



# BULLETIN OF INFORMATION

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UNIVERSITY OF NOTRE DAME  
UNDERGRADUATE PROGRAMS  
2009-2010

# 2009–10

## Bulletin of Information

University of Notre Dame

### *Undergraduate Programs*

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Vol. 105, No. 2, August 2009

The course offerings and requirements of the University of Notre Dame are continually under examination, and revisions are expected. This *Bulletin of Information* is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same. Every effort is made to provide advance information of any changes.

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The University has designated the Director of its Office of Institutional Equity to handle all inquiries regarding its efforts to comply with and carry out its responsibilities under Title IX and under Section 504 of the Rehabilitation Act of 1973. The Title IX and Section 504 coordinator may be contacted as follows:

Director  
Office of Institutional Equity  
414 Grace Hall  
University of Notre Dame  
Notre Dame, IN 46556  
(574) 631-0444

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## Safety Information from Notre Dame Security/Police

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The security of all members of the campus community is of paramount concern to the University of Notre Dame. Each year the University publishes an annual report outlining security and safety information and crime statistics for campus. This brochure provides suggestions regarding crime prevention strategies and important policy information about emergency procedures, reporting of crimes, law enforcement services on campus, and information about support services for victims of sexual assault. The brochure also contains information about the University's policy on alcohol and other drugs, the SafeWalk program, and campus shuttle service.

This brochure is available by writing to:

Office of the Director  
University Security/Police  
Room 204, Hammes Mowbray Hall  
Notre Dame, IN 46556-5675  
or calling the department at 574-631-8338.

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## ACADEMIC CALENDAR

**UNIVERSITY OF NOTRE DAME AND SAINT MARY'S COLLEGE  
JOINT ACADEMIC YEAR CALENDAR FOR 2009-2010**

**FALL 2009 SEMESTER**

Aug. 20-22	Thur - Sat	Orientation and counseling for new students at Saint Mary's College
Aug. 20	Thursday	Orientation, advising, and registration for readmitted and new transfer students at Notre Dame Orientation for first year International students at Notre Dame
Aug. 21	Friday	Undergraduate halls open for first year student move-in beginning at 9:00 a.m. for ND Orientation, advising, and registration for new graduate students at Notre Dame
Aug. 22	Saturday	Residence halls open at 9:00 a.m. for Saint Mary's College
Aug. 22-23	Sat - Sun	Orientation and advising for freshmen at Notre Dame
Aug. 23	Sunday	Undergraduate halls open for upper-division move-in beginning at 9:00 a.m. for ND
Aug. 24	Monday	Classes begin for Saint Mary's College
Aug. 25	Tuesday	Classes begin for Notre Dame Mass - formal opening of school year at Notre Dame
Sept. 2	Wednesday	Last date for all class changes
Sept. 7	Monday	Labor Day - classes are in session
Sept. 25	Friday	Last date to drop a class at Saint Mary's College
Oct. 16	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Oct. 17-25	Sat - Sun	Mid-Term break
Oct. 19	Monday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Oct. 30	Friday	Last day for course discontinuance at Notre Dame
Nov. 16-Dec. 2	Mon - Wed	Registration for the Spring 2010 semester at Notre Dame and Saint Mary's College
Nov. 25-29	Wed - Sun	Thanksgiving Holiday
Dec. 1-13	Tues - Sun	Course Instructor Feedback administered at Notre Dame
Dec. 10	Thursday	Last class day
Dec. 11-13	Fri - Sun	Reading days (no examinations)
Dec. 14-18	Mon - Fri	Final examinations
Dec. 19	Saturday	Undergraduate halls close at 2:00 p.m.
Dec. 21	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
Dec. 22	Tuesday	All grades due in PRISM by Noon at Saint Mary's College
Jan. 3	Sunday	January graduation date (no ceremony)

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	20

\*The number of class meetings and class days differ for Saint Mary's College

**NUMBER OF CLASS DAYS\***

	Mon	Tues	Wed	Thur	Fri	Total
August	1	1	1	1	1	5
September	4	5	5	4	4	22
October	3	3	3	4	4	17
November	5	4	3	3	3	18
December	1	2	2	2	1	8
<b>Total</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>70</b>

**HOMB FOOTBALL GAMES:** Sept. 5 - Nevada 9 Sept. 19 - Michigan State 9 Oct. 3 - Washington 9 Oct. 17 - USC  
Oct. 24 - Boston College 9 Nov. 7 - Navy 9 Nov. 21 - Connecticut



## ACADEMIC CALENDAR

**SPRING 2010 SEMESTER**

Jan. 10	Sunday	Undergraduate halls open for move-in beginning at 9:00 a.m. for Notre Dame
Jan. 11	Monday	Orientation, advising, and registration for new students
Jan. 11	Monday	Classes begin for Saint Mary's College
Jan. 12	Tuesday	Classes begin for Notre Dame
Jan. 20	Wednesday	Last date for all class changes
Feb. 12	Friday	Last date to drop a class at Saint Mary's College
Feb. 19-21	Fri - Sun	Junior Parents Weekend at Notre Dame
Feb. 28	Sunday	Deadline for 2010/2011 Financial Aid Applications at ND and SMC (for returning students)
Mar. 5	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Mar. 6-14	Sat - Sun	Mid-Term break
Mar. 8	Monday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Mar. 17	Wednesday	Registration begins for the 2010 Summer Session at Notre Dame
Mar. 19	Friday	Last day for course discontinuance at Notre Dame
Apr. 2-5	Fri - Mon	Easter Holiday
Apr. 12-21	Mon - Wed	Registration for the Fall 2010 semester at Notre Dame and Saint Mary's College
Apr. 19-May 2	Mon - Sun	Course Instructor Feedback administered at Notre Dame
Apr. 28	Wednesday	Last class day for Notre Dame
Apr. 29	Thursday	Last class day for Saint Mary's College
Apr. 29-May 2	Thur - Sun	Reading days for Notre Dame (no examinations)
Apr. 30-May 2	Fri - Sun	Reading days for Saint Mary's College (no examinations)
May 3-7	Mon - Fri	Final examinations
May 8	Saturday	Undergraduate halls close at 2:00 p.m.
May 10	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
May 11	Tuesday	All grades are due in PRISM by Noon at Saint Mary's College
May 14-16	Fri - Sun	Commencement Weekend

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	20

\*The number of class meetings and class days differ for Saint Mary's College

**NUMBER OF CLASS DAYS\***

	Mon	Tues	Wed	Thur	Fri	Total
January	2	3	3	3	3	14
February	4	4	4	4	4	20
March	4	4	4	3	3	18
April	3	4	4	4	3	18
May	0	0	0	0	0	0
<b>Total</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>70</b>

**2010 SUMMER SESSION**

First Class Day - June 22; Last Class Day - August 6; Graduation Date (No Ceremony) - August 11

## ACADEMIC CALENDAR

**UNIVERSITY OF NOTRE DAME AND SAINT MARY'S COLLEGE  
JOINT ACADEMIC YEAR CALENDAR FOR 2010-2011**

**FALL 2010 SEMESTER**

Aug. 19-21	Thur - Sat	Orientation and counseling for new students at Saint Mary's College
Aug. 19	Thursday	Orientation, advising, and registration for readmitted and new transfer students at Notre Dame
		Orientation for first year International students at Notre Dame
Aug. 20	Friday	Undergraduate halls open for first year student move-in beginning at 9:00 a.m. for ND
		Orientation, advising, and registration for new graduate students at Notre Dame
Aug. 21	Saturday	Residence halls open at 9:00 a.m. for Saint Mary's College
Aug. 21-22	Sat - Sun	Orientation and advising for freshmen at Notre Dame
Aug. 22	Sunday	Undergraduate halls open for upperclassmen move-in beginning at 9:00 a.m. for ND
Aug. 23	Monday	Classes begin for Saint Mary's College
Aug. 24	Tuesday	Classes begin for Notre Dame
		Mass - formal opening of school year at Notre Dame
Sept. 1	Wednesday	Last date for all class changes
Sept. 6	Monday	Labor Day - classes are in session
Sept. 24	Friday	Last date to drop a class at Saint Mary's College
Oct. 15	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Oct. 16-24	Sat - Sun	Mid-Term break
Oct. 18	Monday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Oct. 29	Friday	Last day for course discontinuance at Notre Dame
Nov. 15-Dec. 1	Mon - Wed	Registration for the Spring 2011 semester at Notre Dame and Saint Mary's College
Nov. 24-28	Wed - Sun	Thanksgiving Holiday
Nov. 30-Dec. 12	Tues - Sun	Course Instructor Feedback administered at Notre Dame
Dec. 9	Thursday	Last class day
Dec. 10-12	Fri - Sun	Reading days (no examinations)
Dec. 13-17	Mon - Fri	Final examinations
Dec. 18	Saturday	Undergraduate halls close at 2:00 p.m.
Dec. 20	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
Dec. 21	Tuesday	All grades due in PRISM by Noon at Saint Mary's College
Jan. 2	Sunday	January graduation date (no ceremony)

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	29

**NUMBER OF CLASS DAYS\*\***

	Mon	Tues	Wed	Thur	Fri	Total
August	1	2	1	1	1	6
September	4	4	5	5	4	22
October	3	3	3	3	4	16
November	5	5	3	3	3	19
December	1	1	2	2	1	7
<b>Total</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>70</b>

\*The number of class meetings and class days differ for Saint Mary's College

ACADEMIC CALENDAR  
**SPRING 2011 SEMESTER**

Jan. 16	Sunday	Undergraduate halls open for move-in beginning at 9:00 a.m. for Notre Dame
Jan. 17	Monday	Orientation, advising, and registration for new students
Jan. 17	Monday	Classes begin for Saint Mary's College
Jan. 18	Tuesday	Classes begin for Notre Dame
Jan. 26	Wednesday	Last date for all class changes
Feb. 18	Friday	Last date to drop a class at Saint Mary's College
Feb. 18-20	Fri - Sun	Junior Parents Weekend at Notre Dame
Feb. 28	Monday	Deadline for 2011/2012 Financial Aid Applications at ND (for returning students)
Mar. 11	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Mar. 12-20	Sat - Sun	Mid-Term break
Mar. 14	Monday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Mar. 23	Wednesday	Registration begins for the 2011 Summer Session at Notre Dame
Mar. 25	Friday	Last day for course discontinuance at Notre Dame
Apr. 11-20	Mon - Wed	Registration for the Fall 2011 semester at Notre Dame and Saint Mary's College
Apr. 21-May 2	Thur - Sun	Course Instructor Feedback administered at Notre Dame
Apr. 22-25	Fri - Mon	Easter Holiday
May 4	Wednesday	Last class day for Notre Dame
May 5	Thursday	Last class day for Saint Mary's College
May 5-8	Thur - Sun	Reading days for Notre Dame (no examinations)
May 6-8	Fri - Sun	Reading days for Saint Mary's College (no examinations)
May 9-13	Mon - Fri	Final examinations
May 14	Saturday	Undergraduate halls close at 2:00 p.m.
May 16	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
May 17	Tuesday	All grades are due in PRISM by Noon at Saint Mary's College
May 20-22	Fri - Sun	Commencement Weekend

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	29

\*The number of class meetings and class days differ for Saint Mary's College

**NUMBER OF CLASS DAYS\***

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Total</u>
January	2	2	2	2	2	10
February	4	4	4	4	4	20
March	3	4	4	4	3	18
April	3	4	4	4	4	19
May	1	1	1	0	0	3
<b>Total</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>70</b>

**2011 SUMMER SESSION**

First Class Day - June 21; Last Class Day - August 5; Graduation Date (No Ceremony) - August 18

## Mission Statement of the University of Notre Dame

### CONTEXT

This statement speaks of the University of Notre Dame as a place of teaching and research, of scholarship and publication, of service and community. These components flow from three characteristics of Roman Catholicism which image Jesus Christ, his Gospel, and his Spirit. A sacramental vision encounters God in the whole of creation. In and through the visible world in which we live, we come to know and experience the invisible God. In mediation the Catholic vision perceives God not only present in but also working through persons, events, and material things. There is an intelligibility and a coherence to all reality, discoverable through spirit, mind and imagination. God's grace prompts human activity to assist the world in creating justice grounded in love. God's way to us comes as communion, through the communities in which men and women live. This community includes the many theological traditions, liturgies, and spiritualities that fashion the life of the church. The emphasis on community in Catholicism explains why Notre Dame historically has fostered familial bonds in its institutional life.

A Catholic university draws its basic inspiration from Jesus Christ as the source of wisdom and from the conviction that in him all things can be brought to their completion. As a Catholic university, Notre Dame wishes to contribute to this educational mission.

### THE MISSION

The University of Notre Dame is a Catholic academic community of higher learning, animated from its origins by the Congregation of Holy Cross. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where through free inquiry and open discussion the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity.

The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students. The Catholic identity of the University depends upon, and is nurtured by, the continuing presence of a predominant number of Catholic intellectuals. This ideal has been consistently maintained by the University leadership throughout its history. What the University asks of all its scholars and students, however, is not a particular creedal affiliation but a respect for the objectives of Notre Dame and a willingness to enter into the conversation that gives it life and character. Therefore, the University insists upon academic freedom, which makes open discussion and inquiry possible.

The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

Notre Dame also has a responsibility to advance knowledge in a search for truth through original inquiry and publication. This responsibility engages the faculty and students in all areas of the University, but particularly in graduate and professional education and research. The University is committed to constructive and critical engagement with the whole of human culture.

The University encourages a way of living consonant with a Christian community and manifest in prayer, liturgy, and service. Residential life endeavors to develop that sense of community and of responsibility that prepares students for subsequent leadership in building a society that is at once more human and more divine.

Notre Dame's character as a Catholic academic community presupposes that no genuine search for the truth in the human or the cosmic order is alien to the life of faith. The University welcomes all areas of scholarly activity as consonant with its mission, subject to appropriate critical refinement. There is, however, a special obligation and opportunity, specifically as a *Catholic* university, to pursue the religious dimensions of all human learning. Only thus can Catholic intellectual life in all disciplines be animated and fostered and a proper community of scholarly religious discourse be established.

In all dimensions of the University, Notre Dame pursues its objectives through the formation of an authentic human community graced by the Spirit of Christ.

## The University of Notre Dame

Notre Dame is at once a Catholic university, a national symbol, and an international community of religious faith, intellectual inquiry, and devotion to the powerless. Among its conspicuous features are its academic reputation, an elaborately designed and golden-domed administration building, a famous collegiate football team, a popular shrine to the Mother of God, two fascinating lakes, a pleasantly landscaped campus, and a spirited student body surrounded by an intensely loyal community of alumni and friends who unabashedly refer to themselves as the Notre Dame "family."

The institution was founded on the site of an old Catholic missionary outpost in 1842. The founders were a small and impoverished band of French and Irish religious brothers whose leader was Rev. Edward F. Sorin, C.S.C., an impetuous, strong-willed, and apparently tireless priest. In a memoir titled *My Notre Dame*, Thomas Stritch, professor emeritus of American Studies and Notre Dame historian, wrote that Father Sorin "carved Notre Dame out of the Northern Indiana wilderness and by sheer strength of character made it go. He built and rebuilt, recruited students where he could, and gradually began the unique image Notre Dame still enjoys. In a college or university, reputation is everything. Somehow Sorin developed a favorable one for Notre Dame, one that reverberated throughout the American Catholic world, the Eastern Seaboard as well as the Midwest. Long before football was invented, Notre Dame caught the imagination of American Catholics."

Father Sorin was a member of the Congregation of Holy Cross, a then recently formed Catholic religious community that would own and administer the University from its foundation until 1967, when the University's governance was legally transferred to a predominantly lay board of trustees. The University's bylaws ensure that the Congregation will continue to exert a prominent influence on its administration. They stipulate, for example, that Notre Dame's presidents must always be chosen from among the priests of the Congregation's Indiana Province. The Congregation also ministers to the University it founded through the many Holy Cross priests serving on the University's faculty, the counselors and chaplains who live with the undergraduate students in the residence halls, and the staff of the campus ministry office.

In 1972, five years after the change in governance, a new chapter of University history began to be written as the first undergraduate women were admitted to Notre Dame. A quarter of a century later, the majority of living Notre Dame alumni have been graduated from a fully coeducational institution.

Obviously, many other aspects of the University have been changed by more than a century and a half of turbulent and unpredictable happenings in the Catholic Church and in American life and culture. Fires, outbreaks of infectious diseases, the Civil War, waves of European immigrants and refugees, Church controversies, the Great Depression, two world wars and several smaller bloodlettings, the civil rights movement, and other social convulsions in America, all have involved members of the Notre Dame family and have left deep and indelible imprints on the character and rich tradition of the institution. Rev. William Corby, C.S.C., a successor to Father Sorin, played a memorable national role as a Union chaplain at the Battle of Gettysburg; Rev. Julius Nieuwland, C.S.C., a scientist and faculty member, invented synthetic rubber; Notre Dame students were participants in a nationally publicized scuffle

## STUDENT LIFE

with a resurgent Ku Klux Klan; the University's colorful football team and something of its campus atmosphere were enshrined in American history and myth by a film featuring a memorable performance by an actor who later became a president. More recently, a second film dramatized the University's spirit and gave a new name to unheralded athletes—*Rudy*.

Most notably, Notre Dame's reputation, so zealously nurtured, sustained, and celebrated by Father Sorin and his successors, has become increasingly international in recent years because of the establishment of numerous academic and community service programs in the Holy Land, Mexico, Chile, Ireland, England, Austria, France, Italy, Spain, Australia, Japan, and other countries.

Despite these remarkable and generally welcome alterations in institutional shape and scope, Notre Dame's proud and self-conscious claim to be a Catholic university and its intent to be a great Catholic university remain unchanged from Father Sorin's day. The University boasts a core curriculum that includes required courses in theology and philosophy. In administrative and disciplinary affairs, Notre Dame holds itself responsible to the teaching of the Catholic Church, and it holds its students, faculty, and staff responsible for their own conduct, particularly in matters affecting the common good. Precisely because it is a Catholic university, it is a place where men and women from all faiths and backgrounds are to be made welcome. The staffs of the residence halls, campus ministry, the Center for Social Concerns, and the Alumni Association all continue to invite and encourage Notre Dame students, graduates, faculty, and administrators to pray together, to discuss and share their hopes, joys and sorrows, to bear with and sustain one another, and always to serve those most in need.

## Notre Dame's Vision for Undergraduate Education

Notre Dame is a vibrant academic community dedicated to scholarship and the advancement of knowledge, where students find opportunities on campus and abroad to develop initiative and leadership, and to learn by being fully engaged in our classrooms, libraries, research laboratories, studios, and residence halls among other venues. Notre Dame seeks to nurture in its students intellectual passion and a keenly developed moral sense, goals attainable only where freedom of thought and expression flourishes in a culture built on respect, responsibility, and integrity.

Drawing on our Catholic intellectual tradition, which fosters the integration of faith and reason, Notre Dame offers an undergraduate education rooted in the fundamental belief that all truths participate in the Divine Truth, a belief that motivates the vigorous search for knowledge.

Notre Dame inspires students to pursue learning as a good in itself and to see that pursuit as involving the whole person. We cultivate each student's capacity to think creatively and critically while valuing the rich inheritance that comes from our shared past. We expect our graduates to be conversant with and equipped to contribute to the best thinking across the disciplines. Notre Dame helps students acquire the virtues necessary for living a good human life and prepares them to become leaders in their professions, for their communities, the Church, and the world.

As a community committed to service, we challenge students to grow in their understanding of complex human realities, and we call them to respond to the needs of the world with compassion and committed action. By educating students to be engaged by both their intellectual labors and their faith, we aspire to offer an education that is Catholic in the broadest sense of the word, both in welcoming all persons of good will to our university community and turning outward to embrace the larger world.

Formed by a rich liberal education and possessed of mature faith in service to others, our graduates leave Notre Dame prepared to take their places at the forefront of discovery, innovation, and human achievement.

