In the last decades, significant theological trends have emerged both from poor countries and from marginalized groups within wealthy countries. Why have they emerged from different Christian churches of our time? This course will explore this question taking the case of Latin American theology. In particular, it will consider the implications of the “preferential option for the poor” for the areas of theological reflection, pastoral work, and spirituality. Special attention will be paid to the biblical foundations of that option as summed up in two crucial concepts: memory and prophecy. The 16th-century Dominican, Bartolomé De Las Casas, said, “Of the least and most of forgotten people, God has a very fresh and vivid memory.” The Bible invites us to make God’s memory our own, and one component of that memory is the remembrance of the “least ones.” The announcement of the Gospel is linked to the advice received by Paul to “remember the poor” (Gal. 2:10). Theologically, poverty is the negation of creation. Poverty means death. Thus, the option for the poor also manifests in the prophetic opposition to that which means death for the poor. The course will examine what memory and prophecy signify for living a Christian life and doing theology in light of some of the major challenges to Christian faith today.

ILS 40900. From El Barrio to Calle Ocho: Urban Experience in US Latino/a Literature (3-0-3) Moreno
In this course students will examine Latino/a texts of various ethnic backgrounds that offer representations of the urban landscape and experience. Issues of migration, discrimination, social mobility, gender, class, race, and transnationalism will be central to our discussions of the cultural politics of urban space. Knowledge of Spanish required.

ILS 40804. Latino Film: Culture, God, and Redemption (3-0-3) Elizondo
The course will view great films from Latin America and the Latino United States and discern what culture is portrayed, the presence or absence of God within the film, and how redemption is expressed in the film. Since some of the films will not have subtitles, a working knowledge of Spanish is helpful.

ILS 40901. Cuban Literature (3-0-3) Anderson
An in-depth study of a particular theme, author, or genre in Cuban literature.
MEIDEVAL STUDIES

The Minor in Medieval Studies allows students who are committed to other programs of study to pursue interests in the culture of the Middle Ages and to cross the limits of individual disciplines as a means of understanding the changing social, economic, legal, intellectual, and artistic systems of medieval society.

Students may declare their intention to undertake a minor in medieval studies to the director of undergraduate studies at any time before the end of their third year. The undergraduate director will then act as their minor advisor and help them select a set of courses that form a coherent program of study, often in conjunction with their major if possible. Students must take five courses in three of the 10 departments affiliated with the Medieval Institute (Anthropology, Art History, Classics, English, German and Russian Languages, History, Music, Philosophy, Romance Languages, and Theology). Courses counted toward the major may not be used for the minor. A list of course offerings is available from the Medieval Institute.

Minors, like majors, are invited to participate fully in the life of the Medieval Institute. They are welcome to attend institute lectures and to participate in the institute's own graduation ceremony.

PEACE STUDIES

Director of Academic Programs:
Jahleigh Dashri-Gibson

Program of Studies. Peace Studies is defined as the interdisciplinary examination of the conditions that make for peace. It also investigates the obstacles to the realization of these conditions, drawing on theories and methods from diverse disciplines to focus on what makes for the development of a just and peaceful world order. Peace Studies relates scholarship to praxis and challenges those who engage in it to develop new ways of thinking and acting in the world.

Notre Dame’s Peace Studies program divides its curriculum of more than 50 courses into three overlapping but distinct areas:

Area A: The role of international norms, institutions, and states in a peaceful world order. An exploration of ways of making governmental and intergovernmental institutions more effective and representative, and of strengthening governmental compliance with fundamental norms of peace and human rights.

Area B: The impact of religious, philosophical, and cultural influences on peace. The study of the ethics of the use of force, theological and philosophical visions of global justice, the ways in which the world religious traditions foment violence or encourage peace, the practice of nonviolence, and the linguistic, literary, and historical dimensions of cultures of peace.

Area C: The promotion of social, economic, and environmental justice. The study of social change, with specific attention to the role of nongovernmental organizations, commercial enterprises, and states in fostering sustainable economic development, respect for human rights, conflict resolution and nonviolent conflict transformation, support of gender and family issues, and protection of the environment.

In both the Supplementary Major (24 credit hours of required course work) and in the Minor (15 credit hours of required course work), students will complete an introduction course, explore the three key areas of Peace Studies, and participate in an integrative senior seminar.

The Supplementary Major

The Supplementary Major in Peace Studies requires completion of the introductory course in Peace Studies (three credit hours), one course in each of the three areas of study (nine credit hours), three elective courses in Peace Studies (nine credit hours), and the senior seminar (three credit hours). The program for a Supplementary Major in Peace Studies follows.

IIPS 30101 Introduction to Peace Studies
Area A one course from list
Area B one course from list
Area C one course from list
[elective]
[elective]

IIPS 40101 Senior Seminar

The Minor

The Minor in Peace Studies requires completion of the introductory course in Peace Studies (three credit hours), one course in each of the three areas of study (nine credit hours), and the senior seminar (three credit hours). The program for a minor in Peace Studies follows.

IIPS 30101 Introduction to Peace Studies
Area A one course from list
Area B one course from list
Area C one course from list
IIPS 40101 Senior Seminar

An alphabetical list of courses by area is available on the Kroc Institute website: www.nd.edu/~krocinst/programs/undergraduate/index.html.

IIPS 13100. Global Issues Seminar (1-0-1)

Through a series of integrated themes and experiences, this seminar addresses the issue of whether the peoples of the world can achieve peace and justice. We also explore how those who take Catholic social teaching seriously might play a role in that process. We examine how the values we possess might interact with global political, economic, and social realities to produce viable strategies in the future. The seminar blends a variety of learning modes and emphasizes interaction among participants with seminar reading, with one another, and with faculty facilitators. These varied academic experiences are complemented by time for spiritual reflection and by experiential learning approaches. By the last day of the seminar, each student participant will write a one-page “focus” statement about how peace and justice might be achieved in the future and what role they hope to play in such a future.

IIPS 20501. International Relations (3-0-3) Lieber
Corequisite(s): POLS 22200

Area A: This course provides students with an understanding of historical and current events in world politics. As such, the course has three central objectives: to introduce various theoretical frameworks for analyzing international political and economic events, to provide an overview of substantive topics in international relations, and to supply a basic understanding of contemporary international events. We explore substantive issues such as cooperation and conflict in international relations, the causes of war, nuclear proliferation, regional free trade agreements, the causes and effects of economic globalization, and the role of international law and institutions. Discussion sections use historical case studies and current events to illustrate concepts introduced in lectures. This course cannot be taken if you have already taken POLS 10200.

IIPS 20502. Responding to World Crisis (5-0-3) Valenzuela

Area A: This course focuses on current issues in international affairs and what the US policy response to them should be. The participants will be divided into groups specializing in events and issues in each continent in the world, with an additional group focusing on the international economy. Each session of the seminar will hear the reports prepared by students in two of such (i.e., the Africa and the Asia groups, or the Europe and World Issues groups). The reports must be individually written, with the crisp style of policy briefs, on different countries or issues, and must include an assessment of the origins and nature of the problem or problems at hand, as well as recommendations regarding what the US should do. The required reading for the seminar will be the New York Times (the printed version) on a daily basis. Students may go to Internet news services of the New York Times or of other sources such as the Economist for additional background information on the situation they wish to write about.

IIPS 20701. Rich, Poor, and War (3-0-3) Whitmore

Area B: This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the US and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political realms (war and revolution). Next, we canvass Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.
IIPS 20702. War, Poverty, Genocide, and Justice
(3-0-3)
Area B: This course examines theories of distributive justice applied to political and economic systems that contribute to violence and suffering. Specifically, we will use the theories of distributive justice of Plato, John Rawls, and Michael Walzer to understand the ongoing injustices of global poverty, genocide, and war. Their theories are about the just distribution of rights, privileges, obligations, opportunities, and goods; in other words, they are theories of what a just structure is. Where there is abject poverty, genocide, or war, there is also structural injustice. This basic idea is in the following quote from Jeremy Hobbs, Executive Director of Oxfam International: “Oxfam believes that poverty and injustice are inseparable .... and that both are structural and avoidable.”

Many people believe that such injustices are either inevitable (e.g., poverty is a result of natural selection, genocide and war are unavoidable results of human nature) or the results of individual decisions (e.g., Hitler and Stalin are the individuals responsible for certain wars and genocides, and individuals live in abject poverty because each is either stupid or lazy). This course consists of theory-driven arguments against such fatalistic or individualistic explanations of injustices.

IIPS 20703. War, Law, and Ethics
(3-0-3) Piel
Area B: This course is designed to explore the ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service-learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, “Veterans History Project.”

IIPS 20704. Christianity and World Religions
(3-0-3) Malkovsky
Area B: The purpose of this course is to introduce the student to the basic teachings and spiritualities of Hinduism, Buddhism, and Islam. We will approach these religions both historically and theologically, seeking to determine where they converge and differ from Christianity on such perennial issues as death, meaning, the nature of the ultimate mystery, the overcoming of suffering, etc. We will also examine some traditional and contemporary Catholic and Protestant approaches to religious pluralism. Our own search to know how the truth and experience of other faiths is related to Christian faith will be guided by the insights of important Catholic contemplatives who have entered deeply in the spirituality of other traditions. By course’s end we ought to have a greater understanding of what is essential to Christian faith and practice as well as a greater appreciation of the spiritual paths of others. Requirements: Short papers, midterm exam, and final exam.

IIPS 20705. Ways/Peacemaking: Gandhi, Heschel, King
(3-0-3) Neiman
Area B: An intensive study of the philosophy and spiritualitly of two of the greatest activists and peace educators of our century, M. Gandhi and M. Luther King. We will be especially concerned with the way each of these human beings came to construct new, yet quite ancient, images or controlling myths that they hoped would lead us to think and act in revolutionary ways.

IIPS 20706. War and Philosophy
(3-0-3) Area B: The goal of the course is to understand and evaluate the teachings that philosophers have drawn from the experience of war and conflict. Authors to be read include Thucydides, Plato, Augustine, Hobbes, and Marxian.

IIPS 20707. A Faith to Die For
(3-0-3) Area B: An introduction to Catholic moral theology, with an accent on how Catholic belief and practice shape the Church’s understanding of the moral life. Aspects of Catholic belief and practice to be covered include baptism, penance, reading scripture, preaching, prayer, the Eucharist, martyrdom, religious life, marriage, and mission. In the context of these beliefs and practices, several leading themes in Catholic moral theology will be explored (e.g., sanctification, the eternal and natural law, and virtues and vices), and several moral issues will be examined (e.g., abortion, suicide, capital punishment, economic justice, and war and peace). This course explores an understanding of the moral life in terms of participation in the life, death, and resurrection of Christ, but at the same time it avoids construals of the moral life that rest merely on pious exhortations (“Jesus says”), assertions of ecclesial authority (“the Church says”), or invocations of negative moral prohibitions (“thou shalt not”). Thus, the “faith” will be presented as a set of beliefs and practices that are disturbingly radical, demanding that Christians die to themselves, yet also deeply attractive, in that dying serves as a passageway to true life. As suggested by the title, a leading emphasis in the course is that only a faith worth dying for can forge a moral life that is truly worth living. Readings include selections from scripture, liturgical texts, theological and moral treatises, encyclicals, and the documents of Vatican II, plus Augustine’s Confessions, Cantalamessa’s The Eucharist: Our Sacristification, Graham Greene’s The Power and the Glory, short stories of Flannery O’Connor, Dorothy Day’s The Long Loneliness, and Helen Prejean’s Dead Man Walking. Evaluation is based on a mid-term, a final, several short papers, and interactive class participation.

IIPS 20708. Philosophy of Education
(3-0-3) Area B: An introduction to the kinds of problems and questions philosophers typically discuss when education comes to mind. Possible issues include religion and education, education and politics (including global politics), the value of social and empirical sciences for the study of education, the problem of indoctrination, etc.

IIPS 20713. Culture and Politics in Northern Ireland
(3-0-3) Smyth
Area B: Using a broad range of texts-drama, fiction, poetry, film, painting, and documentary material-an examination of the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century.

IIPS 20714. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture
(3-0-3) Afuarrudden
Area B: This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian Peninsula in the seventh century to its subsequent spread to other parts of western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

IIPS 20901. Gender Roles and Violence in Society
(6-0-3) Gunty
Area C: Much of the violence in contemporary society—whether it is domestic abuse, school shootings, gang warfare, video games, or inter-ethnic conflict—has something to do with gender. This course explores the connection between gender role socialization and the expression of conflict or aggression. Through readings, discussions, films, and projects, students will be encouraged to examine sex differences in violent behavior as the outcome of complex processes. We will try to understand these processes better and develop the ability to describe the causes and their effects.

IIPS 20902. Environmental Ethics
(3-0-3) DePaul
Area C: The course will be an attempt to come to grips critically with the moral significance of contemporary concern for ecology and the environment.

IIPS 30101. Introduction to Peace Studies
(3-0-3) Lopez
This course surveys: (1) the major causes of deadly conflict around the world; (2) various definitions of “peace” and the conditions under which it occurs and is sustained; and (3) the style and comparative
success of various strategies such as building peace movements and nonviolent social change as ways to achieve peace. (Open to all undergraduates—required for peace studies minors and majors)

IIPS 30401. Terror, Peace, and Other Inconsistencies
(3-0-3) Lopez
Area A: This course examines the roots and sustaining conditions of contemporary terrorism, as well as diverse counter-terrorism measures and policy prescriptions for the US and for the international community. We then address what challenges both the causes and the cures for terror pose to those who take seriously the creation of a world with less war and violence and greater cooperation among rivals. The course will require a heavy dose of reading each week, from 200–250 pages, and participants will be required to write four persuasive and/or policy papers, based on course readings, of about seven pages each in length.

(3-0-3) Smith
Area A: This course is designed to increase students' understandings of contemporary global problems and the ways the international community addresses these through institutions like the United Nations. The course will cover the history, structure, and operations of the United Nations and is designed to introduce students to the variety of interests, goals, and perspectives that different nations and social groups bring to this global political forum. We will examine major global issues that are being discussed in international organizations, and extensive attention will be paid to how civil society groups use the United Nations to promote social change. A major aim of the course is to encourage students' ongoing participation in public discussions and debates about global problems. Among the issues that will be covered are: peace and international security, economic development, human rights, and environmental protection.

IIPS 30501. Arab-Israel Conflict
(3-0-3) Dutt
Area A: This course tracks the Arab-Israeli conflict from its origins in the late 19th century to the present, making special use of primary sources that express differing perspectives in their full intensity. Current issues of the conflict will be analyzed in depth with the help of current periodical and electronic sources. Classes will include a mixture of lectures, video, and role-playing. There will be a midterm exam and a short policy paper.

IIPS 30502. Diplomacy of US Foreign Policy
(3-0-3)
Area A: The United States emerged from World War II in a new peacetime role as a superpower. We had to discover for ourselves how to combine diplomacy and military power in a manner consistent with our democratic principles. While the policy choices were stark in the days of the Cold War, they have become more complex in recent years. Presented by a career diplomat who headed US overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted US leaders from the end of World War II to the present. The issues treated will illustrate the height of tensions in the Cold War, the emergence of detente and détente, and the challenges of the global agenda after the end of the Cold War. The course aims to help the student understand current foreign policy issues, which will be discussed briefly in class. A research paper (10 pages), a midterm exam, and a final exam are required.

IIPS 30503. Politics of South Africa
(3-0-3) Walsh
Prerequisite(s): See online Course Catalog for details.
Area A: This course focuses on the key state of the region—the Republic of South Africa. After outlining the political history of apartheid, the phenomenon of Afrikaner nationalism, and the rise of African nationalism and the liberation movements, attention turns to the country's escalating turmoil of the 1980s and resulting political transition in the 1990s. South Africa’s political and economic prospects are also examined. The semester concludes with a survey of the transitions that brought South Africa’s neighboring territories to independence, the destabilization strategies of the apartheid regime, and United States policy in that region.

IIPS 30504. International Law
(3-0-3)
Area A: International law and institutions are increasingly important for understanding the nature of world politics. This course investigates the interaction between international law and international politics. We examine how international institutions operate, the significance of international law to state behavior, and the connections between international norms and domestic law. The substantive issues addressed in this course include trade, human rights, and environmental protection.

IIPS 30505. International Organizations
(3-0-3) Reydams
Area A: Examination of governance in international relations, including both formal and informal institutions. The functioning of organizations such as the United Nations, International Monetary Fund, World Trade Organization, European Union, and multilateral development banks. Research papers on topics including peacekeeping and humanitarian intervention, political conflicts surrounding trade liberalization, and assessment of economic development programs.

IIPS 30506. Northern Ireland since 1920
(3-0-3)
Area A: This course examines society and politics in Northern Ireland from the partition of Ireland to the current, increasingly unstable, peace process. The “Troubles” or armed political conflict of the last 30 years will be a particular concern. Students will examine the changing structure of the Catholic and Protestant communities and their ideologies and the Anglo-Irish dimension of the conflict; they will also assess the analyses and interpretations advanced by both participants and academic observers. Students will read a range of academic articles, political tracts, autobiographies, and memoirs.

IIPS 30507. Arab-Israeli Conflict
(3-0-3)
Area A: This course tracks the Arab-Israeli conflict from its origins in the late 19th century to the present, making special use of primary sources that express differing perspectives in their full intensity. Current issues of the conflict will be analyzed in depth with the help of current periodical and electronic sources. Classes will include a mixture of lectures, video, and role-playing. There will be a midterm exam and a short policy paper.

IIPS 30508. UN and Global Security
(3-0-3)
Area A: This course explores the United Nations' responsibility for maintaining international peace and security; the reasons for its successes and failures in peacekeeping, enforcement, and peacebuilding in recent cases; the international legal basis for humanitarian intervention and for preventing crimes against the peace, war crimes, crimes against humanity and other gross violations of human rights; and the ethical challenges posed for people seeking to be good citizens both of their nation and of the world. Students evaluate ways to strengthen the role of international law and organization in preventing war and terrorism while addressing ethical issues related to international peace and security.

IIPS 30509. Latin American International Relations
(3-0-3) Hagopian
Area A: This course examines the international relations of Latin America with an emphasis on what determines US policy toward Latin America, and the policies of Latin American states toward the United States, other regions of the world, and each other. It analyzes recurring themes in US-Latin American relations, including the response of the United States to dictatorships, expropriations of US-owned property, and revolution. It also studies new directions and issues in Latin America’s international relations, e.g., trade policy, the environment, migration, and drugs in a post-Cold War world.

IIPS 30510. War and the Nation-State
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
Area A: This course will examine the phenomenon of war in its broader political, social, and economic
context since the emergence of the modern nation-state. The general themes of the course include the impact of nationalism, democratization, industrialization, military professionalization, the nuclear revolution, and the information and communication revolution on the development of warfare and the state. Particular historical emphasis will be placed on exploring the causes and conduct of World War I and World War II.

IIPS 30511. Politics of Tropical Africa
Area A: Following an introduction to traditional political institutions, the colonial inheritance, and the rise of African nationalism, the course concentrates on the current economic and political problems of tropical Africa. This includes case studies of political organizations, ideologies, and government institutions in Ghana, Nigeria, and Tanzania.

IIPS 30512. International Political Economy
Prerequisite(s): See online Course Catalog for details.
Area A: This course examines the interactions between international politics and international economics. We begin with a brief exploration of the economic rationale for trade and financial relations and then examine the recent political history of global trade and finance. Topics include global and regional trade liberalization, coordination and cooperation in monetary policy (including the advent of the single currency in Europe), causes and implications of financial crises, and the linkages among economic globalization, environmental regulation, and human rights.

IIPS 30513. Nuts and Bolts of Russian Politics
Prerequisite(s): See online Course Catalog for details.
Area A: How are we to understand a return to the symbolism of Russian royalty by those who were communists and now claim to be democrats? The frequent squabbles between president and parliament, including the October 1993 shelling of the Parliament Building? The high assassination rate for journalists, bankers, and police officers? This course focuses on the nuts and bolts of Russian politics, including the similarities and differences between Communist Russia and the current Russian state. Familiarity with Soviet politics is a crucial precondition to analysis of the modern political scene, so students first develop an understanding of the nature of Bolshevik rule and its collapse.

IIPS 30514. US Foreign Policy
Area A: The United States is the most powerful state in the world today. US foreign policy is important not just for US citizens, but it also affects whether others go to war and whether they will win, whether states receive economic aid, what kind of aid starving people will receive, and the extent of global efforts to cope with environmental problems. With these issues at stake, this course addresses the following questions: What determines US foreign policy? What is the national interest? When do we go to war? Would you send US soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the US economy and its citizens? To answer these questions, we first study several theories about foreign policy. We then examine the US foreign policy process, including the President, Congress, the bureaucracy, the media, and public opinion. To see how this all works in practice, we turn to the history of US foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major current issue areas, including weapons of mass destruction, terrorism, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.

IIPS 30515. Terrorism, War, and Peace after 9/11
Area A: The events of September 11 have forced us to explore new thinking about the global role of the United States, the nature of conflicts that cross religious and cultural as well as economic and political lines, and the meaning of human security and how to achieve it. To carry that exploration further in this course, students will examine (1) the origins of hatred and militancy that lead people to act violently against large numbers of innocent people; (2) diverse suggestions for how to deal with those who commit acts of terror and crimes against humanity; and (3) selected political, legal, sociological, economic, and ethical implications of contemporary violence, as well as its impact on global governance and the enforcement of international law. Relevant readings and guest lecturers from across several disciplines will address these questions and provide theoretical framework for analysis. Following each major lecture, students will explore the main themes of the lecture and of the assigned readings, as well as their own thinking following events of September 11, in small discussion groups and written assignments.

IIPS 30516. International Relations of the Middle East
Prerequisite(s): (GOVT 20200 or GOVT 241 or GOVT 241A)
Area A: This course covers the relations among the contemporary states of the core Middle East, with emphasis on the Arab-Israel conflict. It includes the historical and cultural background in the region, the foreign policy perspectives of contemporary states, and current diplomatic issues.

IIPS 30517. International Relations in East Asia
Area A: This course is part of the Nagoya, Japan program and introduces students to the basics of international politics.

IIPS 30518. Latin American Politics
Prerequisite(s): See online Course Catalog for details.
Area A: How and why are Latin American politics distinct? What are the major challenges facing Latin America as it enters the new millennium? We will address these and other questions by exploring several themes in the first half of the course. These topics include culture, the role of the Catholic Church, democracy, economic development, and the environment. With the concepts used to examine these themes, we will spend the latter part of the course examining the cases of three Latin American countries in comparative perspective. We will focus on Chile, Brazil, and Mexico.

IIPS 30519. Diplomacy and US Foreign Policy
Area A: The United States emerged from World War II in a new peacetime role as a superpower. We had to discover for ourselves how to combine diplomacy and military power in a manner consistent with our democratic principles. While the policy choices were stark in the days of the Cold War, they have become more complex in recent years. Presented by a career diplomat who headed US overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted US leaders from the end of World War II to the present. The issues treated will illustrate the height of tensions in the Cold War, the emergence of detente and deterrence, and the challenges of the global agenda after the end of the Cold War. The course aims to help the student understand current foreign policy issues, which will be discussed briefly in class.

IIPS 30520. International Humanitarian Issues
Area A: Issues of famine, forced migration, human rights, war crimes, and genocide grab world attention on a regular basis. Whether in Kosovo, Indonesia, Central Africa, or Colombia, humanitarian crises often engage American political and military attention, and decisively shape regional politics. The array of policy tools and organizations for dealing with these humanitarian crises has greatly expanded in recent years, yet hopes of progress in stemming the tide of violence and disaster have been disappointed. This course will introduce the key actors, cases, and theories in humanitarian politics, and provide a springboard for student research.

IIPS 30521. Society, Politics, and Economy in India
Area A: India has a long history, and its chronicle of many achievements coexists with a record of many unresolved problems. This course concentrates on three crucial aspects of the "Indian experience." First, defying democratic theory, India has continued to be democratic since 1947 (with the exception of a brief period between 1975–77). Few developing countries match India's democratic record. Second, remarkable cultural, ethnic, and religious diversity marks the social landscape. Hinduism, Islam, Buddhism, Christianity, and Sikhism constitute the religious tapestry. More than 15 languages, with long histories, developed grammar and literature, are spoken in the country. Generally speaking, caste and religious cleavages, rather than class cleavages, have played
the most significant role in politics. Third, Indian economy has been going through a market-oriented economic reform since July 1991, raising prospects of a serious industrial transformation in the coming years. As for agriculture, thanks to a “green revolution,” production breakthroughs have been achieved over the last three decades.

IIPS 30523. Indigenous and Colonial Mexico (3-0-3) Beaty
Area A: This course investigates the history of Mesoamerica from the Olmec, Mayan, and Aztec societies to Mexico's independence from Spain after 1800. We will examine the nature of several indigenous societies, their conquest and domination by Europeans, post-conquest debates concerning Indians' nature and colonial Indian policy, the structure of colonial society, including relations between Indians, Africans, and Europeans, Catholic conversions and the role of the Church, and finally the causes of independence. We will use readings, lectures, discussions, archaeological evidence, film, and literature throughout the course. Students need not have any background in Latin American history.