## Student Life

First and foremost, Notre Dame offers its students a quality education, made possible by an excellent faculty, advanced research facilities, experienced administration, and a well-developed educational philosophy. But cognizant that values, character, and leadership skills are developed as often in the context of caring relationships as in selected reading from various textbooks, the University offers more to its students—a student life rich in depth and variety, one that is nationally recognized and characteristically deep in its impact on those who share in it. To make our "definition" of the University more complete, we shall briefly describe some of the main aspects of student life. Our first consideration will be the students themselves.

**Students.** Notre Dame is one of a handful of truly national universities, with students drawn from all 50 states and more than 100 countries. One factor all the students have in common, though, is strong academic ability. In addition, an annual survey of freshmen taken by the American Council on Education indicates that Notre Dame students, to a greater degree than their peers nationally, are confident of academic success and see themselves as having originality and leadership potential.

**The Campus.** One especially appealing aspect of life at Notre Dame is the campus itself. The University's 1,250 acres, with two lakes, extensive wooded areas, and tree-lined quadrangles, contribute to a serene park-like atmosphere that does wonders to alleviate the pressures of academic life.

The collegiate Gothic style of many of the structures, the ornate Main Building (with a golden dome), and the Basilica of the Sacred Heart and the statuary and masonry carvings that abound on campus have always been a source of delight to students and tourists alike.

**Residentiality.** Over the years no single nonacademic characteristic of Notre Dame has made a greater impression on students than the University's residential tradition. It is a tradition as old as the University itself. Our founder, Father Edward Sorin, established at Notre Dame the sort of residential ambience he had known at French universities. Nineteenth-century students slept, ate, studied, and attended classes en masse in wings of the Main Building. The regimen was strict: a prefect roused students at 6 a.m., supervised their prayer, meals, study, and recreation and returned them to bed 16 hours later.

Times have changed, as well as the discipline, but not the importance of residentiality in student life. According to a committee focusing on University priorities, "Next to its academic mission and Catholic character, residentiality is the least dispensable of Notre Dame's hallmarks."

Each of Notre Dame's 29 undergraduate residence halls has an atmosphere and character of its own. Each has its traditions and generates a feeling of loyalty and camaraderie among its inhabitants. The halls are staffed by rectors, assistant rectors, and resident assistants who endeavor to challenge, facilitate, and support students in integrating the meaning and practice of Christianity today through the development of a community that is humanizing, worshipping, and service-oriented. Consequently, the residence halls form the base of many spiritual, athletic, social, and volunteer service activities. Spirited rivalries between residence halls in various sporting and social events are common. Life in the residence halls provides the context for many relationships among students; social fraternities and sororities are thus considered unnecessary.

First-year students are required to live on campus, and the vast majority of upper-class students find it worthwhile to do the same when space is available. Approximately 80 percent of undergraduates live on campus. At the same time, a variety of off-campus housing is available in the South Bend area.

**Spiritual Life.** Notre Dame stands for the belief that all who teach, work, and study at the University should discover, reinforce, and strengthen their convictions, values, and traditions. A mature religious or spiritual life is integral to full human development. This can be hidden, stifled, or allowed to stagnate; but it can also be challenged and encouraged to grow. In residence hall life and classroom, in liturgy and celebration, in volunteer work and athletic competition, Notre Dame people strive for a wholeness in their lives, even a holiness, as they discover who they are in these multiple arenas.

## STUDENT LIFE

Notre Dame is a professedly Catholic place, which means—at its core—that all are welcome. Beliefs are strengthened by commitment to God, to one another, and to the human family in love and service, while at Notre Dame and throughout life.

The Office of Campus Ministry provides a series of retreats, catechetical instruction for those who wish to join the Catholic Church or find deeper understanding of religious matters, a program of preparation for marriage, and counseling in matters of personal conscience formation. Mass is celebrated daily in the Basilica of the Sacred Heart and in many of the residence hall chapels. There are frequent prayer services of many forms throughout the year, including ecumenical prayer services sponsored by Campus Ministry. Students who are not Catholic are always welcome at any of the various activities sponsored by Campus Ministry. Congregations of many faiths in South Bend also welcome students in their worship.

**Clubs and Organizations.** Notre Dame has a wealth of clubs and organizations for interested students. Interests and commitments vary widely and are reflected in the number and scope of groups.

Some clubs have an academic orientation, ranging from campus branches of national organizations, such as the American Institute of Architects, to strictly local clubs, such as the Chemistry and Finance clubs.

Other groups have an ethnic or special-interest focus. These clubs include the Asian American Association, the Black Cultural Arts Council, the Chinese Students Association, and the Native American Students Association, to name a few.

Students who enjoy music may choose from a wide selection of choirs, bands, and ensembles. Students may audition for the renowned Notre Dame Glee Club, the Notre Dame Liturgical Choir, the Notre Dame Chorale, the Notre Dame Folk Choir, Voices of Faith gospel ensemble, or the Notre Dame Women's Choir. The famous Notre Dame Marching Band, the nation's oldest, continuous university marching band, is one of many choices available for musicians. Another is the concert band, which travels to a different part of the United States each spring, representing Notre Dame in concert. Other specialty groups include a jazz band and orchestra.

**Center for Social Concerns (CSC).** The Center for Social Concerns provides a wide variety of service-learning and social action opportunities, programs, seminars, and courses. For more information, see "Center for Social Concerns," later in this section of the *Bulletin*.

**Media.** Students with interests in journalism usually are attracted to an outlet in the various media on campus.

*The Observer*, a student newspaper serving the Notre Dame-Saint Mary's College community, is published five times a week, offering a vital line of communication within the University, as well as the chance to keep up with the "outside world."

The *Scholastic* is a news/general information magazine, and the oldest college publication in the country. The *Juggler*, Notre Dame's journal of the arts, is published once a semester and features prose, poetry, photography, and illustrations. The award-winning *Dome*, the University yearbook, appears every April.

There are a number of other student publications with more specialized audiences—for example, *Notre Dame Student Business Review* and *Technical Review*, which appear periodically throughout the year and are student-produced.

WSND/FM and WVFI are the University's student-run broadcast media. WVFI, which broadcasts over the Internet, airs mostly progressive rock and special programs, while WSND has a more classical selection (until late evening, when rock and jazz are featured).

**Annual Events.** Notre Dame students look forward to participating in several events that occur annually on campus.

Notre Dame's theatre department presents several major productions each year, and tryouts are open to all students. The Notre Dame Student Players present less traditional theatre, providing one drama or musical each semester.

The Notre Dame Literary Festival is a celebration of the literary arts. Visiting authors read from their works, expound on personal philosophy and offer student workshops. Guests have included Ken Kesey, W.P. Kinsella, Jean and Robert Hollander, and Candace Bushnell.

Students also take advantage of the nearby Lake Michigan beaches and the Michigan ski areas. Trips to Chicago are frequently organized to attend the theatre, museums, shops, or sporting events or just to spend the day sightseeing. South Bend, with a metro population of some 275,000, offers shopping, parks, sports, movies, and cultural events. The East Race Waterway is an attraction providing kayaking, tubing, and rafting.

**Athletics.** The name "Notre Dame" no longer brings thoughts of just a football powerhouse, and with good reason. Notre Dame has developed into an outstanding academic institution but at the same time has expanded its athletic excellence beyond the football field.

### INTERCOLLEGIATE

The University is committed to a well-rounded program for both men and women. The Fighting Irish athletic tradition, renowned throughout the United States, encompasses much more than football and basketball. Notre Dame boasts national contenders

in many Olympic sports, including women's soccer, baseball, men's and women's fencing, and hockey, all of which ranked number one in the country at some point during the past five seasons. Since 2001, Notre Dame has won national championships in women's basketball ('01), women's soccer ('04), and fencing ('05).

The women's intercollegiate athletic program, which has grown tremendously over the last 20 years, now includes 13 varsity sports (there are also 13 men's sports). Notre Dame women student-athletes compete in basketball, tennis, fencing, lacrosse, swimming and diving, volleyball, softball, golf, indoor and outdoor track, cross country, soccer, and rowing.

The Notre Dame student body plays an important role in the success of teams that represent the University. Anyone who has attended a football pep rally or seen a top-ranked basketball team upset in the Joyce Center knows why. The pride and loyalty displayed by "the greatest student body in the world" are a moving force that embodies the spirit of the Notre Dame community. Athletic contests at Notre Dame are an integral part of the social life as well as an opportunity for the athletically gifted to test their skills with the nation's best.

### RecSports

Housed in Rolfs Sports Recreation Center, the Office of Recreational Sports provides extensive opportunities in intramurals, club sports, instruction, special events, and fitness. Over 300 activities are offered throughout the year.

The Intramural program allows members of the student body to grab a share of the limelight while also promoting rivalries among the residence halls. For others, intramurals are a chance to stay in shape, get away from the books, or enjoy a purely recreational sport.

Club sports may be recreational or competitive and are organized by student officers with the guidance of RecSports. These clubs determine for themselves the extent of activity and competition. Currently, 25 club sports are offered.

RecSports' instructional program offers over 20 classes, including a wide array of dance, martial art, sport, and outdoor recreation classes. Campus fun runs, a biathlon, and Late Night Olympics are among the special event offerings. And, drop-in events include ice skating, badminton, volleyball, and indoor soccer.

The Challenge U Fitness Program offers group exercise classes and conducts assessments, testing, and consulting as part of a personal training program and provides information through demonstrations and lectures. More than 90 classes are offered in a variety of aerobic, toning, and water exercise programs, as well as yoga and tai chi. Students are encouraged to make informed choices about their health and fitness and to utilize the numerous facilities available to them.

## STUDENT LIFE

## FACILITIES

Notre Dame is home to some of the finest athletic facilities at any university. The 78,000-square-foot Rolfs Sports Recreation Center has a large state-of-the-art fitness room with more than 30 cardiovascular machines and a full complement of strength machines and free weights. The Rolfs also has a three-lane, 1/8 mile track; three courts for basketball, volleyball, and badminton; a rink-style court for soccer and inline hockey; and two activity rooms for dance, aerobics, and martial arts. In 2007-08, Rolfs Sports Recreation Center celebrated its 10th anniversary by adding new audio-visual technology in meeting rooms and installing a new “cardio theatre” in the fitness room to enhance participant experience.

The Rockne Memorial is legendary for its highly competitive pickup basketball games but also has 10 handball/racquetball courts, one combination squash/handball court, a swimming pool with a spectator gallery, a smaller pool for family use, a climbing wall, a weight room, a fitness room, and two rooms for dance and group exercise. In 2007-08, the Rockne Memorial added new audio-visual technology in the First Aid/CPR classroom, completed updating of all water fountains including cooling and filtration, created a “spinning studio” in the former racquetball court and upgraded to larger 50 –pound washer and dryer equipment.

In addition to the nine-hole Notre Dame Golf Course, the 18-hole William K. and Natalie O. Warren Golf Course opened in the spring of 2000 on the northeast edge of campus. Other outside facilities include basketball courts in several locations, 14 outdoor tennis courts, and several multipurpose playing fields.

Built in 1968, Notre Dame’s Joyce Center has been called one of the most complete sports complexes in the country. Not only is there an 11,418-seat basketball/volleyball arena but also a field house containing a two-lane track, a 2,667-seat hockey arena, boxing and weight rooms, and five volleyball courts. Elsewhere in the building are an auxiliary gym, two intramural gyms and a gym for fencing, six handball/racquetball courts, and two squash courts. The Rolfs Aquatic Center, with its Olympic-sized swimming pool, completes this complex.

The Melissa Cook Softball Stadium is the newest varsity complex on campus. The stadium opened for competition on April 13, 2008. This state-of-the-art venue honors the memory of former Irish softball player Melissa Cook. It features a brick/stucco exterior, Bluegrass sod outfield, a Daktronics scoreboard with full color message center, Musco lighting, heated dugouts, home and visitor locker rooms, training room, spacious press box, six batting cages, chair back and bleacher seating, interior restrooms, and concession stand.

The Guglielmino Athletic Complex, affectionately referred to as “The Gug” (pronounced Goog) opened

in the fall of 2005. The 95,840-square-foot facility houses locker rooms for both the football student-athletes and coaches, coaches’ offices, team meeting rooms, a 500-seat auditorium, athletic training, and the new 25,000-square foot Haggar Fitness Center, used by all of Notre Dame’s 26 varsity athletic teams, with the latest in state-of-the-art strength training equipment, a 50-yard track for speed workouts, and a 45-by-18 yard Prestige Turf field for team stretching exercises and workouts.

The Loftus Sports Center houses Meyo Field. The center, which measures 614 by 210 feet, also contains practice areas for lacrosse, soccer, baseball, and softball. A six-lane indoor track circles Meyo Field, a 120-yard synthetic-turf practice field (new in 2003).

The University’s Eck Pavilion, a 35,000-square-foot structure, is the place on campus for indoor tennis. Inside are six courts, coaches’ offices, showers and lockers, a repair shop, a vending lounge, and an observation deck. The pavilion is used by the varsity men’s and women’s tennis teams.

Other facilities used by Irish athletic teams include:

Notre Dame Stadium, with its 80,795 seats, home to Irish football since 1930.

Frank Eck Stadium, with its 2,500 seats, home to Irish baseball since 1994.

Labar Practice Complex, with its two artificial turf (used primarily by the football squad) practice fields and one natural grass field, used by the Irish football, lacrosse and soccer teams, in addition to Rec Sports. The fields are lighted and secured by an eight-foot-fence.

Soon to be completed new facilities include:

Alumni Soccer Stadium—Notre Dame broke ground for the Alumni Soccer Stadium (men’s and women’s soccer) April 26, 2008. The 2,000-seat facility, which will sit side by side with the new Irish lacrosse stadium, is expected to be completed in June 2009. The stadium will be a lighted facility that will feature a natural grass field, locker rooms, restrooms and concession areas.

Outdoor Track—Ground was broken for the construction of an outdoor track in June 2008. The new nine-lane facility will be located southeast of the Joyce Center.

Arlotta Lacrosse Stadium—A groundbreaking ceremony was held on April 17, 2008 for the construction of Arlotta Stadium, Notre Dame’s new home for men’s and women’s lacrosse. Located east of the Joyce Center, Arlotta Stadium will feature 2,000 seats, lights, artificial-turf field, locker rooms, restrooms, and concession area. The stadium is expected to be completed in June 2009.

Ice Arena – Construction will begin next year on a new freestanding, on campus 5,000 seat ice arena. The new arena will be located south of the Joyce

Center. The facility will include two sheets of ice (one of them Olympic-sized). The main arena will be named the Charles W. “Lefty” Smith Jr. Rink. The facility will also include offices and locker room and weight and cardio training facilities for the Notre Dame hockey program. The new ice arena will replace the Joyce Center fieldhouse as Notre Dame’s home for ice hockey, and is projected to be ready for play starting with the 2011-12 season.

Soon to be completed renovations include:

Purcell Pavilion—Home to the Irish men’s and women’s basketball teams as well as the volleyball squad, construction on the Arena addition and renovation began September 2008

**Student Government.** The unique blend of elements that gives the Notre Dame community its identity has, over a period of years, shaped the character of the student government.

The greatest influence on the student government is the system of residence halls, which not only provides students with a place to live but also serves as the principal center for social interaction on campus. Each hall has its own government, consisting of a hall president, vice president, cabinet, and judicial board, which works in cooperation with the hall staff to develop the best possible environment for its residents. As the basic unit of student government, the halls, and their needs significantly shape the campus-wide student government.

The relatively simple structure of the student government has evolved gradually in response to changing attitudes and needs of the student body. At the head of the student government is its chief executive officer, the student body president. Although the duties of each officeholder, in general the president represents the interests of the student body in all areas of life at Notre Dame.

The most representative student government groups are the Hall Presidents’ Council and the Student Senate, both of which meet weekly to discuss the various aspects of residence and University life, and to coordinate activities among the halls and across campus.

The Campus Life Council was created by the University’s Board of Trustees to allow for discussion among students, faculty, and administrators concerning life on campus. The council is empowered to pass resolutions recommending student life policy changes to the administration.

The programming arm of the Student Senate at Notre Dame is the Student Union Board. This board coordinates such events as lectures, plays, concerts, movies, and more. In addition, it coordinates *The Show*, a major back-to-school campus concert, and the Notre Dame Literary Festival (which were previously mentioned under “Annual Events”), as well as the Collegiate Jazz Fest, Acoustic Cafe, student bands, and other student performances, professional

entertainment, and special events. The Student Union Board also coordinates services such as plant and furniture sales, as well as refrigerator rentals.

**Student Conduct.** A Catholic university is a society composed of faculty and students whose primary purpose is the pursuit of Christian wisdom. The society can exist only in an atmosphere of responsibility and good order. The University seeks, therefore, to provide those conditions and opportunities best suited for educating the student.

Students registering at the University of Notre Dame agree to abide by the regulations concerning student conduct set forth in *du Lac, A Guide to Student Life*, which is distributed to each student. *du Lac* is also available on the University's website, nd.edu.

The University reserves the right to deny the privilege of enrollment to any student whose conduct or attitude is believed to be detrimental to the welfare of the institution.

**Saint Mary's College.** Because of the proximity and rich tradition common to Notre Dame and Saint Mary's, the two institutions share many activities in the area of academics as well as social events, student organizations, and community service projects. The two institutions maintain a cooperative program permitting a limited number of courses to be taken at the neighboring institution.

## The Spirit of Inclusion at Notre Dame

"Strangers and sojourners no longer." (Ephesians 2:19)

The University of Notre Dame strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God's creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ's calling to treat others as we desire to be treated. We value gay and lesbian members of this community as we value all members of this community. We condemn harassment of any kind, and University policies proscribe it. We consciously create an environment of mutual respect, hospitality and warmth in which none are strangers and all may flourish.

One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God—the gentile as well as the Jew, women as well as men, the poor as well as the wealthy, the slave as well as the free, the infirm as well as the healthy. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God. The individual and collective experiences of Christians have also provided strong warrants for the inclusion

of all persons of good will in their communal living. Christians have found their life together enriched by the different qualities of their many members, and they have sought to increase this richness by welcoming others who bring additional gifts, talents and backgrounds to the community.

The spirit of inclusion at Notre Dame flows from our character as a community of scholarship, teaching, learning and service founded upon Jesus Christ. As the Word through whom all things were made, Christ is the source of the order of all creation and of the moral law which is written in our hearts. As the incarnate Word, Christ taught the law of love of God and sent the Holy Spirit that we might live lives of love and receive the gift of eternal life. For Notre Dame, Christ is the law by which all other laws are to be judged. As a Catholic institution of higher learning, in the governance of our common life we look to the teaching of Christ, which is proclaimed in Sacred Scripture and tradition, authoritatively interpreted by Church teaching, articulated in normative understandings of the human person, and continually deepened by the wisdom born of inquiry and experience. The rich heritage of the Catholic faith informs and transforms our search for truth and our understanding of contemporary challenges in higher education.

*This statement was adopted by the officers of the University on August 27, 1997, in conjunction with an Open Letter to the Notre Dame community.*

## Academic Profile

### DEGREES AND ACADEMIC PROGRAMS

The University is organized into a First Year of Studies, four undergraduate colleges, an architecture school, a graduate school of four divisions, a graduate business school, a law school, and several graduate research study centers.

All incoming freshmen spend their first year in the First Year of Studies and then move into the college or school of their choice as sophomores—College of Arts and Letters, Mendoza College of Business, College of Engineering, College of Science, or School of Architecture.

In the 2008–2009 academic year, student enrolled in the College of Arts and Letters topped the undergraduate enrollment figures with 2,583. There were 1,671 business students, 1,138 science students, 794 in engineering, and 186 in architecture.