IIPS 30524. US Labor History (3-0-3)
Area C: This course will examine the history of paid and unpaid labor in the United States from the American Revolution to the near present. We will seek to understand how working people both shaped-and were shaped by-the American Revolution, early industrialization, the debates over slavery and free labor culminating in the Civil War and Reconstruction, the rise of big business, the creation of a national welfare state, the Cold War-era repression of the Left, and continuing debates over the meanings of work, citizenship, and democracy. Throughout the course, we will devote considerable time to the organizations workers themselves created to advance their own interests, namely the unions and affiliated institutions that have made up the labor movement. We will also pay special attention to the crucial connections between work and identities of class, race, and gender as they evolved over the past two centuries.

IIPS 30525. Latin American Development and Politics (3-0-3) Lies
Area A: Latin American countries face many challenges, some inherited from Spanish and Portuguese colonial rule, some created by today's globalization, and some common to all developing countries. This course examines to several Latin American countries have responded to the most important of these challenges: How to build a state that can maintain order at home and stay at peace with its neighbors, how to form legitimate governments that can pass needed laws, how to ensure that citizens have political rights and a say in the political process, how to promote industrialization and economic growth, and how to achieve a more equal distribution of wealth and ensure that basic human needs are met.

IIPS 30526. Political Movements in Asia (3-0-3)
Area A: This course analyzes a wide range of political movements including nationalist and revolutionary movements, guerrilla insurgencies, terrorist organizations, democracy movements, and peace movements. The Asian region encompasses China (including Taiwan, Tibet, Xinjiang, Hong Kong), Mongolia, North and South Korea, Japan, the Philippines, Vietnam, Thailand, Cambodia, Burma, Malaysia, Indonesia, India, Pakistan, Nepal, Afghanistan, and so on. To understand various movements, we will study global trends, human rights values, cultural differences, religious doctrines, historical legacies, state-society relations, leadership skills, mobilization strategies, and violent vs. nonviolent trajectories. In addition to analytical readings, we will also watch a series of documentaries and read a number of prominent (auto-)biographies.

IIPS 30527. Chile in Comparative Perspective (3-0-3) Valenzuela
Students will learn about the Chilean political process since the 1930s, with a special emphasis on the period from 1964 to 2002. Students will analyze and discuss institutional, economic, social, and cultural changes that occurred during that period. Chilean politics, economics, and sociology will be addressed from a historical perspective.

IIPS 30702. Violence in US History (3-0-3)
Area B: In the late 1960s, black militant H. Rap Brown exclaimed, “Violence is as American as apple pie.” It might be said that the purpose of this entire course will be to evaluate the truth of Brown's statement. This will be accomplished in two ways: first, by surveying of some of the major episodes and themes of violence in American history, from its colonial origins through contemporary foreign policy and domestic debates; and second, by assessing the meaning of that violence as it simultaneously reflects and shapes American society, culture, and values. This course will include significant reading and writing components, as well as a group project.

IIPS 30703. Islam: Religion and Culture (3-0-3)
Area B: This course will discuss the rise of Islam in the Arabian Peninsula in the seventh century and its subsequent establishment as a major world religion and civilization. Lectures and readings will deal with the core beliefs and institutions of Islam, with particular emphasis on religious and political thought from the Middle Ages through our own time. All readings are in English; no prerequisite.

IIPS 30704. Latin American Images of the US (3-0-3)
Area B: Drawing upon a wide variety of sources—novels, essays, poems, travel literature, social science texts, film, art, etc.—a survey of Latin American views of North American society, customs, politics, and individual character, with a particular emphasis and United States interventionism.

IIPS 30705. Chinese Society and Culture (3-0-3)
Area B: This course introduces students to the complexities of contemporary Chinese society in the context of the past. Topics covered include food, family and gender, political activity, ethnicity and identity, urban and rural life, work and unemployment, economic complexity, multilingualism, arts, religion, medicine and the body, and literature.

IIPS 30706. Humor and Violence in History (3-0-3)
Area B: This course, linked to Classics 30905, explores the relation between humor and violence from Western antiquity to the present, and works from the premise that humor is a response and antidote to violence and suffering. We will use a wide range of literary works, films, and students' assignments to investigate our subject. Course requirements include numerous short quizzes, three analytical and creative papers of intermediate length, and group presentations.

IIPS 30707. Border Crossings: Mexican and Canadian Literature (3-0-3)
Area B: Mexican and Canadian literature emphasizing cultural interaction between the USA and its southern and northern neighbors.

IIPS 30708. Canon and Literature of Islam (3-0-3) Afsaruddin
Area B: This course is an introduction to the religious literature of the Arab-Islamic world. Emphasis is on works from the classical and medieval periods of Islam, roughly from the seventh to the 14th century of the Common Era. We will read selections from the Qur'an (the sacred scripture of Islam), the Hadith literature (sayings attributed to the prophet Mohammed), the biography of the Prophet, commentaries on the Qur'an, historical and philosophical texts, and mystical poetry. All texts will be read in English translation. No prior knowledge of Islam and its civilization is assumed, although helpful.

IIPS 30709. Societies and Cultures of South Asia (3-0-3)
Area B: This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives). Emphasis will be on the Indian subcontinent.

IIPS 30710. Religion, Myth, and Magic (3-0-3)
Area B: The study of religious beliefs and practices in tribal and peasant societies emphasizing myths, ritual, symbolism, and magic as ways of explaining man's place in the universe. Concepts of purity and pollution, the sacred and the profane, and types of ritual specialists and their relation to social structure will also be examined.
IIPS 30711. Catholic Social Teaching in the 21st Century
(0-0-1)
Area B: Not available.

IIPS 30713. Societies/Cultures Latin Amer
(3-0-3)
Area B: This course introduces students to the diverse cultures and societies of Latin America through historical, ethnographic, and literary study. Contemporary issues of globalization, violence, and migration will preoccupy the discussion of Central and South America and the Caribbean today.

IIPS 30714. The Living Wage
(1-0-1)
Area B: The aim of this course is to look at wealth, poverty, and the gap between them both nationally and globally from a variety of disciplinary perspectives including theology, philosophy, economics, history, and sociology. We will also examine the idea of a living wage as a remedy for that gap. The course will include both seminars and visits from visiting scholars and activists.

IIPS 30715. The Living Wage
(3-0-3)
Area B: The aim of this course is to look at wealth, poverty, and the gap between them both nationally and globally from a variety of disciplinary perspectives including theology, philosophy, economics, history, and sociology. We will also examine the idea of a living wage as a remedy for that gap. The course will include both seminars and visits from visiting scholars and activists.

IIPS 30716. Peoples of Africa
(3-0-3)
Area B: An introduction to the societies of Sub-Saharan Africa. It examines cultures in present-day Africa as well as in the past in order to lend an understanding to the developmental processes that led to their modern forms, emphasizing the relation between a culture and its physical environment.

IIPS 30717. Native Peoples of North America
(3-0-3)
Prerequisite(s): See online Course Catalog for details. Area B: This course offers a survey of the major groups with an emphasis on their forms of social organization, their political and economic patterns, their technological, religious, and artistic realms. Beginning with archaelogical and linguistic evidence that traces the process by which the American Indians come to occupy the continent, the presentation of material will then follow the classical culture area paradigm. This overview recognizes a set of 11 basic divisions such as Eastern Woodlands, the Great Plains, and the Northwest Coast.

IIPS 30722. Violence in America
(3-0-3)
Mason Area C: In the late 1960s, black militant H. Rap Brown exclaimed, “Violence is as American as apple pie.” It might be said that the purpose of this entire course will be to evaluate the truth of Brown’s statement. This will be accomplished in two ways: first, by surveying some of the major episodes and themes of violence in American history, from its colonial origins through contemporary foreign policy and domestic debates; and second, by assessing the meaning of that violence as it simultaneously reflects and shapes American society, culture, and values. This course will include significant reading and writing components, as well as a group project.

IIPS 30901. Home Fronts during War
(3-0-3)
Area C: How have Americans responded at home to war and threats of war throughout the 20th century and into the 21st? What internal divisions and shared identities has war inspired or revealed? We will examine not the battles and factors that determined the military outcomes, but the domestic struggles that have defined our national experience and informed many of our responses to current events. Topics will include: critiques of democracy and civil rights inclusion during WWII; treatment of Japanese Americans during WWII; development of peace movements, anti-nuclear movements; Cold War politics and fears of American communism; debates over the draft, just-war, racism at home, and US policies abroad in the wake of Vietnam. The final unit will focus on the Gulf War, terrorism, and developments since September 11.

IIPS 30902. Social Movements
(3-0-3) Summers-Effler
Area C: How is social change possible? This is one of the central questions for the study of social movements, as well as the organizing theme of this course. In this course we will consider the ways in which difference sociological theories of social movements have asked and answered this question, paying particular attention to theories of identity, emotion, and networks.

IIPS 30903. Peace and Development in Africa
(3-0-3)
Area C: This course addresses two questions: “Why is there so much conflict in Africa?” and “Why is Africa still so poor?” A variety of different explanations are considered, including pre-colonial and colonial legacies, ethnic heterogeneity, poor leadership, the character of African institutions, and international factors. Students will consider the nature of Africa’s challenges, what conditions distinguish Africa’s successes from its failures, and what can be realistically accomplished in the future.

IIPS 30904. Cultural Difference and Social Change
(3-0-3)
Area C: This course is designed especially for students returning from summer service projects or study abroad programs in the developing world. Students can only enroll with the permission of the instructor or the director of the ISSLP at the Center for Social Concerns. In the class, students will conduct research to better understand the sites that they visited during their overseas projects, orienting them in relation to broader global, regional, and national patterns.

IIPS 30905. Liberty and Culture
(3-0-3)
Area C: When and how is it justified to interfere with harmful traditional practices, such as female genital cutting in Africa and footbinding in China? We will examine, explain, and evaluate such practices, including as well early female marriage, male circumcision, corsetry, social alcoholism, obstetric taboos, kuru, and nonharmful conventions such as road rules. Why do people adhere to such practices? How do people abandon them? Should the state coercively intervene against such practices? Should a powerful country coerccively intervene against the practice in weaker countries? Are non-coercive methods effective? Topics include the Millian harm principle, ethical relativism, women in development, liberal imperialism, and moral panics. The course will range through political theory, social ethics, simple game theory, and comparative politics and sociology. The instructor is an authority on the topic of female genital cutting, and is personally involved in the only successful mass movement in Africa to abandon the practice.

IIPS 30906. Development Economics
(3-0-3) Ros
Area C: The current problems of Third World countries are analyzed in a historical context, with attention given to competing theoretical explanations and policy prescriptions. The course will combine the study of the experiences of Latin American, African, and Asian countries with the use of the analytical tools of economics.

(3-0-3)
Area C: This community-based learning and research course examines the political economy of US inner-city revitalization, with South Bend as a case study. Community-Based Learning (CBL) requires that students both learn and apply what they are learning within a setting outside the classroom. In addition to in-class seminar sessions, CBL activities will include meetings with local organizations that link public agencies and private enterprise, visits to varied businesses in urban South Bend, and meetings with area government representatives and relevant church and neighborhood organizations. During the first third of the semester, students will learn about the central problems of the US city and its roots, viewing the issues firsthand locally. In the second third, they will study how inner-city problems are being addressed in selected areas of the country as well as in South Bend. The South Bend Heritage Foundation (SBHF) will act as a client organization for this course by posing research questions for students to investigate during the last third of the semester. The SBHF is a private, not-for-profit service and community development corporation dedicated to the stabilization, enhancement, and empowerment of South Bend's
inner-city neighborhoods.

IIPS 30908. Human Rights and Migrants (3-0-3)
Area C: This course is an extension from the mini-course to a full term offered by Prof. Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also covered.

IIPS 30909. Economics, Ethics, and Public Policy (3-0-3)
Area C: This course will investigate the interactions of economics and ethics in economic theory and policy. Cases will focus on poverty in the US. Philosophical and theological ethics will be drawn upon, with special emphasis on the Roman Catholic contribution to the debates. This will be a community-based learning course in which students will make on-site visits to nonprofit and governmental entities addressing poverty locally, such as the South Bend Heritage Foundation and the Center for the Homeless. Representatives of selected organizations will participate with economists and other social scientists to discuss with students ethical considerations involved in addressing poverty.

IIPS 30910. Post-War Reconciliation Issues (3-0-3)
Area C: Peace, justice, truth, and mercy are all aspects of reconciliation in states or regions that have experienced war and violent atrocities. Yet, usually, these four goals express conflicting demands and claims such that one must be sacrificed for the sake of another. This course examines these four ideals and how they have been weighed and ordered in various contexts. We will look at how truth commissions, criminal trials, reparations, and other strategies have been employed in South Africa, South America, the former Yugoslavia, Rwanda, Germany, and Japan. What have been the goals, the difficulties, the successes, and the appropriateness of these methods for moving societies toward political and social reconciliation? How do other possible ingredients of reconciliation—such as religious faith, individual trauma healing, aid, and reconstruction—fit into these processes? Finally, what is the role and contribution of the international community both for inter-state and intra-state reconciliation processes?

IIPS 30911. Culture and Conflict in the Pacific (3-0-3) McDougall
Area B: In recent years, many Pacific societies have been unsettled by conflict—military coups, crises of law and order, struggles for land rights, and battles over nuclear testing. This course introduces students to the diverse cultures of the Pacific by examining some of these contemporary conflicts in historical perspective. Topics of particular interest are indigenous rights, relations between indigenous people and migrants, and the role of outside powers in Pacific Island states. In addition to examining the indigenous cultures of the Pacific, we will compare and contrast societies in which indigenous islanders are disenfranchised minorities (as in Hawaii, New Zealand, and Australia) and those societies in which they are the dominant majority (as they are in Fiji and Solomon Islands).

IIPS 30913. US Foreign Policy to 1945 (3-0-3) Brady
Area A: This course covers the main developments in American foreign relations from the Spanish-American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in the two world wars. A recurring theme will be the major traditions in America foreign policy and the ways in which these traditions influenced policy makers in the early years of the “American Century.”

IIPS 30914. International Environmental Politics (3-0-3) Connolly
Area C: This course surveys the major actors (states, NGOs, scientists, IOs, consumers, corporations) and issues relating to global and regional environmental problems. We consider issues such as ozone depletion, deforestation, climate change, biodiversity, acid rain, water supply, nuclear power safety, and more. We study the range of political mechanisms that have been used to foster international environmental cooperation and ask how existing political solutions have fared in response to some of the major international environmental problems. We will develop a sense of what works for international environmental protection and what does not, in order to assess how policymakers might devise effective responses to current and future environmental problems.

IIPS 30915. Democracy, Development, and Conflict in Africa (3-0-3) Singh
Area C: This course surveys African politics through the lens of the “big themes” in comparative politics—democratization, economic development, and internal conflict. Each theme is approached through both broad theories and specific case studies, so that students will learn about Africa in general and concrete ways. Students will consider the nature of Africa’s challenges, what conditions distinguish Africa’s successes from its failures, and what can be realistically accomplished in the future.

IIPS 30916. US Labor History (3-0-3) Graff
Area C: This course will examine the history of paid and unpaid labor in the United States from the American Revolution to the near present. We will seek to understand how working people both shaped—and were shaped—by the American Revolution, early industrialization, the debates over slavery and free labor culminating in the Civil War and Reconstruction, the rise of big business, the creation of a national welfare state, the Cold War-era repression of the left, and continuing debates over the meanings of work, citizenship, and democracy. Throughout the course, we will devote considerable time to the organization and operation of labor, to how labor organized its economic and political power, and to how labor responded to its own interests, namely the unions and affiliated institutions that have made up the labor movement. We will also pay special attention to the crucial connections between work and identities of class, race, and gender as they evolved over the past two centuries.

IIPS 33502. Conscience in Crossfire: War (1-0-1) Dolch-ashley
Area A: This course will explore issues central to the 2004 elections, with a focus on how citizens, in particular those who bring a faith perspective, may address social concerns in their voting and political participation. Guest speakers from campus and beyond will present multiple secular, religious, and policy perspectives.

IIPS 33503. Social Concerns Seminar: International Issues (1-0-1) Tomas, Morgan
Area A: This course revolves around international experiential learning opportunities, examining the culture, community, and life of the people encountered, including the poor. Students participate in preparation and follow-up sessions.

IIPS 33701. Social Concerns Seminar: Cultural Diversity (1-0-1)
Area B: The purpose of this course is to begin to analyze the positive aspects of ethnic and cultural diversity as well as related tensions, including racism. Students will participate in a five-day program during break at selected sites providing an orientation to culturally diverse communities and an opportunity for students to engage in discussions on relevant issues with local residents and community leaders. Students participate in preparation and follow-up sessions.

IIPS 33901. Social Concerns Seminar: Take Ten (1-0-1)
Area C: This will be an applied course with student leaders of Take Ten, an effort to promote non-violence among youth that is developing nationally.

IIPS 33902. Social Concerns Seminar: Leadership Issues (1-0-1)
Area C: This course is open to student leaders of various campus organizations focused on community
service and social action (e.g., student groups affiliated with the Center for Social Concerns, social concerns commissioners of dorms, etc.). This seminar will examine leadership and empowerment issues from a multidisciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness, and action for justice and peace. The course will provide students with an opportunity to examine and develop their personal leadership styles and potentials through a variety of experientially based learning experiences.

IIPS 33903. Social Concerns Seminar: Civil Rights and Social Change
(3-0-3)
Area C: The purpose of this Seminar is to study key events and leaders that sparked the broad-based movement to secure civil rights in the United States. Students will visit communities (Atlanta, Birmingham) and religious institutions that shaped the ideology and development of movement in the late 1950s and early 1960s. Participants will also be asked to explore the current state of leadership in the civil rights community, assessing its relevance and potential for continued influence on issues of race and discrimination into the new century.

IIPS 36401. Directed Readings
(0-0-V)
30000-level directed readings for Area A: The Role of International Norms, Institutions, and States in a Peaceful World.

IIPS 36601. Directed Readings
(0-0-V)
300-level directed readings for Area B: The Impact of Religious, Philosophical, and Cultural Influences on Peace.

IIPS 36801. Directed Readings
(0-0-V)
300-level directed readings for Area C: The Promotion of Social, Economic, and Environmental Justice.

IIPS 40401. Arab-Israel Conflict
(3-0-3) Dowty
Area A: The objective of this course is to impart an understanding of the historical development and the current issues of the Arab-Israel conflict through a close look at the perspectives of both sides. This course will track the conflict from its origins in the late nineteenth century to the present, with an emphasis on presenting the differing perspectives in their full intensity. Current issues of the conflict will be analyzed in depth with the help of periodical and electronic sources, and by simulation of final status negotiations. There will be a midterm exam and a short policy paper.

IIPS 40502. Latin American Politics
(3-0-3)
Area A: This course is an introduction to Latin-American politics. Thematically, we will focus on two of the great issues facing this region of the world at the end of the 20th century: democratization and strategies for promoting economic development. After spending the first part of the course examining these two issues in a broad way, we will then analyze these same issues, but focused on Brazil, Chile, and Mexico.

IIPS 40503. Global Crime and Corruption
(3-0-3)
Area A: This class will look at what constitutes the illegal today, who is engaged in crime and corruption, and what kinds of economic, political and social powers they wield. It will also look at the societies and cultures of “our-laws.”

IIPS 40505. UN and Counterterrorism
(3-0-3)
Area A: Our attention will be focused on the scope and meaning of the work of the UN Counter-Terrorism Committee (CTC), which was established by the Security Council Resolution 1373 on September 28, 2001. Working under the direction of the project research director, each participant will engage in an intense investigation of one of the numerous topics or queries relevant to the study.

IIPS 40506. Latin American Politics
(3-0-3)
Area A: This course is an introduction to Latin American politics. Thematically, we will focus on two of the great issues facing this region of the world at the end of the 20th century: democratization and strategies for promoting economic development. After spending the first part of the course examining these two issues in a broad way, we will then analyze these same issues, but focused on Brazil, Chile, and Mexico.

IIPS 40507. Technology of War and Peace
(3-0-3)
Area A: This course surveys the impact of military technologies on world history. Topics include the rise of gunpowder weaponry and the fortification revolution in the early modern period, navalism, particularly in the 19th century, the role of military technologies in European colonial expansion, and the science-based military of the 20th century, leading up to the age of nuclear weapons. The course considers also military technologies as deterrents, and issues of war and peace as stimuli to technological development.

IIPS 40508. Social Transmations and Democracy in Chile
(3-0-3)
Area A: This course provides a comprehensive view of the social, cultural, and political transformations that have taken place in Chile since 1990. These transformations have been effected by the consolidation of democracy and the rapid pace of economic growth and modernization in the country. The course draws comparisons to the same processes that have occurred in recent years in Central and Eastern Europe.

IIPS 40509. Ideology and Politics of Latin America
(3-0-3)
Area B: Ideological discourse shapes political action in Latin America. Thinkers such as Marte, Mariategui, Haya de la Torre, Lombardo Toledano, Mella, Recabarren, Prebish, Medina Echavarria, Germani, Cardoso, and others and their discourses—nationalism, revolutionary nationalism, Latin American Marxism, developmentalism, modernization theory, dependency theory, democratization—acted within specific historical contexts and contributed actively to the conformation of political action. It is our purpose to present the main ideological positions and their impact upon political action in the continent. Their constituent elements conform a unity that we will discuss on the basis of lectures, reading of the texts, and debates presented by teams of students.

IIPS 40510. Game Theory and Strategic Analysis
(3-0-3)
The objective of this course is to help students develop a good understanding of the basic concepts in game theory and learn how to employ these concepts to better understand strategic interactions. Topics covered will include normal form games, extensive form games, and mixed strategies, Nash Equilibrium, subgame perfect equilibrium, repeated games, and introduction to games of incomplete information. Selected applications will include competition and collusion in oligopoly, entry deterrence, political competition and rent seeking, social norms and strategic interaction.

IIPS 40511. Politics and Economics of Globalization
(3-0-3)
Area A: This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past 50 years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and the empirical issues in today's global economy. The first half of the course focuses on contending theories of globalization, while the second half of the course deals with more substantive issues. Empirical topics discussed include: labor inequality, capital mobility, democratization, international institutions, regional trading blocs, the environment, human rights, and state sovereignty.

IIPS 40512. Historical Politics and Society of Chile
(3-0-3)
Area A: An introduction to the formation and development of Chilean national society. The course begins by examining the colonial period and the struggle for independence. It then focuses on 19th- and 20th-century issues such as the consolidation of the central state, the development of democracy, the
creation of the party and electoral systems, economic cycles of growth and stagnation, the breakdown of democracy in 1973, the Pinochet dictatorship, and the return to democracy in the 1990s. Class lectures and discussions will include relevant comparisons with other Latin American and even European countries.

IIPS 40515. Diplomacy of US Foreign Policy
(3-0-3) Kamman
Area A: The United States emerged from World War II in a new peacetime role as a superpower. We had to discover for ourselves how to combine diplomacy and military power in a manner consistent with our democratic principles. While the policy choices were stark in the days of the Cold War, they have become more complex in recent years. Presented by a career diplomat who headed US overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted US leaders from the end of World War II to the present. The issues treated will illustrate the height of tensions in the Cold War, the emergence of detente and deterrence, and the challenges of the global agenda after the end of the Cold War. The course aims to help the student understand current foreign policy issues, which will be discussed briefly in class. A research paper (10 pages), a midterm exam, and a final exam are required.

IIPS 40701. Advanced Moral Problems
(3-0-3)
Area B: An in-depth discussion of three very important moral problems of our time: affirmative action, animal rights, and sexual harassment.

IIPS 40702. Prophets/Protexts in African History
(3-0-3)
Area B: This dialogue-intensive seminar focuses on men and women who led political, religious, and social movements in Africa in the 19th and 20th centuries. The Islamic Murrirde brotherhood in Senegal, the Women's Wars of Nigeria, and the Mau Mau uprising in colonial Kenya will introduce students to important episodes in African history and to the intellectual debates of the field. Students are expected to read a variety of texts, participate vigorously in class discussion, make oral presentations, and complete written assignments.

IIPS 40703. Culture and Politics in Northern Ireland
(3-0-3)
Area B: What the literature of Northern Ireland reveals about the culture and politics of Northern Ireland.

IIPS 40704. American War Literature
(3-0-3)
Area B: Beginning with Mary Rowlandson's captivity narrative and ending with Tim O'Brien's *The Things They Carried*, an exploration of the aesthetic, historical, and theoretical functions and values of war writing in the United States.