The College of Arts and Letters offers curricula leading to the degree of bachelor of fine arts in art studio or design and bachelor of arts majoring in:

- Africana Studies
- American Studies
- Anthropology
- Art, Art History, and Design
  - Art Studio
  - Art History
  - Design
- Classics
  - Arabic
  - Greek
  - Greek and Roman Civilization
  - Latin
- East Asian Languages & Cultures
  - 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
  - Italian
  - Romance Languages and Literatures
  - Spanish
- Sociology
- Theology



## UNIVERSITY REQUIREMENTS

The Mendoza College of Business offers the degree of bachelor of business administration with majors in:

Accountancy  
Finance  
Information Technology Management  
Management Consulting  
Management Entrepreneurship  
Marketing

The College of Engineering offers curricula leading to degrees of:

B.S. in Aerospace Engineering  
B.S. in Chemical Engineering  
B.S. in Civil Engineering  
B.S. in Computer Engineering  
B.S. in Computer Science  
B.S. in Electrical Engineering  
B.S. in Environmental Geosciences  
B.S. in Mechanical Engineering

The College of Science offers the degree of bachelor of science majoring in:

Applied Physics  
Biochemistry  
Biological Sciences  
Chemistry  
Chemistry/Business  
Chemistry/Computing  
Environmental Sciences  
Mathematics  
Physics  
Physics/Education  
Physics in Medicine  
Preprofessional Studies  
Science–Business  
Science–Computing  
Science–Education

The School of Architecture offers the degree of bachelor of architecture (five-year program).

Supplementary majors may be taken only in conjunction with a full major. The Arts and Letters supplementary preprofessional studies major provides students with an opportunity to complete a supplementary major in health-related science. Students may take supplementary majors/minors in departments of other colleges, but their dean may specify certain modifications in their curriculum. Undergraduates may obtain bachelor degrees in combination programs with other colleges in integrated five-year programs.

The course and program requirements for degrees are determined by the various colleges and schools.

These colleges are independent of one another and provide academic instruction within the various programs and departments. The dean of each college has authority, along with the college council, to determine minimum admission standards, requirements for a major and a degree from the program, and dismissal from the college and University.

The student who wishes to transfer from one college to another college within the University must have the approval of the deans of both colleges. The accepting dean has discretion regarding which credits are acceptable toward the degree in the new college.

**Dual Degree.** Programs leading to dual degrees (two undergraduate degrees, such as a bachelor of arts and a bachelor of business administration, or a bachelor of arts and a bachelor of science in an engineering major) 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.

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 the two colleges. (In the College of Arts and Letters, the requirement includes the College Seminar.) 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 required number of degree credits.

**Academic Governance.** The major source of academic governance within the University is the Academic Council, made up of administrators, faculty, and students from each of the four colleges and chaired by University President Rev. John I. Jenkins, C.S.C. All major decisions concerning academic policy and scheduling throughout the University are made by this board.

Along with the Academic Council, each college is served by a college council representing its faculty and students. The purpose of the council is to suggest and plan academic programs and to make decisions regarding academic policy within the college. Most of the colleges also have a student advisory council whose function is to elicit student ideas and concerns regarding college policy, to formulate those ideas, and to make suggestions to the college council.

**Advising.** All first-year students enter the First Year of Studies and are assigned an advisor from its faculty. The First Year of Studies offices are located at 207 Coleman-Morse Center. Once students have chosen an upper-level college, they should contact the Office for Undergraduate Studies of the appropriate college and speak with one of the advisors: **Architecture**—110 Bond Hall; **Arts and Letters**—104 O’Shaughnessy Hall; **Business**—101 Mendoza College of Business; **Engineering**—257 Fitzpatrick Hall; **Science**—174 Hurley Hall. After a major has been declared, students are assigned a departmental advisor as well.

**Pre-Law Advising.** Students planning to attend law school may consult with the University pre-law advisor, Assistant Dean Ava Preacher, in 104 O’Shaughnessy Hall.

**The Summer Session.** Summer courses are offered by the regular University faculty to students at all levels—undergraduate, graduate, professional, and special.

In addition to meeting the needs of the academic-year students who are continuing work on their degrees, the summer session also serves teachers, industry personnel, and professional and career groups. These graduate students are provided an opportunity to work on advanced degrees, fulfill certification requirements, improve their professional position, or take enrichment courses. The summer session embraces not only the traditional seven-week period of course work but also a series of minicourses and workshops.

## University Requirements

Application must be made to the University registrar for a degree.

The receipt of a baccalaureate degree from the University requires the satisfactory completion of the curriculum. This includes:

University Requirements	Courses
Composition	1
*Mathematics	2
*Science	2
*History	1
*Social Science	1
*Theology	2
*Philosophy	2
*Fine Arts or Literature	1
‡Physical Education	2

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\* One of these requirements must be University Seminar 13180–13189.

‡ This requirement can also be fulfilled through first-year enrollment in ROTC.

- Only courses marked as “Univ. Req.” in the online Schedule of Classes can be used to fulfill a University requirement. These courses can be viewed for a particular academic term by selecting the “Schedule of Classes” link within insideND or by visiting the home page of the Office of the Registrar and clicking on the “Class Search” link.
- In addition to these university requirements, each college has its own requirements that must be completed. Without prior permission from the appropriate college dean, special studies and directed readings do not satisfy college requirements.
- First-year students are required to complete a University seminar; composition; two semester courses in mathematics; two semester courses

## GRADUATION RATE

in science; one semester course chosen from: history, social science, philosophy, theology, 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, theology, mathematics, or science. Foreign language is not a University requirement, but it is required in the programs of the College of Arts and Letters, the College of Science, and the School of Architecture. Six credits in behavioral science (anthropology, psychology, sociology) are required in the Mendoza College of Business.

- (d) Satisfactory work in a major or a concentration program of study.
- (e) A minimum cumulative average of 2.000.
- (f) A minimum of 60 credits at the University and a minimum of 90 credit-hours earned through college and university courses.
- (g) The last year in residence.

Central to undergraduate education at Notre Dame is the core curriculum, a set of University required courses intended to provide every undergraduate with a common foundation in learning. Detailed rationales for each requirement can be found at [nd.edu/~coreclm](http://nd.edu/~coreclm).

**Composition.** First-Year Composition aims to better prepare students to read and write effectively. Students learn to identify an issue amid different and conflicting points of view in what they read; frame and sustain an argument that not only includes both the analysis and exposition of information, but establishes what is at stake in accepting their views; provide relevant evidence to support a given point of view; identify and analyze potential counterarguments; develop basic skills for writing a research proposal, for conducting original research (i.e., through archival research, surveys, or interviews), and for using the library's print and electronic information resources; and learn to use and recognize conventions of language in writing academic papers.

**University Seminars.** The University Seminar is a distinctive opportunity for every first-year student to experience a small, writing-intensive seminar taught by a member of the University's teaching and research faculty. With a class size of no more than 18, students have the opportunity to regularly engage in class discussions around a particular issue, problem, or topic in a given field of study. Students study the paradigms, content, methodology, or problems of a particular discipline while learning the conventions for academic writing within the parameters or discourse of that field. Each seminar also fulfills one of the University requirements in fine arts, literature, history, social science, philosophy, theology, mathematics, or science.

**Mathematics.** Students develop quantitative reasoning skills through the disciplined study of mathematics. Solving problems fosters deductive

reasoning, while drawing conclusions from mathematical analyses promotes inductive reasoning. Students learn to convey mathematical concepts and relationships through symbols, formulas, and analytical manipulations. By modeling quantitative behavior in business, science, engineering, and the social sciences, students gain a deeper understanding of the vital role that mathematics plays in modern society.

**Science.** Through the study of science, students learn how knowledge of the natural world is built on observation, experiment, and evidence. They develop a basic understanding of the scientific method, including an appreciation for the interplay between theory and experiment, and how an advance in one drives the other. In addition to acquiring a working knowledge of fundamental concepts and laws in a particular field of scientific study, students learn to analyze and interpret simple sets of quantitative data and to use mathematical structures to solve problems and create models. Finally, students gain an appreciation of the important interdependence between science, technology, and society.

**History.** In the study of history, students explore human beings as individuals, groups, nations, or even civilizations in an attempt to comprehend the human experience. Students come to appreciate and understand the processes of continuity and change over time, and they discover how people shaped, altered, or succumbed to their environment or how, in turn, environment channeled historical experience. Thinking critically about the connections between specific events or processes and an array of contingent phenomena, students look for causes and effects, relationships, and relevance.

**Social Science.** Students discover the diversity of societies and world cultures, the complexity of the choices facing human beings, and the potential social and political consequences of the paths people take. Through lectures, classroom experiences, or local fieldwork, students gain an understanding of the research methods, processes and procedures used to examine human behavior. From the perspective of different social science disciplines, students uncover the competing organizations and institutional opportunities for realizing one's conceptions of justice and the good life.

**Theology.** Theology, the "science of God," represents "faith seeking understanding." Through the first required course, students arrive at an understanding of the distinctive nature of the discipline of theology; encounter the authoritative texts that serve to constitute the self-understanding of Christian tradition as a response to God's self-revelation; become aware of the constitution, transmission, and interpretation of these texts within the tradition; and, develop their own skills of textual interpretation in conversation with the tradition. Through the second required course, students are introduced to the riches of the Christian theological tradition; develop their theological skills, facilitating the critical retrieval of the Christian heritage; and, come to appreciate

better their rootedness in the ongoing tradition of the believing community.

**Philosophy.** Students engage in logical reflection on the fundamental problems of human existence and prepare to take their place as citizens capable of critically evaluating arguments which bear on public affairs. In the first course in philosophy, students read philosophical texts and identify the main lines of argument and counter-argument, reason about philosophical questions, and defend their own philosophical positions. In the second course in philosophy, students explore a subset of philosophical questions or authors of special interest to them. By studying seminal philosophical texts like those that have contributed to the Catholic tradition and those that have presented challenges to it, students learn to think in depth about the problems posed by a life of faith.

**Fine Arts.** Students approach works of art from critical perspectives—as viewers or listeners they apply the analytical tools needed to realize the insights and pleasures that artistic texts and works offer. Students may also create their own works of art, and in so doing gain insights as to how artists interact with their media and how creativity meshes with understanding. Through study of the fine arts, students gain an appreciation of the arts as a component of lifelong learning, and they learn how the arts speak of their societies and how societies speak through their arts.

**Literature.** Students gain an appreciation of the literariness of the texts they read by recognizing the formal, stylistic, and rhetorical practices, as well as the inter-relations among these. By identifying connotations and denotations, figures of speech and thought, and conventions of genre, students comprehend the way in which a given literary text is embedded in a particular social, cultural, literary, or intellectual context. They analyze the claims of competing interpretations of a literary text, especially with reference to the historical position or theoretical allegiances of the interpreter. Students think more critically about themselves and about their own place in culture or society.

**Physical Education.** Students will develop an appreciation of a physically active lifestyle and acquire the skills associated with particular physical activities that can be used throughout one's lifetime. Students will also learn about healthy responses to many of the major issues facing college-aged students; e.g., nutrition, exercise, stress, rest, healthy relationships, diversity, alcohol, drugs, test preparation, time management, and conflict management.

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## Graduation Rate

Of the students entering a full-time, first-year, bachelor degree-seeking program in the fall of 2002, 96 percent graduated within six years.

The complete IPEDS Graduation Rate Survey may be found in the Office of Institutional Research.

## GRADING SYSTEM

**Honors at Graduation.** In the undergraduate colleges, a degree will be granted with highest honors (summa cum laude) the student's grade point average ranks among the top 5.000 percent of those students graduating from the student's college or school; for a student whose grade point average ranks among the top 15.000 percent of the student's college or school, a degree will be granted with high honors (magna cum laude); for a student whose grade-point average ranks among the top 30.000 percent of the student's college or school, a degree will be granted with honors (cum laude). A student who meets the requirements of more than one category of honors will be awarded only the highest honor for which that student qualifies.

**Accreditation and Academic Association.**

The University of Notre Dame is a member of the North Central Association of Colleges and Secondary Schools, the National Catholic Education Association, the Association of American Colleges, the American Council on Education, the National Commission on Accrediting (not an accrediting agency), the Council of Graduate Schools in the United States, and the Midwest Conference on Graduate Study and Research, and it is fully accredited by the Indiana State Board of Education. The University is also a member of the Indiana Conference of Higher Education, the International Association of Universities, the *Catholicarum Universitatum Foederatio* (Federation of Catholic Universities) and the Institute of International Education.

Transcripts for currently enrolled students can be requested online via insideND (inside.nd.edu) by clicking on the "Student Academic" tab. Then, within the "Student Academic Services" channel, click on the "Transcript Request" link. Former students can obtain the request form at registrar.nd.edu or in the Office of the Registrar, 105 Main Building, Notre Dame, IN 46556.

## Grading System

<b>Letter Grade</b>	<b>Point Value</b>	<b>Description</b>	<b>Explanatory Comments</b>
A	4.000	Truly Exceptional	Work meets or exceeds the highest expectations for the course
A-	3.667	Outstanding	Superior work in <i>all</i> areas of the course
B+	3.333	Very Good	Superior work in <i>most</i> areas of the course
B	3.000	Good	Solid work across the board
B-	2.667	More than Acceptable	More than acceptable, but falls short of solid work
C+	2.333	Acceptable: Meets <i>All</i> Basic Standards	Work meets all the basic requirements and standards for the course
C	2.000	Acceptable: Meets <i>Most</i> Basic Standards	Work meets most of the basic requirements and standards in several areas
C-	1.667	Acceptable: Meets <i>Some</i> Basic Standards	While acceptable, work falls short of meeting basic standards in several areas.
D	1.000	Minimally Passing	Work just over the threshold of acceptability
F	0	Failing	Unacceptable performance
X	0		Given with the approval of the student's dean in extenuating circumstances beyond the control of the student. It reverts to "F" if not changed within 30 days after the beginning of the next semester in which the student is enrolled.

These "descriptions" and "explanatory comments" are intended to be sufficiently general to apply across the University, but obviously have to be "applied" in manners specific to each department.

<b>Letter Grade</b>	<b>Grades assigned by the registrar; i.e., not to be given by the faculty</b>
W	Discontinued with permission. To secure a "W" the student must have the authorization of the dean.
NR	Not reported. Final grade(s) not reported by the instructor because of extenuating circumstances.
F*	No final grade reported for an individual student.

<b>Letter Grade</b>	<b>Grades that may be given but are not included in the computation of the average</b>
P	Pass in a course taken on a Pass-Fail basis. Each junior or senior undergraduate may file with the student's dean during the first seven class days of the semester the decision to take one elective course, outside the student's major department and not required by the student's program, per semester on a Pass-Fail basis. Such a filing is irrevocable and will result in conversion by the registrar of the instructor's final grade report into an entry of P ("pass") or F ("fail") on the student's record. The instructor will not be informed that the student has elected the pass-fail grading option. The registrar will interpret the final grades of "A" through "D" as "pass," which is not computed into the grade point average. If a final grade of "F" is issued, it will be computed into the student's grade point average.
S	Satisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).
U	Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies; workshops; field education and skill courses).
V	Auditor (graduate-level students only).

If, with the approval of the student's dean, an "X" grade is given in the student's graduating semester, it will revert to "F" if not changed within 30 days from the date of graduation.

## ACADEMIC CODE OF HONOR

## Academic Code of Honor

The University of Notre Dame is a scholarly community in which faculty and students share knowledge, ideas, and creative works. Notre Dame's Academic Code of Honor expresses our common commitment and moral responsibility to represent accurately and to credit the contributions of every individual.

The *Student Guide to the Academic Code of Honor* ([nd.edu/~hnr/code](http://nd.edu/~hnr/code)) describes the standards of personal academic conduct that all Notre Dame undergraduates pledge to follow and also outlines the set of procedures by which violations of the Honor Code are reported and adjudicated.

Before matriculation, each entering student must pledge:

**As a Member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.**

## Notre Dame NetID Student Policy

The University of Notre Dame NetID accounts and related services are intended for faculty, staff, and currently enrolled students. "A student must register and enroll at the dates and times announced by the registrar." (Academic Code 4.1) A student who fails to enroll by the announced date will forfeit his or her right to access his or her NetID account and related services. University computing resources supplied by way of the NetID are normally available to a student for up to 60 days after his or her graduation date. A student granted a leave of absence would normally retain access to University computing services for up to two semesters. A student who is separated from the University due to an academic suspension, academic dismissal, or withdrawal will no longer have access to University computing services, unless an extension has been approved by the dean of his or her college. A student attending Notre Dame for the summer only, with a non-degree seeking status will normally retain access to University computing service for up to 60 days after the August graduation date. A student who is separated from the University for other reasons will no longer have access to University computing services.

## Academic Regulations

Embodied within the Academic Code are policies and regulations governing the student attainment of academic credit and degrees from the University of Notre Dame. Such regulations have been enacted by the Academic Council of the University, which retains the authority and responsibility for the review and amendment of the Academic Code. The administration and interpretation of academic regulations rest with the academic officers of the

University, namely, the provost, the deans, and the University registrar. The responsibility to abide by the Academic Code resides with the students, faculty, and administration. The complete Academic Code is published in *du Lac*, the University's guide to student life, as well as the *Faculty Handbook*.

## Academic Resources

**Faculty.** In 2008–09, Notre Dame's instructional faculty numbered 907 full-time and 106 part-time. Other faculty, such as administrators, professional specialists, librarians, and research fellows numbered 387 full-time and 37 part-time. Ninety-three percent of the full-time instructional faculty have terminal degrees, 85 percent of them have doctorates. Ninety-seven percent of the full-time instructional faculty are lay persons.

**Hesburgh Libraries.** The Hesburgh Libraries system consists of 10 libraries that house most of the books, journals, manuscripts, and other non-book library materials available on the campus. Currently, the collections contain over 3.3 million volumes, more than 3 million microform units, more than 34,000 electronic titles, and more than 28,850 audiovisual items in support of the teaching and research programs.

Through the Notre Dame website, users have immediate access to the Hesburgh Libraries catalog, an array of electronic periodical indexes and full-text documents, and professionally developed subject guides to local and Internet-based resources. From their computers, users may request individualized reference assistance, place interlibrary loan requests, suggest titles for purchase, and recall or renew charged materials. An electronic reserves module is available, as is an arts and letters document delivery service.

The Theodore M. Hesburgh Library, a 14-story structure, serves as the main library, and its collections are of primary interest to the students and faculty of the College of Arts and Letters and the Mendoza College of Business. The tower also contains the University Archives, the Medieval Institute Library with the Frank M. Folsom Ambrosiana Microfilm and Photographic Collection and the Mary K. Davis Drawings Collection, and the Jacques Maritain Center.

The Thomas Mahaffey Jr. Business Information Center, located in the Mendoza College of Business, is an innovative, primarily electronic facility supporting existing and emerging programs and research.

The Kellogg/Kroc Information Center, located in Room 318 of the Hesburgh Center for International Studies, supports work in international studies.

The Art Slide Library, in 110 O'Shaughnessy Hall, became a branch library in July 2002. The Art Slide Library provides photographic images for teaching, research, student slide presentations, and historical documentation.

The remaining six libraries were established to meet the teaching and research needs of the College of Engineering, the College of Science, the School of Architecture, and the Law School. These libraries generally contain the more recent literature, and the Hesburgh Library retains the older materials. Each branch library provides database searches as well as bibliographic instruction.

The Engineering Library, located on the first floor of Fitzpatrick Hall of Engineering, has a collection of more than 56,400 volumes and receives 134 paper journals and about 1,430 e-journals related to engineering.

The Architecture Library has a collection of more than 34,400 volumes and 95 currently received paper journals and 45 e-journals pertaining to various aspects of architecture.

The Chemistry/Physics Library, located in Room 231 of the Nieuwland Science Hall, maintains a collection of some 34,250 volumes and currently receives 96 paper journals and 580 e-journals in all fields of chemistry and physics.

The Timothy O'Meara Mathematics Library, located in the lower level of the Hayes-Healy Center, has a collection estimated at 53,100 volumes and subscribes to about 70 paper and 440 e-journals dealing with all areas of pure mathematics and many areas of applied mathematics.

The Radiation Chemistry Data Center, located in Room 105 of the Radiation Research Building, has a collection of 5,000 volumes and receives 6 journals and 24 e-journals in radiation chemistry. It serves many of the information service needs of the radiation chemical community throughout the United States and abroad.

The Kresge Law Library, although located in and administered by the Law School, is available for use by all students, faculty, and staff. It has a collection of more than 634,000 books and microform equivalents of law and law-related material and subscribes to more than 6,835 serial publications.