IIPS 40705. Understanding Story: Conflict, Culture, Identity
(3-0-3)
Area B: During the last decade interest in narratives has increased dramatically. Feminist studies, cultural studies, and anthropology have broadened our appreciation for the role story plays not simply in personal psychology but also in constructing and mediating our social life. The purpose of this seminar-style course is to investigate the shape, purposes, and multiple meanings of narratives both in the lives of individuals and within institutions and cultures. In order to understand how story influences personal identity, contributes to or ameliorates conflict, constructs, deconstructs, and reconstructs history, and advances political agendas, we will examine how story is used by (1) journalists in reporting news as story; (2) medical professionals in collecting case histories; (3) ethnographers in describing unfamiliar cultural practices or investigating inter-group or inter-state conflict situations; (4) historians in interpreting the past; (5) political leaders in establishing public policy and political power; and (6) advertising and marketing interests.

IIPS 40706. Multiculturalism
(3-0-3)
Area B: The course explores the economic, state, and national conditions of multiculturalism as a social relation and semiotic form. Seminal questions include the issues of difference deployed in debates over multiculturalism and anthropology's location in them as a study of human diversity.

IIPS 40707. Topics in Social/Cultural Anthropology
(3-0-3)
Area B: This course explores the latest developments in social-cultural anthropology including, but not limited to, nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations in specific historical contexts.

IIPS 40708. Anthropology of War and Peace
(3-0-3) Nordstrom
Area B: This class will explore the human capacity for war and peace, from tribal conflicts through guerrilla warfare to conventional and nuclear war. It will also study societies without war and populations with innovative ideas about peace.

IIPS 40710. Conversion to Christianity and Modernity
(3-0-3)
Area B: This course will examine the expansion of Christianity in the modern period, attending both to various historical encounters of Christianity with cultures and peoples in the past five centuries as well as the theological innovations that accompanied such encounters. Building on a study of several well-documented cases from various places and times, an analysis will be made of the dynamics of conversion from theological as well as other perspectives. The larger historical and social consequences of conversion to Christianity will also be examined.

IIPS 40711. Legacy of Exile: Cubans in US
(3-0-3)
Area B: This class deals with one of the most visible and political of all US immigrant groups: Cubans. The theme of the class is that the Cuban presence has been shaped by the experience of exile. In understanding the case of the Cuban immigration to the United States, the students will gain insight into the dynamics of US immigration policy, the differences between immigrants and exiles, inter-ethnic relations among newcomers and established residents, and the economic development of immigrant communities. The class will explore the long tradition of Cuban immigration to the United States, the elements of Cuban culture that have emerged and reinforced this tradition of migration, the impact that Cubans have had on the Miami area as well as the changes within the community as it develops into a well-established minority group within the United States. The class will juxtapose elements of Cuban culture that are well known in the United States-anti-Castro sentiments, economic success and political conservatism-with a fresh analysis of the diversity among Cuban Americans, including the second generation. In addition to exploring rich ethnography, fascinat- ing vignettes and case studies, this class provides an opportunity to examine issues of current importance within sociology and anthropology, such as social change, transnationalism, displacement, and regional impact of immigration in an easy to understand manner.

IIPS 40712. Religion and Women's Rights
(3-0-3)
Area B: This course focuses on religious aspects of the women's rights movement and women's movements within religious communities. Focusing primarily on the Protestant, Catholic, and Jewish traditions, we will examine how women have understood the relationship between their religious beliefs and their interest in expanding women's roles. From this beginning, we will explore several historical and contemporary examples of the influence of religion on the women's rights movement and, by the 20th century, the influence of the women's movement in American religion.

IIPS 40713. Gender and Power in Asian Cultures
(3-0-3)
Area B: The class studies the representations of women and men in different Asian societies and in different political, social, and economic contexts, and their effect on kinship, family, work, religion, and the state. Ethnographic studies will cover Japan, Korea, China, Malaysia, Indonesia, and India, with a special emphasis on contemporary Japan.
IIPS 40714. Religion and Power in Latin America (3-0-3)
Area B: The cultural dimension of religion and the institutional building abilities present in religious communities are building new power sources for religions in the present Latin American context. Taking the experience of Peru, we will look at Latin American recent processes in the religious domain.

The course will describe the changing conditions of the Catholic Church in Latin America and the new situation of religious pluralism produced by the growing presence of evangelical groups and Pentecostalism. We will look at the impact of religion in the empowerment of people from below, and its relation to new social movements as well as to the institutionalization of power at the state level in the new context of globalization.

IIPS 40715. Comparative Cultural Studies (3-0-3)
Area B: The purpose of this seminar is to introduce students to comparative dimensions of American studies. International perspectives will be explored and approaches that compare American culture with another national culture will be encouraged. Intra-national comparative topics will also be welcome (example: Asian-American studies). Concepts, methods, and materials related to comparative studies will be examined. Students will work on selecting appropriate comparative topics, organizing information and ideas, developing themes, and designing an interdisciplinary framework for their projects.

IIPS 40716. Images of War and Peace in Literature (3-0-3)
Area B: Using English language novels and poetry of the 20th century, this course will (1) examine the metaphors and themes which unmask the realities of war and disclose the aspirations and struggles for peace; and (2) explore the ways literary works themselves-through language, rhythms, and images-become battlegrounds on which the human imagination creates an individual’s sense of self and constructs and deconstructs cultural ideologies. Literature translated into English from other languages may be the focus of independent research projects within the course.

IIPS 40717. Power and Culture in Mexico (3-0-3)
Area B: This course provides an overview of the power structure and culture of Mexican society with special attention to the various ways power has been displayed and exercised.

IIPS 40801. Conflict Resolution: Theory and Practice (3-0-3)
Area C: This course has two fundamental aims: (1) to acquaint students with the broad array of social conflict theory that exists in the social sciences as it relates to our ability to manage conflict, ranging from the interpersonal to the international arenas; and (2) to teach basic skills of conflict resolution in low and high level disputes. Thus the course demands substantial reading as well as participation in simulation and training exercises. There are a series of short, written assignments as well as two exams during the course.

IIPS 40802. Youth, Violence, and Peace (3-0-3)
Area C: In this course, we will examine the roles of youth as local-global political actors through study of their participation in wars and other forms of political violence, in the global economy, and in peacebuilding in deeply divided societies. We will examine, among others, cases from Northern Ireland, South Africa, the Balkans, and the United States.

IIPS 40901. Leadership and Social Responsibility (3-0-3)
Area C: This course examines leadership and empowerment issues from multidisciplinary perspectives, focusing on the role of the leader within organizations that promote service, social action or other forms of social responsibility. Alternative models of leadership are explored, with attention to value and moral implications.

IIPS 40902. Self, Society, and Environment (3-0-3) Weigert
Area C: This course focuses on social psychological aspects of relationships between humans and the natural environment. Issues include how humans interact with different environments, symbolic transformations of environments, and competing accounts or claims concerning human-environment relationships. The course is framed in a sociology of knowledge perspective and touches on alternative ways of envisioning and valuing individual and institutional perspectives on human-environment relationships with an eye toward implications for social change.

IIPS 40903. International Migration and Human Rights (3-0-3) Bustamante
Area C: This course is an extension from the mini-course to a full term offered by Prof. Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also covered.

IIPS 40904. Labor Movements in Twentieth-Century US (3-0-3)
Area C: This course explores American workers’ collective efforts as workers in their search for economic security, political power, and social and cultural autonomy from the 1890s to the near present. For the most part, this course will focus on the unions and related organizations forged by workers throughout the past century-from major umbrella groups like the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important sectoral actors like the Brotherhood of Sleeping Car Porters, the United Automobile Workers, the American Federation of Teachers, and the United Farm Workers. The central questions of the course will be: when, where, and why have US workers organized collectively in the 20th century-and how successful have they been? What has been the response of employers, the government, and the public at large to these collective efforts of workers, and how and why have those responses changed over time? What has been the relationship between organized labor and racial and gender discrimination, as well as the causes of racial and gender equality? And how have Americans generally, and workers in particular, understood the labor movement in relation to capitalism, freedom, and democracy? Students will be expected to write several short papers, engage in regular classroom discussion, and screen several films outside of class.

IIPS 40905. International Migration: Mexico and the United States II (2-0-2)
Area C: A three-week course that refers to a review of basic questions on international migration, with emphasis on immigration to the United States and the methods through which these questions have been adequately or inadequately answered. The numbers, impact, nature, structure, process, and human experience will be discussed in terms of the research methods commonly used to approach them. Spring.

IIPS 40906. Gender and Violence (3-0-3) Mahmood
Area C: This upper-level anthropology course focuses on the problematic intersection between gender and violence. The question of male aggression and female pacifism is explored, with attention to female fighters and male practitioners of nonviolence. Women in circumstances of war, trauma, and healing are studied for the insight such study may provide for peacebuilding initiatives. Gender in the military, gender and violence ritual cross-culturally, and rape as a sociopolitical phenomenon are among the other topics considered. Primary source readings complement intensive class discussion; substantial writing and speaking buttress academic skills.

IIPS 40907. Child Development and Family Conflict (3-0-3)
Area C: Current trends and findings pertaining to constructive and destructive conflict within families,
and the effects of conflicts within families on children, will be considered. A focus will be on interrelations between family systems (marital, parent-child, and sibling), and methodologies for studying these questions. A particular concern will be how positive and negative conflict processes in the marital relationship affects families, marriages and children. The role of interparental conflict in various family contexts (divorce, parental depression, violence and abuse, custody, physical illness or disability), and relations between family and community conflict and violence, will be examined. The positive side of family conflict will be considered, including the elements of constructive marital and family conflict, and psycho-educational strategies for promoting, for constructive conflict processes within families. Theories and models for conceptualizing the effects from a family-wide perspective will also be considered.

Requirements: Class attendance, active participation in class discussions and activities, including leading discussions on articles in small groups, participation and report of the results of small-scale field studies in small groups, completion of a review paper on a topic in this area, and completion of midterm and final in-class exams.

IIPS 40908. International Economics
(3-0-3) Rakowski
Prerequisite(s): See online Course Catalog for details.
Area C: A study of the general theory of international trade; the pattern of trade, gains from trade, tariffs, trade and special interest groups, trade and growth, foreign exchange markets, balance-of-payment problems and plans for monetary reform.

IIPS 40909. Holocaust
(3-0-3)
Area C: In this lecture/discussion class we will study the Nazi German program of mass killings that has come to be known as the Holocaust. We will explore the ideas, decisions, and actions that culminated in murder of an estimated hundred thousand people deemed handicapped, half a million Roma (Gypsies), and six million European Jews. The role of historical prejudices, the impact of National Socialist ideology and leadership, and the crucial factor of the war itself will all be considered. We will address the experiences of those targeted for annihilation as well as the actions of perpetrators and the role of others: bystanders, witnesses, and rescuers. At the same time we will examine how attacks on other groups-for example, homosexuals, Polish intellectuals, Soviet prisoners of war, Jehovah's Witnesses, and Afro-Germans-fitted into the overall Nazi scheme for a "new world order." The legacy of the Holocaust after 1945 will be discussed as well.

IIPS 40910. Race, Ethnicity, and Power
(3-0-3)
Area C: Presents a review and discussion of social scientific research concerning the nature of race and ethnicity and their expression as social and cultural forces in the organization of multiethnic societies. The focus is multidisciplinary.

IIPS 40911. Economic Development of Latin America
(3-0-3) Mark
Area C: An examination of the roots of dependence in Latin America. An analysis of the key problems of economic development and the policies prescribed for their solution.

IIPS 40912. Overcoming Political Tragedy
(3-0-3)
An interdisciplinary course in drama and peace studies. Drama is a potentially fascinating topic for peace studies because, at the heart of traditional drama and theatre, there is conflict—and the question of whether it can be resolved. Moreover, just as politics is often dramatic, drama is often political; there is, for example, an extensive tradition of plays that make a theme of political revolution, usually in the form of tragedy or comedy. Students in this course read classic political dramas that are neither tragedies nor comedies but rather bring potentially tragic public conflict to positive yet nontrivial resolution. Having discussed definitions of tragedy and comedy, and what might be the advantages of aesthetic renditions of conflict, the class then reads some of these dramas of political reconciliation: Aeschylus, Oresteia/Eumenides; Shakespeare, Measure for Measure; Calderon, The Mayor of Zalamea; Corneille, Cineva; Lessing, Nathan the Wise; Schiller, William Tell; Kleist, The Prince of Homburg; Brecht, The Caucasian Chalk Circle; Lan, Desire; and Fugard, Valley Song. (We also may include selected films, such as Meet John Doe, On the Waterfront, or Twelve Angry Men.) We will examine these plays (and films) through both the categories of drama analysis and theories of conflict resolution, mediation, and transformation, with the expectation of achieving greater depth in our interpretations of the dramatic texts and in our understanding of the theories of conflict resolution. Students of peace studies and political science who are familiar with these pieces of world literature will have acquired a new kind of resource for their ability to think through and work in conflict resolution.

IIPS 40913. Global Development in Historical Perspective
(3-0-3) Beatty
Area C: The difference between rich and poor nations is not, as Ernest Hemingway once said, that the rich have more money than the poor, but that is in part because the rich produce more goods and services. Industrialization, in other words, has often brought wealth (as well as social dislocation and protest) to some countries, but not to others. This course examines the process of industrialization from a comparative perspective and integrates the history of industrialization and its social consequences, possibly including Western Europe (Britain and Germany), the United States, Latin America (Mexico and Brazil), and East Asia (Japan and South Korea). We will concentrate on these countries’ transition from agriculturally-based societies to industrial societies. We will analyze the process of industrialization on two levels: from above (the role of political authority), and from below (a view of factory life, industrial relations, and protest from the perspective of workers).

No specific prerequisites in history or economics are necessary.

IIPS 43101. Peace Studies Senior Seminar
(3-0-3) Merritt
The peace studies senior seminar is a capstone course for both the supplemental major and the minor in peace studies. The centerpiece of the course is a seminar paper that students research and write on a subject of their choice. The course also consists of readings and discussions that explore familiar topics in peace studies in greater depth as well as introduce research methods to the students. Required course for all peace studies majors and minors.

IIPS 46401. Directed Readings
(0-0-V)
400-level directed readings for Area A: The Role of International Norms, Institutions, and States in a Peaceful World.

IIPS 46601. Directed Readings
(0-0-V)
400-level directed readings for Area B: The Impact of Religious, Philosophical, and Cultural Influences on Peace.

IIPS 46801. Directed Readings
(0-0-V)
400-level directed readings for Area C: The Promotion of Social, Economic, and Environmental Justice.

IIPS 47901. Cultural Differences and Social Change
(3-0-3)
Area C: This course is designed especially for students returning from summer service projects or study abroad programs in the developing world. Students can only enroll with the permission of the instructor or the director of the ISSLP at the Center for Social Concerns. In the class, students will conduct research to better understand the sites that they visited during their overseas projects, orienting them in relation to broader global, regional, and national patterns.

IIPS 50506. Strategic Communications in Latin America
(3-0-3)
Area A: The course prepares students to conduct a strategic communication in a Latin American scenario. It reviews the culture, social, economic, and political changes that explain the emergence of the discipline of strategic communications. Among these are transformations in the mass media industry as well as the rise of a public opinion that is oriented as never before by a consumer logic. The course reviews the main concepts and tools of strategic communications: identity, images, brands, communications crisis, and community, organizational, and political communications, among others. The course employs a case-study approach, and will require an active participation by the students. (Theme II)
IIPS 50701. War/Peace/Literary Imagination (3-0-3)  
Area B: Using English-language novels and poetry of the 20th century, this course will (1) examine the metaphors and themes that unmask the realities of war and disclose the aspirations and struggles for peace; and (2) explore the ways literary works themselves-through language, rhythms, and images-become battlegrounds on which the human imagination creates an individual’s sense of self and constructs and deconstructs cultural ideologies. Literature translated into English from other languages may be the focus of independent research projects within the course.

IIPS 50702. Terrorism and Political Philosophy (3-0-3)  
An exploration of various ethical questions raised by terrorism through an evaluation of competing conceptions of justice. Some questions to be considered include: How should we understand the terrorism that the United States opposes? Is it something only our enemies have engaged in or have we ourselves and our allies also engaged in terrorist acts? Is terrorism always wrong, or are there morally justified acts of terrorism? (Theme III)

IIPS 50801. International NGO Management (3-0-3) Corrigit  
Area C: This course will introduce concepts and skills needed to effectively manage projects in international nongovernmental organizations (NGOs). Through simulations, case studies, and discussion, the class will critically examine the logframe approach to project planning, which is widely used by NGOs and often required by donor agencies. As a primary assignment in the class, each student will develop a grant proposal and budget for a project he or she has designed using methods discussed in class. The class will also explore several issues related to project evaluation, including how to design a project monitoring and evaluation system, approaches to project evaluation, including how to design a project evaluation, and the unique challenges which arise to “scaling up” project impact, stakeholder perspectives on evaluation, and the unique challenges which arise in evaluating peacebuilding projects. (Every spring)

IIPS 50901. Environmental Justice (3-0-3) Shradar-Frechette  
Area C: This course will meet once a week on Wednesdays, from 4:00-6:30 p.m. It features outside speakers, including African Americans from East Chicago and South Chicago. The course will examine the way poor people and minorities, because of their political powerlessness, face environmental and health threats that are hundreds of times greater than those faced by the average person. There are no tests and all student work will be on a self-chosen project. These student projects can deal with any of the current 2,500 environmental justice problems in the U.S./world. The goal will be for students (1) to learn specific tools for assessing environmental justice threats; (2) to use these tools to empower and assist vulnerable communities; (3) to actually correct environmental justice problems on the basis of material learned in the course; (4) to work with governmental justice problems on the basis of material learned in the course; and (5) to work with government agencies and local communities, both to correct environmental justice problems and to publish reports of the students’ analyses. (Theme V)

IIPS 50902. Building Democratic Institutions in First-Wave Democracies (3-0-3)  
Area A: Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. Course focuses on democratizations that took place before the Second World War, and will examine key European and Latin-American cases.

IIPS 50903. Human Rights in Latin America (3-0-3)  
Area C: This course takes the concept of international human rights as the framework to explore contemporary cultural, economic, and political debates about identity, culture and society in Latin America. We will review the civil and political rights, the social and economic rights, and the indigenous people’s rights of the International Declaration of Human Rights through ethnographic case studies. For example, we will explore: (1) freedom of speech in Chile and review the report of the findings of the Truth Commission; (2) indigenous peoples’ rights in Colombia and learn about the Afro-Colombian movements for ancestral lands; and (3) social and economic rights in Guatemala and current efforts to implement socio-economic recommendations of the Commission for Historical Clarification. In each area, we will specifically address the role of anthropology, the American Anthropological Association’s human rights declaration, and the unique contributions anthropologists can make to international efforts to understanding human rights.

IIPS 53801. Transnational Social Movements (3-0-3) Smith  
Area C: This seminar explores how increasing global integration affects political participation and the prospects for democracy. We will briefly review the broader research literature on the sociology of social movements within nations as a first step in our consideration of the relationships between “globalization” and social movements. Seminar discussions will explore how transnational movements compare with those operating at local and national levels. Readings will reflect a range of cases and analytical perspectives. We will explore relationships between movements and political institutions, the factors affecting the abilities of relatively powerless groups to mobilize resources and build coalitions, and the ideological and cultural dimensions of transnational mobilization. Considerable attention will be placed on the contemporary global justice movement as we explore these questions, and methodological issues relevant to this field of study will be addressed throughout the course.

IIPS 55701. Ethnographic Method and Writing for Change (3-0-3)  
Area B: The notion that a written text can itself be a “site of resistance,” a location where political commitment and rigorous scholarship intersect, undergirds this course on ethnographic method. We study the construction and interpretation of field notes, subjectivity and objectivity in research, ethical issues in fieldwork, feminist and postcolonial critiques of ethnographic practice, “voice” and oral history, and aspects of ethnographic inquiry that impact on change processes. Students engage in field projects in the local community and produce experimental ethnographic text as a central part of course work. We also examine the writing process, rhetorical style, the responsibilities of the author, and polyvocalism and inclusivity. Ethnography as a nexus of theory and practice, of scholarship and action, emerges from our work in the course.


PHILOSOPHY AND LITERATURE

The Minor in Philosophy and Literature is designed for students who want to pursue an interdisciplinary course of studies that focuses on the intersections between literature and philosophy. Majors from any literature department or from philosophy are eligible for the concentration.

Literature and philosophy have always shared many of their concerns, and the minor is designed to explore this common ground and to establish an interdepartmental forum for both formal study and informal contacts. The minor should also be excellent preparation for students interested in graduate studies.

The curriculum of the minor in philosophy and Literature consists of 15 credit hours, distributed as follows:

- A core course: “Studies in Literature and Philosophy,” taken with the permission of the director of the P/L Minor and crosslisted in English and philosophy, and/or the department in which it originates. This course is to be taken in the first semester of the minor (spring of the sophomore or junior years). This gateway course is an intensive seminar and will help students and faculty from the various disciplines to speak a common language. Four credit hours.
- At least two one-credit colloquia in the semesters following the core seminar. The colloquia will be devoted to the critical reading and discussion of one or two major works each semester. The colloquia will
build on the esprit de corps and intellectual common ground established in the core course.

• Three three-credit courses approved by the minor committee, at least two in the disciplines in which the student is not a major. This part of the curricular will require written approval of the director of P/L.

Students are encouraged, though not required, to write a senior essay (in the department in which they are majoring) that in some way reflects the interdisciplinary concerns developed in P/L.

For further information, students should contact Prof. Alain Tounyman, Department of Romance Languages, Alain.P.Toumayan.2@nd.edu.

PHILOSOPHY, POLITICS, AND ECONOMICS

The Minor in Philosophy, Politics, and Economics (PPE) is designed for students and faculty with serious interests at the intersection of political theory, political philosophy and economic theory. The minor integrates these three fields, and through seminars and colloquia strives to create an intellectual community among students and faculty that goes beyond formal course work. To be eligible for PPE, students normally must major in either philosophy, political science, economics, or the Program of Liberal Studies (who for PPE requirements are treated as philosophy students). The Justice Seminar, the gateway course into the minor, is always offered in the fall semester; applications for the Justice Seminar are taken in the middle of the preceding spring term.

The PPE faculty committee consists of David O’Connor (philosophy), Paul Weithman (philosophy), Mary Keys (political science), John Roos (political science), Philip Mirovski (economics), Jennifer Warlick (economics), and Esther-Mirjam Sent (economics). Committee members also serve as advisors for PPE students.

The PPE curriculum consists of 15 credit hours, usually distributed over four semesters, as follows:

A. The Justice Seminar (crosslisted as POLS 43640, ECON 33250, and PHIL 43404), an intensive three-credit seminar that is the gateway course into the minor, taken in the fall semester of sophomore or junior year. Three credit hours.

B. Three one-credit PPE Colloquia, each usually devoted to the critical reading and discussion of one or two major works, normally taken in the three semesters following the Justice Seminar. Three credit hours.

C. Three approved three-credit courses from the two fields outside the student’s first major, with at least one course in both non-major fields. Nine credit hours.

Total credit hours: 15.

PPE students are also encouraged (but not required) to write a senior thesis in their major field that reflects the interdisciplinary focus of the minor.

Persons to contact: PPE director John Roos, Department of Political Science.

PHILOSOPHY WITHIN THE CATHOLIC TRADITION

Director: Alasdair MacIntyre

This minor is only open to undergraduates who are majors in either philosophy or theology and who wish to add to their knowledge of philosophy and theology an understanding of what the distinctively Catholic tradition in philosophy is. It is unlike most interdisciplinary minors in being restricted in this way; work in this minor presupposes a background of some significant work in either philosophy or theology. A central task assigned to philosophy within the Catholic tradition has been that of understanding the relationship of theology to the secular disciplines, so that the relevance both of theology to these disciplines and of those disciplines to theology becomes clear. In this minor, political science will be the secular discipline whose relationship with theology provides a subject for philosophical enquiry.

The Catholic philosophical tradition is one of debate and constructive disagreement and the philosophers whom it will be possible to study in satisfying the requirements for this minor will include thinkers of very different standpoints: Augustine, Anselm, Aquinas, Pascal, Arnauld, Newman, Edith Stein and others. Because these thinkers have in common an allegiance to the Catholic faith, they agree in rejecting philosophical positions incompatible with that faith. But they also disagree with each other and in both cases what matters is the quality of their philosophical arguments.

The requirements of the minor are satisfied by taking 15 credit hours, beginning with Philosophy 30326, crosslisted as THEO 30802, God, Philosophy and Universities. Students have to take two appropriate courses in political science and one course on a major Catholic philosopher or set of Catholic philosophers, either in the Theology Department or in the Philosophy Department. No course can count both as satisfying one of the requirements for the student’s major and as satisfying one of the requirements of this minor. All students are required to take a capstone seminar in which the question of what part philosophy can play in the integration of the secular disciplines with theology will be addressed through discussion of texts and arguments encountered in earlier courses. Lists of philosophy, theology, and political science courses that will satisfy the requirements of the minor will be available each semester from the director. For further information, please contact the director, Prof. Alasdair MacIntyre, Flanner 1042.

RELIGION AND LITERATURE

Director: Kevin Hart

The interdisciplinary minor in Religion and Literature offers an intellectually rigorous and scholarly approach to formalized study of the interrelations between “religion” and “literature” broadly construed. The minor will draw on the rich resources Notre Dame offers, including the faculty and intellectual traditions of Theology and the various literature departments that exist at Notre Dame. The minor’s focus is both broad and refined. Its breadth offers students the opportunity to investigate the interanimating and cross-disciplinary influences of “religion” and “literature.” As broad coverage inevitably leads to sharpened questions, students will enjoy the freedom to pursue a specific interest through a refined senior thesis.

The minor enjoys a special consultative and working relationship with many of the university’s already identified centers of excellence, capitalizing on both their long-term faculty and other resource expertise as well as making full use of their visiting fellows, special seminars, and general lecture programs. To this end, students who choose the Religion and Literature concentration have extensive and first-rate scholarly resources available to support their own intellectual development.

Curricular Requirements

Normally, students apply for admission to the minor late in their freshman year or early in their sophomore year. The minor requires students to complete 15 credit hours of approved course work; of these no more than three, and in special cases six credit hours at the 20000 or sophomore level will be accepted toward fulfillment of the concentration’s requirements. The balance of the course work must be completed through course work at the senior (30000–40000) level. Of the overall 15-hour requirement, three credit hours will be awarded for completion of the senior thesis. It is intended that students will, in effect, do a thesis inspired by issues which have arisen in their course work for the minor.

One entry-level “gateway” course will be required of each student desiring a minor concentration in Religion and Literature. Several courses will serve this function, and students must take one of them to complete the minor. Ideally, the student will complete the required class early in his or her course of study.

In addition to the gateway course and senior thesis, students will be required to complete three three-credit courses approved by the Religion and Literature committee, at least two in a discipline other than the student’s major.

To promote intellectual cohesiveness within the minor, participating students will be required to take part in a series of seminars and talks organized by the Religion and Literature committee. These events will be structured to take advantage of offerings by Notre Dame faculty members or lectures by visiting
scholars whose topics relate to the program’s focus. The seminar or lecture presentations will serve to function as either a point of departure or a concluding event in a short, focused study which will include some preparatory reading of material salient to the presentation.

Person to see: Prof. Kevin Hart. Malloy 427.

RLT 20101. Introduction to Art and Catholicism (3-0-3)
This undergraduate lecture/discussion course will give students the opportunity to analyze and discuss the history of Catholic doctrine as it pertains to the visual arts. From the Council of Elvira in 306 AD to John Paul II’s Letter to Artists of 1999, Catholicism has engaged with and debated the role of the arts as a legitimate vehicle for spiritual experience and theological knowledge. In this course, we will examine the changing, complex, and various ideas that have been brought to the question of the function of art in the Church. It will become clear that Catholic attitudes to the arts have been subject to a range of influences that have helped shape a still fluid and potential relationship between Catholicism and art. Among other topics we’ll examine the accommodation of traditional pagan practices in Late Antiquity; the impact of Byzantine and Carolingian theological discourse on the arts; Mendicant thought and practice regarding the arts; lay piety in the Later Middle Ages; issues raised by the Reformation; the Council of Trent and the Counter-Reformation; the implications of Modernism; neo-Thomist aesthetics; and the aftermath of Vatican II. In all instances, the course will be shaped by the discussions of primary readings (in translation when necessary) that will set these texts in a context that is social, intellectual, theological, and cultural. Each reading will then lead to an examination of the artistic environment that preceded and succeeded the ideas shaped by these texts. It is expected that students will leave this course with a rich knowledge of the central ideas and works of art that have come to shape the continuing dialogue between Catholicism and art.

RLT 20102. Introduction to Islamic Civilization (3-0-3)
This course introduces Islamic civilization and Muslim culture and societies through scholarly works, literature, media clips, films, and audio-video material (some made by the instructor during recent trips to the Middle East). The background reading will provide a context for the audio-visual material, giving a general overview of the history of the Islamic world from the advent of Islam to the present day. The ultimate goal of this course is for students to gain a better understanding of the Muslim peoples and their culture and societies within the broader context of Islamic civilization. Focal point: brief overview of the canons and basic tenets of Islam as a world religion, recognition and transcendence of stereotypes, awareness of Western culture and political influence on today’s Arab-Islamic world and vice versa, and exposure to Middle Eastern culture.

RLT 20204. Political Theory (3-0-3)
Concurrent: POLS 22600This course serves as the department’s required introductory course in political theory, and as a University elective. It introduces students to key questions in political theory, such as the nature of law, the question of conventional versus natural moral standards, the relationship between individual and community, and the relationship between individualistic-versus-community-oriented political theories. Authors studied include Madison, Aristotle, Aquinas, Hobbes, Locke, Scott Momaday, Sophocles, Plato, and Flannery O’Connor. Students will write three one-page papers analyzing specific cases, and then two four-page papers. There is a comprehensive final. In Friday discussion groups, students will critically apply the materials covered in class to specific cases.

RLT 20208. Religious Writings and Images in Medieval England (3-0-3)
This course examines the visual and dramatic aspects of literary religious writings. Texts include: The Mirror of the Blessed Life of Jesus Christ (selections), The Cloud of Unknowing (selections), Julian of Norwich’s Showings, The Book of Margery Kempe, the York Corpus Christi Play, from the Creation to the Last Judgment and Chaucer’s Summoner’s Tale.

RLT 30101. Christianity and Modernism (3-0-3)
A study of Christian writers and how they struggle with the literary and cultural movement labeled “modernism.”

RLT 3012. Faith and Fragmentation in Mod. (3-0-3)
This class examines how British and American modernist writers responded to an upheaval of traditional religious belief in the first half of the 20th century. In particular, we will explore how their choice of literary forms reflects the loss of stability traditional Christianity had earlier provided. As we will see, many writers produced works that are more fragmentary than coherent, which is symptomatic of their loss of a cohesive worldview. Formal fragmentation, however, rarely yields a simple, lamentable heap of chaos and meaningless. Rather it testifies to the troubles and consolidations of living in the modern world. The class will focus on reading a variety of fiction and poetry, which will serve as an introduction to modernist literature. We will read Nietzsche, Faulkner, Woolf, Stein, Hopkins, and Eliot. Requirements: two papers (five to seven pages), short responses, presentations, and a midterm and final exam.

RLT 30216. C.S. Lewis, Tolkien and Inklings (3-0-3)
“Otherworldly” fiction as well as the theological, critical, and philosophical writings of C.S. Lewis, J.R.R. Tolkien, and the Inklings.

RLT 30223. Mysticism and Modern Literature (3-0-3)
This course examines the persistence of mystical and spiritual traditions in the literary texts of the early 20th century: Underhill, Hopkins, Yeats, Conrad, Joyce, Owen, Eliot, Crane, Hesse, Forster, Mansfield, Woolf, and Waugh.

RLT 30301. Ancient and Medieval Political Theory (3-0-3)
Keys What is the meaning of justice and why should we care about it? Can politics ever perfectly establish justice? Which forms of government are best for human beings to live under, and why? What is the political relevance of religion and philosophy, family and ethnicity, war and peace, nature and freedom, law and right? What are the qualities of a good citizen and political leader? How should relations among diverse political communities be conducted? This course introduces students to theoretical reflection on these and related questions through the study of some of the great works of ancient and medieval political thought. Readings will include writings of authors such as Thucydides, Plato, Aristotle, Cicero, Augustine, Farabi, Maimonides, and Aquinas.

RLT 40201. Survey: Greek Art/Architecture (3-0-3)
Open to all students. This course analyzes and traces the development of Greek architecture, painting, and sculpture in the historical period from the 8th through 2nd century BC, with some consideration of prehistoric Greek forebears of the Mycenaean Age. Particular emphasis is placed upon monumental art, its historical and cultural context and how it reflects changing attitudes toward the gods, human achievement, and the relationship between the divine and the human.

RLT 40203. Art into History: Byzantine (3-0-3)
This undergraduate lecture/discussion course will give students the opportunity to analyze and discuss the history of Catholic doctrine as it pertains to the visual arts. Byzantine art has often been opposed to the traditions of western naturalism, and as such has been an undervalued or little known adjunct to the story of medieval art. In order to develop a more sophisticated understanding of this material we will examine the art produced in Byzantium in the period from the 9th to the 12th century, a period that marks the high point of Byzantine artistic production and influence. Stress will be places upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians can write the history of this rich culture will be a central issue in this course.
RLT 40205. Sociology of Vocation

The unifying theme of this course is the crisis that is created when people's lives and work are divorced from the religious foundation that constitutes them as a vocation in the world. Students will read and engage Karl Marx's analysis of worker alienation in capitalism and Max Weber's diagnosis of the vocation crisis in the modern West, mid-20th century critiques by C. Wright Mills (White Collar) and William Whyte (The Organization Man), and more contemporary analyses of the moral dimension of work and economics (e.g., by Robert Bellah and Robert Wuthnow). Through reading, writing, and discussion, students will have the opportunity to develop and apply their sociological imaginations in interpreting their own life and goals through the sociological diagnoses. The class will conclude by considering the possibility of a contemporary reapropriation of an explicitly Christian conception of vocation. NOTE: This course is reading-intensive and discussion-based, and students will be required to write a 20+ page paper.

RLT 40206. Dante

A study of The Divine Comedy, in translation with facing Italian text, with special attention to the history of ideas, the nature of mimesis and allegory, and Dante's sacramental vision of life. We will also consider the influence of Augustine's Confessions on Dante's imagination and experience and read selections from the Fioretti, or Little Flowers of St. Francis, and from such later figures as Teresa of Avila as well as modern writers-including T. S. Eliot-for whom Dante constitutes a powerful presence.

RLT 40209. Religion and Social Life

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States.

RLT 40211. Islam: Religion and Culture

This course will discuss the rise of Islam in the Arabian Peninsula in the 7th century and its subsequent establishment as a major world religion and civilization. Lectures and readings will deal with the core beliefs and institutions of Islam, with particular emphasis on religious and political thought from the Middle Ages through our own time. All readings are in English; no prerequisite.

RLT 40213. Romans and Christians

This course will examine the early development of the Christian religion in its historical Roman context. It will begin with a survey of the political, social, and administrative structures of the Roman Empire in the period from Augustus to Constantine, move to a study of the complexity and diversity of Roman religious life and culture (with special attention to Mystery Cults, e.g., that of Isis), and then examine the development of the Jesus movement and Rome's reaction to it. Particular topics to be studied will include miracle-working and the practice of magic, the problem of the historical Jesus, the sectarian and subversive character of early Christianity, the issue of how persecution and martyrdom are to be historically understood, and the meaning of religious conversion in the polytheistic Roman world. Above all, the course will concentrate on the questions of how and why in historical terms a new religious system came to have such appeal that Constantine chose to make himself the first Christian emperor of Rome.

RLT 40214. American Literature: Varieties of Religious Experience

Many American authors are skeptical toward religion, yet they are, nonetheless, preoccupied with the religious experience. This course explores the relationship between these attitudes in American literature.

RLT 40215. Religion, Myth and Magic

The study of religious beliefs and practices in tribal and peasant societies emphasizing myths, ritual, symbolism, and magic as ways of explaining man's place in the universe. Concepts of purity and pollution, the sacred and the profane, and types of ritual specialists and their relation to social structure will also be examined.

RLT 40217. Dante and Aquinas

An introduction to the thought of two great medieval figures, Aquinas and Dante.

RLT 40218. Chinese Ways of Thought

This is a special topics class on religion, philosophy, and the intellectual history of China that introduces the student to the world view and life experience of Chinese as they have been drawn from local traditions, as well as worship and sacrifice to heroes, and the cult of the dead. Through a close reading of primary texts in translation, it also surveys China's grand philosophical legacy of Daoism, Buddhism, "Confucianism," and "Neo-Confucianism" and the later religious accommodation of Christianity and Islam.

RLT 40219. Kierkegaard and Newman

An examination of the thought of two 19th-century figures of fundamental importance: Soren Kierkegaard (1813–55) and John Henry Newman (1801–90).

RLT 40220. Romans and Their Gods

An introduction to the way in which the Roman conceived of, worshipped, and communicated with the myriad gods of their pantheon. The course will focus first on conventional religious rituals and their cultural value, and secondly on the success of Roman polytheism in adapting to changing historical and social conditions. Particular attention will be paid to the so-called "mystery religions," including Christianity, and their relationship to conventional forms of religious behavior.

RLT 40221. Literature of Religion

This course will explore the interface and conflict between fairy and Christian in the medieval and renaissance tradition by discussing the legend of the holy grail by and reading Sir Gawain and the Green Knight, Book 1 of Spenser's Faerie Queene, Shakespeare's Midsummer Night's Dream, Milton's Comus, and parts of Tennyson's Idylls of the King. In the second half of the course, we will turn to a modern mythmaker by reading Tolkien's Lord of the Rings.

RLT 40222. Christianity in the Middle East

This course will examine the origins and development of Christianity in the Middle East where Semitic language and culture molded the indigenous "Oriental" churches of the region. Topics include: Semitic-Christian spirituality, Christianity in India and China, the impact of Islam on the Middle East Christianity, the modern diaspora: Europe and the Americas. Drawing on native accounts, and the latest archaeological evidence, we will piece together the largely untold story of Christianity in the Middle East.

RLT 40224. Revelation and Revolution

Between the years 100 and 1000 AD, Christianity and Islam were born and struggled for supremacy as world empires. The rivalry that resulted was religious and theological, but it expressed itself in story, art, and imagination. This course follows the early progress of a rivalry that continues to our own day. [Topics include: history of religious interaction, politics of empire, Arabib literature, mytho-poetics, art, and architecture.]

RLT 40225. In Parables

This seminar takes as its primary focus the parables of Jesus, and seeks to examine their literary structure. We will read a broad selection of Jesus's parables, both inside and outside the New Testament canon, and consider how later prose writers and poets have rewritten them.

RLT 40226. Canon and Literature of Islam

This course is an introduction to the religious literature of the Arab-Islamic world. Emphasis is on
works from the classical and medieval periods of Islam, roughly from the 7th to the 14th century of the common era. We will read selections from the Qur’an (the sacred scripture of Islam), the Hadith literature (sayings attributed to the prophet Muhammad), the biography of the Prophet, commentaries on the Qur’an, historical and philosophical texts, and mystical poetry. All texts will be read in English translation. No prior knowledge of Islam and its civilization is assumed, although helpful.

RLT 40227. Literary Catholicism (3-0-3)
This course will explore the Catholic theological tradition primarily as it finds expression in six novels by authors whose writing is influenced by that tradition. The novels discussed will be The End of the Affair and The Power and the Glory by Graham Greene, The Ball and the Cross by G. K. Chesterton, Silence by Shusaku Endo, Wise Blood by Flannery O’Connor, and Love in the Ruins by Walker Percy. Among the topics to be treated are Jesus Christ, revelation, the fall of humanity and the problem of evil, the nature of sacraments, and faith as a relationship with a loving God.

RLT 40228. Romanesque Art (3-0-3)
In this course we will examine the place of art in an expanding culture. The 11th and 12th centuries witnessed the economic and military expansion of the societies of Western Europe. This growth produced a complex and rich art that can be broadly labeled as Romanesque. We will investigate this phenomenon (or rather these phenomena) through three actual and metaphorical journeys: the pilgrimage to Santiago de Compostela, a journey to the ruins of ancient Rome, and a visit to the Palestine of the Crusades. These journeys, in many ways typical of this period, will provide the means of examining how the art of this period responds to the various new demands of increasing knowledge provoked by travel.

RLT 40229. Chinese Mosaic Philosophy, Politics, and Religion (3-0-3)
This special topics class introduces the diverse life-ways constituting the puzzle of the Chinese people. The course will chart this terrain of current Chinese imagination as it has been shaped from the contending, and often contentious, influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while requiring critical engagement with the philosophic and religious traditions animating this culture. Thus, as they learn about China, students also will reflect on how Chinese and Westerners have interpreted it.

RLT 40230. Survey of Baroque Art (3-0-3)
Open to all students. This course will examine the art of Europe during the 17th century. The first third of the semester will be devoted to the work of Counter-Reformation Italy and the work of individual artists such as Caravaggio and Gian Lorenzo Bernini.

The second third of the term will focus on Spanish painting, particularly the work of Francisco Zurbaran and Diego Velazquez. The final section of the course will consider painting in the Low Countries looking at the art of Rubens, Rembrandt, Vermeer, and others. Among the issues that will be addressed are art and spirituality, shifting modes of patronage, art and politics, and definitions of gender.

RLT 40231. Greek Literature and Culture (2-5-0-3) Schlegel
Survey of masterpieces of Greek literature, history, and philosophy, designed as classical background for humanities students. Readings from Homer, Aeschylus, Sophocles, Euripides, Thucydides, Plato, and Aristotle.

RLT 40232. Religious Poetry: Herbert and Hopkins (3-0-3)
This course examines the work of the two strongest religious poets in the English language: George Herbert and Gerard Manley Hopkins. We will read, as closely as possible, the major poems of each writer. Also, we will attend to the religious contexts of each writer’s poetry, and the influence of Herbert on Hopkins. Special attention will be given to the themes of “poetry and prayer” and “poetry and sacrament.”

RLT 40233. Gods, Heroes, Mysteries, Magic (3-0-3)
Contrary to popular belief, the ancient Greeks were a strange bunch. Their statues were not pristine white marble; their beliefs were hardly consistently rational. With this mindset as our starting point, in this course we will examine some literary (epic, hymns, tragedy, comedy), archaeological (temples, sanctuaries), and material (vase paintings, coins, votives, curse tablets) remains of the ancient Greek world to develop a picture of its varied and unique religious beliefs and practices. In addition to this historical perspective, this course also will take an anthropological and cultural approach to the study of Greek religion. We will consider anthropological definitions of religion and read comparative material from other cultures. Finally, in articulating Greek religious beliefs and practices, we will further consider how these institutions intersected with politics, gender, and class within and among Greek city-states, focusing on ancient Athens, for which we have the most thorough documentation.

RLT 40234. Hopkins and the Jesuits (3-0-3)
This course has two foci: a close reading of Hopkins’s major poems, and careful attention to their literary and religious contexts. Particular attention will be paid to Hopkins as a Jesuit, and to that end we will refer to the writings of St. Ignatius Loyola. The influence of Duns Scotus on Hopkins will also be considered. Hopkins’s debts to his literary forebears, especially George Herbert, will be examined; and particular attention will be given to the themes of poetry as sacrament and poetry as a conductor of mystery.

RLT 40235. En/Gendering Christianity (3-0-3)
This course is an introduction to feminist approaches to spiritual and philosophical traditions in the Christian West. Beginning from the pastoral and practical issues raised by gender assignments in the context of religious experience, it addresses major topics of theological thinking (such as sin, salvation, images of God, and Christology) relating historical development and contemporary feminist re-readings. The approach is both critical (i.e., analytical) and constructive; the primary focus is on Christian and post-Christian theological and literary texts, but some attention is given to other religious perspectives.

RLT 40236. Poetry and Pragmatism (3-0-3)
An exploration of the complex relationships between poetry, philosophy, and science at the end of the 19th century and the beginning of the 20th century. Three American poets studied are Emily Dickinson, Robert Frost, and Wallace Stevens.

RLT 40238. Religion and Autobiography (3-0-3)
A course on the spiritual journey of the individual person, drawing on diaries and autobiographies. The first half is on the story of the life in terms of feeling and imagination and insight and choice, and the second half is on the story of the person in terms of the life project, the boundary situations of life, and conversion of the mind, of heart, and of soul. Readings: Saint Augustine, Confessions; Martin Buber, The Way of Men; Carolina Maria de Jesus, Child of the Dark; John Dunne, Reasons of the Heart and Search for God in Time and Memory; Etty Hillesum, An Interrupted Life; C.G. Jung, Memories, Dreams, Reflections; Rainer Maria Rilke, Letters to a Young Poet and Reading The Gospel. Writings: a spiritual diary (not handed in), a term paper, and a midterm take-home and a final take-home exam.

RLT 40239. Late Antique and Early Christian Art (3-0-3)
Art in Late Antiquity has traditionally been characterized as an art in decline, but this judgment is relative, relying on standards formulated for art of other periods. Challenging this assumption, we will examine the distinct and powerful transformations within the visual culture of the period between the third and sixth centuries AD. This period witnesses the mutation of the institutions of the Roman Empire into those of the Christian Byzantine Empire. Parallel to these social changes we can identify the emergence of a Christian art that defines our basic assumptions about the role of art in a Christian society. The fundamental change in religious identity that was the basis for this development had a direct impact upon the visual material that survives from this period. This course examines the underlying conditions that made images so central to cultural identity at this period.
RLT 40240. Post Holocaust Literature and Theology
(3-0-3)
Between 1933 and 1945, the actions of the Nazi government transformed the map of the world politically, aesthetically, and religiously. The ability of the Nazis to gather the cooperation of German citizens and the citizens of other occupied countries to implement their policies against the Jews has raised questions about the claims that European civilization is based on Christianity. How could barbarism flourish in Germany, the land of poets and thinkers? Both Christians and Jews, for common and different reasons, look upon the Holocaust as an abyss, a dark night of the soul. During this semester we shall attempt to move from horrified silence to insight into the possible frameworks for constructing theology “after the abyss.” We shall also read literary works that attempt to describe the indescribable. Both literature and theology written after the Holocaust present the paradox of how to comprehend the incomprehensible. No single theologian or faith community has the answer to the problems raised by the Holocaust. No author writing in German, English, Yiddish, French, or Hebrew can describe the horrors and fully transmit the fullness of the atrocity. However, we shall attempt to read, evaluate, and-for some of us-appropriate what theologians, poets, and storytellers have written.

RLT 40242. Dante II
(3-0-3)
This course will compare and contrast major works of these “classical” Italian Renaissance authors.

RLT 40243. Dante’s Commedia
(3-0-3)
The course will offer a survey of major themes, scenes, and cantos in Dante’s Inferno, Purgatorio, and Paradiso, trying to link their medieval context with our contemporary concerns and underlining the poetic value of the passages. We shall examine the overall structure of the poem and its central images of the voyage and sailing, the way in which Dante deals with shadows, his concern with creation, prophecy, and the future. We shall also analyze contrasting pairs of dramatic scenes and discuss different kinds of sublimity.

RLT 40246. Age of Rembrandt: North Baroque
(3-0-3)
Open to all students. This course investigates the century most fully identified with the Early Renaissance in Italy. Individual works by artists such as Brunelleschi, Donatello, Ghiberti, Botticelli, and Alberti are set into their social, political, and religious context. Special attention is paid to topics such as the origins of art theory; art and audience, portraiture and the definition of self, Medician patronage, and art for the Renaissance courts of northern Italy and Naples.

RLT 40251. Northern Renaissance Art
(3-0-3)
Open to all students. This course traces the development of painting in Northern Europe (France, Germany, and Flanders) from approximately 1300 to 1500. Special attention is given to the art of Jan Van Eyck, Rogier van der Weyden, Hieronymous Bosch, and Albrecht Durer. Through the consideration of the history of manuscript and oil painting and the graphic media, students will be introduced to the special wedding of nature, art, and spirituality that defines the achievement of the Northern Renaissance.

RLT 43301. Seminar: Topics in Medieval Art
(3-0-3)
The topic and format of this course will vary from year to year.

RLT 43345. Seminar: Out of the Purple Chamber
(3-0-3)
Permission required. The subject of this seminar will vary from year to year.

RLT 43347. Seminar: Greek Monumental Art
(3-0-3)
Permission required. Seminar on specific subjects in Greek and/or Roman art.

RLT 43348. Seminar: Saints and the Sacred in Art
(3-0-3)
Permission required. The subject of this seminar will vary from year to year.

RLT 43349. Seminar: Courts of Renaissance Italy
(3-0-3)
Permission required. Seminar on specific subjects in Renaissance art.

RLT 43350. Seminar
(1-0-1)
RLT Concentrates only. The seminar allows for those students concentrating in religion and literature to attend designated lectures and conferences sponsored by religion and literature for one hour of credit.

RLT 40352. Plato Christianus
(3-0-3) Gersh
This course is designed as an introduction to the philosophy of Plato, the “Platonism” (i.e., Middle Platonism, Neoplatonism) of antiquity, the transformation of Platonism by the Greek and Latin Church Fathers, and the medieval and Renaissance traditions derived from the above. In the first half of the semester, we shall survey the tradition as a whole and deal with a variety of general questions. However, particular attention will be given to two fundamental hermeneutic criteria employed by the followers of this tradition: namely, “radical selectivity” and “philosophical allegORIZATION.” In the second half of the semester, two specific texts which have arguably set the pattern for the Latin and Greek intellectual traditions respectively will be studied in more detail: Augustine’s On the City of God and the works of pseudo-Dionysius the Areopagite. The course is intended to be accessible to students without knowledge of Latin or Greek. Requirement: one final paper of 20 pp.