The University maintains a membership in the Center for Research Libraries, which has access to more than 4 million volumes of materials and 1.5 million microforms important to research. The then University Libraries were elected to the Association of Research Libraries in 1962.

For further information about library facilities and services, call (574) 631-6258, or go to the following website: [library.nd.edu/](http://library.nd.edu/)

**Institutes, Centers, and Laboratories.** The many and diverse institutes, centers, and laboratories maintained by the University are an indication of the spectrum of scholarly interest that students are able to join in and profit from.

Institutes, centers, and specialized research laboratories at Notre Dame include the Helen Kellogg

## ADMISSION

Institute for International Studies, the Joan B. Kroc Institute for International Peace Studies, the Keough Institute of Irish Studies, the Erasmus Institute, the Nanovic Institute for European Studies, the Institute for Latino Studies, the Medieval Institute, and the Radiation Laboratory. Other institutes, centers, and similar entities are the Center for Environmental Science and Technology (CEST); the Center for Advanced Scientific Computing; the Center for Astrophysics at Notre Dame University (CANDU); the Center for Applied Mathematics; the Center for Molecularly Engineered Materials; the Center for Civil and Human Rights; the Center for Continuing Education; the Center for Philosophy of Religion; the Center for Research in Business, embracing the Center for Business Communication, the Center for Ethics and Religious Values in Business, and the Center for Research in Banking; the Center for Social Concerns; the Center for the Study of Contemporary Society, which embraces the Gerontological Research Center, the Laboratory for Social Research, the Multinational Management Program, and the Philosophic Institute; the Charles and Margaret Hall Cushwa Center for the Study of American Catholicism; the Ecumenical Institute (Jerusalem); the Energy Analysis and Diagnostics Center; the Center for Nano Science and Technology; the Environmental Research Center (UNDERC); the W.M. Keck Center for Transgene Research; the Walther Cancer Research Center; the Institute for Church Life, which embraces the Center for Pastoral Liturgy and Retreats International; the Institute for Scholarship in the Liberal Arts; the Jacques Maritain Center; the Reilly Center for Science, Technology and Values; the Urban Institute for Community and Educational Initiatives; the Thomas J. White Center for Law and Government; and the William and Katherine Devers Program in Dante Studies.

Other laboratories include the Hessert Center for Aerospace Research, the Air and Water Quality Analysis Laboratory, the Aquatic Biology Laboratory, the Biofluid Mechanics Laboratory, the Catalysis Laboratory, the Fluid Dynamics Laboratory, the Bernard J. Hank Family Environmental Research Laboratory, the LOBUND Laboratory, the Parasitology Laboratory, the Solid State Material and Devices Laboratory, the Vector Biology Laboratory, and the Zebrafish Research Facility. These research centers contain specialized facilities and equipment.

**Research.** The University receives more than \$86 million in sponsored research and sponsored program funds annually. Active programs of scholarly work occur in discipline-oriented departments in the humanities, fine arts, science, social science, engineering, law, and business areas of the University. In addition, University institutes and centers facilitate research across departmental lines.

The Office of the Vice President for Research is responsible for assisting faculty in various aspects of sponsored program activity, technology transfer, and research compliance. It reviews and transmits all

formal proposals, monitors the status of proposals, negotiates contracts and grants, accepts awards for the University on behalf of faculty members, and is responsible for the administrative management of all grants, contracts, and cooperative agreements supporting research, training, service, and equipment. The Office of the Vice President for Research also provides guidance in seeking external sponsored program support, assistance in proposal and budget preparation, and support in all areas of electronic research administration, research compliance, and technology transfer.

The Office's website is designed to assist faculty from all academic units in the identification of funding sources. Current issues related to sponsored program activity as well as proposal preparation and award management are also highlighted.

Inquiries regarding this information should be addressed to the Office of the Vice President for Research, 511 Main Building; [nd.edu/~research](http://nd.edu/~research).

**Snite Museum of Art.** The museum features collections that place it among the finest university art museums in the nation.

The Mesoamerican collection highlight is the comprehensive, exceptional holdings of Olmec works, the earliest Mexican culture.

The Kress Study Collection has been the foundation for developing Italian Renaissance art, which includes a rare Ghirlandaio altarpiece panel. The Baroque collection highlights works by Bloemaert, Coypel, and van Ruisdael. Selections from the Feddersen Collection of 70 notable Rembrandt van Rijn etchings are exhibited frequently; and the 18th-century collection includes such masters as Boucher, Vigee-Lebrun, Reynolds, Conca, and de Mura.

The critically acclaimed John D. Reilly Collection of Old Master to 19th-Century Drawings includes examples by Tintoretto, Tiepolo, Oudry, Fragonard, Ingres, Gericault, Millet, and Degas. The Noah and Muriel Butkin Collection of 19th-Century French Art is the foundation of one of the museum's major strengths, featuring paintings and drawings by Corot, Boudin, Couture, Courbet, and Gerome.

The Decorative and Design Arts Gallery spans the 18th through 20th centuries and exhibits early porcelains from Sevres and Meissen. Exceptional ceramics, furniture, glass, and silver pieces represent both the Arts and Crafts and Art Nouveau styles of the 19th century in addition to the Art Deco and Bauhaus modern movements. Twentieth-century-designed pieces by Wright, Stickleby, and Hoffman are also on view.

The Janos Scholz Collection of 19th-Century European Photography contains some 5,500 images of persons and places taken during the first 40 years of camera use.

Native American art focuses on early 19th-century, Plains Indian-painted war records and costumes; it

also features Mimbres- and Anasazi-painted ceramics from the prehistoric Southwest.

The developing American collection has 19th-century landscapes by Durand and Inness and portraits by Eakins, Sargent, and Chase. Among highlights of the West and the Southwest regions are paintings by Higgings, Ufer, Russell, and Remington.

Traditional works of African art such as textiles, masks, and sculptures are in the collection as well.

Twentieth-century styles and movements are seen in paintings by Miro, O'Keeffe, Avery, Glackens, Pearlstein, and Scully. Modern sculptures by Barlach, Zorach, Cornell, Calder, and Rickey complement the paintings and drawings.

Croatian-American sculptor Ivan Mestrovic, who taught at Notre Dame from 1955 until his death in 1962, created many works that remain on campus. Major pieces can be seen in the museum, at the Eck Visitors' Center, and at the Basilica of the Sacred Heart.

Loan exhibitions from major museums and private collections mounted by the Snite are offered regularly in the O'Shaughnessy Galleries, as is the annual exhibition of student art by candidates for MFA and BFA degrees. Special events and programs include lectures, recitals, films, and symposia held in the Annenberg Auditorium and in the galleries.

## Admission

This year we expect more than 14,000 students will apply for admission to Notre Dame's entering class. Most of the applicants will have the academic aptitude and preparation necessary to complete a degree program at the University. The Committee on Admissions will decide which applicants will be among the 1,985 included in the class. To understand how this is done, it is first necessary to know the procedure for applying to Notre Dame.

### ACADEMIC PREPARATION

Most applicants will have taken and successfully completed the most challenging program of studies available in their high schools. We strongly recommend a curriculum including four years each of English, mathematics, science, history, and foreign language.

All successful applicants are admitted to the First Year of Studies. However, entrance requirements differ slightly for students planning to pursue studies in science and engineering. Sixteen units are required of all students as described below.

For students intending to choose a major in the College of Arts and Letters or the Mendoza College of Business, *excluding* the arts and letters premedical/pre dental program and the combined arts-

## ADMISSION

engineering program, the 16 units must be distributed as follows:

English	4
Algebra, advanced algebra, trigonometry, and geometry	3
Foreign language	2
History	2
Science	2
Additional English, mathematics, science, history, social studies, and language courses	3

For students intending to major in the College of Science, the College of Engineering, the School of Architecture, the arts and letters premedical/pre dental program or the combined arts-engineering program, the distribution must be:

English	4
Algebra, advanced algebra, trigonometry, and geometry	3
Advanced mathematics (calculus or precalculus)	1
Foreign language	2
History	2
Chemistry	1
Physics	1
Additional English, mathematics, science, history, social studies, and language courses	2

The unit is the credit for a year of satisfactory work in an accredited secondary school. The two language units required must be in the same language. In some cases, the Committee on Admissions waives the foreign-language requirement.

## APPLICATION PROCESS

First-year students are admitted to the University of Notre Dame for *only the fall semester* of each academic year. A student who wishes to be considered must have the following items on file: (1) a completed application, (2) an official high school transcript, (3) a letter of evaluation from a secondary school teacher and (4) an official report of scores on the SAT by the College Board or the Assessment by American College Testing (ACT).

**Application.** New application forms are available in August of each year. The application is your opportunity to tell us about yourself. Include any information about your personal and academic circumstances that will help us evaluate your application.

Notre Dame is a member of the Common Application. Students may apply online at [commonapp.org](http://commonapp.org) or via our website: [admissions.nd.edu](http://admissions.nd.edu).

**High School Transcript.** Your high school must submit an official copy of your transcript, including a listing of your senior-year courses.

**Teacher's Evaluation.** Only one evaluation will be required in your application file. The form for this evaluation is available on the Common Application

website. The teacher who knows you best, both as a student and as a person, should complete the evaluation. Please do not request letters from people who have not been involved in your educational development.

**Testing.** All applicants are required to take the SAT I or ACT. The test results are part of the evaluation process for admission. You must take one of these tests no later than January of your senior year.

The College Board code for the University of Notre Dame is 1841, and the ACT code for Notre Dame is 1252.

If you have taken other standardized tests (SAT II, AP, IB, TOEFL), please include the results with your application. We will use these scores as supplementary information, although they cannot be used in place of the SAT I or ACT.

Anyone who wishes to continue the study of French, German, Italian, or Spanish at Notre Dame can take the SAT II subject test in that language. The results will be used for placement purposes.

Students enrolled in home-school programs or in high school programs that substitute certification of competencies for grades must take three SAT II tests: science, history, and foreign language.

## DECISION AND NOTIFICATION PLANS

Students seeking admission to Notre Dame's entering class must choose to have their applications reviewed under one of two procedures.

1. **Early Action**—If you are an outstanding student with strong junior-year SAT I or ACT scores, you should consider applying for Early Action admission. You must apply by November 1 and have all supporting documents in the Office of Admissions by that date. Early Action applicants will receive a decision letter before Christmas. If admitted under Notre Dame's Early Action procedures, you are not required to withdraw your other college applications and have until May 1 to confirm your enrollment at Notre Dame. You will receive financial aid consideration under the same procedures as Regular Action applicants. The Committee on Admissions will defer decisions on some Early Action applicants until we can compare their credentials with those of the Regular Action applicants. We will mail a decision to the deferred applicants by early April. If you are denied admission under Early Action, that decision is final, and you *may not reapply* in Regular Action.

2. **Regular Action**—Most applicants choose this plan, which requires that you apply by December 31 and have all supporting documents in the Office of Admissions by that date. We will mail decision letters by early April.

### **Early Action:**

Apply by November 1

Decision before Christmas

Confirm enrollment at Notre Dame by May 1

### **Regular Action:**

Apply by December 31

Decision by early April

Confirm enrollment at Notre Dame by May 1

**Deposits.** If admitted, you must confirm your intention to enroll by submitting a \$500 advance payment by May 1. This enrollment deposit is not refundable.

**Waiting List.** Some applicants will be notified that they have been placed on a waiting list and will receive a final decision during the period of mid-May to mid-June. If placed on the waiting list, you should make plans to attend another institution because we cannot predict how many applicants will gain admission from the waiting list in a given year. Students admitted from the waiting list have two weeks to submit a \$500 advance payment, confirming their intention to enroll in the first-year class.

**The Campus Visit.** We welcome visits from prospective applicants. Our staff members meet with groups of students and parents to discuss admissions policies and procedures, the First Year of Studies program, degree programs, student life, financial aid, and other topics of interest.

Appointments for weekday sessions are available from March through early December. Appointments for Saturday morning sessions are available from early September to late April. You should call our office for an appointment at least two weeks in advance of your visit. Campus tours are available following information sessions when classes are in session and on most weekdays of the summer. Be sure to call us for an appointment before you confirm any travel plans. Our telephone number is 574-631-7505. Appointments may also be made online at [admissions.nd.edu](http://admissions.nd.edu).

The Office of Undergraduate Admissions is closed on certain holidays and holiday weekends.

## THE SELECTION PROCESS

Notre Dame seeks to enroll intelligent, inquisitive, energetic, and compassionate students who will bring a diversity of talents and backgrounds to our campus. In selecting the class, the Committee on Admissions evaluates thoroughly each applicant's personal and academic credentials.

**Academic Achievement.** In evaluating a student's academic achievement, the Committee on Admissions considers a student's curriculum, class rank, concentration of talent in the high school, test scores, teacher evaluation, and essays. Most students admitted to Notre Dame have taken the most demanding courses available, rank among the top students in their schools, and have done quite well on standardized tests. We could cite the average rank and median test results of our admitted students, but a listing of such numbers is often misinterpreted. Each year, some applicants with high test scores and class rank are not admitted while some students with less impressive numbers are selected for admission

## FEES AND EXPENSES

based on their other outstanding academic and personal accomplishments.

**Personal Qualities.** The lifeblood of Notre Dame resides in its people: faculty, staff, and students. Each potential student's application is studied to determine what talents, skills, and interests that person might offer Notre Dame's community. We have a strong interest in people who can make unique contributions and will share their talents with us—talents as musicians, writers, technicians, tutors, athletes, artists, volunteer workers, actors, organizers, thinkers, conversationalists, poets, or dancers. There is need in each freshman class for a variety of talents and personalities. The listing of activities, written statements, and evaluations gives us a view of the person represented by the application. It is important to present talents and intellectual interests on the application form.

**The Notre Dame Scholar.** Each year the Committee on Admissions designates a select number of the admitted students as Notre Dame Scholars. This recognition is based upon their outstanding academic and extracurricular accomplishments throughout their high school careers. These students appear to exhibit the greatest potential for academic and social contributions within the Notre Dame community and are generally the strongest prospects from an applicant pool of more than 14,000 individuals.

All admitted applicants are considered for the Notre Dame Scholar distinction. Notre Dame Scholars will be notified of the designation in their letter of admission.

*A monetary award may accompany this distinction if the student has demonstrated substantial financial need as determined by a careful review of the CSS/Financial Aid Profile and the FAFSA.*

## STUDENTS WITH DISABILITIES

Each year Notre Dame admits a number of academically talented students with various disabilities. Once enrolled here, students with disabilities may use a variety of services intended to reduce the effects that a disability may have on their educational experience. Services do not lower course standards or alter essential degree requirements but instead give students an equal opportunity to demonstrate their academic abilities. Students can initiate a request for services by registering with the Office for Students with Disabilities (OSD) and providing information that documents his or her disability. Individual assistance is provided in selecting the services that will provide access to academic programs and facilities of the University.

OSD provides services to students with mobility, hearing, or visual impairments, as well as students with learning disabilities. The services that are typically used include alternative formats of textbooks, modifications in the way students take exams, and readers, note takers, and academic aides.

The University maintains accessible rooms in nine residence halls for students with physical disabilities.

All Notre Dame students must supply the necessary initiative and determination to discover and utilize the available campus resources. Students with disabilities will find that a truly creative ability to solve daily problems may be as important to success as developing alternative skills through academic experience. We invite admitted applicants to visit Notre Dame and become familiar with the facilities here before making a final college choice.

For more information, contact the Office for Students with Disabilities at 574-631-7157 or 574-631-7173 (TTY).

## INTERNATIONAL STUDENTS

Notre Dame welcomes students from around the world. International students enhance the cultural and intellectual atmosphere of our community.

The admissions process for international students who are not Permanent Residents of the United States differs slightly from the process for U.S. citizens. To complete an application, an international student must submit a *Certification of Finances*. This document is provided on our website: [admissions.nd.edu/financial-aid/for-international-students](http://admissions.nd.edu/financial-aid/for-international-students). Additionally, as English proficiency is critical to a student's academic success at the University, students who do not speak fluent English must take the Test of English as a Foreign Language (TOEFL). The Scholastic Aptitude Test (SAT I) or the American College Test (ACT) is also required for admission. Students who have difficulty locating a test center that administers the SAT or ACT should contact the American Embassy or an American school in their area.

International students wishing to apply for our limited need-based financial assistance must complete both the *Certification of Finances* and a *CSS Foreign Student Aid Application*. Based upon a review of academic credentials, financial need, and availability of scholarship resources, a student may be considered for financial assistance. Financial aid packages may include student loans, student employment, and University scholarship assistance.

To avoid potential problems with international mail, we urge students living outside the United States to apply online via the Common Application website, [commonapp.org](http://commonapp.org), and to submit all other application materials by courier service.

## TRANSFER ADMISSION

Some students are admitted to Notre Dame with advanced standing. If you wish to apply for admission as a transfer student, you must have obtained the equivalent of at least 27 semester hours of transferable credit, and maintained a cumulative "B" average in all courses. (The competition is such that the average GPA for admitted students is significantly higher.) The committee gives strong

preference to applicants who have completed Notre Dame's first-year course requirements. Online courses, distance-learning courses, USAFI courses, and credits earned through the College Level Examination Program (CLEP) are not transferable.

To be eligible for an undergraduate degree, you must complete at least 60 credits at Notre Dame, including the senior year. Please note: Because of enrollment limitations, Notre Dame does not accept transfer applications for the Mendoza College of Business or the School of Architecture. We do not anticipate a change to this policy in the foreseeable future.

As a transfer applicant you must provide the Office of Admissions with (1) a completed application form, (2) an official transcript from each college attended along with course descriptions, (3) a final high school transcript, and (4) an official SAT I or ACT score.

If you are interested in transferring to Notre Dame, please note that we cannot guarantee on-campus housing to transfer students. Off-campus housing close to the University is available; students are offered campus accommodations from a waiting list if rooms become available.

You must submit your transfer application for the fall semester by April 15. The Transfer Admissions Committee will notify you of its decision between June 1 and July 1.

The deadline for the spring semester is November 1. The committee will notify you of its decision between December 1 and January 5.

Please contact us to request the appropriate application form if you are interested in applying for transfer admission. Write to:

Office of Undergraduate Admissions  
Attention: Transfer Admissions Committee  
220 Main Building  
University of Notre Dame  
Notre Dame, IN 46556-5602

Students may apply online via our website: [admissions.nd.edu](http://admissions.nd.edu).

## Fees and Expenses

In the undergraduate colleges, the University is essentially a residence school for full-time students. As many students as accommodations will allow are housed in the campus residence halls. First-year students are obliged to live on campus. Permission to live off campus must be obtained from the dean of students. The fees listed below are for the academic year 2009–10 and are subject to change according to factors operating within the economy that affect universities as well as the country as a whole.

**Campus Resident Student.** The basic fee for the academic year 2009–10 ranges from \$24,422.50 to \$24,540.50 per semester. This fee entitles the

## STUDENT FINANCIAL AID

student to instruction and tuition for the semester; meals in the University dining halls; a room in a residence hall\*; the use of the general library and the departmental libraries; admission to many lectures, concerts, and entertainments in Washington Hall; the use of the Rockne Memorial, the Joyce Center, the Rolfs Sports Recreation Center, the athletic fields, and the University golf course (there is a nominal fee for the use of the golf course and for the ice rink in the Joyce Center); a copy of each issue of the *Scholastic* (the news magazine of the University) and a copy of the *Dome* (the yearbook of the University) in the second semester (for seniors who have left at the end of the first semester, there will be a charge of \$5 to cover the cost of mailing the *Dome*).

*\*Rooms are available in 27 residence halls. A security deposit of \$50 is required as a room reservation guarantee and for any damages that may be caused by the campus resident student. This deposit is refundable upon graduation or departure from the University after review and approval by the Office of Student Accounts.*

**Off-Campus Student.** The tuition fee for the full-time off-campus student is \$18,985 per semester for the academic year 2009–10, which entitles the student to instruction for the semester and those things listed above under the total fee for the campus resident student. For the off-campus student requiring board and lodging at the University Health Services in time of illness, there is a daily charge.