RLT 40354. Twelfth-Century Poetry and Philosophy
(3-0-3) Gersh
This course will aim to provide a close reading of Bernard Silvestris’s Cosmographia and Alan of Lille’s De Planctu Natae against the background of early twelfth-century philosophical thought and grammatical-rhetorical theory. Although it will be initially necessary to cover the philological and historical ground with some care, the course will also attempt to explore in a more speculative and creative manner the question of the kind of relation between philosophy and literature in general that works like the Cosmographia and De Planctu suggest. As stimuli to such reflections, we shall pause to examine in some detail such textual phenomena as the philosophical allegory, the hermeneutical and metaphysical implications of number, the notion of self-reflexivity, and the negative symbol. The course is intended to be accessible to students without skill in Latin (although the latter would, obviously, be an advantage). Requirement: one final paper of 20 pp.

RLT 40400. Religion and Literature
(3-0-3) O’Regan
Prerequisite(s): See online Course Catalog for details. This course has as its essential context the crisis of authority of discourse in the modern period subsequent to literature gaining independence from Christianity. It focuses specifically on the three main postures literature strikes vis-a-vis confessional forms of Christianity no longer thought to have cultural capital. (1) The antithetical posture. Here Christianity is viewed in exclusively negative terms as repressive, authoritarian, and obscurantist, the very opposite of a true humanism that is literature’s vocation. Readings include Voltaire and French existentialism. (2) The retrievalist posture. This posture is fundamentally nostalgic. The loss of Christianity’s cultural authority is mourned, and literature is seen as an illegitimate substitute. Readings will include Dostoyevsky, T.S. Eliot, and Flannery O’Connor. (3) The parasitic posture. Here Christianity is criticized but not totally dismissed. Portions of it are savable, especially select elements of the New Testament that emphasize human being’s creative capacities. Readings include Coleridge, Shelley, and Emerson.

RLT 40823. Death and Rebirth
(3-0-3) Dunne
A course on the spiritual journey through the ages: the figure Gilgamesh (the human quest of eternal life), the figure of Socrates (the sense of a deeper life that lives through death), the figure of Jesus (the I and thou with God in Christianity; how this leads to an understanding of death and resurrection, or Incarnation and Trinity), Dante and the spiritual journey (the Christian sense of a life that lives on both sides of death), Kierkegard and the eternal self (the Christian encounter with the modern sense of
selfhood), and a concluding vision (the experience of the presence of God). Requirements include a midterm and a final exam (take-home exams) and a personal essay.

RLT 48500. Thesis
(3-0-3)
RLT concentrates only. The thesis is required for all students taking a minor in religion and literature. Students should approach Prof. Kevin Hart to determine a topic and to find an advisor.

SCIENCE, TECHNOLOGY, AND VALUES

Acting Director:
Sheri Alpert, associate professional specialist

Affiliated faculty:
Chairholders:
Michael J. Crowe, Program of Liberal Studies and history (concurrent); Rev. John J. Cavanaugh I Chair (emeritus)
Kristin Shrader-Frechette, philosophy and biology; O’Neill Family Chair

Professors:
Michael DePaul, philosophy
Christopher Fox, English
Don Howard, philosophy
David Ladouceur, classics
Edward Manier, philosophy
Dian Murray, history
Thomas Schlereth, American studies
Philip Sloan, Program of Liberal Studies and history (concurrent)
James Sterba, philosophy
Andrew Weigert, sociology

Associate Professors:
Matthew Ashley, theology
Dennis Doordan, architecture
Janet Kourany, philosophy
Gerald McKenny, theology
Vaughn McKim, philosophy
William Ramsey, philosophy
Maura Ryan, theology
David Solomon, philosophy
Leopold Stubenberg, philosophy
Robert Wolosin, anthropology (adjunct)

Assistant Professors:
Katherine Brading, philosophy

Science and technology are pivotal forces in modern society and play key roles in shaping cultural sensibilities in the modern world. Indeed, our technologies are reflected in our institutions, our work, our expectations, even in our moral problems. Science, Technology, and Values (STV) is an interdisciplinary minor within which faculty and students from a variety of disciplines and different colleges can reflectively explore the nature of science and technology as human enterprises, interacting in complex ways with our values and social institutions.

The program helps sponsor a wide range of cross-listed courses taught by faculty representing the humanities, the social sciences and the natural sciences. Students electing an STV minor can focus their work on areas of particular interest, such as science, technology and public policy; ethics, ecology and environment; medical ethics; ethical issues in science and technoholology; humanistic and social aspects of medicine; science and technology as cultural phenomena; history and philosophy of technology.

Students electing a minor in STV must take at least five courses (15 hours) from among those offered under the sponsorship of the STV program. These must include the core course (STV 20556). Students are urged to satisfy this requirement early in the program. At least one course also must be taken from each of clusters one, two, and three below, and either one additional course from these clusters, or from the elective list in Cluster Four. All STV courses are crosslisted.

Core Course

20555 Science and Technology in Phil Perspective
20556 Perspectives in Science and Technology
20556 Science, Technology and Society

Cluster One: Human Dimensions of Science and Technology

20115 Gender, Politics, and Evolution
20124 Memoirs of Madness
20134 The Technological American
20139 Minds, Brains, and Persons
20142 Architectural History II
20146 History of Communications Technologies
20149 Environmental Philosophy
20152 Visual America II
20154 Modern Physics and Moral Responsibility
20163 Science and Religion
20179 Science and Theology
30106 History of Economic Modern Thought
30110 Health, Healing, and Culture
30113 Classical Origins of Medical Terminology
30142 History of Ancient Medicine
30146 History of Communication Technologies
30153 History of Psychiatry
30154 Gender and Science
30157 Introduction to the Philosophy of Biology
34162 History of Science and Technology in Britain (taught in London only)
30175 Environmental History
30189 Philosophical Issues in Physics
33195 Technology and Social Change
40113 Computer as Social Phenomenon
40118 Witchcraft and Occult 1400–1700
40126 Philosophy of Cognitive Science
43134 Addiction, Science, and Values
40135 Philosophy of Science
43136 Nature in America
40140 Science and Social Values
40144 Religion and Science
40147 History/Design: Form, Values, and Technology
40151 Psychology and Medicine
40152 History of Medicine to 1700
40153 Visits to Bedlam
40154 Cultural Aspects of Clinical Medicine
40156 Christ and Prometheus: Evaluation/Technology
40168 History of Modern Astronomy
40167 Global Food Systems
43169 Darwinian Revolution
40172 History of Chinese Medicine
40174 Philosophy and Psychiatry
40181 Philosophy of Human Biology
40186 Medicine in Modern History
40187 Technology in History
40194 Building America

Cluster Two: Science, Technology, and Ethics

20245 Medical Ethics
20247 Environmental Ethics
20248 Modern Science and Human Values
20258 Philosophy of Technology
20260 Theology, Ethics, and the Environment
20282 Health Care Ethics in the 21st Century
43243 Ethics and Science
43283 Ethics and Risk

Cluster Three: Science, Technology, and Public Policy

20304 Energy and Society
20306 Environmental Chemistry
30311 Introduction to the American Health Care System
34366 Medical Practice and Policy UK (Taught in London)
30382 Technology of War and Peace
40319 Self, Society, and Environment
43328 Science Policy and Politics
40357 Computers, Ethics, and Public Policy
43363 Spy Culture: Surveillance, Privacy, and Society
43364 Technology, Privacy and Civil Liberties
43396 Environmental Justice

Cluster Four: Optional Electives

20419 Brief History of Time/Space/Motion
20441 Environmental Studies
30445 Technologies and Shaping of America
20452 Ethics, Ecology, Economics and Energy
20461 Nuclear Warfare
43400 Science, Technology, and Values in Contemporary Society
40401 The Future of Energy
40402 Wireless Communications: The Technology and Impact of 24/7 Connectivity
40424 Technology and Development in History
43445 The Internet—Interpretations
43470 Molecular Revolution
46497 Directed Readings

Because individuals attracted to the STV minor have diverse interests and differing academic backgrounds, the program advisor works closely with each student to help select courses that will complement the student’s major program or be most relevant to particular career aspirations.
different kinds of books, from illuminated manuscripts to mass-produced books for university students. We will then examine the shifts following the invention of the printing press in the 15th century. Finally, we will consider some of the 20th-century developments in communications technology, including the revolution of cyberspace.

STV 20149. Environmental Philosophy (3-0-3)
A philosophically integrated examination of current environmental issues, drawing on familiar literature from ecology (Leopold), economics (Boulding), and ethics (Singer), as well as recent fiction (Tolkien, Herbert).

STV 20152. Visual America II (3-0-3)
An introductory course that explores dimensions of several types of visual expression popular photography, cartography, genre and historical painting, chromolithography, the commercial and graphic arts in American cultural history from Louis Daguerre’s development of photography in 1839 to the public exhibition of television at the 1939 New York World’s Fair.

STV 20154. Modern Physics and Moral Responsibility (3-0-3)
This class examines such questions as: What are the moral responsibilities of the scientist? Should the scientist sometimes simply refuse to engage in some kinds of research because of moral concern about the consequences of research? No special background in physics will be assumed.

STV 20163. Science and Religion (3-0-3)
An examination of the interrelation and tension between contemporary science and traditional religious belief.

STV 20179. Science and Theology (3-0-3)
Both science and religion generate assertions that are held to provide true descriptions of the world and our place in it. Both science and theology subject these assertions to disciplined inquiry and testing within specific communities. In societies (like ours) in which both science and religion are vital forces, these processes of enquiry and testing overlap and interrelate in complicated ways, resulting sometimes in conflict and sometimes in mutual enrichment. This course will investigate these interrelations by means of three case studies: the Galileo affair, the conflict of evolution and creationism, and the ethical issues that arise from new genetic biotechnologies.

Contact Dr. Sheri Alpert, STV Program Office, 309 O’Shaughnessy Hall. Web address: www.nd.edu/~stv.

STV 20115. Gender, Politics, and Evolution (3-0-3)
An examination of ethical/political models of gender-neutral access to public and domestic requisites for the development of basic human capabilities, and a comparison of these models with current studies of the significance of human sexual dimorphism in evolutionary psychology.

STV 20124. Memoirs of Madness (3-0-3)
This course has three major dimensions: (1) comparative description and analysis of biomedical and psychodynamic models of psychiatric training; (2) comparative analysis of personal accounts of mental illnesses; and (3) philosophical analysis of psychodynamic models of mental illness and therapy.

STV 20134. The Technological American (3-0-3)
In this course we will explore the impact new technologies have had on our domestic and economic lives. We also will discuss how new technologies have changed the way we communicate and the kinds of leisure entertainment we enjoy. Though technology is often celebrated for the promise of liberation, we will see how new inventions have also raised fears of alienation and loss of control.

STV 20139. Minds, Brains, and Persons (3-0-3) Stubenberg
This course will treat some central issues in the philosophy of mind, such as freedom of the will, personal identity, and the relationship between mind and body.

STV 20142. Architectural History II (3-0-3)
This course continues the history survey, beginning with Renaissance and Baroque Europe and continuing to the 18th and 19th centuries in Europe and the United States. Its orientation to the Modern Movement as it affected countries as far-reaching as Japan and Australia.

STV 20146. History of Communication Technologies (3-0-3)
The Internet is revolutionizing the ways we produce, communicate, and organize information. This course seeks to deepen our understanding of current issues about the access to information, the ownership and authority of ideas, and the possibilities for change. We can gain a new perspective by examining the history of previous shifts in the technology of communication in ancient medieval and early modern societies. We will begin by learning about the earliest forms of writing on ancient societies. Next we will discuss the role of Christianity in the transfer from the scroll of the codex. The third, larger section will explore the development of different kinds of books, from illuminated manuscripts

STV 20245. Medical Ethics (3-0-3) Solomon
Corequisite(s): PHIL 22602
An exploration from the point of view of ethical theory of a number of ethical problems in contemporary biomedicine. Topics discussed will include euthanasia, abortion, the allocation of scarce medical resources, truth telling in the doctor-patient relationship, the right to medical care and informed consent and human experimentation.

STV 20247. Environmental Ethics (3-0-3) DePaul
This course is concerned with the relationship between human beings and the rest of the natural world, and critically examines various proposals that have been made about how we ought to treat plants, animals, ecosystems, future generations, and scarce natural resources.

STV 20248. Modern Science and Human Values (3-0-3)
The purpose of this course is to introduce students to some of the most important ethical theories in Western philosophical and religious thought and to study the applications of these theories to moral problems that arise in the context of the life sciences.

STV 20258. Philosophy of Technology (3-0-3)

STV 20260. Theology, Ethics, and the Environment (3-0-3)
Does our ecological awareness require radically new theological and moral theories? What moral claims, if any, do nonhuman entities make on us? Can current Christian and philosophical moral theories address these claims? This course raises these questions on both theoretical and practical levels. Theoretically, we will examine various theological and philosophical views of the moral status of nonhuman nature. Practically, we will explore the implications of these views for issues such as wilderness conservation/preservation, treatment of animals, agricultural biotechnology, and others. The diversity of positions we will consider will range from those who embrace standard, modern human-centered theologies and moral theories to critics (such as deep ecologists, ecofeminists, and others) who hold that the very theoretical stance of our dominant theologies and moral theories is incompatible with a genuinely ethical orientation to the environment.
STV 20282. Health Care Ethics Twenty-First Century
(3-0-3) Ryan
This course examines religious and moral questions raised in health care today. Basic concepts in bioethics will be introduced and a range of contemporary issues in bioethics will be treated, e.g., physician-assisted suicide and euthanasia, organ donation, genetic testing and genetic therapies, and decisions in neonatology. Special emphasis will be given to the contribution of the Roman Catholic moral tradition to contemporary debates.

STV 20304. Energy and Society
(3-0-3) Dobrowolska-Furdyna
A course developing the basic ideas of energy and power and their applications from a quantitative and qualitative viewpoint. The fossil fuels (coal, oil, natural gas) are studied together with their societal limitations (pollution, global warming, diminishing supply). Nuclear power is similarly studied in the context of the societal concerns that arise (radiation, reactor accidents, nuclear weapons proliferation, high-level waste disposal). The opportunities as well as the risks presented by alternative energy resources, in particular solar energy, wind, geothermal and hydropower, together with various aspects of energy conservation, are developed and discussed. This course is designed for the non-specialist.

STV 20306. Environmental Chemistry
(3-0-3)
Discussion of basic chemical processes occurring in the environment, particularly those relating to the impact of humanity's technological enterprise.

STV 20419. Brief History of Time/Space/Motion
(3-0-3)
An examination of the historical evolution of the philosophical conceptions of time, space, and motion from Plato to Einstein. Special attention will be paid to the influence of developments in physics on this evolution in philosophical theorizing (and vice versa).

STV 20431. Philosophy and Cosmology: A Revolution
(3-0-3) Bradin
In the 17th century there was a revolution in our view of the cosmos and of our own place in it. Most vivid, perhaps was the change from believing that the Earth is at the center of everything to believing that the Earth is just one planet among many, orbiting the sun. This course will consider how and why these changes took place.

STV 20441. Environmental Studies
(3-0-3)
This course investigates the relationship between the built environment and the natural environment. Lectures, readings, and exercises explore the ethical and professional responsibilities of the architect relative to ongoing environmental issues.

Topics include a survey of the effects of the built environment on natural systems, a survey of evolving environmental studies, and design issues with the focus on in-site planning, landscape design, and passive energy measures for architecture.

STV 20452. Ethics, Ecology, Economics and Energy
(3-0-3)
A critical examination of the following hypotheses: (1) that continuing economic growth requires ever-increasing consumption of energy, (2) that increasing energy consumption results in increasing degradation of the biosphere, and (3) that increasing degradation of the biosphere poses an increasing threat to human existence.

STV 2046.1 Nuclear Warfare
(3-0-3) Wiescher
Nuclear phenomena; nuclear fission and fusion. Nuclear weapons. Effects of blast, shock, thermal radiation, prompt and delayed nuclear radiation. Fire, fallout, ozone-layer depletion, electromagnetic pulse, "nuclear winter." Medical consequences, physical damage, effects on the individual and on society. Defensive measures and their feasibility. Scenarios for war and peace, proliferation of nuclear weapons material, recent diplomatic history. US Bishops' Pastoral Letter. The course is open to all students and counts for science majors as a general elective credit.

STV 20555. Science and Technology in Philosophical Perspective
(3-0-3)
This course examines the mutual relations between science and technology and the complex ways they interact. The more abstract philosophical issues will be examined through examples and case studies. Several narratives about scientists and their research will be read and a number of ongoing disputes concerning technological systems such as biotechnology, transportation, and city/town planning.

STV 20556. Science, Technology, and Society
(3-0-3) McKim
This course introduces the interdisciplinary field of science and technology studies. Our concern will be with science and technology (including medicine) as social and historical, i.e., as human, phenomena. We shall examine the divergent roots of contemporary science and technology, and the similarities and (sometimes surprising) differences in their methods and goals. The central theme of the course will be the ways in which science and technology interact with other aspects of society, including the effects of technical and theoretical innovation in bringing about social change, and the social shaping of science and technology themselves by cultural, economic and political forces. Because science/society interactions so frequently lead to public controversy and conflict, we shall also explore what resources are available to mediate such conflicts in an averelly democratic society.

STV 30111. Health, Healing, and Culture
(3-0-3) Lende
This course introduces the field of medical anthropology, which examines beliefs, practices, and experiences of illness, health, and healing from a cross-cultural perspective. This course will consider the ways in which medical anthropology has historically been influenced by debates within the discipline of anthropology, as well as by broader social and political movements. Particular emphasis will be placed on the importance of viewing biomedicine as one among many culturally constructed systems of medicine.

STV 30113. Classical Origins of Medical Terminology
(3-0-3)
Scientists have long recognized that considerable learning in science is based on education in vocabulary. More than 95 percent of medical technical terminology is drawn from Greek and Latin. This complex terminology satisfies a need for precise words to facilitate the exchange of ideas and arose because people of learning employed the classical languages for their concepts and descriptions well into the 19th century. To the modern student without Greek and Latin, terms like hemoglobinismus, encephalomelacia, and chistosternia are indecipherable. This course will introduce the student to the elements of Greek and Latin sufficient to dissect and decode even the most unusual terms. It will focus on the basic roots, suffixes, and prefixes but also place them within the intellectual context of ancient and modern medical theories so that the student will come away from the course with some sense of the history of medicine and its language. Lectures on mythical figures will also illuminate the origin of certain bioscientific terms: the extremely poisonous alkaloid atropine, for example, derives its name from Atropos, one of the three sisters of fate who measure out a person's life. Anatomical models and charts will be employed as well as slides examining a wide range of pathologies.

STV 30142. History of Ancient Medicine
(3-0-3)
This course will trace the development of ancient medicine from the Neolithic period down to the second century after Christ. The emphasis will be on three cultures: Egyptian, Greek, and Roman. How historians use the three main categories of evidence (written documents, human remains, and artistic representations) will be clearly illustrated.

STV 30146. History of Communication Technologies
(3-0-3)
A history of the survival and destruction of books, from Alexandria to the Internet. Our understanding of historical events is based primarily on written evidence. But have you ever stopped to consider how these documents were made, how they were preserved, and how it is that we possess them now? This course questions how we “know” anything about the past by examining the transmission of written sources through time. We will survey the different ways that people have recorded their histories (in stone, on papyrus scrolls, in handwritten and printed books, on websites) and how their choices have affected the way we now understand the past. We will
also consider how libraries have helped to create and shape “knowledge” through their accumulation and preservation of these sources.

STV 30154. Gender and Science (3-0-3)
An exploration of the ways in which science is gendered, starting with the ways in which women have been excluded from science, and moving through such issues as the invisibility and shabby treatment of women with the products of scientific research, the contributions of women to science and whether these are different in kind from the contributions of men, and the differential effects of science on men’s and women’s lives.

STV 30157. Intro to the Philosophy of Biology (3-0-3)
An examination of key concepts and controversies in contemporary biology. The meaning of gene, organism, and environment and their interrelationships in the context of development, evolutionary theory, and ecology are closely considered.

STV 30175. Environmental History (3-0-3)
This course is an introduction to the new field of environmental history. In recent decades, historians have begun to actively explore the past sensibilities of various groups toward the quality of their air, water, and land; the passionate discussions of philosophers, theologians, and social and natural scientists about resource use, the safety of the environment, and long-term prospects for humanity; and the customs, laws, and managerial systems that guided use of the environment. Historians have also increasingly paid attention to the ways environmental factors have affected the course of history: the effects of the distribution of water, wood, and minerals and of changes in climate or endemic disease. This course ranges widely in methodology from the history of ideas to paleoclimatology, geographically from the ancient Near East to modern America, topically from woodcutting rights in medieval France to the rise of the organic farming movement and water-allocation laws in the 20th-century American West.

STV 30189. Philosophical Issues in Physics (3-0-3)
This course is intended for non-science students who desire to begin an examination of the origins of the modern laws of physics and for science students who wish to know the actual route to the discovery and the broader implications of the formal theories with which they are already familiar. The historical background to and philosophical questions associated with major laws of physics will be discussed, in large measure by examining directly relevant excerpts from the writings of some of the creators of seminal concepts and theories in physics. The latter part of the course will concentrate on historical and philosophical issues related to relativity and especially to quantum theory and its interpretation.

STV 33195. Technology and Social Change (3-0-3)
This class examines how technology has often served as the catalyst for social change for hundreds (indeed, thousands) of years (and vice versa). The course will be divided into several sections, some of which will trace from a historical perspective the social impact of specific technologies. Other course sections will examine technology and social change in specific contexts (e.g., the medical and communication contexts).

The first portion of the class will be devoted to some of the basic issues in our collective understanding of technology and social change. Issues such as de-skilling of workers, institutionalization of technology into society, and innovation will be examined, as will various approaches to understanding technology, such as the social construction of technology and technological determinism.

STV 30311. Introduction to the American Health Care System (3-0-3)
The course will begin with a short history of the American health care system and will be followed by a discussion of the major components of the system (patients, providers, payers), health insurance coverage, managed care programs, the movement for quality health care, physicians in the changing medical marketplace, health care expenditures, and academic medical centers.

STV 30382. Technology of War and Peace (3-0-3)
This course surveys the impact of military technologies on world history. Topics include the rise of gunpowder weaponry and the fortification revolution in the early modern period, navalism, particularly in the 19th century, the role of military technologies in European colonial expansion, and the science-based military of the 20th century, leading up to the age of nuclear weapons. The course considers also military technologies as deterrents, and issues of war and peace as stimuli to technological development.

STV 30445. Technologies and Shaping of America (3-0-3)
This course assumes a basic knowledge of American history, and offers a social history of the ways Americans have woven technologies into everyday life. Focusing primarily on the 19th and 20th centuries, it will show how shifts in technological systems are inextricably linked to changes in class relations, national identity, patterns of consumption, and definitions of the self, including race and gender. The short survey text will be Carroll Pursell, *The Machine in America* (Johns Hopkins University Press), supplemented by primary sources and case studies, such as David E. Nye, *Electrifying America* (MIT Press). Visual materials will be emphasized in class, including paintings, photographs, maps, and film.

STV 40113. Computer as Social Phenomenon (3-0-3)
This course takes the perspective of “science studies” and applies it to issues that do not fit easily into either computer science or economics. These include: Does the computer have a well-defined existence? How has the computer influenced our theories of human nature? Is the “new information economy” a real phenomenon? It also deals with some emerging issues in Internet commerce.

STV 40118. Witchcraft and the Occult (3-0-3)
The history of witches, witchcraft, and the occult sciences fascinate and challenge historians. This course explores these related histories and seeks to develop a historically sensitive understanding of them. Modern science has banished much of the belief in witchcraft, magic, spirits, and the various occult sciences. Historians often trace the triumph of science over the forces of superstition back to the High Renaissance and the Scientific Revolution of the 16th and 17th centuries. It was, however, precisely this period that witnessed some of the most fervent persecution of witches and eager pursuit of the occult sciences and forms of divination. The numbers of witches executed was not as great as commonly thought, but the notoriety of some cases and the widespread use of the concept “witch” as a derogatory category considerably shaped the definition of womanhood and female. In the sciences, people such as Kepler, Galileo, and Newton were as interested in transmuting metals and casting horoscopes as they were in developing the sciences of astronomy and physics. Moreover, alchemy, astrology, black magic, and natural magic all occupied important places in the political and social world of the 16th and 17th centuries. Although the powers and efficacy attributed to witchcraft, witches, and the occult sciences varied widely, scarcely anyone rejected them. By combining a close reading of primary sources—ranging from trial records to paintings and literature—with secondary sources, we will confront the challenges these activities pose for our understanding of the past and, indeed, the present.

STV 40126. Philosophy of Cognitive Science (3-0-3)
In this course, we will explore three main topics: philosophical foundations of cognitive science, philosophical critiques of contemporary cognitive science, and the implications of cognitive research for traditional philosophical issues. The first part of the course will examine the ways in which certain philosophical theories about the mind provide support for the basic assumptions of cognitive science, while others have challenged these assumptions. In the second part we will look at specific ways empirical work in psychology is thought to be relevant to issues in philosophy of mind, epistemology, philosophy of science and other areas of philosophical inquiry. Questions to be addressed will include the following: Is it possible for a computer to be conscious? Are we born with certain kinds of knowledge? To what extent are humans rational creatures? What is the relevance of neuroscience to psychology, and vice versa?
STV 40135. Philosophy of Science
(3-0-3)
Does science represent a distinct way of knowing, set apart from other forms of knowledge by the security and universality of its claims? What is the basis of scientific knowledge? What are its methods? What are its scope and limits?
This course will provide a survey of the major concepts and issues examined in contemporary philosophy of science, including explanation, confirmation, the role of convention in science, and the realism/instrumentalism debate. The emphasis will be on the way these issues have been treated in the mainstream analytic tradition during the 20th century, but we will also look at challenges to that tradition deriving from such sources as Thomas Kuhn's historicist approach to the philosophy of science, social constructivism, and feminist philosophy of science.

STV 40140. Science and Social Values
(3-0-3)
A consideration of such questions as: Should science be value-free, or should it be shaped by the needs and ideals of the society that supports it? If the former, how can scientists shaped by society contribute to it, and what claim to the resources of the society can scientists legitimately make? If the latter, how can scientists still claim to be objective?

STV 40144. Religion and Science
(3-0-3) Rea
An examination of the nature and limits of both scientific and religious knowledge, and a discussion of several cases in which science and religion seem to either challenge or support one another.

STV 40147. History/Design Forms, Values, and Technology
(3-0-3)
This course will provide a historical perspective on the development of industrial, product, and graphic design in the 19th and 20th centuries. More than the aesthetic styling of products, design mediates the intersection of technology and cultural values in the modern era. The role of the modern designer as both a facilitator and a critic of industrial technology will be examined.

STV 40151. Psychology and Medicine
(3-0-3)
This course has two basic objectives. First, it examines from a lifespan and psychobiological perspective the factors that place individuals at different stages of life at risk for illness and assist them in maintaining their health. In addition, it addresses a variety of challenging psychological and social issues that physicians and other healthcare professionals must face in the practice of medicine. The course covers a range of topics dealing with health issues related to different stages of human development (childhood, adolescence, and adulthood), disabled populations, culture and gender, stress, physician-patient interactions, death and dying, professional ethics, and social policies relating to health care. The course is primarily intended for students intending to enter medical school. Most classes will involve brief formal presentations by the instructors and invited guests, followed by discussion of assigned readings pertinent to the day's topic. In addition, students will be exposed, through a limited practicum, to a variety of medical settings.

STV 40152. History of Medicine to 1700
(3-0-3)
The course surveys the history of Western biomedical ideas, research, and health care practices from its ancient Mediterranean and Middle Eastern foundations to the medical reforms and materialistic theories of the mid-18th century. The canonical approach emphasizes the growth of rational medicine, focusing on the development of medical epistemology and method, but also considers how medicine as it has been practiced in the West reflected classical theory, embraced folk beliefs and treatments, and integrated the therapeutic and doctrinal knowledge of Medieval Islam. Medical thought and practice was shaped by the intellectual, social, and religious changes that shook Europe in the late Middle Ages and early modern period, resulting in a profound transformation of natural philosophy and efforts to reform society during the scientific revolution and nascent Enlightenment. Many of the basic elements of modern medical ethics, research methodology, and the criteria for sound scientific thinking that first emerged in late classical Greek thought were refined during this period, and much of the diversity of healing paradigms in American and European national cultures today, as well as many of the reactions of Western medical authorities to non-Western ideas and practices, can be understood if viewed in the context of antecedent medical principles.

STV 40153. Visits to Bedlam
(3-0-3)
Literary, medical, and social views of madness in the 18th century.

STV 40154. Cultural Aspects of Clinical Medicine
(4-0-4)
The course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to a car is necessary.

STV 40155. Christ and Prometheus: Evaluation/Technology
(3-0-3)
The history of technology in Western culture has been influenced in complex ways by religious and theological conceptions. These include understandings of what it means to be created in the image and likeness of God, the value of intra-mundane work for human beings to fulfill the mandate to flourish and subdue creation, and even to cooperate with the divine work of redeeming humankind by restoring through our technological prowess the broken image and likeness in humanity. This course will examine the diverse historical connections between the rise of technology in Western Christian societies and Christian religious self-understanding, reading from figures such as St. Augustine and Francis Bacon. We will also consider two divergent modern evaluations of the theological significance of our contemporary technological society: that of Pierre Teilhard de Chardin, and that of Jacques Ellul.

STV 40165. History of Modern Astronomy
(3-0-3)
The course traces the development of astronomy and cosmology from the late 17th century to the 1930s. Attention is given to the interactions of astronomy with other areas of science and with philosophical, religious, and social factors.

STV 40167. Global Food Systems
(3-0-3)
This is a course on food in society. The role food plays in the life course of a society may seem self-evident or commonplace to some. Yet food is more than the physical substances that sustain life. Food is intertwined with religion and central to many rites and rituals. Food is linked to medicine, which was largely based on dietary principles until well into the 18th century. Technology related to production of food has affected the inequalities found in all societies. The politics of food plays a major role in understanding the 'social issues' affecting many nations around the globe. This is a fascinating area of study: that which we take for granted so much of the time is intertwined with economics, politics, psychology, social life, and law.

STV 43134. Addiction, Science and Values
(3-0-3) Manier
Students will be introduced to topics in the ethics of care for the indigent; to alternative therapies for recovery and maintenance; and to current brain models of addiction. They will be placed as volunteers (for 14 weeks) with institutions serving indigent recovering addicts in St. Joseph and Elkhart counties.

STV 43136. Nature in America
(3-0-3)
A seminar designed to explore the concept of nature in the American historical and contemporary experience within an interdisciplinary context of art, history, literature, and ecology. In addition to weekly reading discussions, the seminar will meet, on a number of occasions, at several "nature" sights: Morris Conservatory and Mueseell-Elison Tropical Gardens; Potawatomi Zoo, Elkhart Environmental Center; Shiojiri Niwa Japanese Garden; Fernwood Botanical Garden and Nature Preserve; University of Notre Dame Grene-Nieuwland Herbarium. Purpose: To study nature in American Art (painting, photography, sculpture) seminar meetings will be held at...
the Snite Museum of Art; South Bend Regional Museum of Art; and the Midwest Museum of American Art.

STV 43169. The Darwinian Revolution (3-0-3)
A combined historical and philosophical approach to the revolution created by the work of Charles Darwin. The course deals with the origins of Darwinism; the 19th-century debate over evolution; the subsequent development of mathematical and genetic approaches to natural selection theory; and the formulation of neosynthetic evolutionary theory. The course will close with consideration of more recent developments connected to developmental genetics, punctuated equilibrium theory, and chaos-theoretical approaches to evolution. Students will be introduced to the historical and philosophical literature of current interest.

STV 40172. History of Chinese Medicine (3-0-3) Murray
In light of the contemporary currency of certain Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings. The first unit, Medicine in Ancient China, will explore the earliest medical ideas of the Chinese and will demonstrate how the state’s political unification gave rise to a correlative cosmology that not only included Heaven and Earth, but also human beings as integral elements of an organic cosmos. The second unit will explore the influences and contributions of Taoism (Daoism) and Buddhism to Chinese medicine and will explore what it meant to be both physicians and patients in late imperial China. The third unit will focus on medicine in contemporary China and will feature the experiences of Elisabeth Hsu, a student of Chinese medical anthropology who, as part of her doctoral research, enrolled as a student in Yunnan Traditional Chinese Medical College between September 1988 and December 1989. We will conclude the course with a brief examination of the influence of Chinese medicine on the contemporary world.

STV 40174. Philosophy and Psychiatry in the 20th Century (3-0-3)
The course deals with (1) the intellectual history of psychiatry from the time of Freud and Kraepelin to the present, (2) the social history of the care of the mentally ill since World War II, and (3) the interpretation and critique of Freud and psychiatry.

STV 40181. Philosophy of Human Biology (3-0-3)
The course examines central issues in the philosophy of science from the perspective of the life sciences with particular emphasis on topics in evolution theory and sociobiology and upon the topic of intertheoretical integration in the life sciences (from organic chemistry to cognitive neuroscience). Topics to be covered include: teleology, reductionism and supervenience, the biological basis of cognition, explanation, scientific realism, theory change, and the critical appraisal of alternate research strategies.

STV 40186. Medicine in Modern History (3-0-3)
An exploration of themes in European and American medicine. This course integrates the perspectives and issues of social history—who were the medical practitioners, who were their patients, what relations existed between these groups, how have the realities of illness and death figured in the lives of ordinary people in different places and times—with the perspectives and issues of the history or medicine as a science: What understandings of the human body and its ills have practitioners had, what tools have they developed and used for intervening in illnesses? Topics include the humoral pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory and public health, the transformation of the hospital, the history of nursing, changing modes of health care, finance and administration, relations between “regular” doctors and sectarian medical traditions such as homeopathy and osteopathy.

STV 40319. Self, Society, and Environment (3-0-3) Weigert
This course introduces students to social psychological aspects of the natural environment. Issues considered include interacting with different environments, symbolic transformations of environments, competing accounts, and claims concerning environments. With an overview of basic information, these issues are discussed from the perspectives of individual self and sociocultural institutions. The course touches on alternative ways of envisioning, interacting, and valuing human-environment relationships with an eye toward individual and collective change.

STV 40357. Computer Ethics and Public Policy (3-0-3)
The profound impact computer technology has on society is difficult to overstate; it has changed the nature of our interactions in the social, economic, and political realms and will continue to do so. These changes often raise important ethical questions about personal and professional responsibility, intellectual property, personal privacy, crime, and security. They also raise questions about the changing relationships between individuals and institutions (i.e., private sector corporations and public sector agencies). This course examines these trends and changing relationships, and the ethical issues that are faced by computer professionals, policymakers, and computer users in trying to grapple with them.

STV 40401. The Future of Energy (3-0-3) Incropera
This three-credit course provides a comprehensive treatment of the role of energy in society and may be taken concurrently by engineering and non-engineering students. It proceeds along two parallel tracks, one dealing with the scientific/technical foundations of energy utilization and the other with its economic, political, environmental, and ethical implications. Scientific/technical issues will be treated at a level that is appropriate for non-engineers and at the same time beneficial to both engineers and non-engineers. The required background in mathematics is largely confined to high school algebra, with occasional use of elementary concepts from differential and integral calculus.

STV 40402. Wireless Communications: The Technology and Impact of 24/7 Connectivity (3-0-3) Huang
This survey-style course offers an opportunity to gain a basic understanding of the technical, regulatory and business aspects of the wireless revolution and its impact on society. It is intended for both engineering and non-engineering students. The course will include such topics as the representation, transmission, and reception of information in electrical form, the physical properties of radio signals and other wireless media, the principles and challenges of sharing a common medium, and privacy and security issues, as well as the social and commercial implications of wireless communications.

STV 40424. Technology and Development in History (3-0-3)
Technologies are often seen as either the product of human genius and achievement, or as an alienating, inhuman, and sometimes destructive force. Both perspectives argue that technological change has been one of the most important forces shaping world history over recent centuries. This course examines technological developments and theories of technological change in world history. It focuses on the relationship between new technologies, social change, and economic development since 1750, surveying cases from Britain, the United States, China, Japan, and Latin America. We will pay special attention to technology transfers: the movement of new machines and processes and knowledge from one society to another, and the ways that social, cultural, and political forces have shaped technological change in different parts of the world.

STV 43243. Ethics and Science (3-0-3)
Use of four ethical theories and five classical logical/analytical criteria to ethically evaluate case studies in contemporary science. Problems analyzed via contemporary science include practical issues of plagiarism, attribution, peer reviewing, data sharing, data ownership, collaborative science, scientific misconduct, paternalism, whistle blowing, conflicts of interest, secrecy in science, and advocacy in science. Methodological issues to be dealt with include scientists misrepresenting their opinions with confirmed science, cooking and trimming their data, failure to attend to the purposes for which their research may be used or misused, and scientists’ use of evaluative presuppositions, questionable inferences and default rules, question-begging validation and benchmarking, and misleading statistics.
STV 43283. Ethics and Risk
(3-0-3)
An investigation of classical ethical papers, all in contemporary, analytic, normative ethics, that attempt to develop the ethical theory necessary to deal with legitimate imposition of risk of harm.

STV 43328. Science Policy and Politics
(3-0-3)
This class will meet in seminar format. We will examine the general process for science policymaking and emphasize the role played by politics in several specific science programs such as the space program and the Human Genome Project. The first part of the seminar will be devoted to an overview of science policy in the US, to provide students with a grounding in how science has generally been undertaken by the federal government up until World War II. We will also examine the role of both the executive and legislative branches of government in supporting science and identify interest groups that have been influential in shaping science policy. The final portion of the course will require students to undertake an actual exercise in budget allocation, based on budget figures for various science programs in the federal government. The readings for the class will consist of excerpts from several books about science policy and politics, federal budget documents, and potentially transcripts of Congressional committee hearings. Students will be evaluated on the basis of one essay exam, one presentation, a group project (the budget exercise) and one research paper. Class participation will also be evaluated toward the final grade.

STV 43364. Technology, Privacy, and Civil Liberties
(3-0-3)
This seminar will examine the many ways in which technology has had (and is having) an impact on civil liberties in the United States. It will also explore how technology affects privacy in the United States and other countries. We will explore various technologies and applications, such as information technology, genetic profiling, radio-frequency identification tags, data mining, thermal imaging, and bio-behavioral technologies (e.g., "functional MRI" of the brain). The course will also examine exactly what we mean by "civil liberties," by focusing on the US Constitution and Supreme Court case law. We will also examine US law and European Union directives on privacy, to compare and contrast the approaches each takes to protecting personal privacy vis-a-vis information technologies, in particular. The course will rely on the Constitution, case law, texts, and newspapers and magazines as its core reading material.

STV 43396. Environmental Justice
(3-0-3) Shrader-Frechette
This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); ethical and methodological issues related to these techniques; then apply these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens.

The course is hands-on, will have no tests, but will be project-based, with students working on actual assessments that they choose (about 2,500 are done in US each year). The goal will be to teach students EIA, ERA, and HHRA and how to evaluate draft analyses, particularly those used to site facilities or make environment-related decisions in which poor people, minorities, and other stakeholders are themselves unable to provide comments.

Course will cover flaws in scientific method and flaws in ethics that typically appear in these assessments.

STV 43445. The Internet—Interpretations
(3-0-3)
This is not a "how to" course, nor an explanation of hardware and software. Rather, we will explore the different stories, or narratives, that Americans invented to make sense of the Internet c. 1990. For the last decade there has been an explosion of writing on this subject, with every conceivable position represented, whether Marxist, liberal, capitalist, feminist, Luddite, etc. On one level, this is an interdisciplinary seminar that combines some literature and film with analytical readings. On another level, we will concern ourselves with historiography (i.e., case studies of the different interpretations of a new technology, the traditions from which these interpretations come, which social groups tend to make what arguments, and examples of similar arguments made in the past about previous new technologies, notably the telegraph, film, radio, and television.) The goal of the seminar is to engage students in the history of technology as a general subject and to show the value of a humanistic approach.

STV 43470. Molecular Revolution
(3-0-3)
This course offers a historical and philosophical analysis of the origins and development of the molecular revolution in biology that broke into full public view in the early 1950s with dramatic discoveries of the molecular structure of DNA and the biophysical mechanism of the action potential in the nervous system. The course will approach this with an analysis of the development of the chemistry and physics of living materials from Lavoisier and the German biophysical school (Helmholtz), through the remarkable advances in physiology of the French school (Bernard) and the development of genetics. The course will terminate in the examination of molecular approaches in contemporary work in human genetics (the Human Genome Project).

356

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

Area Studies Minors

Program of Studies. The College of Arts and Letters offers its students the opportunity to pursue an interdisciplinary sequence of area studies minor that may supplement the major. Currently, there are minors in African studies, Asian studies, Irish studies, Latin American studies, Mediterranean/Middle East studies, Russian and East European studies and West European studies.

The purpose of these minors is to assemble the courses dealing with the language, literature, history, politics, anthropology, philosophy, sociology and economics of each area. In this way a meaningful course structure is available to students who wish to concentrate their scholarly interest upon a cultural or geographical area as well as upon an interdisciplinary approach. Such programs can be especially useful to students who plan a career in international business, international organizations or government service or who intend to do graduate work in one of these areas.

The student who wishes to complete one of the area studies minors is required to take at least four area studies courses (12 hours) distributed over three different departments. These courses must be taken in addition to those required for the major. The student must also take courses in a language of the area being studied (Russian or an East European language for the Russian studies program; Spanish or Portuguese for the Latin American studies program; French, German or Italian for the West European studies program; a Mediterranean language for the Mediterranean/Middle East studies program; Irish for the Irish studies program; and Japanese or Chinese for the Asian studies program). In most cases the required number of courses will be equivalent to those required to satisfy the arts and letters language requirement, but students should check with program directors for the specific requirements of a given area. While not required to take additional language instruction for the African studies program, students who plan a career in international business at the graduate level are encouraged to develop a competency in Swahili, French, Portuguese, or Arabic. In the senior year, each student must submit a satisfactory essay based upon research that combines the major discipline with the area studies curriculum. Students interested in an area studies minor should consult the director (listed below).

AFRICAN STUDIES

Chair:
Richard B. Pierce
Department of Africana Studies

Students wishing to develop their understanding of Africa may pursue the undergraduate African Studies minor. This involves taking four courses in three departments. In addition, a research essay must be completed (AL 48001 Area Studies Essay: Africa). While no additional language instruction
beyond the college requirement is expected, students wishing to continue their interests in Africa at the graduate level are encouraged to study additional languages. Students desiring to minor in African Studies minor should contact Africana Studies, 327 O’Shaughnessy Hall.

**ASIAN STUDIES**

**Director:** Susan Blum

Sixty percent of the world’s people live in Asia, in countries as different from each other as India, China, Japan, Korea, Vietnam, and Indonesia. Students who are contemplating graduate study in a particular area of the world or a career in international business or government—or those who are merely curious—are well served by the Minor in Asian Studies. It provides a well-rounded introduction to a particular area in the world’s most populous continent. The Minor in Asian Studies is a very appropriate accomplishment to majors in Anthropology, East Asian Languages and Literatures, History, Political Science, or other Arts and Letters departments. This interdisciplinay minor requires four courses in Asian Studies (12 units) from at least three different departments and at least one full year of a relevant Asian language. In the senior year, students write a capstone project under the direction of a faculty member affiliated with the Center for Asian Studies.

Students should meet with the Director of the Center for Asian Studies as early as possible in their academic career to plan their courses wisely. They should also meet with her each semester to select approved courses.

**Requirements:**
- 12 units, Asian Studies courses, from at least 3 different departments
- 1 year relevant Asian language
- 3 units, capstone project

**ASIA 20004. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture**

(3-0-3) Afsaruddin

This course is an introductory survey of the Islamic societies of the Middle East and North Africa from their origins to the present day. It will deal with the history and expansion of Islam, both as a world religion and civilization, from its birth in the Arabian Peninsula in the seventh century to its subsequent spread to other parts of western Asia and North Africa. Issues of religious and social ethics, political governance, gender, social relations and cultural practices will be explored in relation to a number of Muslim societies in the region, such as in Egypt, Morocco, and Iran. The course foregrounds the diversity and complexities present in a critical area of what we call the Islamic world today.

**ASIA 20301. Chinese Society and Culture**

(3-0-3) Blum

This course introduces students to the complexities of contemporary Chinese society in the context of the past. Topics covered include food, family and gender, political activity, ethnicity and identity, urban and rural life, work and unemployment, economic complexity, multilingualism, arts, religion, medicine and the body, and literature.

**ASIA 20304. Societies and Cultures of South Asia**

(3-0-3) Afsaruddin

This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives). Emphasis will be on the Indian subcontinent.

**ASIA 30302. Culture and Conflict in the Pacific**

(3-0-3) McDougall

In recent years, many Pacific societies have been unsettled by conflict, military coups, crises of law and order, struggles for land rights, and battles over nuclear testing. This course introduces students to the diverse cultures of the Pacific by examining some of these contemporary conflicts in historical perspective. Topics of particular interest are indigenous rights, relations between indigenous people and migrants, and the role of outside powers in Pacific Island states. In addition to examining the indigenous cultures of the Pacific, we will compare and contrast societies in which indigenous islanders are disenfranchised minorities (as in Hawaii, New Zealand, and Australia) and those societies in which they are the dominant majority (as they are in Fiji and Solomon Islands).

**ASIA 33302. Human Rights Environment and Development: In South Asia**

(3-0-3) Qazilbash

The course, with the help of real world cases, will identify that the issues of development, human rights, and the protection of the environment are of great importance to all of human society. They assume critical importance in South Asian countries where the issues are intricately linked to complex socio-political and economic factors.

At first glance, development would appear to be instrumental, the prime vehicle for promoting the realization of human rights, in particular economic rights such as the right to an adequate standard of living, the right to work, the right to social security, right to education, the right to food and to the right to housing. Environmental preservation and rehabilitation also should be achieved through development. It is a sad fact however, that the development projects in the South Asian countries have overtaken poverty as the single largest cause of human rights violations and environmental degradation. Many development projects that should have brought well-being to local populations have, in fact, brought violations of human rights and environmental degradation.

**EUROPEAN STUDIES**

**Director:**

A. James McAdams

Stretching from the Atlantic Ocean to the Ural Mountains, Europe plays a critical role in global affairs. The ongoing enlargement of the European Union is helping to unite many countries and peoples in an otherwise diverse region. As future leaders, Notre Dame students need to know about Europe to make sense of the contemporary world.

**Goals**

The Nanovic Institute for European Studies is dedicated to broadening the students’ learning experience by bringing Europe to Notre Dame, by supporting teaching and scholarship, and by cultivating global perspectives. Through grants and programs, films, and cultural events the Institute provides an interdisciplinary home for undergraduate students, graduate students, and faculty to explore the evolving ideas, identities, institutions, and beliefs that shape Europe today.

**Minor**

Administered by the Nanovic Institute, the European Studies minor takes an interdisciplinary approach to the study of Europe. Students take courses in a variety of fields, such as politics, history, economics, literature, culture, theology and philosophy. Language is also an essential element of the minor. Faculty advisors help students design their program in European Studies. Special events and programs are organized to benefit students enrolled in the program. Students completing the minor will receive a certificate at graduation.

**Student Support**

Each semester the Nanovic Institute offers research and travel grants for undergraduates. The Institute also offers support for students wishing to go to Europe to pursue internships, language study, and other educational endeavors. Students hoping to pursue careers in international affairs, business, the Foreign Service, or who simply are curious about Europe should consider becoming a European Studies minor and/or applying to the Nanovic Institute for support.

For more information, interested students should consult the Institute's website: www.nd.edu/~nanovic.

**IRISH STUDIES**

**Director:**

Christopher Fox

The Keough Institute for Irish Studies provides students with a unique opportunity to explore Ireland’s extraordinary tradition in literature (in both the English and Irish languages) and distinctive historical development, including its influence on the history of the United States. The Irish Studies faculty includes leaders in several fields, including English, history, film, and Irish language and literature. The Irish Studies Program also organizes a calendar of
intellectual and cultural activities in which undergraduates are encouraged to participate; recent visitors to campus have included Seamus Heaney and John Hume, both Nobel Prize winners, and other leading Irish writers and public figures.

Minor The core of the program is a minor in Irish Studies. The minor helps students develop their understanding of Irish society, culture, and politics through both course work and firsthand experience of Ireland. To qualify for the minor, students must (a) demonstrate proficiency in Irish language (by taking IRST 10101, 10102, and 20103); (b) complete four three-credit Irish Studies courses (mainly in the fields of history; English; Irish language and literature; film, television, and theater; or anthropology), and (c) write a capstone essay in their senior year that links the minor with their major. Qualifying courses are listed in the Schedule of Classes under IRST; the list is available each semester from 422 Flanner Hall.

Dublin Program The home of the Dublin program is the Keough-Notre Dame Centre in O’Connell House in the historic heart of Ireland’s capital. Each semester, some 35 Notre Dame students enroll for courses in the Centre and at Trinity College Dublin, University College Dublin, and the National College of Art and Design. The program includes several field trips and a variety of social and cultural activities. Students taking the Minor in Irish Studies have a distinct advantage when applying for this highly competitive program.