**Part-Time Undergraduate Student.** An undergraduate degree-seeking student **must be in full-time status each semester.** Any undergraduate student who is enrolled in at least 12 credit hours is considered **full-time.** A student who believes that special circumstances may require him or her to carry fewer than 12 semester hours in any semester (including a senior in his or her last semester) must seek approval to be part-time from his or her respective college. This request and conversion, if approved, must be made before the seventh class day of a fall or spring semester. If permission is granted, the dean will notify the Office of Student Accounts of the change of status and an adjustment to tuition will be made if necessary. There will be no adjustment of tuition unless permission is given by the dean and the class schedule is changed before the seventh class day of the fall or spring semester.

#### Undergraduate Fees.

- Technology Fee: \$125 per semester.
- Health Center Access Fee: \$75 per semester.
- Student Activity Fee: \$47.50 per semester.
- *Observer* Fee (daily student newspaper): \$6 per semester.

The above fees do not cover the cost of textbooks, stationery, etc., which is estimated at \$950 per year for the average undergraduate student.

The technology fee provides partial funding for the University's enterprise-wide technology infrastructure, which provides all students access to

the Internet, e-mail, courseware, campus clusters, ResNet, and a wide array of the latest software. This fee provides for the growth in student services, such as course and degree requirements, Web Registration, and value-added Internet related capabilities.

The health center access fee provides students access to all services at the University Health Center and University Counseling Center, including 24-hour medical care and counseling/mental health assistance, alcohol and drug education programs, and health-education and wellness programs. This fee provides partial funding to address increasing student health and wellness needs, along with funding to maintain health facilities.

**Group Sickness or Accident Insurance.** To assist in financing any medical or hospital bills, a group insurance plan is available to students. Notre Dame requires all international students to have health insurance coverage.

At the beginning of the academic year, the opportunity is provided to show proof of personal health insurance coverage. In the event such proof is not presented, the student will be automatically enrolled in the University-sponsored plan and the charge for the premium will be placed on the student's account. The last date to waive from the University Student Insurance Plan is September 15, 2009.

Information regarding the University-sponsored plan is mailed to the student's home address in July. Additional information is available in University Health Services by calling the Office of Insurance and Accounts at 574-631-6114.

The cost of the premium for the 2009–10 academic year is \$1,239.

**Payment Regulations.** All fees and required deposits are to be paid in advance of each semester. Billing will be made one month before each semester. The University does not accept credit card payments. Remittance should be made payable to the University of Notre Dame. Notre Dame students taking certain courses at Saint Mary's College that carry special fees will be billed for such charges according to Saint Mary's rates.

**Withdrawal Regulation.** Any graduate, law, graduate business\*, or undergraduate student who at any time within the school year wishes to withdraw from the University should contact the Office of the Registrar. To avoid failure in all classes for the semester and to receive any financial adjustment, the withdrawing student must obtain the appropriate clearance from the dean of his or her college and from the assistant vice president for Residence Life.

On the first day of classes, a full-tuition credit will be made. Following the first day of classes, the tuition fee is subject to a prorated adjustment/credit if the student (1) withdraws voluntarily for any reason on or before the last day for course discontinuance at the University, or (2) is suspended, dismissed or involuntarily withdrawn by the University, for

any reason, on or before the last day for course discontinuance at the University, or (3) is later obliged to withdraw because of protracted illness, or (4) withdraws involuntarily at any time because of military service, provided no credit is received for the classes from which the student is forced to withdraw.

Upon return of the student forced to withdraw for military service, the University will allow him or her credit for that portion of tuition charged for the semester in which he or she withdrew and did not receive academic credit.

Room and board charges will be adjusted/credited on a prorated basis throughout the entire semester.

Students receiving University and/or Federal Title IV financial assistance who withdraw from the University within the first sixty percent (60%) of the semester are not entitled to the use or benefit of University and/or Federal Title IV funds beyond their withdraw date. Such funds shall be returned promptly to the entity that issued them, on a pro rata basis, and will be reflected on the student's University account.

This Withdrawal Regulation may change subject to federal regulations. Examples of the application of the tuition credit calculation are available from the Office of Student Accounts upon request.

*\*Executive MBA students are subject to a different Withdrawal Regulation and Tuition Credit Calculation, both of which may be obtained from the Executive MBA Program.*

**Payment Plan for Budgeting Educational Expenses.** The University makes available an interest-free monthly payment plan through the TuitionPay Plan, administered by Sallie Mae, PO Box 7448, Wilkes-Barre, PA 18773-7448. This plan allows families to spread out education payments over a 10- or nine-month period rather than make two larger payments, one at the beginning of each semester.

The annual fee to enroll in the program is \$40. That cost includes a life insurance provision called Tuition Protection Coverage, which would pay the University the remaining balance of the plan in the event that the designated bill payer should die. For more information on the TuitionPay Plan, call Sallie Mae toll-free at 877-282-5933.

## Student Financial Aid

The Office of Student Financial Services, which includes the Offices of Financial Aid, Student Accounts, and Student Employment, administers all student financial aid programs, a broad array of financial products and services, and payment plans, to assist in helping to make a Notre Dame education affordable for all families.

**Principles.** Notre Dame subscribes to the principles of student financial aid administration as endorsed by the College Scholarship Service of the College Board and the National Association of Student



## STUDENT FINANCIAL AID

Financial Aid Administrators. Notre Dame, along with the hundreds of other institutions, states, and organizations that follow these principles, includes demonstrated financial need as a criterion in awarding financial aid. In addition to a student's academic and personal credentials, financial need is an essential factor in the awarding of the University's scholarship/grant programs.

Among the many myths that exist about the financial aid process, perhaps the most common is that which claims that only the low-income family is eligible for financial aid. Unfortunately, as a result, many students do not even apply for aid because it is assumed that the family income is too high. Although income is an important factor in determining a family's ability to pay for college, it is only one of the many factors considered. The size of the family, age of parents, number of family members in college, assets and liabilities, and private school costs are also considered.

Equally significant in determining need is the cost of attending an institution. The same student may have adequate family resources for attendance at a public institution but may show substantial need at a higher-cost institution, such as Notre Dame. Those families feeling the need for financial assistance are encouraged to investigate the possibilities outlined herein.

Inherent in the concept of need is the premise that the primary responsibility for financing a college education lies with the family. Notre Dame assumes that families will contribute to the student's education to the extent they are capable.

The difference between the family contribution and the student's total collegiate expenses for a given year is *financial need*. Another way of expressing this concept is outlined below:

$$\begin{array}{r} \text{Cost of Attendance} \\ - \text{Family Contribution} \\ \hline = \text{Financial Need} \end{array}$$

**Cost of Attendance.** Expenses for college will vary from one institution to another and are subject to change from one year to the next. Estimated average expenses for first-year undergraduates at Notre Dame for the 2009–10 academic year include:

Tuition and Fees	\$38,480
Room and Board	10,370
Books	950
Personal/Transportation	1,500
Total	\$51,300

There will be variations in the above costs based on residence hall accommodations, travel costs, and personal expenses. It should be noted that, because of rising costs, annual increases in the above budget can be anticipated.

**Family Contribution.** The University assumes parents will contribute to their children's education to the extent they are capable as long as the student is enrolled as an undergraduate. Notre Dame cannot

accept financial responsibility for students whose parents discontinue this support for reasons other than ability to pay. It is important to note that the *family* includes both the parents *and* the student. Students seeking financial aid will be expected to contribute toward their educational expenses. This self-help may include resources from a portion of their own assets, as well as earnings resulting from work prior to and during their enrollment at Notre Dame. In a very real sense, students who borrow also contribute to their costs from their future earnings.

Given the premise that families have the primary responsibility for paying for the cost of a student's education, Notre Dame is committed to making the University affordable by annually meeting the full demonstrated financial need of its students.

**Verification.** The federal government requires the University to verify and document certain information provided by students and their families in relation to an application for assistance. Such documents may include copies of federal income tax returns and W-2 forms. For purposes of verification, the University currently participates in the Federal Quality Assurance Program.

**Financial Aid Application Process.** To be consistent in estimating a family's ability to pay, Notre Dame has subscribed to a nationally approved uniform method of *needs analysis*. Many institutions and other organizations involved in the administration of student financial aid programs also subscribe to this *institutional methodology*.

Because the federal government is a major provider of student aid, it has created a set of criteria to determine a student's eligibility for its programs. This information is gathered annually on the Free Application for Federal Student Aid (FAFSA). All students seeking financial aid consideration for either federal and/or non-federal student aid programs must file the FAFSA. The FAFSA is available at [fafsa.ed.gov](http://fafsa.ed.gov) and should be filed between January 1 and February 15 for prospective first-year students, January 1 and February 28 for continuing students, and January 1 and March 31 for prospective transfer students.

The College Scholarship Service (CSS) also provides a supplemental application known as the CSS/Financial Aid PROFILE. This application often allows the student and family to provide additional, more comprehensive information with which the institution can make a better evaluation of the family's financial circumstances. The PROFILE, available at [collegeboard.com](http://collegeboard.com), (along with the appropriate fee) must be submitted to CSS by February 15 for prospective first-year students, February 28 for continuing students, and March 31 for prospective transfer students to be considered for all the financial aid programs administered by Notre Dame, including scholarship/grant programs. Students seeking *only* federal aid need to file *only* the FAFSA. Students applying for both federal *and* institutional aid consideration must file the FAFSA and the

PROFILE, listing the University of Notre Dame as a recipient. The federal school code for identifying Notre Dame on the FAFSA is 001840. Notre Dame's CSS code for the PROFILE is 1841.

The PROFILE is made available in the fall semester of the student's high school senior year and may be filed as soon as the student and family have reasonable estimates of what family income figures for the current calendar year will be. In some cases, it may be necessary to wait until the calendar year is completed to obtain more accurate information. In either case, the PROFILE must be submitted as directed. If tax information for the previous calendar year is not yet completed, reasonable estimates may be used. Applicants for financial aid should also be prepared to submit copies of parents' and student's federal tax returns and parents' W-2 forms for the calendar year prior to the academic year for which financial assistance is being requested. The Financial Aid Office reserves the right to request additional documentation and/or clarification of a family's financial situation.

It should also be noted that a *prospective first-year or transfer student should not wait for an admissions decision prior to filing for financial aid*. Priority consideration will be given to students who meet the FAFSA and PROFILE filing deadlines. Additional consideration may be given to late applicants if funding permits.

Upon proper and timely submission of the FAFSA and the PROFILE, the applicant will automatically be considered for *all* forms of assistance, including University scholarships, which the Financial Aid Office administers.

**Financial Need.** Upon receipt of the FAFSA and PROFILE, the Financial Aid Office will carefully review the information in light of the applicant's individual circumstances and the funding levels of the various programs it administers. It will consider any special circumstances mentioned in the narrative section of the PROFILE or brought to its attention by the student or parents. The result of this analysis is an estimated *family contribution* figure, which is subtracted from the student expense budget to determine financial *need*.

If financial need is demonstrated, the Financial Aid Office is committed to providing financial aid resources to meet the financial need. In many cases where assistance is made available, it is done in *package* form; that is, two or more forms of assistance are combined with each other to meet the demonstrated *need*. In most cases this may include opportunities for scholarships, loans, and/or work.

Because the amount of financial aid awarded to an individual reflects the family financial situation, the University, as a matter of policy, does not publicly announce the amount of aid awarded. All information received by the Financial Aid Office is treated as confidential.

## STUDENT FINANCIAL AID

All forms of aid awarded by the University are subject to adjustment based upon additional awards received by the student in excess of the established need. Students receiving aid from the University of Notre Dame must notify the Financial Aid Office of all other forms of educational assistance from financial aid sources other than those directly administered by the office.

The total financial aid received by a student may not exceed the total cost of attendance.

**Renewal of Financial Aid.** It is important to note that the vast majority of financial aid programs are *not automatically* renewed from year to year. Because of changes in family circumstances, financial aid policies, funding levels, and college costs, the PROFILE and the FAFSA must be filed *annually*. The deadline for renewal application for all forms of assistance administered by the University's Financial Aid Office, *including scholarships*, is February 28.

**International Students.** Financial aid opportunities for international students are limited. International students should be prepared to finance, either privately or through a sponsor, the full cost of their Notre Dame education. The International Student Certification of Finances (available at [financialaid.nd.edu](http://financialaid.nd.edu)) must be submitted at the time of application for admission, illustrating, and documenting sufficient financial support to meet the projected cost of a Notre Dame undergraduate education.

Prospective first-year students wishing to be considered for limited need-based financial assistance must first complete an International Certification of Finances along with a CSS International Student Financial Aid Application (available at [financialaid.nd.edu](http://financialaid.nd.edu)). Based upon a review of academic qualifications, financial need, and availability of student aid resources, an applicant may be considered for financial assistance, including a self-help component of a student loan and student employment along with University scholarship assistance. The Certification of Finances and the CSS International Student Financial Aid Application will be reviewed along with the student's admission application.

The Certification of Finances is kept on file for continuing international students, outlining the family's annual responsibility to meet educational expenses as a condition of continued enrollment at the University of Notre Dame and for satisfying the U.S. Department of Homeland Security's regulations required for maintaining an officially authorized U.S. student visa status.

## FINANCIAL AID PROGRAMS

There are numerous types of financial aid opportunities for students. The process outlined above is that which the student follows for *all* aid programs administered by the Financial Aid Office of Notre Dame. Through this one process, applicants are considered automatically for *all* aid programs at the University for which they are eligible, including

scholarships/grants. Students are also strongly encouraged to pursue opportunities outside the University. Information regarding some of these *outside* programs is outlined below. However, because students come to Notre Dame from all 50 states and many foreign countries, further details about state and local programs must be obtained through the student's and family's individual efforts.

Most aid programs will fall into one of three categories of assistance: scholarships/grants, student employment, or loans.

## SCHOLARSHIPS/GRANTS

Scholarship/grant assistance is a type of aid that is free of repayment obligation.

**Notre Dame Scholarships.** All students accepted for admission, who have completed the financial aid process as outlined above, are automatically considered for University scholarships. The level of University assistance is based on demonstrated financial need and academic performance and will thus vary from student to student.

Renewal of University scholarship assistance is based upon a review of students' academic performance at the University and their annually demonstrated financial need. Based on the students' admitted class level, University scholarship consideration is given for a maximum of eight semesters (10 semesters for the Architecture program and Combination Five-Year Engineering Program with the College of Arts and Letters). Students electing to remain at Notre Dame to pursue a second major, second degree, or dual-degree program are not eligible for University Scholarships.

A self-help component serves as the foundation of a financial aid package prior to scholarship/grant consideration. The amount of self-help may grow annually, based on several factors, including increases in cost, annually determined financial need, and self-help limits.

Students not receiving scholarship/grant assistance may be considered in subsequent years based on financial need, academic performance, and the availability of University scholarship resources.

Students accepting University scholarships authorize Notre Dame to release confidential information to scholarship donors and Notre Dame alumni clubs by signing a Scholarship Information Release Form. In addition, students agree to write their donor(s) a letter of appreciation, upon request.

**Notre Dame Alumni Club Scholarships.** Many Notre Dame Alumni Clubs offer scholarships to students in their geographic area. Since these awards are based upon information supplied by the University's Admissions and Financial Aid offices, applicants who follow the standard admissions and financial aid procedures of the University will be considered by alumni clubs offering such awards. Some alumni clubs will require additional steps, such

as the completion of a local application and/or a personal interview.

**Federal Pell Grant.** The Pell Grant is a nonrepayable grant made available by the federal government to eligible undergraduate students enrolled in a degree-granting program.

Notre Dame cooperates with the U.S. Department of Education in administering this program. Applicants must be U.S. citizens or permanent residents of the United States.

The FAFSA serves as the application for the Pell program. Eligibility is determined by the Federal Methodology formula uniformly applied to all applicants. After applying, the student will receive a Student Aid Report (SAR) from the federal government. Eligible students will be notified by the Financial Aid Office of Notre Dame. In 2009–10, the grants range from \$976 to \$5,350.

**SEO Grant.** Notre Dame participates in the Federal Supplemental Educational Opportunity Grant Program (SEO Grant). These federal grants currently range up to \$4,000 for students with exceptional financial need. The Financial Aid Office selects recipients from among the most needy applicants, in accordance with guidelines established by the U.S. Department of Education. The number and amount of these grants will depend upon the availability of funds from the federal government each year. Federal SEO Grant funds are available only to U.S. citizens or permanent residents of the United States.

**Federal Academic Competitiveness Grant (ACG).** The Federal Academic Competitiveness Grant is a need-based grant restricted to students who qualify for the Federal Pell Grant Program. The students must complete a rigorous high school program of study (as defined by federal regulation). This grant is restricted to students in their freshman and sophomore years of college.

The maximum award for a freshman is up to \$750. For a second-year Academic Competitiveness Grant, the student must continue to meet the eligibility criteria defined above and must achieve a cumulative GPA from their first year at Notre Dame of at least a 3.0. The maximum award for a sophomore is up to \$1,300.

**National SMART Grant.** The National SMART Grant is a need-based grant restricted to students who qualify for the Federal Pell Grant Program. The National SMART Grant of up to \$4,000 is restricted to students in their junior or senior year of college who have a cumulative GPA at Notre Dame of at least a 3.0 at the end of each semester. In addition, the student must be pursuing a major in mathematics; physical, life, and computer sciences; technology; engineering; or a critical foreign language.

**State Scholarships and Grants.** Although programs vary from state to state, all applicants are encouraged to seek information about the possibility of obtaining a state scholarship/grant as a student at

## STUDENT FINANCIAL AID

Notre Dame. Details regarding application processes, eligibility requirements, amounts, etc., vary from state to state. Among the states that currently award scholarship/grant assistance to Notre Dame students are Indiana, Pennsylvania, Rhode Island, and Vermont.

**Military Scholarships.** The University of Notre Dame, in cooperation with the military services, offers Army, Navy, Marine Corps, and Air Force Reserve Officers' Training Corps (ROTC) programs for interested and qualified students. Satisfactory course completion leads to an Officer's Commission upon graduation from the University.

ROTC scholarships are available on a competitive basis for both men and women. Scholarships may be awarded to offset up to the full cost of tuition, books, and fees, plus an in-school subsistence.

Scholarships are awarded on merit and personal qualifications. Applications must be filed during the fall semester of the student's high school senior year.

Application forms and further program descriptions are available from high school counselors, military recruiting officers, and ROTC departments at any participating college or university.

First-year students and upperclassmen are eligible to voluntarily enroll in the three-year ROTC college programs at Notre Dame and compete for a limited number of scholarships within the units.

For more information, see [financialaid.nd.edu/rotc](http://financialaid.nd.edu/rotc) or contact: ROTC (Army, Navy, and Marine Corps or Air Force), University of Notre Dame, Notre Dame, IN 46556.

**Other Federal Assistance Benefits.** Certain students may be eligible for special forms of federal agency benefits. Among these agencies are Americorps, the Veterans Administration, the Office of Vocational Rehabilitation, and the Bureau of Indian Affairs. Further details may be obtained through the appropriate local office of the particular agency.

**Private Scholarships.** Many private organizations provide financial assistance to Notre Dame students. Scholarship information may be obtained by contacting civic, professional, religious, and other community organizations.

The SmartStudent™ Guide to Financial Aid Information at [finaid.org](http://finaid.org) and the College Board at [collegeboard.com](http://collegeboard.com) provide scholarship search information.

Caution is advised when using fee-based scholarship search enterprises. Students also should be careful in providing confidential/personal information (e.g., credit card numbers) to such organizations.

## STUDENT EMPLOYMENT

Part-time employment opportunities, including those offered through the need-based Federal Work-Study and Paid Community Service Programs as well

as other programs, are made available in an effort to assist students in meeting some of the costs related to college attendance.

Approximately 40 percent of Notre Dame undergraduates are employed on campus annually.

Many student employees average 10–12 hours of work per week. Students are paid on a biweekly basis via a direct deposit to their personal bank account. Hourly rates vary depending on the job requirements. The basic hourly wage for the 2009–10 academic year is \$7.25.

The Job Board, at [studentemployment.nd.edu](http://studentemployment.nd.edu), provides a comprehensive listing of jobs available to students, including community service positions (e.g., tutoring, support services, program assistants) along with on-campus jobs in areas such as the dining facilities, the many campus libraries, the computer labs, and office/clerical positions.

## LOANS

Borrowing a student loan is a matter that should be undertaken with the greatest of deliberation and with full knowledge of the significant responsibilities involved. Notre Dame borrowers have a proven record of responsible borrowing and repayment of loan obligations. To assist borrowers, the University provides an outline of their rights and responsibilities. In addition, all borrowers are advised of their loan repayment options and obligation upon leaving the University. In an effort to provide additional information regarding a borrower's rights and responsibilities, the Office of Financial Aid offers general counseling to all borrowers.

**Federal Perkins Loan.** The Federal Perkins Loan is a need-based loan made by the University. The Perkins Loan program requires that the student borrower repay, with interest, this source of financial assistance. Additional terms, subject to revision by federal law, include: zero interest while the student is enrolled in school on at least a half-time basis and during the nine-month grace period following enrollment; no origination fee or insurance fee; five percent interest rate during repayment; repayment on both principal and interest beginning nine months after the student ceases to be enrolled in school on at least a half-time basis, generally extending over a 10-year period; \$5,500 annual loan limit; and \$27,500 maximum aggregate undergraduate borrowing limit.

Applicants are automatically considered for this program as a part of the financial aid process previously outlined. As with any federally sponsored aid program, the student must be a U.S. citizen or have permanent residence in the United States.

All or part of a Federal Perkins Loan may be cancelled for borrowers who enter certain teaching areas, specified military duty, perform volunteer work, or practice medicine in certain types of communities.

**Federal Stafford Loan Program.** Undergraduate students are currently eligible to borrow through the Federal Stafford Loan Program. General eligibility requirements include U.S. citizenship or permanent residency in the United States, as well as enrollment on at least a half-time basis, good standing at the University, and satisfactory academic progress. Additional information may be obtained online at [financialaid.nd.edu](http://financialaid.nd.edu).

Federal Stafford Loans are generally made available to eligible Notre Dame students through one of several lenders suggested by the University. Although the University provides a lender list, borrowers are free to choose any lender participating in the Federal Family Education Loan Program.

The program offers a long-term, repayable loan opportunity to assist students in meeting their educational expenses.

All first-time borrowers complete an online Stafford Master Promissory Note and Stafford Loan Entrance Counseling. The Office of Financial Aid will certify the student's enrollment, cost of education, academic standing, and the amount of other financial aid awarded.

To determine a student's eligibility for a federally *subsidized* Stafford loan, the following formula is used:

$$\frac{\text{Cost of Attendance} - (\text{Family Contribution} + \text{Financial Aid})}{\text{Federal Stafford Eligibility}}$$

It is possible for students from various income levels to qualify for Federal Stafford Loans. Students following the financial aid application procedures previously outlined are automatically considered for these loans.

For those students qualifying under terms outlined above, **the government will pay the interest to the lender for the borrower during periods of school attendance** as well as during other authorized periods of deferment. For this reason, this program is known as the **Subsidized** Federal Stafford Loan.

Federal Stafford Loans must be repaid in full with interest, except when the borrower is deceased or totally and permanently disabled. Repayment begins six months after termination of at least half-time enrollment. Repayment may generally be extended over a period of up to 10 years but could vary, depending upon the amount borrowed. Certain borrowers may also be eligible for loan consolidation options that allow for extending payment periods beyond 10 years. The interest rate is fixed. Specific repayment plans are arranged between the lending institution and student.

**Unsubsidized** Federal Stafford Loans generally involve the same provisions as those available through the subsidized program, except as noted below. Students following the financial aid application procedures previously outlined, who do not demonstrate *financial need* as defined by

## STANDARDS OF PROGRESS FOR RECIPIENTS OF FINANCIAL AID

federal regulations, can receive consideration for the *unsubsidized* loan.

To determine a student's eligibility for an unsubsidized Stafford loan, the following formula is used:

$$\frac{\text{Cost of Attendance} - \text{Financial Aid}}{\text{Federal Unsubsidized Stafford Loan Eligibility}}$$

A major difference between the provisions of the subsidized and unsubsidized Stafford Loan is that the federal government is not paying in-school interest to the lender while the student is enrolled in school. Interest may be paid monthly or quarterly by the borrower or may be added to the principal balance of the loan (capitalized).

After the Office of Financial Aid certifies the Master Promissory Note, the lender reviews the application and then forwards it to the guarantor for final review. The guarantor or the lender then notifies the student of approval of the loan. Up to 2 percent of the amount borrowed could be deducted prior to the loan being disbursed to pay for the origination and federal default fees. The applicant should complete the Master Promissory Note before June 1.

Loan proceeds are typically disbursed electronically at the beginning of each semester to the student's account at the University. One-half of the annual amount, after subtracting loan fees, is credited at that time.

**Private Loans.** After exhausting the opportunities available from the federal aid programs, many students will consider private loan programs as a source of funding. The terms and conditions of these programs vary, and as such, students are encouraged to review the details of the programs before selecting a private loan program. Private loans are not eligible for loan consolidation programs made available for federal student loans. Interest rates, fees (both at the time of borrowing and at repayment), credit checks, and annual and aggregate loan limits require careful evaluation by students as consumers. As always, taking on debt for any reason should be done deliberately and only for amounts needed. Additional information may be obtained from the Office of Financial Aid or its website.

## OTHER

**Monthly Payment Plan.** The University makes available a monthly payment plan through TuitionPay Plan. This interest-free payment plan offers a family the opportunity to spread tuition payments over a 10- or nine-month period. The annual fee to enroll in the TuitionPay Plan is \$40. That cost includes a life insurance provision called Tuition Protection Coverage, which would pay the University the remaining balance of the plan in the event that the designated bill payer should die. Additional information may be obtained by contacting TuitionPay Plan toll-free at 877-282-5933.

**Federal Parent Loans (PLUS).** The Federal PLUS loan provides a borrowing option for parents of dependent undergraduate students. Based upon a parent's creditworthiness, a parent may borrow through this federally guaranteed, non-need-based loan program.

Further information and electronic application may be obtained online at [financialaid.nd.edu](http://financialaid.nd.edu).

## Standards of Progress for Recipients of Financial Aid

The University of Notre Dame requires all recipients of institutional financial aid to maintain academic good standing as outlined in *du Lac*. In addition, the Higher Education Act, as amended, and subsequent federal regulations require institutions to define, publish, and implement Standards of Progress for students receiving federal financial aid. Recipients of aid through the following programs are subject to these standards: Pell Grant, Supplemental Educational Opportunity Grant (SEO Grant), state grants, Stafford Loan, Perkins Loan, PLUS Loan, Federal Work-Study (FWS), Academic

Competitiveness Grant (ACG), National SMART Grant, and University scholarships. The outlined Standards of Progress are established for this purpose.

**A. Academic Good Standing:** In general, students must meet the University's minimum requirements for academic good standing, as outlined in *du Lac*, to receive financial aid. Failure to maintain academic good standing will result in academic probation and probation for purposes of financial aid. Students may receive aid while in this probationary status. However, once students are declared "subject to dismissal," if they are "continued on probation," they are *not* automatically eligible for financial aid.

**B. Academic Satisfactory Progress:** Students must earn credits at the rates prescribed to maintain eligibility for federal financial aid. The following letter grades do not result in credits earned: F, X, I, U, V, W, NR.

Full-time undergraduate students are expected to complete degree requirements in either eight or 10 semesters, depending on their academic program. The chart below outlines the *minimum* requirements for Academic Good Standing (minimum semester GPA) and for Academic Satisfactory Progress (minimum cumulative credits earned) for undergraduate

### UNDERGRADUATE STANDARDS OF PROGRESS FOR RECIPIENTS OF FINANCIAL AID

Semesters	Minimum Semester GPA	Minimum Cumulative Credits Earned Required of Full-time Students	Minimum Cumulative Credits Earned Required of Part-time Students
1	1.7		
2	1.85	20	10
3	2.0		
4	2.0	48	24
5	2.0		
6	2.0	84	42
7	2.0		
8	2.0	120	60
9	2.0		
10	2.0	156	78
11	2.0		
12	2.0		96
13	2.0		
14	2.0		114
15	2.0		
16	2.0		132
17	2.0		
18	2.0		150
19	2.0		
20	2.0		168

*Full-time is defined as 12 hours or more; part-time is defined as 11 hours or less.*

recipients of financial aid. Standards for both full-time and part-time students, as well as for four-year and five-year academic programs, are shown.

Undergraduate transfer students will be evaluated based on the advanced status determined at the point of admission (number of transfer credits accepted).

The Standards of Progress are reviewed at the end of each semester for the quantitative and the qualitative aspects of the policy. Students terminated from financial aid for failure to maintain these standards must achieve all stated grade point average and cumulative credits earned requirements for their academic year level before aid can be reinstated. Students who are terminated and wish to return with aid for the following semester may use the time between semesters to accomplish readmittance, achieve the minimum cumulative credits earned requirement or complete courses for which the grade of X or I has been assigned.

The Financial Aid Office will notify students in writing when failure to maintain progress results in the loss of financial aid. Appeals of such a decision, based on mitigating circumstances, must be made in writing by the student to the Office of Financial Aid. Appeals will be evaluated, and a written decision will be forwarded to the student within three weeks of the receipt of the appeal.

## Center for Social Concerns

The Center for Social Concerns provides students with a wide array of academic opportunities for civic participation and addressing issues of injustice.

I. Social, moral, and ethical issues can be studied from a variety of perspectives through Center-initiated courses. Special attention is given to Catholic social tradition. The experiential and community-based learning courses are coordinated primarily by center staff and faculty in collaboration with various departments.

II. With the assistance of the Center for Social Concerns, students engage in multiple opportunities for direct service and other forms of extracurricular civic participation. They work to educate and mobilize themselves and others toward the creation of a more just world.

A. The center, in collaboration with various departments across the University, offers a creative array of interdisciplinary courses that integrate community-based learning with a focus on social challenges. These include three-credit offerings in the summer (Summer Service Learning Programs) and over 20 Social Concerns Seminars (one-credit) during the academic year.

B. The Center for Social Concerns helps to facilitate more than 35 service and social action student groups that work in collaboration with local community organizations, such as the Robinson

Community Learning Center and the Center for the Homeless.

C. Through the Center for Social Concerns, students participate in undergraduate research opportunities in collaboration with faculty and community coalitions such as the Lead Alliance.

D. The center works with the First Year of Studies to offer community-based learning courses, and offers senior transition initiatives to facilitate career discernment (currently 10 percent of seniors enter a year or more of full-time service or civic engagement following graduation).

E. The center provides leadership development opportunities for students engaged in social action initiatives, and cosponsors justice education events (workshops, panels, and the like) with campus partners.

### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Center for Social Concerns](#) heading.**

## Reserve Officers Training Corps Programs

The University of Notre Dame offers the opportunity to combine the pursuit of an academic degree with earning an officer's commission in either the United States Army, Navy, Marine Corps, or Air Force. Students enrolled in any of the colleges of the University may participate in the Reserve Officers Training Corps (ROTC). Selection of courses in the student's academic major is independent of those selected for ROTC. First-year students enrolled in any of the three ROTC programs are exempted from the University's requirement for physical education.

The three ROTC programs are under the campus jurisdiction of the associate provost who serves as the director of military affairs. Non-ROTC students may not enroll in ROTC courses without permission of their college deans.

The College of Arts and Letters and the College of Business Administration accept a maximum of 12 free elective credits from the 30000- and 40000-level military sciences only. Credit from the 10000- and 20000-level courses does not count toward the degree requirements and must be subtracted from the total number of degree credits listed on the transcript.

In the College of Engineering, ROTC students who complete the ROTC program are permitted a maximum of six credits of upper-level air, military or naval science as substitutes for specified degree requirements determined by the department. Not more than three credits may be substituted for history or social science. All air, military or naval

science credits not so substituted are not credited toward degree requirements in programs.

In the School of Architecture, ROTC students are permitted a maximum of six credits of 40000-level air, military or naval science courses as substitutes for electives within the 163 credit hours required for the bachelor of architecture degree.

The College of Science will count a maximum of six credit hours of upper-level (30000- or 40000-level) ROTC courses toward the 124-credit-hour requirements. These courses will be counted as free electives.

### MILITARY SCIENCE

*Chair and Professor:*

Lt. Col. Randy Crist, USA

*Assistant Professors:*

Maj. Sean Straus, USA

Maj. Timothy L. Dukeman, USAR

*Special Professional Faculty:*

Cpt. Joe Kosek, USA

Cpt. Kyle Carter, USA

*Instructors:*

Msg. Fred Tripp, USA

As one of the premier Army ROTC programs in the country, the department's mission is to educate, train, develop, and inspire participants to become officers and leaders of character for the U.S. Army and the nation. The program does this through a combination of classroom instruction, leadership labs, and experiential learning opportunities focused on developing the mind, body, and spirit of participants. These opportunities are designed specifically to enhance character and leadership ability in the students/cadets and to allow them to practice the essential components of leadership: influencing, acting, and improving. Participants become members of the Fighting Irish Cadet Battalion and complete a planned and managed sequence of classroom courses and practical exercises intended to develop each participant into what an officer must be—a leader of character, a leader with presence, and a leader of intelligence—to enable them to reach their full potential as individuals and as effective leaders of groups. The program affords students an excellent opportunity to serve and focuses on the role of Army officers in the preservation of peace and national security, with particular emphasis placed on ethical conduct and the officer's responsibility to society to lead, develop themselves and others, and achieve success. The experience culminates ideally with participants earning commissions as second lieutenants in the Active Army, Army Reserve, or Army National Guard. As an organization committed to lifelong learning, participants may elect to pursue one of the Army's numerous opportunities for follow-on postgraduate study as well.

### Student Awards and Prizes.

*The Dixon Award.* A \$200 cash award presented to an outstanding senior who has displayed exceptional performance during the annual Dixon Challenge.

## RESERVE OFFICERS TRAINING CORPS PROGRAMS

*George C. Marshall Award.* An award given annually to the top cadets in cadet command. WinNers participate in national summer with some of nation's highest ranking leaders.

*Commander's Award.* A U.S. officer's Civil War sabre given to the two cadet battalion commanders of the year by the Notre Dame Army ROTC Battalion Commander.

*Patrick Haley Award.* A wristwatch presented annually to the cadet who attains the highest academic grade point average.

*Col. William T. Brooks Award.* A \$100 gift certificate given to the most outstanding student who graduated from Airborne School during the past academic year.

*Dr. Michael McKee Award.* A \$100 cash award presented each year to the outstanding member of the battalion's Drill Team and/or Honor Guard.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [University](#) section under the [Department of Military Science \(ROTC—Army\)](#) heading.

### NAVAL SCIENCE

*Chair and Professor:*

CAPT D.M. Nees, USN

*Assistant Professors:*

CDR F. Teuscher, USN

Maj. D.J. Hart, USMC

LT W.A. Fensterer, USN

LT D.W. DeWalt, USN

LT J. LaFleur, USN

The mission of NROTC is to educate, train, and screen officer candidates to ensure they possess the moral, intellectual, and physical qualities for commissioning and the leadership potential to serve successfully as company grade officers in the U.S. Navy and Marine Corps. As the largest single source of Navy and Marine Corps officers, the NROTC Scholarship Program fills a vital need in preparing mature young men and women for leadership and management positions in an increasingly technical Navy and Marine Corps.

Non-NROTC students should consult with their college dean or advisor to determine if a Naval science course will count toward graduation.

**Additional NROTC Curriculum Requirements.** In addition to the Naval Science requirements outlined above, NROTC scholarship students are required to complete other specified University courses. These additional requirements are taken as a part of the student's field of study or as degree electives, depending upon the college in which enrolled. Students will be notified of such requirements prior to joining the NROTC Program.

**Student Organizations and Activities.** All NROTC students are integrated into the Midshipman Battalion organization. In addition to participation in all other University organizations and activities for which eligible, NROTC students may participate in specific NROTC organizations and activities such as the Color Guard, intramural athletic teams, the NROTC Unit newspaper and yearbook, the NROTC Drill Team, and the planning of the Naval Leadership Weekend national conference.

### Student Awards and Prizes.

*The Chief of Naval Operations Distinguished Graduate Award.* The annual recognition of the top graduating midshipman.

*The Edward Easby-Smith Award.* A sword is awarded to one of the top graduating Navy or Marine Option midshipmen who exemplified the characteristics of a naval officer while filling one of the senior midshipman staff positions during the past year.

*The 1stLT. Vincent J. Naimoli, USMC Award.* A sword is awarded to one of the top graduating Navy or Marine Option midshipmen demonstrating 110 percent dedication and effort in academic achievement, student activities, and leadership.

*The George C. Strake Award.* A sword is awarded to the top graduating Navy Option midshipman for his or her dedication, leadership, esprit, and positive attitude throughout the four years at Notre Dame.

*The Colonel Brian C. Regan, USMCR Award.* A sword is awarded to the top graduating Marine Option midshipman for his or her superior leadership and esprit de corps throughout the four years at Notre Dame.

*The Captain John A. McGurty Jr., USNR, Award.* A sword is awarded to one of the top graduating Navy or Marine Option midshipmen who exemplified the characteristics of a naval officer while filling one of the senior midshipman staff positions during the past year.

*The Chicago Navy League Award.* A sword is awarded to one of the top graduating Navy Option midshipmen who exemplified the characteristics of a naval officer while filling one of the senior midshipman staff positions during the past year.

Numerous other awards are presented annually by various professional and patriotic organizations to recognize excellence in academic achievement and military aptitude.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [University](#) section under the [Department of Naval Science \(ROTC-Navy\)](#) heading.

### AEROSPACE STUDIES

*Chair and Professor:*

Col. Dennis R. Mitchell, USAF

*Assistant Professors:*

Lt. Col. Shawn P. Lowen Braue, USAF

Capt. John J. Harding, USAF

The Air Force Reserve Officer Training Corps (AFROTC) is an educational program designed to give men and women the opportunity to become leaders as Air Force officers while completing a degree. The AFROTC Programs develop leadership and management skills students need to become effective leaders in the 21st century. In return for challenging and rewarding work, we offer the opportunity for advancement, education and training, and the sense of pride that comes from serving your country. Upon completion of the Air Force ROTC program students are commissioned as second lieutenants in the Air Force. Following commissioning there are excellent opportunities for additional education in a wide variety of academic fields.

**Student Organizations and Activities.** All Air Force ROTC cadets are given opportunities to participate in a variety of extracurricular activities to develop their leadership skills. Activities associated with Air Force ROTC include the Arnold Air Society, oriented toward service to the local community, and the Drill Team, Honor Guard, and Rifle Squad, who perform at campus and community functions while developing individual drill proficiency.

### Student Awards and Prizes.

*The Notre Dame Air Force Award,* and Air Force officer's sword, are presented to the top graduating senior in Air Force ROTC.

*The Noël Dubé Award* is presented to the senior class Arnold Air Society member who has contributed the most to furthering the ideals and goals of the society within the University and local community.

*The Paul Robérge Award,* named in memory of an alumnus of the Notre Dame ROTC program, annually recognizes the top pilot candidate in the Professional Officer's course.

Other awards are sponsored by various local and national organizations to recognize excellence within the cadet corps.

### COURSE DESCRIPTIONS

The complete descriptions for all the courses associated with this academic program can be found on the enclosed compact disc within the [University](#) section under the [Department of Aerospace Studies \(ROTC—Air Force\)](#) heading.

\* *Leadership Laboratory is open to students who are members of ROTC or who are eligible to pursue a commission as determined by the professor of Aerospace Studies.*

## OFFICE OF INTERNATIONAL STUDIES

## Office of International Studies

The Office of International Studies, under the direction of Prof. Joseph Buttigieg, interim assistant provost, and Kathleen Opel, director, administers over 40 programs in more than 20 countries in a variety of academic year and summer programs:

Since 1964, Notre Dame has made it possible for students to earn credits toward graduation in international study programs. Study in another tradition, direct personal experience of another language and culture and travel all broaden and deepen the liberal education of the whole person to which the University has always been committed.