Irish Internships The Keough Institute for Irish Studies annually awards Keough Irish Internships, which place undergraduates in internship positions in Dublin relating to Irish politics and commerce, culture, and society. In the past, students have been placed in the Irish parliament, government departments, the Irish Film Centre, and various social service organizations. The Internships last for a period of seven weeks. Two Internships are reserved for students taking the Minor in Irish Studies.

For further information, students should consult Prof. Christopher Fox, director; telephone 631-3555.

IRST 10101. Beginning Irish I (3-0-3) Ó Conchubhair
An introduction to modern spoken and written Irish: basic principles of grammar and sentence structure, as well as core vocabulary. Emphasis is placed on the application of these principles in everyday situations.

IRST 10102. Beginning Irish II (3-0-3) Ó Conchubhair
Prerequisite(s): See online Course Catalog for details. The second of three courses in Irish; see preceding description of program.

IRST 20103. Intermediate Irish (3-0-3) McKibben
Prerequisite(s): See online Course Catalog for details. Continuation of the study of the Irish language with increased emphasis on the ability to read 20th-century literary work in the original Irish.

IRST 20105. Old Irish (3-0-3) McQuillan
The aim of this course is to enable students with no previous knowledge of Irish, medieval or modern, to take the first steps towards acquiring a reading knowledge of Old Irish. By “Old Irish” is meant conventionally the language of the seventh and eighth centuries AD. The emphasis will be on reading texts in the original language by means of a detailed examination of the grammatical structure of the language. We will also, however, give some consideration to aspects of the literary and cultural contexts in which our texts were composed. The texts we will use have yet to be decided.

IRST 20201. Stage Irish: The Irish in Plays (3-0-3)
A study of representations of the Irish drama in the 19th and 20th centuries.

IRST 20229. Twentieth-Century Irish and Native-American Literature: When We were Noble Savages (3-0-3) Dougherty-McMichael
From the outset of colonization in both Ireland and North America, literature was employed in similar fashion to romanticize, demonize and, more often than not, silence Irish and Native American cultures. Today, with the surge in post-colonial literatures, Irish and Native American literatures have found new voices that look to the past in order to explore the present. Instead of romanticizing cultural memories, these authors subvert and challenge heroic representations while dispelling stereotypes. Together these separate literary traditions intersect and diverge, challenging accepted perspectives of history and culture while blending stories with oral tradition, popular history and pop culture.

With these intersections in mind, we will explore an array of literature from both Irish and Native American traditions, from novels to poetry to film. We will look at a variety of authors including Flann O’Brien, Nuala Ni Dhomhnaill, Eilis Ni Dhuibhne, Leslie Marmon Silko, Sherman Alexie, and Simon Ortiz. Requirements include a midterm exam, one short paper (3–5 pages), one longer paper (8–10 pages), and a presentation.

IRST 20230. City Streets, City Beats: Belfast, Dublin, London, and Paris from Baudelaire to Bono (3-0-3) Arbery
As one of the most dominant themes of modernity, the city figures as a poster child of trendsetters, go-getters, floozies, and philanderers. It is the embodiment of shabby chic. Wherever there is couture there are cutthroats, and if there is a ballroom there is bound to be a bordello. Baudelaire’s Paris sets the tone for the modern cities fast-paced but staggering tempo, and 150 years later, it can still be heard in Bono’s gravelly tones and nostalgic lyrics. This course focuses on four cities intimately connected through literature, art, music and film. It will study both their tense political and social relationships with one another as well as their idiosyncratic cultures and geographies (including their landmarks, streets, transportation and water systems, etc.), and will think about the resonance of these cities histories on global, contemporary culture.

Readings include selections from Baudelaire and Apollinaire, works by Padraic O’Conaire, Joseph Conrad, James Joyce, Liam Ó Flaherty, Samuel Beckett, Virginia Woolf, Elizabeth Bowen, John Banville, and Michael McAlverty, and selected poems from Seamus Heaney, John Montague, Derek Mahon, and Ciaran Carson. Photos, paintings and song lyrics will supplement the readings, and there will also be a few movie showings. Course requirements include class participation, weekly quizzes, one 10–12 page paper, and a midterm.

IRST 20401. The Irish Military Tradition (2-0-3)
Corequisite(s): IRST 22401
A study of the history and culture of “Fighting Irish” military tradition from medieval through modern times.

IRST 20403. Irish-American Experience (3-0-3)
Corequisite(s): HIST 22610
For sophomores only. This course will examine the history of the Irish in the United States.

IRST 20512. Culture and Politics in Northern Ireland (3-0-3) Smyth
This course explores the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century. Using a multiplicity of genres—drama, fiction, poetry, film, painting and documentary material—we will unravel the history behind partition, the causes of the Troubles, and the nature of the conflict. Among the key moments or events upon which we will concentrate are: The Somme, the sinking of the Titanic, Bloody Sunday, the hunger strikes, Drumcree, the Anglo-Irish Agreement, and the Shankill Butchers. Certain key themes will stretch through our semester’s work. Among these are: sectarianism; the relationship between violence and culture; the role of religion in the state; borders; hatred; identity; and issues of social and political justice. Some of the writers whose work we will read are: Seamus Heaney, Frank McGuinness, Sam Thompson, John Montague, Seamus Deane, Eoin MacNamee, Bernard MacLaverty, Bernadette Devlin, and Thomas Kinsella. This class is discussion-based, and will involve student presentations and engaged participation.
IRST 20518. Anglo-Irish Literature: The Cultured Misrule of Dissolute Lords and Rebel Countesses
(3-0-3) Witek
An examination of Irish Identity through an introduction to the literature, both historical and contemporary, of Anglo Ireland.

IRST 20528. Folklore in Irish Literature
(3-0-3) Henigan
A close reading of traditional Irish myths, tales, songs, customs, rituals, and beliefs.

IRST 21601. Irish and American Tap Dance
(1-0-1)
This course will teach a range of fundamental steps.

IRST 22401. The Irish Military Tradition—Tutorial
(0-1-0)
Corequisite(s): IRST 20401
Co-requisite tutorial for The Irish Military Traditions.

IRST 30105. The Irish in Their Own Words
(3-0-3)
This course is designed as an introduction to the literature of Medieval Ireland. The manner in which such texts shed light on the nature of medieval Irish society will be examined.

(3-0-3)
This course will examine poetry written in Irish from the early days of the Gaelic Revival up to the very recent past. No previous knowledge of Irish is required.

IRST 30107. The Hidden Ireland: Themes and Issues in Eighteenth-Century Irish Poetry
(3-0-3) O’Buachalla
The Hidden Ireland denotes both a book and a concept. The book was written by Daniel Corkery in 1924 and was an immediate success as it encapsulated a version of Irish history that had not hitherto been available to the general public; it is still considered to be a classic of its kind. The concept promoted the notion that history should emanate from “below” and should not be confined to the elites and governing classes. Both book and concept have had a profound impact on our understanding of Irish identity, Irish history and Irish literature. This course will examine the book in depth and utilize it to open a window on the hidden Ireland of the 18th century. The cultural, historical, and literary issues raised by the book will be studied in the context of the poetry of the period. Poetry will be read in translation.

IRST 30202. Crime and Progress in the Nineteenth-Century British Novel
(3-0-3)
Violence and social change, sexuality, economics, and politics in novels written in Ireland and Britain during the last half of the 19th century.

IRST 30203. Victorian Empire Writing 1868–1901
(3-0-3)
An exploration of the empire as theme in selected Irish writers of the late 19th century.

IRST 30204. Northern Irish Writing and Politics
(3-0-3)
A study of Irish writers in the North since the Troubles began in the 1960s.

IRST 30205. Modern Irish Drama
(3-0-3)
Dramatic representations of the Irish “character” and the Irish nation from the end of the 19th century through the 20th. Includes Yeats, Lady Gregory, O’Casey, Shaw, and Synge.

IRST 30206. Writing in Northern Ireland
(3-0-3)
This course explores the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century.

IRST 30207. Anglo-Irish Literature
(3-0-3)
An examination of Irish Identity through an introduction to the literature, both historical and contemporary, of Anglo Ireland.

IRST 30208. Writing and Politics in Northern Ireland
(3-0-3)
This course explores the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century.

(3-0-3)
A study of major Irish writers since World War II.

IRST 30210. Irish Writing, 1600–2000
(3-0-3)
A survey of major writers over the last four centuries.

IRST 30211. Irish Gothic/Union to Troubles
(3-0-3)
An exploration of the ways in which Irish literature, both historical and contemporary, uses ghosts, vampires, demons, and rebels to grapple with threats facing Irish society.

IRST 30213. Imprisonment in Irish Literature
(3-0-3)
The theme of imprisonment in 19th-century Irish writing.

IRST 30214. Twentieth-Century Irish Literature
(3-0-3)
The cultural and political factors that have shaped Ireland’s extraordinary literary achievement, paying particular attention to Irish Decolonization and the Troubles. Readings from Shaw, Yeats, Joyce, Bowen, Friel, Heaney, and Deane.

IRST 30222. Culture and Politics in Northern Ireland
(3-0-3) Smyth
This course discusses the literature of Northern Ireland and how it reveals the culture and politics of Northern Ireland.

IRST 30301. Women in Irish Oral Tradition
(3-0-3)
This course will explore oral verbal art in Irish and English, through transcribed texts, sound recordings and film, paying particular attention to depictions of and performances by women, and offering gendered readings of the material studied.

IRST 30371. Introduction to Irish Writers
(3-0-3)
Corequisite(s): ENGL 22514

IRST 30404. Irish History I
(3-0-3) Smyth
Irish political history from the beginning of the Tudor Reconquest to the enactment of the legislative union in 1801. Attention is given to colonization, religious conflict, the Ulster Plantation, political and constitutional reactions to British government policies, and the rise of Protestant patriotism.

IRST 30405. Irish History II
(3-0-3)
Irish political history and Anglo-Irish relations from 1801 up to and including the current conflict in contemporary Northern Ireland. Attention will be given to religious conflict, the development of romantic and revolutionary nationalism, the changing nature of Anglo-Irish relations, the Irish-American dimension, and the special problems of the North.

IRST 30406. Northern Ireland since 1920
(3-0-3)
This course examines society and politics in Northern Ireland from the partition of Ireland to the current, increasingly unstable peace process.

IRST 30407. The Fighting Irish since 1534
(3-0-3)
This course will focus on the cult of the “Fighting Irish” in history, literature, art, iconography, film, and media. Lectures and readings will deal primarily with the period between the Reformation (1534) and the Irish Civil War (1922–23).

IRST 30408. Nineteenth-Century Ireland
(3-0-3)
Drawing on monographs and general studies, this course invites students to consider how different social groups experienced the profound changes that transformed 19th-century Ireland.
IRST 30501. Folklore, National Culture, Irish History
(3-0-3)
This course will explore the idea of folklore within the history of ideas and will examine the relationships between folklore and popular culture and between folklore and modernity in Ireland.

IRST 30502. Irish Traditional Culture
(3-0-3)
To examine Irish peasant culture, this course will focus on the materials accumulated by folklorists since the late 19th century.

IRST 30602. Irish Traditional Music
(0-0-3)
This course examines the historical background of the instrumental and song traditions; musical style and its relationship to specific musicians and regional traditions; performance practice; and the social and cultural context of "the music."

IRST 30603. National Cinema: Irish Cinema/Culture
(3-2-3)
Corequisite(s): FTT 31232
This course examines the films of Ireland and other countries to reveal their distinctive styles, stories, and visual and narrative techniques.

IRST 31603. National Cinema: Irish Cinema/Culture Lab
(0-1-0)
Corequisite(s): IRST 30603
Co-requisite for 30603

IRST 40215. Visits to Bedlam
(3-0-3)
Literary, medical, and social views of madness in the 16th through the 19th century.

IRST 40216. Irish and British Literature 1790–1815
(3-0-3)
Burke, Paine, Godwin, Wordsworth, Edgeworth, and Scott in the context of the French Revolution and the Irish political situation at the end of the 18th century.

IRST 40217. Anglo-Irish Identities 1600–1800
(3-0-3)
Observers of the political and cultural problems that continue to plague relations between the modern Irish State, six counties in the north of Ireland, and Great Britain cannot fail to note that the unresolved differences that have festered over the last two hundred years had their roots in the traumas of the preceding centuries of English colonialism in Ireland. Focusing on that crucial period in Irish history, this course will explore the complex and contested cultural, political, and ideological identities of a group we have come to call the Anglo-Irish.

IRST 40218. Studies in Six Irish Writers
(3-0-3)

IRST 40219. Modern Irish Drama
(3-0-3)
In this course, we will study both the drama produced by the playwrights of the Irish literary renaissance—Yeats, Synge, Lady Gregory, and O’Casey—and the political struggle for Irish independence that was taking place at the same time.

IRST 40220. Passing and Fictions of Race
(3-0-3)
A close analysis of how notions of “race” are explored in Anglo and Anglo-Irish literature.

IRST 40221. Anglo-Irish “Gothic”
(3-0-3)
An interpretation of the uses of the uncanny and the supernatural in Anglo-Irish fiction of the 19th century. Readings will include ghost stories as well as Gothic and “Big House” fiction (some of it in English disguise).

IRST 40222. Culture and Politics in Northern Ireland
(3-0-3)
What the literature of Northern Ireland reveals about the culture and politics of Northern Ireland.

IRST 40223. Versions of the Gothic
(3-0-3)
A survey of Gothic fiction in England and Ireland from the mid-18th century to the Victorian Age.

IRST 40224. Contemporary Irish Drama
(3-0-3)
This course explores the drama produced by Irish playwrights during the latter half of the 20th century.

IRST 40304. Poetry and Politics in Early Modern Ireland 1541–1688
(3-0-3) O’Buachalla
The political poetry of the period 1541-1688 will be discussed and analyzed against the historical background. The primary focus will be the mentality of the native intelligentsia as it is reflected in the poetry and as it responded to the momentous changes of the period. The origins and rise of the cult of the Stuarts will be examined and the historiography of the period will be assessed.

IRST 40409. Elizabthans and Their World
(3-0-3)
This course aims to set the work of the great figures of the Elizabethan Renaissance—Shakespeare, Spenser, and Sidney—in their larger cultural and intellectual context, such as political commentaries, social polemics, historical works, crime writing, religious exhortations, ballads, engravings, and maps, which made up the Elizabethans attempts to comprehend and control their perilously changing world.

IRST 40410. Medieval Ireland
(3-0-3)
This course comprises a survey of the history and culture of the Irish and the other Celtic peoples from the Neolithic era to approximately AD 1500. We will explore the main documentary sources in translation-mythological and historical, ecclesiastical and secular-as well as discussing the importance of the archaeological evidence.

IRST 40411. Ideology, Poetry, and Politics in Ireland
(3-0-3)
This course is a broad-based exploration of Ireland and her neighbors from the 8th century to the 16th.

IRST 40412. Late Medieval/Early Modern Ireland
(3-0-3)
This course offers new perspectives on the struggle for mastery in Ireland from 1470 to 1660. The most important effect of these contending conquests was the way they shaped the diverse responses of the native Irish, ranging from accommodation and assimilation to outright rebellion and national war.

IRST 40413. Ethnic Conflict to Northern Ireland
(3-0-3)
A history of the Troubles.

IRST 40414. The Vikings
(3-0-3)
Discussion will be based on medieval primary sources from England, Ireland, France, and Russia. Scandinavian life at home and the possible reasons for migration will also be considered, as background to the more exciting events abroad. The importance of archaeological evidence (including art), and modern treatments of Vikings in film and literature, will also be included.

IRST 40503. Archaeology of Ireland
(3-0-3) Chesson
This course examines the cultural and historical trajectory of the archaeology of Ireland through a series of richly illustrated lectures, organized chronologically, that trace cultural, social, and technological developments from the Neolithic through the Viking period. Integrated with this lecture series, and running concurrently on alternate days, will be a series of seminar and discussion classes focused upon a number of anthropological and archaeological issues related to each of these periods of time. This includes the emergence of the unique systems of communities, and the development of systems of metallurgy in the Iron Age. Other classes will touch upon the topics of regionalism and identity and contact at different periods of time, mortuary practices and ritual, and discussion of village life in ring forts during the Bronze Age.

IRST 40540. Conflict and Consensus in Twentieth Century Ireland
(3-0-3)
Prerequisite(s): See online Course Catalog for details.
This course examines the government and politics of the Republic of Ireland and Northern Ireland through the lenses of democratization, state-development, nationalism, and unionism. Among the themes covered in the course are: the British and Irish national questions; religion, ethnicity,
and nationalism; the partition of Ireland and its consequences; the constitutional development and democratization of an independent Ireland; devolved government and control in Northern Ireland; the party systems in Northern Ireland and the Republic of Ireland; and the consequences of British direct rule.

IRLL 40605. Irish Film and Culture
(3-0-3)
Corequisite(s): IRST 41606
A study of Irish film.

IRLL 41606. Irish Film and Culture Lab
(0-1-0)
Corequisite(s): IRLL 40605
Required for IRLL 40605 Irish Film and Culture.

IRLL 10101. Beginning Irish I
(3-0-3) O’Conchubhair
No prior knowledge of the Irish language required. This course provides an enjoyable introduction to modern Irish. Energetic teachers in small classes teach basic language skills and prepare students to conduct conversations and read authentic texts. Extensive use is made of role-play and interactive teaching methods. Irish 10101 is a superb opportunity to learn a new language, explore Irish/Celtic culture, and investigate the linguistic politics of the only minority language offered at Notre Dame. In addition to satisfying the language requirement of the College of Arts and Letters and the College of Science, Irish satisfies the popular Irish Studies minor’s requirements, and selected students will have an opportunity to study in Dublin, Ireland.

IRLL 10102. Beginning Irish II
(3-0-3) O’Conchubhair
Prerequisite(s): See online Course Catalog for details. Second semester of instruction in the Irish language. More emphasis will be placed on reading simple texts in Irish.

IRLL 13186. Literature University Seminar
(3-0-3) McKibben
The Hidden Ireland denotes both a book and a concept. The book was written by Daniel Corkery in 1924 and was an immediate success as it encapsulated a version of Irish history which had not hitherto been available to the general public; it is still considered to be a classic of its kind. The concept promoted the notion that history should emanate from “below” and should not be confined to the elites and governing classes. Both book and concept have had a profound impact on our understanding of Irish identity, Irish history, and Irish literature. This course will examine the book in depth and utilize it to open a window on the hidden Ireland of the 18th century. The cultural, historical, and literary issues which are raised by the book will be studied in the context of the poetry of the period. Poetry will be read in translation.

IRLL 30301. Women in Irish Oral Tradition
(3-0-3)
O’Buachalla
Oral tradition offers individuals and communities ways of constructing and maintaining identity, often against considerable external pressure. This course will explore oral verbal art in Irish and English through transcribed texts, sound recordings, and film, paying particular attention to depiction of and performances by women, and offering gendered readings of the material studied.

IRLL 40304. Poetry and Politics in Early Modern Ireland, 1541–1688
(3-0-3) O’Buachalla
The political poetry of the period 1541–1688 will be discussed and analyzed against the historical background. The primary focus will be the mentalité of the native intelligentsia as it is reflected in the poetry and as it responded to the momentous changes of the period. The origins and rise of the cult of the Stuarts will be examined and the historiography of the period will be assessed.

LATIN AMERICAN STUDIES PROGRAM

Director:
Edward Beatty

This program promotes opportunities for students to deepen their understanding of the region through a variety of courses, campus activities, internships, and firsthand overseas learning experiences. Through the Kellogg Institute, the program offers a calendar of cultural events, summer research and internship grants, current affairs panels and regular talks on Latin America by Notre Dame faculty and visiting lecturers. In addition, the institute brings several visiting fellows each semester who are from Latin America or who specialize in the region; these fellows visit classes and meet with students.

The core of the program is a minor in Latin American Studies. The minor aims to give students well-rounded training that complements their major area of study and to make this training easily recognized on a graduating student’s transcript. To qualify for the minor, students must demonstrate proficiency in Spanish or Portuguese (through two courses at the University or advanced placement), and complete five courses on Latin America that are distributed across at least three departments, with the option of writing a senior essay.

Qualifying courses are listed each semester in the Schedule of Classes under LAST. They include Contemporary Latin American History, Economic Development of Latin America, Latin American Politics, Liberation Theology, Sociology of Development, and Spanish-American and Brazilian Literature. The program offers the John J. Kennedy Prize annually for an outstanding senior essay dealing with a Latin American topic. The summer research grants are offered through Kellogg to students after their junior year to encourage undergraduates to undertake original research on international subjects. The summer internships aim to provide undergraduates real-world experience in dealing with Latin American issues. The summer fellowships offer freshmen and sophomores the opportunity to engage in initial exploratory projects in Latin America. For more complete information about courses that qualify each semester for the minor degree, the calendar of events or the summer research and internship competitions, please consult the LASP Web page at www.nd.edu/~kellogg/LASP , or call Holly Rivers, academic coordinator, at 631-6023.

LAST 10501. Intensive Beginning Quechua
(6-0-6)
Designed for highly motivated students, this intensive language course meets five days a week, covers material of LLRO 10101 and 10102, and counts as two courses. Along with the acquisition of language skills, LLRO 10115 emphasizes the active use of spoken Quechua in context.

LAST 20000. Black Music, World Market
(3-0-3)
Slavery and the coerced migration of Africans to the New World left a multitude of popular musical styles from black peoples (and others) on both sides of the Atlantic. This course is an examination of the diversity of popular black musics on a global scale.
LAST 20001. Societies/Cultures of Latin America
(3-0-3)
This course introduces students to the diverse cultures and societies of Latin America through historical, ethnographic, and literary study. Contemporary issues of globalization, violence, and migration will preoccupy the discussion of Central and South America and the Caribbean today.

LAST 20150. Latino Poetry
(3-0-3)
Close readings of prominent contemporary Latino poets.

LAST 20400. Studies in Spanish-American Cultures
(3-0-3)
An introduction to the scope and variety of Spanish-American culture. Readings at an intermediate level in history, art, culture, and society.

LAST 20500. Conversation and Composition: Afro-Brazilian Culture
(3-0-3)
This course explores cultural perspectives on Brazil through a wide variety of sources, including literary, sociological, and historical texts, feature films, music, and news reports. Topics for discussion include race relations in Brazil, Afro-Brazilian culture and identity, and Brazil's contemporary relations with Africa. Oral and written assignments aim at perfecting students' proficiency in speaking, reading, and writing. This course reviews major concepts of Portuguese grammar in context and provides practical exercises in diction and vocabulary building. Course conducted in Portuguese.

LAST 27500. Topics in Afro-Luso-Brazilian Cultures
(3-0-3)
This course explores cultural perspectives on Brazil through a wide variety of sources, including literary, sociological, and historical texts, feature films, music, and news reports. Topics for discussion include race relations in Brazil, Afro-Brazilian culture and identity, and Brazil's contemporary relations with Africa. Oral and written assignments aim at perfecting students' proficiency in speaking, reading, and writing. This course reviews major concepts of Portuguese grammar in context and provides practical exercises in diction and vocabulary building. Course conducted in Portuguese.

LAST 30001. Caribbean Diasporas
(3-0-3)
This course explores the transnational orientations and the multidimensional consequences of movement from the Caribbean as it affects sites in Miami, London, Paris, or Brooklyn as well as Havana, Jamaica, Haiti, or Belize. Readings include works of ethnography, fiction, and history that pose questions about how the construction and reconstruction of family bonds, community identity, religion, political power, and economic relations will be treated in the domestic and the global context.

LAST 30100. Economic Development of Latin America
(3-0-3) Ros
An examination of the roots of dependence in Latin America. An analysis of the key problems of economic development and the policies prescribed for their solution.

LAST 30200. Modern Mexico
(3-0-3)
This course examines the complex nation that is Mexico in the 20th century, its challenges and its prospects. Focusing primarily on the period since 1870, we will study the social, economic, political, and cultural forces that have shaped the history of the United States' southern neighbor.

LAST 30201. Indigenous and Colonial Mexico
(3-0-3) Beatty
This course investigates the history of Mesoamerica from the Olmec, Mayan, and Aztec societies to Mexico's independence from Spain after 1800. It will examine the nature of several indigenous societies, their conquest and domination by Europeans, post-conquest debates concerning Indians' nature and colonial Indian policy, the structure of colonial society, including relations between Indians, Africans, and Europeans, Catholic conversions and the role of the Church, and finally the causes of independence. We will use readings, lectures, discussions, archeological evidence, film, and literature throughout the course. Students need not have any background in Latin-American history.

LAST 30202. The Emergence of Nations in Latin America
(3-0-3) Jaksic
This course provides an introduction to the major themes of 19th-century Latin-American history. It provides an overview of the colonial background to the independence struggle that engulfed the region in the early part of the century, describes the motivations, and in many cases reluctance, of the colonies to disengage from the Spanish empire, and the legacies and opportunities for the construction of a new social, political, and economic order in the region. The course examines the influence of regionalism in the emergence of the new nations, and pays particular attention to the impact of liberalism on social, political, and economic structures in the region.