Without delay in graduation, international study programs make a unique contribution to the excellence of liberal education in the undergraduate colleges and frequently have proved an asset in career development.

Qualified students from all undergraduate colleges can apply to spend a semester or a year abroad in one of our programs. Participation is normally during the junior year, but some programs are designed to accommodate sophomores as well.

Admission into most of the programs is quite competitive and students are encouraged to apply to more than one program. Participation is a privilege, not a right. Offers of admission are made in accordance with program requirements, at the discretion of the OIS staff in consultation with faculty and staff of the University. As our goal is to maximize the number of students studying off campus, participation in more than one program is unlikely. Students considering more than a single semester or academic year program should carefully review their majors and minors to ensure that such study does not delay the completion of graduation requirements. Students who have participated in or been selected for an off-campus program may receive a lower priority in the selection process of a second program.

Participation in a summer off-campus program does not affect a student's application to a semester or yearlong program.

The Office of International Studies offers semester or yearlong programs in every continent. In Europe, students may apply to go to Angers or Paris, France; Athens, Greece; Berlin, Germany; Bologna or Rome, Italy; Dublin, Ireland; Innsbruck Austria; London, Oxford, or Cambridge, United Kingdom; Leuven, Belgium; or Toledo, Spain. Undergraduates can study in Monterrey or Puebla, Mexico; Rio de Janeiro, Bahia, or São Paulo, Brazil; or Santiago, Chile for a Latin American experience. They can participate in programs in Cairo, Egypt or Kampala, Uganda, or in Fremantle and Perth, Australia. Notre Dame also offers semester-long programs in Nagoya and Tokyo, Japan; in Shanghai, Beijing, and Hong Kong, China; and in Moscow, St. Petersburg, and

Vladimir, Russia. Students can also spend a semester in Washington, D.C.

The Office of International Studies offers summer programs for students who have completed at least one year of studies at Notre Dame in London, United Kingdom; Dublin, Ireland; Jerusalem; and Toledo, Spain. We also offer several faculty-led programs. In summer 2009, they took place in Paris, France; Cape Town, South Africa; Taipei, Taiwan; and Vienna, Austria, as well as an African Peace and Conflict Studies Program in Uganda and Rwanda, and Business and Culture in China. The locations of the faculty-led 2010 summer programs will vary.

Programs are also sponsored by the School of Architecture in Rome (yearlong) and by the College of Engineering in London (summer).

Students may also participate in a St. Mary's College study-abroad program, in accordance with the policy outlined on the OIS website.

Candidates for Angers, Paris, Rio de Janeiro, Bahia, São Paulo; Innsbruck, Berlin, Rome, Bologna, Beijing, Shanghai, Nagoya, Tokyo, Toledo, Monterrey, Puebla, Santiago, and Russia must demonstrate skills in the language of the country sufficient to make their period of residence and study fully profitable. These skills may be developed through intensive or other language courses in the freshman or sophomore year. Previous study of the language in high school is mandatory for some programs.

Instruction is in English in Athens, Cairo, Dublin, Jerusalem, Perth, Fremantle, London, Oxford, and Cambridge; Italian and English in Rome; Japanese and English in Nagoya and Tokyo; Chinese and English in Beijing, Shanghai, and Hong Kong; French in Angers and Paris; Spanish in Toledo, Monterrey, Puebla, and Santiago; Portuguese in Brazil; Italian in Bologna; Russian in Russia; German in Berlin; and German and English in Innsbruck.

Students earn Notre Dame credit for courses taken abroad and grades are included in the Notre Dame GPA. Some courses taught abroad will fulfill core University requirements such as theology, philosophy, history, fine arts, etc. Students are required to take 15 credit hours per semester in the study abroad programs.

An approved social science course in the field of anthropology, psychology, or sociology will complete a behavioral science requirement in the Mendoza College of Business.

For major credit in any department, the student must consult with the departmental advisor.

Students with compelling academic reasons for participating in non-Notre Dame programs are eligible to apply for a leave of absence for study in a program offered by another college or university. They may not, however, take a leave of absence to

attend international programs in cities where Notre Dame offers its own programs.

Course descriptions for hundreds of courses taught in the following programs are available on the Web at [nd.edu/~ois/Courses/Courses.html](http://nd.edu/~ois/Courses/Courses.html).

### ANGERS, FRANCE PROGRAM

**Academic Year or Semester Program**  
Université Catholique de l'Ouest (UCO)

*Director:* Paul McDowell

The Angers program is open to sophomores and juniors in all colleges. Many Angers students decide to pursue a first or second major in French. Declared and prospective French majors must go to the Department of Romance Languages and Literatures for an advising sheet before they participate in the program.

An academic year of two semesters begins after a month-long language-intensive summer session, the *préstage*. Most Angers students take the bulk of courses within the Centre International d'Etudes Françaises (CIDEF), UCO's language institute. CIDEF students with advanced French language skills may also register for a cours universitaire through one of the institutes at UCO. Studio art majors may pursue course work at the Ecole Supérieure des Beaux-Arts d'Angers, and in a given year a limited number of business courses may be available at the Ecole Supérieure des Sciences Commerciales d'Angers (ESSCA), an affiliate of UCO.

Students who choose to study in Angers for the entire year will have two required courses each semester: the six-hour-per-week CIDEF language course that is appropriate to their skill level, and one of the Notre Dame-sponsored cultural options. Semester students will take their required courses during the relevant semester.

An alternate academic year track is open to a limited number of students with high levels of proficiency in French. After the month-long *préstage*, these students matriculate directly in the UCO and take courses alongside their French student counterparts.

All instruction is in French.

### ATHENS, GREECE PROGRAM

**Semester or Academic Year Program**  
College Year in Athens

Sophomores and juniors study with other international students at the College Year in Athens. Classes are taught in English and the program is organized in two curricula: Ancient Greek Civilization and East Mediterranean Area Studies. Through the Ancient Greek Civilization track, students amplify their knowledge of ancient Greece and deepen their understanding of Greece's fundamental contribution to the development of Western civilization. The East Mediterranean Area Studies curriculum focuses

## OFFICE OF INTERNATIONAL STUDIES

attention on Southeast Europe, West Asia, and the Middle East in the time period between the founding of Constantinople (330 AD) to the present. It is an area of unusual importance in geopolitics, where Europe intersects with Asia and Africa and one whose problems and complexities, rooted in the past, pique the interest of students of history, politics, and international affairs.

**BEIJING, CHINA PROGRAM****Semester or Academic Year Program**

Peking University

The Office of International Studies offers this option in conjunction with CIEE. Students may enroll in this intensive Chinese language program at Peking University. Organized group activities complement the classroom experience. All classes are taught in Mandarin Chinese with elective area studies courses offered in English each semester. The Beijing program is strongly recommended for Chinese majors. Detailed program information is available at the Office of International Studies, 152 Hurley, or by visiting the CIEE website at [ciee.org](http://ciee.org).

**BERLIN, GERMANY PROGRAM****Academic Year or Semester Program**

Freie Universität-Berlin

The Berlin Program is part of the Consortium for German Studies (BCGS), which is run by Columbia University. This program is designed for students with two years of university-level language instruction and is, therefore, open only to juniors. This program provides in-depth study of German language, culture, and society, and the opportunity to observe first-hand the emerging impact of a reunited Berlin—now considered Germany's cultural, political, and economic center—on the rest of Europe.

The program begins with a six-week intensive language practicum; then students enroll in one course (taught by the BCGS directors) that reflects their academic interests, focusing on topics such as culture, politics, history, literature, theater, or cinema, as well as at least two courses at Freie Universität Berlin. Freie Universität Berlin offers a wide range of courses in the humanities, social sciences, and natural sciences. All coursework will be in German.

**BOLOGNA, ITALY PROGRAM****Academic Year Program**

Students matriculate in the University of Bologna (UniBo) through Notre Dame's association with the Bologna Consortial Studies Program (BCSP), administered by Indiana University. Students must commit to an academic year in Bologna. They must be juniors at the time of participation and have completed the equivalent of four, preferably five, college-level Italian courses.

Students attend a four-week preparatory pre-session in September before beginning classes at UniBo. Organized group activities complement the classroom experience.

Direct matriculation in the University of Bologna, among Italy's premier universities, coupled with living in apartments with Italian students, provides a genuine experience of Italian university life and contributes to the attainment of oral and written fluency in Italian.

**BRAZIL PROGRAMS***Rio de Janeiro***Fall Semester or Academic Year Program**

Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio)

The Office of International Studies (OIS) offers this option in conjunction with Brown University. The program begins with a month-long, intensive orientation in July. The orientation course includes instruction in the Portuguese language and Brazilian culture, with three hours of scheduled classes every day and additional lectures by various noted specialists twice a week.

During the academic semester/year, students enroll in "Portuguese for Foreigners" and three additional courses at PUC (16 semester credit hours). All courses are taught in Portuguese. Subjects available to participants include history, political science, literature, anthropology, economics, sociology, art history, and studio art.

*Salvador da Bahia***Semester or Academic Year Program**

Universidade Católica do Salvador (UCSal),  
Universidade Federal da Bahia

The Office of International Studies offers this option in conjunction with CIEE. The program begins with a five-week, intensive language and culture program (ILCP) held in Salvador da Bahia for the fall semester and São Paulo for the spring semester. During the ILCP, students are required to take an intensive Portuguese language class and the interdisciplinary core course titled "Contemporary Brazil." Students who are near-native speakers of Spanish may be placed in a "Portuguese for Spanish Speakers" course (offered based on enrollment).

For the remainder of the semester, students must enroll in two required courses: "Portuguese Language" and "Culture and Society: Bahia and Brazil." The remainder of the course load (two or three courses) is drawn from a combination of CIEE courses and/or the wide range of courses offered at the host universities.

*São Paulo***Semester or Academic Year Program**

Pontifícia Universidade Católica de São Paulo

This program is also offered in conjunction with CIEE. The program begins with a five-week, intensive language and culture program (ILCP)

held in Salvador da Bahia for the fall semester and São Paulo for the spring semester. During the ILCP, students are required to take an intensive Portuguese language class and the interdisciplinary core course titled "Contemporary Brazil." Students who are near-native speakers of Spanish may be placed in a "Portuguese for Spanish Speakers" course (offered based on enrollment).

For the remainder of the semester, students must enroll in two required courses: "Portuguese Language" and the CIEE core course "Brazilian Issues and Realities." In addition to the two required CIEE courses, students choose two or three electives drawn from the wide range of courses offered at PUC for which they meet the prerequisites.

**CAIRO, EGYPT PROGRAM****Semester or Academic Year Program**

American University in Cairo (AUC)

Students may enroll during their junior or possibly sophomore year of college. Students from all colleges are eligible for participation. Students select courses from the general course offerings of AUC and are integrated into classes with AUC degree-seeking students. Cairo is an ideal base from which to explore the rich heritage of Arab and Islamic culture. All classes are offered in English, but AUC also offers students opportunities and options of learning the Arabic language.

**DUBLIN, IRELAND PROGRAM****Semester or Academic Year Program**

University College Dublin, Trinity College Dublin

*Director:* Kevin Whelan

The Dublin program is open to juniors in arts and letters, business, engineering, and science for a semester or a year. Students will enroll in courses in their majors at University College Dublin or Trinity College Dublin and will also take courses at Notre Dame's Keough-Naughton Center. For course listings at the Irish universities, contact the Office of International Studies, 152 Hurley Building, 631-5882.

Prof. Whelan will offer a course in "Irish History and Society." This course is mandatory for all program participants. The Notre Dame Center may also offer theology, philosophy, and fine arts courses.

**FREMANTLE, AUSTRALIA PROGRAM****Semester Program**

University of Notre Dame Australia

Students in the colleges of business and arts and letters will enroll in courses at the University of Notre Dame Australia (NDA) through this program. Students enroll in five courses (15 credits) either semester in any combination depending on their major/college requirement and individual need. A list of course offerings for the fall normally



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is available in 152 Hurley around the end of March and for the spring term around the end of September.

A listing of approved courses offered in previous semesters is available on our website or in the Office of International Studies, 152 Hurley. Students in the Fremantle program are required to take ANTH 34392 Australian History and Society (3 credits). In the fall term, students must also take BAUD 34120 Business in Asia, also cross-listed as ECON 34781 (3 credits).

### HONG KONG, CHINA PROGRAM

**Academic Year or Semester Program**  
Chinese University of Hong Kong (CUHK)

The Hong Kong program is open to juniors and is particularly suited to students in arts and letters, business, engineering, or science. CUHK is a bilingual bicultural institution with local and international students and scholars. CUHK receives students from over 180 academic institutions worldwide. No Chinese language study is required, and students may choose from many courses that are taught in English or take courses taught in Chinese (if they meet the language requirement). Students may choose courses from the faculty of arts, business administration, engineering, science, or social science. In addition to this, students may also take courses from the International Asian Studies Program. This program includes Chinese, Asian, and international studies courses and Chinese language courses.

### INNSBRUCK, AUSTRIA/CENTRAL EUROPEAN STUDIES PROGRAM

**Academic Year or Spring Semester Program**  
University of Innsbruck

*Director:* Gernot Guertler

Students participate in a month-long German language intensive course in Salzburg to prepare them for study in Innsbruck. Students typically enroll in courses taught by instructors for the Notre Dame program. As German language proficiency improves, students are able to enroll in regular courses at the University of Innsbruck taught in German. The CES Program offers courses and field trips with a focus on Central European studies.

### KAMPALA, UGANDA PROGRAM

**Semester Program**  
School for International Training

The program is designed to expose students to as many aspects of development in Uganda as possible. Students are required to enroll in all course offerings to get a better grasp of the socio-economic issues that affect development. The program combines course work with field research during which students identify topics of interest that they pursue for their final development practicum.

### LEUVEN, BELGIUM

**Academic Year or Semester Program**  
Katholieke Universiteit Leuven (KUL)

The program in Leuven, Belgium, is open to qualified students enrolled in the undergraduate seminary program Old College. Students may apply to spend one or two semesters in Leuven during their junior year.

Students follow courses at KUL and live at the American College of the Immaculate Conception (AC). The AC was established by bishops in the United States in 1857 to educate and train seminarians who would be future priests and bishops in the new country of the United States of America. With 150 years of experience, the AC hosts theologians from many dioceses in the United States, college seminarians, and priests and religious for sabbatical programs. Regular excursions to the Vatican and cultural trips are organized by the AC and students each year. Ministry is arranged by the formation staff of the AC and includes a placement to a nearby English-speaking parish.

### MONTERREY, MEXICO PROGRAM

**Semester or Academic Year Program**  
Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

Students enroll in Spanish language and in Mexican and Latin American culture, art, history, sociology, and business courses for international students. Those with a high level of proficiency in Spanish are encouraged to enroll in courses in the regular departments of the university, which include business administration and engineering. Students may apply for internships in schools, banks, and other businesses in the area. Service opportunities are also available in Monterrey.

For a listing of all courses offered at the Tec, visit the Web at [studyinmexico.com.mx](http://studyinmexico.com.mx) or 152 Hurley.

### MOSCOW, ST. PETERSBURG, AND VLADIMIR, RUSSIA PROGRAMS

**Semester or Academic Year Programs**

Students may enroll in a Russian language and area studies program through the American Council of Teachers of Russian. They may choose to study in Moscow, St. Petersburg, or Vladimir for one semester or an academic year. Students should have completed two years of Russian or the equivalent at the university level before participation. They take courses in grammar and contemporary Russian language, vocabulary, and conversation, as well as in literature, Russian and Soviet culture, history, politics, and the mass media. Course descriptions are available in the Office of International Studies, 152 Hurley, or on our website.

### NAGOYA, JAPAN PROGRAM

**Semester or Academic Year Program**  
Center for Japanese Studies, Nanzan University

The Nagoya program is designed for Japanese language majors. Students are required to take an 8-credit Japanese course at the appropriate level each semester. Students choose their other courses in the areas of Japanese society, literature, religion, business, economics, history. Except for Japanese language classes, all courses are taught in English, and the subject matter is often placed in a larger Asian context.

### PARIS, FRANCE PROGRAM

**Spring Semester or Academic Year Program**  
Institut d'Etudes Politiques de Paris

In 1999, the University of Notre Dame began an exchange program with the Institut d'Etudes Politiques de Paris (Sciences-Po). Offered as a yearlong or a second-semester program, the Paris program is limited to students with a high level of French, an excellent grade-point average, and a major in history or a social science. Students will take courses in European economics, politics, sociology, and history, and in French language. Successful completion of a year of study results in a certificate from Sciences-Po, which is widely recognized in Europe and the United States.

### PERTH, AUSTRALIA PROGRAM

**Fall Semester Program**  
University of Western Australia

A special program has been developed for juniors in the colleges of Engineering and Science to enroll at the University of Western Australia (UWA) during the fall semester only. The program combines course work with an intensive field research program established in conjunction with several Australian mining and engineering companies. All students should carry a minimum of 30 UWA points, which translates to about 12 to 15 Notre Dame credits. Course offerings are available on UWA's website, [handbooks.uwa.edu.au/](http://handbooks.uwa.edu.au/), or on our website. Hard copies also are available in 152 Hurley.

### PUEBLA, MEXICO PROGRAM

**Semester or Academic Year Program**  
Universidad de la Americas (UDLA)

*Coordinator:* Lisette Monterroso

Notre Dame offers a premedical program in the fall semester, which includes the first semester of general physics and internships with Mexican doctors. Other students may go in the spring semester.

Courses in Spanish language and Spanish and Latin American literature have the same numbers as their equivalents at Notre Dame, and will count toward the Spanish major.

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There are many courses taught in English at UDLA, but a major goal of studying in Mexico is to become fluent in Spanish. If students have taken advanced Spanish at Notre Dame, they may not take more than one course in English during their semester in Mexico. Students must enroll in 15 credit hours per semester.

Sample courses taken by previous participants in the Notre Dame Puebla program are listed on our website.

**ROME, ITALY PROGRAM****Semester or Academic Year Program**

John Cabot University (JCU)

Students from all colleges can enroll in classes at John Cabot University, an American university in Rome, which offers courses in art, business, classics, government, history, literature, philosophy, theology, and psychology. All courses are taught in English (with the exception of Italian language classes). Many JCU courses have been approved by Notre Dame departments for major credit; however, students must consult with their department to confirm courses for their major. All students are required to take one Italian-language course during their semester or year in Rome.

For a listing of all courses offered at John Cabot, visit the Office of International Studies at 152 Hurley Building or check the OIS website.

**ROME, ITALY ICCS****Semester Program**

The Intercollegiate Center for Classical Studies

A select number of Notre Dame students can participate for one semester in the Intercollegiate Center for Classical Studies, a consortium of 90 colleges and universities under the management of Duke University. The ICCS provides students with an opportunity in Rome to study ancient history and archaeology, Latin and Greek language and literature, and art history. Applicants must be at least sophomores majoring in classics, classical history, or archaeology, or must be art history majors with a strong classical background. Proficiency in Italian language is not required. Participants are nominated by members of the Notre Dame Classics department, and acceptance into the Rome-ICCS Program is highly selective.

**SANTIAGO, CHILE PROGRAM****Semester Program**

Pontificia Universidad Católica (PUC)

*Director:* Esteban Montes  
*Coordinator:* Estela Rojo

Students take courses at the Pontificia Universidad Católica (PUC). All students enroll in "Spanish for Foreigners," "Chilean Politics and Society" (or a similar course), and three other courses.

Students interested in enrolling in the seminar "Perspectives on Poverty and Development" must submit an application to the Center for Social Concerns (CSC). This service-learning course is offered by the Universidad Alberto Hurtado, a Jesuit University in Santiago.

The fall semester runs from late July through mid-December. The spring program runs from February through mid-July. A pre-semester, intensive language program is offered in February and July in Linares, a rural community outside Santiago.

**SICILY, ITALY ICCS PROGRAM****Semester Program**

The Intercollegiate Center for Classical Studies

A select number of Notre Dame students can participate for one semester in the Intercollegiate Center for Classical Studies, a consortium of 90 colleges and universities under the management of Duke University. The ICCS provides students with an opportunity in Catania, Sicily to study ancient history and archaeology, Latin and Greek language and literature, and art history. All coursework has a special focus on classical studies in the Sicily and North African regions. Applicants must be at least sophomores majoring in classics, classical history, or archaeology, or must be art history majors with a strong classical background. Proficiency in Italian language is not required. Participants are chosen by members of the Notre Dame Classics Department, and acceptance into the Sicily-ICCS Program is highly selective.