LAST 30203. History, Politics, and Society of Chile
(3-0-3)
An introduction to the formation and development of Chilean national society. The course begins by examining the colonial period and the struggle for independence. It then focuses on 19th and 20th century issues such as the consolidation of the central state, the development of democracy, the creation of the party and electoral systems, economic cycles of growth and stagnation, the breakdown of democracy in 1973, the Pinochet dictatorship, and the return to democracy in the 1990s. Class lectures and discussions will include relevant comparisons with other Latin-American and even European countries.

LAST 30204. Colonial Latin America
(3-0-3)
This course provides an introduction to the major themes of Latin-American colonial history, including the discovery, conquest, and settlement of the New World, the institutional framework established by the Iberian countries to advance their economic, political, and religious interests in the region, and various aspects of Latin-American society and culture until independence in the early 19th century.

LAST 30300. Latin American Politics
(3-0-3)
How and why are Latin-American politics distinct? What are the major challenges facing Latin America as it enters the new millennium? The course will address these and other questions by exploring several themes in the first half of the course. These topics include culture, the role of the Catholic Church, democracy, economic development, and the environment. With the concepts used to examine these themes, we will spend the latter part of the course examining the cases of three Latin American countries in comparative perspective. We will focus on Chile, Brazil, and Mexico.

LAST 30301. Latin-American Politics and Economic Development
(3-0-3)
During the past few decades, Latin America has undergone deep political and economic change. The patterns of political polarization and the implementation of import substitution industrialization models that characterized the region were altered by the emergence of bureaucratic authoritarian regimes. From the 1980s on, Latin-American nations sought to reinstall democracy and promote economic development, yet the paths they followed to those ends have been quite diverse, as have their achievements. This course examines those divergent paths during the past four decades. After introducing students to some contextual information on the region, the course will examine the different roads to democratic breakdown, the emergence of authoritarian regimes, and the contrasting paths to redemocratization and development.

LAST 30302. International Relations of Latin America
(3-0-3)
This course is based on the commonly accepted assumption from theories of political realism that the United States successfully has exercised hegemony over the Western Hemisphere since the beginning of the 20th century. The first topic to be considered is what tactics were used to consolidate that hegemony and how the “face of hegemony” evolved during the 1900s up until the present day. This will involve an examination of the history of hemispheric relations with an emphasis on the political, economic, and cultural aspects of Washington’s strategy. The examination assumes that great powers attempt to control the behavior of less powerful countries in their sphere of influence, and one should not be surprised to find such a situation. The second half of the semester deals with some discrete situations or
issues within the hemisphere: economic integration efforts such as NAFTA, CAFTA, and MERCOSUR; the role of petroleum (particularly as regards Venezuela); the drug issue; developments relating to the US Mexican border; the long-standing Castro regime in Cuba; and the foreign policies of individual Latin-American countries (particularly Brazil and Mexico). There will be two written examinations plus a final one and one paper and/or class presentation.

LAST 30304. Politics and Violence in Latin America (3-0-3)
This course examines the political, historical, and economic context of violence in Latin-American countries, and the significance of violence in Latin-American politics today.

LAST 30305. Current Events of Latin America (3-0-3)
This course analyzes the main challenges that Latin America has tackled for the past few years. After introducing students to some basic concepts and contextual information on the region, the course explores the various social, economic, and political events that Latin-American countries have confronted as well as the different ways in which they have responded to these challenges. The course also incorporates an analysis of some of the "unsolved" issues of the region, such as environmental protection and sustainable development, gender quality, and ethnic minority rights.

LAST 30306. Political Economy of Latin America (3-0-3)
This course analyzes the political bases of the developmental and distributive strategies pursued by several Latin-American countries in the post-World War II period, and the relationship between economic crises in the region and political change. Topics covered include the rise and fall of import-substituting industrialization, the economic stabilization and recovery policies undertaken by politically repressive regimes, and the challenges and opportunities presented to democratic governments in the 1980s and 1990s to implement a neo-liberal economic order.

LAST 30307. US-Latin American International Relations (3-0-3) Hagopian
This course examines the international relations of Latin America with an emphasis on what determines US policy toward Latin America, and the policies of Latin-American states toward the United States, other regions of the world, and each other. It analyzes recurring themes in US-Latin American relations, including the response of the United States to dictatorships, expropriations of US-owned property, and revolution. It also studies new directions and issues in Latin America's international relations, e.g., trade policy, the environment, migration, and drugs in a post-Cold War world.

LAST 30308. Latin American Politics (3-0-3)
This course is an introduction to Latin-American politics. Thematically, we will focus on two of the great issues facing this region of the world at the end of the 20th century: democratization and strategies for promoting economic development. After spending the first part of the course examining these two issues in a broad way, we will then analyze these same issues, but focused on Brazil, Chile, and Mexico.

LAST 30309. Latin American Development and Politics (3-0-3) Lies
Latin American countries face many challenges, some inherited from Spanish and Portuguese colonial rule, some created by today's globalization, and some common to all developing countries. This course examines several Latin American countries who have responded to the most important of these challenges: how to build a state that can maintain order at home and stay at peace with its neighbors, how to form legitimate governments that can pass needed laws, how to ensure that citizens have political rights and a say in the political process, how to promote industrialization and economic growth, and how to achieve a more equal distribution of wealth and ensure that basic human needs are met.

LAST 30400. Survey of Spanish-American Literature I (3-0-3) Anadon
A general introduction to and survey of major works of colonial and 19th-century literature up to modernism.

LAST 30401. Survey of Spanish-American Literature II (3-0-3)
A survey of literary trends and major figures in modern Spanish-American literature from 1880 to the present. Readings of selected texts in prose, poetry, and theatre.

LAST 30402. Nations in Motion: Latino/Latina Literature in the United States (3-0-3)
This course focuses on the analysis of literary works by Mexican-American, Cuban-American, Puerto Rican, and Dominican-American authors. Some reading knowledge of Spanish recommended.

LAST 30550. Chile in Comparative Perspective (3-0-3) Valenzuela
Students will learn about the Chilean political process since the 1930s, with a special emphasis on the period from 1964 to 2002. Students will analyze and discuss institutional, economic, social, and cultural changes that occurred during that period. Chilean politics, economics, and sociology will be addressed from a historical perspective.

LAST 30600. From Power to Communion: Toward a New Way of Being Church Based on the Latin-American Experience (3-0-3)
This seminar explores the present and the future of the Catholic Church, placing emphasis on how its future is foreshadowed in the growing ecclesial interdependence that exists between the churches of North and Latin America. Emphasis is placed on the growing involvement of the laity in Latin America and where this may lead the North American church. In a particular way, attention is given to the role of small Christian communities.

LAST 40000. Race, Ethnicity, and Power (3-0-3)
Presents a review and discussion of social scientific research concerning the nature of race and ethnicity and their expression as social and cultural forces in the organization of multiethnic societies. The focus is multidisciplinary.

LAST 40001. Aesthetics of Latino Culture (3-0-3)
This course analyzes the philosophy and principles underlying the social and political aspects of Latino art.

LAST 40002. Latino Image in American Films (3-0-3)
This course traces the historical depiction of Chicano, Mexicanos, Puerto Ricans, Cubans, and other Latinos in Hollywood-made movies. Cinematic plots, roles, and motifs from the earliest of silent films through the onset of the 1980s are examined to explore the changing physical, social, and cultural definitions of Latinos in the United States. All films and filmmakers are considered within their historical context. Though the main object of study is the Latino image, the course also surveys corresponding images for other ethnic minority groups.

LAST 40003. Human Rights in Latin America (3-0-3)
Prerequisite(s): See online Course Catalog for details. This course takes the concept of international human rights as the framework to explore contemporary cultural, economic, and political debates about identity, culture, and society in Latin America. We will review the civil and political rights, the social and economic rights, and the indigenous people's rights of the International Declaration of Human Rights through ethnographic case studies. For example, we will explore (1) freedom of speech in Chile and view the report of the findings of the Truth Commission; (2) indigenous people's rights in Colombia and learn about the Afro-Colombian movements for ancestral lands; and (3) social and economic rights in Guatemala and current efforts to implement socio-economic recommendations of the Commission for Historical Clarification. In each area, we will specifically address the role of anthropology, the American Anthropological Association's human rights declaration, and the unique contribution anthropologists can make to international efforts to understanding human rights.
LAST 40004. Multiculturalism
(3-0-3)
The course explores the economic, state, and nation-
al conditions of multiculturalism as a social relation
and semiotic form. Seminal questions include the
issues of difference deployed in debates over multi-
culturalism and anthropology’s location in them as a
study of human diversity.

LAST 40005. Cultural Difference and Social Change
(3-0-3) Downey
This course is designed especially for students returning
from summer service projects or study abroad
programs in the developing world. Students can
only enroll with the permission of the instructor or
the director of the ISSLP at the Center for Social
Concerns. In the class, students will conduct research
to better understand the sites they visited during
their overseas projects, orienting them in relation to
broader global, regional, and national patterns.

LAST 40200. Technology and Development in History
(3-0-3)
Technologies are often seen as either the product of
human genius and achievement, or as an alienating,
inhuman, and sometimes destructive force. Both
perspectives argue that technological change has
been one of the most important forces shaping world
history over recent centuries. This course examines
technological developments and theories of technol-
ological change in world history. It focuses on the
relationship between new technologies, social change,
and economic development since 1750, surveying
cases from Britain, the United States, China, Japan,
and Latin America. We will pay special attention to
technology transfers: the movement of new machines
and processes and knowledge from one society to an-
other, and the ways that social, cultural, and political
forces have shaped technological change in different
parts of the world.

LAST 40201. Global Development in Historical Perspective
(3-0-3) Beatry
The difference between rich and poor nations is not, as
Ernest Hemingway once said, that the rich have
more money than the poor, but is in part because the
rich produce more goods and services. Industrializa-
tion, in other words, has often brought wealth (as
well as social dislocation and protest) to those who
have succeeded. This course examines the process
of industrialization from a comparative perspective
and integrates the history of industrialization and its
social consequences for Western Europe (Britain and
Germany), the United States, Latin America (Mex-
ico), and East Asia (Japan and South Korea). We
will concentrate on these countries’ transition from
agriculture-based societies to industrial societies. We
will analyze the process of industrialization on two
levels: from above the role of political authority and
from below a view of factory life, industrial relations,
and protest from the perspective of workers and the
working classes. No specific prerequisites in history
or economics are necessary.

LAST 40202. Seminar: Coffee/Sugar/Other Goods
(3-0-3)
Between their origin in the earth and their ultimate
destination in our bodies, coffee, sugar, and other
addictive commodities (such as tobacco, cacao, tea,
opium, cocaine, and perhaps oil) have had profound
effects on world history. In all cases, their produc-
tion, processing, distribution, and consumption have
been intertwined with the historical development of
individuals, peoples, nations, and international rela-
tions. Growing consumption has profoundly altered
the social, economic, and environmental history of
producing countries, with especially profound
impact on those individuals whose labor brings them
from the earth. And in all cases, most of the world’s
supply of such commodities comes from relatively
poor regions while consumption is centered in the
relatively wealthy, industrialized nations.

The course introduces students to the broad outlines
of the history of comparative commodities through
class readings and discussions. Students will then
conduct research on an approved topic related to a
specific commodity or theme that examines one
aspect of the role of a commodity in world history.
Course requirements include the submission of a
bibliography, a thesis statement, a first draft, and a
25-page research paper.

LAST 40300. In the President’s Shoes: Leading Struggling Democracies in a
Globalized World
(3-0-3)
Public support for democracy is shrinking rapidly in
developing countries. Massive protests around the
world blame the globalized economic system and its
main political actors for increasing poverty and
inequality. In South America, four elected presidents
have been forcefully replaced since 1998 and two
others are facing great difficulties to remain in power
let alone exercise authority or leadership. How have
so many governments disappointed their citizenry?
What can be done if anything to curb this danger-
ous trend? This course, taught predominantly from a
Third World perspective by a former president of
Ecuador, is offered to students planning to par-
ticipate actively in civil or political life or trying to
understand how the public sector works and relates
with society as a whole. The course introduces stu-
dents to the basic toolkit of skills (decision making,
negotiation, communication, leadership) that allow
one to deal with public policies (economic, social,
environmental) and institution-building immersed in
a broader ethical, value-ridden, purpose-oriented
debate. In essence, the course is a “flight simulator
experience.” Through case analysis, role-playing
exercises, and confrontations with real-life dilemmas,
the students are invited to fly in the plane’s cockpit,
to play the president’s role in recognizing, analyzing,
and prioritizing problems and brainstorming strate-
gies and action plans.

LAST 40400. Studies in Latin American Colonial Literature
(3-0-3) Ardon
An in-depth study of a particular theme, author, or
gende in colonial Latin American literature.

LAST 40401. Mexican Literature
(3-0-3)
Combines an overview of the historical develop-
ment of prose, poetry, and theatre in Mexico, with a
close look at special problems and issues in Mexican
literature.

LAST 40402. Film/Latin-American Imagery
(3-0-3)
A survey of the development of the short-story genre
in Spanish America. Close readings of works by rep-
resentative authors.

LAST 40403. Spanish-American Poets of the
Twentieth Century
(3-0-3)
This course will focus on the principal trends of
Spanish American lyrical production through close
readings of poetry from the avant-garde to the pres-
ent.

LAST 40404. Senior Seminar
(3-0-3)
This course may cover an in-depth study of a par-
ticular author, theme, genre, or century. In addition
to treating primary texts, some critical material will
be required reading. The course culminates in a
substantial research paper. May be taken either fall
or spring term.

LAST 40405. Spanish-American Short Story
(3-0-3)
This course considers the issue of Latin-American
identity through a variety of media, including film,
literature, and popular culture. Focus may be on a
particular region or genre.

LAST 40406. Seminar: SELVAS, ILANOS Y
OTR
(3-0-3)
This course may cover an in-depth study of a par-
ticular author, theme, genre, or century. In addition
to treating primary texts, some critical material will
be required reading. The course culminates in a
substantial research paper. May be taken either fall
or spring term.

LAST 40407. Studies in Latin-American Colonial Literature
(3-0-3)
An in-depth study of a particular theme, author, or
gende in colonial Latin-American literature.

LAST 40408. Film and the Latin American Imagery
(3-0-3)
This course considers the issue of Latin-American
identity through films from various national tradi-
tions, including Cuba, Chile, Mexico, and Brazil.
Class discussions consider how shared cultural elements are represented in Latin-American film and how these representations challenge assumptions about identity politics.

LAST 40409. Topics in Colonial Latin American Literature
(3-0-3)
An in-depth study of a particular theme, author, or genre in colonial Latin-American literature.

LAST 40410. Senior Seminar
(3-0-3)
This course may cover an in-depth study of a particular author, theme, genre, or century. In addition to treating primary texts, some critical material will be required reading. The course culminates in a substantial research paper. May be taken either fall or spring term.

LAST 40413. Spanish-American Literature: Borges y Cortazar
(3-0-3) Verani
This course will examine the short narrative (short story and novellas) of 20th century authors Jorge Luis Borges and Julio Cortazar. The emphasis will be on close readings of the texts along with recent developments in critical theory.

LAST 40414. Topics in Spanish-American Literature: Cuban Literature
(3-0-3) Anderson
An in-depth study of a particular theme, author, or genre in Cuban literature.

LAST 40500. Luso-Brazilian Literature and Society
(3-0-3)
This course will focus on questions of national identity in the Luso-Brazilian world. We will examine how social and cultural issues are perceived, conceptualized, represented, and understood in and by literature. The course will pay particular attention to how literature depicts important human problems such as gender and race relations, the crafting of national identity and national heroes, class conflict, family structure, and some ideological values such as success, love, happiness, fairness, misfortune, destiny, honesty, equality, and faith. Authors to be studied will include Manuel Antonio de Almeida, Machado de Assis, Jorge Amado and Guimaraes Rosa, on the Brazilian side, and Miguel Torga, Jo de Melo, Jose Saramago, and Lydia Jorge, on the Portuguese side. Conducted in English with readings in Portuguese or Spanish.

LAST 40501. Short Fiction of the Portuguese-Speaking World
(3-0-3)
This is a comparative study of short prose fiction in the Portuguese-speaking world, with special emphasis on theoretical issues related to this literary genre. Authors studied include Machado de Assis, Joso Guimaraes Rosa, Clarice Lispector, Mario de Sa-Carneiro, and Luandino Vieira. Texts and discussions in English.

LAST 40502. Immigrant Voices/Contemporary Brazilian Literature
(3-0-3)
This course examines literary perspectives on the European and non-European immigrant experience in Brazil. Readings from literature, literary and cultural theory, cultural studies, history and anthropology.

Authors studied include Moacyr Scliar, Samuel Rawer, Nolda Pion, and Milton Hatoum. Texts and discussions in English.

LAST 40503. Dictatorships in Lusophone Fiction and Film
(3-0-3)
This course explores the role of the dictator as presented in popular fiction and film production.

LAST 40504. Colonialism Revisited
(3-0-3) Ferreira Gould
With readings from Angola, Mozambique, Brazil, and Portugal, this course examines colonialism and its aftermath in Africa in light of postcolonial fiction and contemporary sociological and anthropological writing from the Lusophone world. This course brings the Lusophone experience, with its important varieties, yet overlooked implications, into broader debates in the field of postcolonial studies. Course conducted in English with readings in Portuguese and/or English.

LAST 40550. Religion and Power in Latin America
(3-0-3)
The cultural dimension of religion and the institutional building abilities present in religious communities are building new power sources for religions in the present Latin-American context. Taking the experience of Peru, we will look at Latin-American recent processes in the religious domain. The course will describe the changing conditions of the Catholic Church in Latin America and the new situation of religious pluralism produced by the growing presence of evangelical groups and Pentecostalism. We will look at the impact of religion in the empowerment of people from below, and its relation to new social movements as well as to the institutionalization of power at the state level in the new context of globalization.

LAST 40551. International Migration and Human Rights
(3-0-3) Bustamante
This course is an extension from the mini-course to a full term offered by Prof. Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also covered.

LAST 40552. Social Transformations and Democratic Chile
(3-0-3)
This course provides a comprehensive view of the social, cultural, and political transformations that have taken place in Chile since 1990. These transformations have been effected by the consolidation of democracy and the rapid pace of economic growth and modernization in the country. The course draws comparisons to the same processes that have occurred in recent years in Central and Eastern Europe.

LAST 40553. Ideology and Politics in Latin America
(3-0-3)
Ideological discourse shapes political action in Latin America. Thinkers such as Mart?, Maritegui, Haya de la Torre, Lombardo Toledano, Mella, Recabarren, Prebisch, Medina Echavarra, Germani, Cardoso, and others and their discourses-nationalism, revolutionary nationalism, Latin-American Marxism, developmentalism, modernization theory, dependency theory, democratization-acted within specific historical contexts and contributed actively to the conformation of political action. It is our purpose to present the main ideological positions and their impact upon political action in the continent. Their constituent elements conform a unity which we will discuss on the basis of lectures, reading of the texts and debates presented by teams of students.

The course is divided into 21 sessions (including the three reading exams and four debates). For each session, we indicate required readings. The final paper is to be presented on the last session of the course, together with the third reading exam.

LAST 40554. Building Democratic Institutions in First-Wave Democracies
(3-0-3)
Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. The course focuses on democratizations that took place before the Second World War, and will examine key European and Latin-American cases.

LAST 40600. Church and Society in El Salvador: Transforming Reality
(3-0-3)
The premise of this course is that the Central American nation of El Salvador provides a unique opportunity for understanding how one local church tried to heed the call of the Second Vatican Council to read the signs of the times and interpret them.
in the light of the Gospel (Gaudium Et Spes No. 4). Consequently, besides theological reflection, this seminar will make use of a number of disciplines in order to learn the reality of the country. It will begin with a general introduction to social, economic, political, and ecclesial challenges within El Salvador. In consultation with the course instructor, students will pick a specific theme or issue around which to develop a research project. They will work on this project using resources at Notre Dame and then with resource persons in El Salvador itself during a trip to that country over spring break. In the final weeks of the course, we will further reflect on our experiences and complete the research projects. Students will present their final projects within the course and in other venues. This course is by instructor’s permission only. Interested students should pick up a learning agreement either in the Theology Department offices or at the Center for Social Concerns.

LAST 41408. Film and the Latin American Imagery
(3-0-3)
Corequisite(s): LAST 40408
This course considers the issue of Latin-American identity through films from various national traditions, including Caba, Chile, Mexico, and Brazil. Class discussions consider how shared cultural elements are represented in Latin-American film and how these representations challenge assumptions about identity politics.

MEDITERRANEAN/MIDDLE EAST STUDIES

Director: Joseph Amar

This is a broad-based program that includes all aspects of the ancient and modern cultures that surround the Mediterranean. Courses from three regions apply: In Europe, this includes the study of Classical Greece and Rome as well as modern Italy, France, Spain and Portugal. Courses on the Middle East are related to the study of Semitic peoples and their cultures, languages, religions, and politics. In North Africa, Arab, and Francophone, history and civilization are the focus.

COURSES IN MEDITERRANEAN/ MIDDLE EAST STUDIES

MEAR 10001–30006. Arabic Language
MELC 20010. Arabic Literature in English Translation
MELC 20050. Middle East History
MELC 20080. Women’s Memories, Women’s Narrative
MELC 20090. The Golden Age of Islamic Civilization
MELC 30040. Christianity in the Middle East
MELC 30050. Canon and Literature of Islam
MELC 20060. Islam: Religion and Culture
CLASS 30105/HIST 30220. Greek History
CLASS 30210/HIST 30231. Roman Law and Governance
CLASS 40350. Greek and Roman Mythology

HIST 20201. Martyrs, Monks, and Crusaders
HIST 43075. Jerusalem
MI 30235/HIST 30080. Medieval Middle East
ROFR 20600. French Civilization and Culture
ROSP 20600. Civilization and Culture: Spain
ROIT 30710. Introduction to Italian Literature
Other courses may apply with the permission of the director.

RUSSIAN AND EAST EUROPEAN STUDIES

Director: Thomas Gaeton Marullo

The program in Russian and East European Studies enables students to enrich their understanding of the region through a variety of courses in language, literature, history, politics, and economics while also encouraging and supporting the acquisition of firsthand experience in the culture of the area. Its largest initiative provides grants for summer courses taken from accredited programs, either in the United States or abroad. Traditionally, this has meant language study in Moscow, St. Petersburg, Warsaw, and Kraków, but language study elsewhere in Eastern Europe as well as cultural programs and internships may also qualify for support. The program’s lecture series allows students to expand their knowledge of Russia and Eastern Europe beyond the scope of their course work by supplying a continuous source of fresh ideas about the region. Each year, the program invites nationally and internationally renowned scholars to campus to share their latest research in fields pertinent to the minor. By virtue of their competence in Russian or an East European language, participants in the program also are eligible to study language abroad for a semester during the school year and to work in the region as business interns and teachers during the summer.

COURSES IN RUSSIAN AND EAST EUROPEAN STUDIES

Russian Language and Literature
In English:
RU 30101–30102. The Literature of Imperial Russia I and II
RU 30103. The Literature of the Russian Revolution
RU 30104. The Literature of the Russian Dissidence
RU 30201. Dostoevsky
RU 30202. Tolstoy
RU 30501. Holy Fools in Christian Traditions
RU 33301. The Brothers Karamozov
RU 33401. Russian Women Memoirs
RU 33520. New Directions in Russian Cinema

In Russian:
RU 40101–40102. Advanced Russian I and II
RU 43101. Nineteenth-Century Russian Literature
RU 43102. Twentieth-Century Russian Literature

RU 43208. Chekhov
RU 43420. Post-Soviet Russian Literature and Culture
RU 43405. Russian Romanticism

RU 43501. St. Petersburg as Russian Cultural Icon
RU 47101. Tolstoy

Political Science
POL 30471. The Nuts and Bolts of Russian Politics
POL 358__. Comparative Politics of East Europe

History
HIST 13184. Modern Russian Memoirs
HIST 30407. Europe between the Wars
HIST 30409. Europe since 1945
HIST 30471. Early Imperial Russia, 1700–1861
HIST 30473. Twentieth-Century Russian History
HIST 30474. Russia since World War II
HIST 30481. East-Central Europe I
HIST 30481. East-Central Europe II
HIST 30482. Eastern Europe Since 1945
HIST 30490. Nineteenth- and Twentieth-Century Polish History
HIST 30581. Modern European Diplomacy
HIST 30582. European Women in the Twentieth Century
HIST 40475. Modern Russian Society and Culture I
HIST 40476. Modern Russian Society and Culture II
HIST 40480. Polish and Lithuanian Commonwealth
HIST 40890. Late Imperial Russia, 1861–1917
HIST 40993. Dostoevsky’s Russia
HIST 43750. Europe in the Two World Wars
HIST 53002. Russian Thinkers
HIST 53002. The Russian Revolution

Other courses may apply with the permission of the director.
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