**SHANGHAI, CHINA PROGRAM****Semester or Academic Year Program**

East China Normal University

The Office of International Studies offers this option in conjunction with the Council on International Educational Exchange (CIEE). The Shanghai Program at East China Normal University is intended for students who wish to accelerate their acquisition of Chinese and is strongly recommended for all Chinese majors and minors. All students must take a Chinese-language course and other courses on Chinese history, culture, and politics offered in English. Students earn Notre Dame credit for courses taken in Shanghai, and grades are included in the Notre Dame GPA. Organized group activities complement the classroom experience. Detailed program information is available at 152 Hurley, or at CIEE's website: [ciee.org/studyabroad](http://ciee.org/studyabroad).

**TOKYO, JAPAN PROGRAM****Spring Semester or Academic Year Program**

Sophia University

The Office of International Studies offers this option in conjunction with the Council on International Educational Exchange (CIEE). The Tokyo Program is open to sophomores and juniors who have completed a semester of Japanese. All students

must take a Japanese-language course and can choose from a wide variety of other courses offered in English including business, economics, history, literature, philosophy, and sociology. Students earn Notre Dame credit for courses taken in Shanghai, and grades are included in the Notre Dame GPA. Organized group activities complement the classroom experience. Detailed program information is available at 152 Hurley, or at CIEE's website: [ciee.org/study\\_abroad](http://ciee.org/study_abroad).

**TOLEDO PROGRAM****Semester or Academic Year Program**

Fundacion Ortega y Gasset

The Toledo program is open to sophomores and juniors in all majors. Students may study for a semester or academic year in Toledo and all courses are taught in Spanish. Students must take five courses through the Centro de Estudios Internacionales, Fundacion Ortega y Gasset. A philosophy course is offered in the fall only; a theology course is offered in the spring. Credit-bearing internships are available in Toledo. Students may apply for internships in several areas, including government, the arts, social service, and communications. Credit toward a major must be approved by an advisor in the major department.

Second semester and academic year students with advanced proficiency in Spanish may apply to do coursework at the Universidad Castilla La Mancha in Toledo.

**UNDERGRADUATE LONDON PROGRAM****Notre Dame London Centre**

*Director:* Greg Kucich  
*Deputy Director:* Laura Holt  
*Associate Director:* Cornelius O'Boyle

**2009–10 Visiting U.S. Faculty**

Anton Juan, Professor of Film, Television, and Theatre (spring 2010)  
Frank Reilly, Professor of Business Administration (spring 2010)  
Dennis Doordan, Professor of Architecture and Art History (fall 2009)  
Michael Stanisc, Professor of Engineering (fall 2009)

Notre Dame undergraduates from the colleges of arts and letters, business, engineering, and science may elect to spend one semester of their junior year in the London Undergraduate Program. While in London, students take classes offered by Notre Dame and British professors at Notre Dame London Centre near Trafalgar Square. Students participating in the program live as a group in residential facilities with supervision provided by the program. The semester enables students to combine serious academic study with the opportunity to live and travel in Europe.

The London Undergraduate Program operates within the Office of International Studies. We encourage students interested in London studies for the regular

academic year to direct further inquiries regarding location, staff, facilities, curriculum, and requirements to the London Program at 153 Hurley Hall, Notre Dame, IN 46556; telephone: (574) 631-7414; fax: (574) 631-3978. Students should also visit our website at [nd.edu/~ois](http://nd.edu/~ois).

**Program of Studies.** In 1981, the College of Arts and Letters initiated a program for a junior semester in London, believing that the educational and cultural benefits of study with British scholars in London are particularly valuable. In 1997—its tremendous success having attracted attention from other colleges within the University—the London Program was expanded to accommodate both the demand and the curricular needs of students from all of Notre Dame's colleges. Notre Dame's British faculty is selected to be at least on par with that of the home campus, including experts whose work is internationally recognized in their fields.

*All London Program courses are Notre Dame courses. Credit hours are recorded on the student's transcript, and quality points are applied to the cumulative average in the usual manner. During the semester in London, each student must carry a course load of between 15 and 17 credits, including a mandatory three credits of fine or performing arts. Most students are able to earn three to six hours of credit toward their majors and to satisfy some University-wide course requirements.*

Course descriptions are available on the Undergraduate London Program website.

### UNDERGRADUATE OXFORD PROGRAM

*Associate Director:* Geraldine Meehan

The Oxford Program provides juniors in the colleges of science, engineering, and arts and letters the opportunity to study at New College, Oxford for a full academic year. Application is by invitation only. New College dictates the fields in which they will accept students each year. The college also requires that candidates have an overall GPA of 3.7 at the time of application.

While there, students participate in Oxford's celebrated tutorial system: Students work individually with a tutor to pursue their major courses of study in depth. Tutors are full-time faculty at Oxford. They include some of the most accomplished scholars in the world in their fields. Participating students live in New College accommodation and take some meals in the college dining hall. Detailed program information is available at the Office of International Studies, 153 Hurley Building, 631-7414.

### UNDERGRADUATE CAMBRIDGE PROGRAM

#### Academic Year

King's College, Cambridge

*Associate Director:* Geraldine Meehan

Notre Dame students have an opportunity to spend their entire junior year studying at King's College, Cambridge. There, in addition to classes, they will

participate in Cambridge's renowned system of supervisions. Within this system, they will have an opportunity to work one-on-one with Cambridge's scholars, affording them an opportunity to develop and pursue focused academic interests. At King's College, they will live in the college and have an opportunity to eat meals there. The Cambridge Program is available to students of the colleges of arts and letters, science, and engineering, and applications are by invitation only.

### WASHINGTON PROGRAM

*Executive Director:* Thomas Kellenberg  
Sophomores and juniors of any major and college are encouraged to apply to the University's only domestic off-campus program. Participants in the Notre Dame Washington Program live, study, and work in the nation's capital in either the fall or spring semester. The program seeks students who are interested in studying in a vibrant urban setting amid the high energy and excitement of national politics, policy, and the arts.

The curriculum combines course work with internships in government organizations, Congress, the not-for-profit sector, the media, and cultural organizations. Participants live and study in a historic neighborhood in northwest Washington, and close proximity to the metro provides easy access to internship sites, research facilities, and cultural opportunities. Students share well-fitted apartments in a secure building that includes classroom and study space, computers, and laundry facilities. There is no additional charge for the program beyond Notre Dame tuition and room-and-board fees.

All students earn 15 credit a semester by fulfilling a mandatory six-credit policy course, a mandatory three-credit internship, and two three-credit electives from five categories: art history, political science, American studies, history, and philosophy. The campus program coordinator assists each participant with the research and application process for all internships that are suitable to the student's interest and experience.

For more information, see our website at [nd.edu/~wp](http://nd.edu/~wp).

## Physical Education and Wellness Instruction

*Chair of Physical Education and Wellness Instruction:*

Thomas Kelly

*Associate Professional Specialists:*

Michele Gelfman

Denise Goralski

Fran McCann

Dianne Patnaude

Diane Scherzer

Marisha Schmidt

*Assistant Professional Specialists:*

Nathan Piwowar

Joshua Skube

Darin Thomas

Jill Wagner

*Assistant Professional Specialist and Assistant Athletic Trainer:*

William F. Meyer Jr.

The Department of Physical Education and Wellness Instruction promotes appreciation for the positive impact that life sport and wellness activities have on the whole person—mind, body, and spirit. Its integrative curriculum seeks to enhance the physical, intellectual, spiritual, and emotional growth of first-year students.

As a complement to physical education activities, the department offers a required course in Contemporary Topics for College Students. This course is designed to enhance understanding of various components of fitness and selected lifestyle issues such as stress management, nutrition, diversity, and relationships with others, that have an impact on the individual. Students will learn to formulate and implement their own fitness and wellness programs through self-testing, evaluations, exercises, and self-assessments.

The department believes that basic swimming skills are important for the student. A swim test will be administered at the beginning of the year to determine each student's ability.

Most students will be able to elect four of the following activities to complete their requirement. It is strongly recommended that activities from both the wellness and lifetime sports tracks be taken.

American Ballroom Dance

Bowling

Contemporary Topics for College Students

Cycling

Fencing

First Aid

Fitness for Life

Golf

Handball

Hiking/Orienteering

Ice Skating

Introduction to Coaching

Latin Ballroom Dance

Racquet Sports  
 Self-Defense  
 Skiing:  
 Cross Country  
 Downhill  
 Soccer  
 Swimming:  
 Lifeguard Training  
 Team Handball  
 Tennis  
 Ultimate Frisbee  
 Volleyball  
 Walking/Jogging  
 Weight Training  
 Yoga

All activities are offered at the beginning level; however, some activities are offered at an intermediate level. If the student has a physical disability and is unable to participate in activity classes, a specially designed program will be arranged.

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the University section under the Department of Physical Education heading.**

## Information Technologies

The Office of Information Technologies (OIT) provides a robust and highly reliable technology infrastructure that supports the University's teaching, research, community service and administrative activities. Information technology services are designed to enable and empower, transform and benefit, and serve and support the entire Notre Dame community.

ResNet is the residence hall ethernet network, and is available in all undergraduate residence halls and graduate student residences. It provides a 100Mbps ethernet jack for every student living on the Notre Dame campus, and allows students to connect network-ready devices directly to the campus computer network. Students with wireless-capable computers also can connect to the campus WiFi network present in all University residence halls and campus buildings (see [oit.nd.edu/network/oncampus.shtml](http://oit.nd.edu/network/oncampus.shtml)).

The OIT provides all Notre Dame students with an nd.edu e-mail account hosted by Google, file space and distributed printing services. Google also provides students with Google Apps and over 6GB of storage.

The Notre Dame Computer Store has a variety of computers, printers, software, and other peripheral devices available for students to purchase at substantial savings. Adobe, Corel, and Microsoft are examples of software currently available for considerably less than the retail price. Students can shop online for discounted hardware and software at [oit.nd.edu/store](http://oit.nd.edu/store), or visit the Computer Store located at 103 IT Center. Students planning to purchase a

computer should consult computer configurations recommended by the OIT at [oit.nd.edu/store](http://oit.nd.edu/store), or call (574) 631-7477 for assistance.

All residence hall rooms have standard cable television service with a 70-channel line-up. Additional digital cable television services, including HD, DVR and OnDemand, can be ordered directly from Comcast for an additional fee (see [oit.nd.edu/cabletv](http://oit.nd.edu/cabletv)). A distributed cellular antenna system (DAS) in various campus locations provides enhanced coverage for major cellular telephone providers. The two providers using the DAS are AT&T and Verizon (see [oit.nd.edu/cellular](http://oit.nd.edu/cellular)).

Information technology support services are available to students from the OIT Help Desk. Located at 128 DeBartolo Hall, trained support technicians at the Help Desk are available to answer questions and help guide computer users in diagnosing and resolving problems by phone, e-mail, and in person. For more information about the Help Desk, see [oit.nd.edu/helpdesk](http://oit.nd.edu/helpdesk). Help Desk hours are:

Sunday 3:00 p.m. to 8:00 p.m. (telephone support only)

Monday through Thursday 8:00 a.m. to 5:00 p.m. (telephone support until 10:00 p.m.)

Friday 8:00 to 5:00 p.m.

Closed Wednesday, Noon to 1:30 p.m., and all day Saturday

*Note: Help Desk evening and weekend hours are in effect only during the academic year when classes are in session.*

Free computer training classes are available through the OIT to students on a wide range of software. For more information on training programs, see [oit.nd.edu/training](http://oit.nd.edu/training).

There are eight public-access computer labs campus-wide supported by the OIT. Students, faculty, and staff have access to these labs that include approximately 260 computers running Windows Vista and Mac OS-X operating systems.

The OIT works closely with the Office of the Registrar and Academic Space Management to design, build, and support technology-enhanced learning spaces on campus. Eighty percent of the Registrar's classrooms are equipped with audiovisual systems that allow students and faculty to present information from a variety of sources. Small, portable devices such as cameras, audio recording devices, and microphones can be loaned out for class-related use from the OIT facility at 115 DeBartolo Hall. Students and faculty can also take advantage of other OIT services, including videoconferencing, video streaming, video and audio production, and postproduction services, including media duplication.

In addition to mainstream computing services, the OIT, in partnership with the Office of Research, works with the Center for Research Computing to support computationally intensive work, large

dataset management, and data visualization for the undergraduate, graduate and campus research communities. The University provides access to national supercomputing and data resource facilities via Internet2. It provides high bandwidth access to about 200 leading research universities and supercomputing centers. For more information, visit [crc.nd.edu](http://crc.nd.edu).

Anyone using Notre Dame computers and network resources must abide by the policies set forth in the document "**Responsible Use of Information Technologies at Notre Dame.**" The full text of this policy is available online at [oit.nd.edu/policies/rup.shtml](http://oit.nd.edu/policies/rup.shtml).

For complete information, an easy-to-use overview of OIT services and how to obtain them is available at [oit.nd.edu](http://oit.nd.edu).

## The Career Center

The Career Center is dedicated to the development and implementation of innovative programs and services that promote lifelong career management skills for students and alumni. By cultivating multi-faceted partnerships/networks, our staff is committed to providing the resources for students to explore diverse career opportunities. Staff members assist undergraduate and graduate students as well as alumni with career counseling, career assessment, group workshops, presentations for academic departments, career fairs, and mock interviews, in addition to other services.

We encourage students to take ownership of their career direction, and be willing to devote the time and energy necessary to conduct a successful search for jobs, internships, fellowships, and/or the identification of graduate school programs. Students have the opportunity to utilize our online databases to pursue postgraduate opportunities, sign up for interviews, and conduct career-related research.

### Workshops, Programs, and Special Seminars.

The Career Center collaborates with the College of Arts and Letters, Mendoza College of Business, College of Engineering, College of Science, and the School of Architecture to coordinate a wide variety of career programs, services, seminars, and workshops for students throughout the year. A sample list includes:

- On-campus career fairs including *the Fall Career Expo, Engineering Industry Day, the Winter Career and Internship Fair and Diversity Reception, and the School of Architecture Career Fair*
- Off-campus career fairs and consortia events in New York City; Washington, D.C.; Boston; Chicago; and California
- Fall Kick-Off for seniors
- A variety of workshops dedicated to resumé and cover letter writing techniques, job and internship search strategies, interview skill development, as well as a number of informative programs geared

## HOLY CROSS SEMINARY FORMATION

toward students interested in careers in specific industries such as nonprofit, investment banking, the federal government, and media.

- Mock Interview Program
- Global Internship Initiative
- Notre Dame Alumni Job Shadow Program
- Dossier/CV Services
- Four career courses for academic course credit
- Access to the Strong Interest Inventory and the Myers Briggs Type Indicator self-assessment instruments (meeting with a career counselor is a prerequisite)
- How to Recession-Proof Your Job Search workshops and other programs helping students address the state of the economy in their job search

**Internships and Summer Jobs.** The Career Center spends a great deal of time with first year, sophomore, and junior students identifying and applying for internships and summer jobs. Students have access to numerous internship databases containing more than 10,000 employment opportunities.

For additional information, contact:

The Career Center  
248 Flanner Hall  
574-631-5200  
careercenter.nd.edu

Hours:

- Monday through Friday, 8:00 a.m.–5:00 p.m.
- Walk-in hours in 248 Flanner: Monday through Friday, 1:00–4:45 p.m.

### The Career Center Counseling Staff:

Lee J. Svete, Director  
*Lee.J.Svete.1@nd.edu*

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(Colleges of Science and Engineering)  
*TSmall@nd.edu*

## Holy Cross Seminary Formation

The Old College undergraduate seminary program is housed in the original campus structure built in 1843 by Notre Dame's founder, Rev. Edward Sorin, C.S.C. It welcomes high school graduates with a serious interest in exploring a vocation as a priest or brother in the Congregation of Holy Cross. With nearly 30 men in formation at Notre Dame, Holy Cross is a growing, international religious community with 2,000 priests, brothers, and seminarians in 15 countries throughout the world.

Old College provides an introduction to religious life and ministry in Holy Cross through participation in daily Eucharist and prayer, service placements, spiritual direction, weekly community nights, retreats, and academic preparation, including courses in philosophy and theology. Students can select their own major and tailor the rest of their academic program according to their interests. Old Collegians take all classes with other Notre Dame students and are expected to actively participate in clubs, organizations, and other aspects of campus life. They are also encouraged to spend a semester or year abroad in one of Europe's premiere college seminaries at the Catholic University of Louvain, Belgium. Old College combines a challenging religious formation structure with a complete Notre Dame undergraduate experience.

Moreau Seminary, also located on the Notre Dame campus, is the primary formation house for the Congregation of Holy Cross in the United States. The one-year Candidate Program is a pre-novitiate year designed for those with a bachelor's degree in any field who are prepared to discern a vocation to priesthood or brotherhood within vowed religious life. Candidates typically take nine to 12 hours of philosophy and/or theology credits at the University each semester and have ministry placements supervised by seminary staff. Candidates reside at Moreau Seminary with other priests, brothers, and seminarians. They discern their vocation through spiritual direction and active participation in the community life of Moreau Seminary, which is centered around the daily celebration of the Eucharist and the Liturgy of the Hours. After returning from the novitiate, newly professed seminarians begin their formal academic training in the Master of Divinity program.

Applicants to Old College and Moreau Seminary must be practicing Roman Catholics in good standing with the Church and of solid personal character, with a demonstrated commitment to apostolic ministry. Admission is selective, and personal interviews are required for acceptance into both programs. Tuition scholarship assistance is provided.

For additional information, contact:

Director, Office of Vocations  
PO Box 541  
Notre Dame, IN 46556  
*vocation.1@nd.edu*  
*vocation.nd.edu*  
574-631-6385

# The First Year of Studies

## Dean:

Hugh Page Jr.

## Associate Deans:

Angie Chamblee

Kevin Rooney

## Assistant Deans:

Kenneth DeBoer

Holly Martin

## Advisors:

Steve Brady; Elly Brenner; Nicole Brinkman; Maureen Dawson; Erin Doyle; Christy Greene; Jennifer Rager; Raymond Sepeta; Melvin Tardy; Michelle Ware; Sean Wernert

## Teaching Scholars (Burke, Hofman, Kolman

## Post-Doctoral Fellowship):

Elizabeth Ramquist; Ryan White

## Special Support Services:

Nahid Erfan; Barbara Whalen

The First Year of Studies is the college to which all entering first-year students at the University of Notre Dame are admitted. Its curriculum stresses broad engagement with the arts, sciences, and humanities. It has three major goals. The first is to lay the intellectual foundations necessary for the pursuit of advanced academic work in any of the University's undergraduate colleges. The second is to cultivate both a sense of curiosity about the universe and a passion for learning. The third is to infuse students with an appreciation for the intrinsic value of higher education and a sense of their responsibilities as stewards of knowledge created, learned, and applied.

The First Year of Studies views advising as a method of teaching and endeavors to keep student developmental patterns as well as sound teaching strategies in mind throughout the academic year. Advisors assist students as they plan their first year at Notre Dame and assist in the transition into the sophomore year. Advisors are charged with the responsibility of working with students through group advising sessions, individual meetings, and informal mentoring in the acquisition of the skills and disciplines of the mind and heart that will enable them to become rigorous and compassionate intellectuals. A first-year student may request a meeting with a member of his or her advising team, which includes a peer advisor along with a faculty advisor, at any time and for any reason. All first-year students are encouraged to take advantage of this opportunity for personal guidance and assistance.

The academic program for first-year students is determined by the University Academic Council and is constructed around a framework called the First-Year Curriculum. The First-Year Curriculum consists of five courses plus physical education or ROTC each semester. These courses are arranged to provide two of the most important features of an academic program for first-year students: (1) a foundation in

liberal education and (2) an opportunity to sample areas before declaring a college. Because of the specific requirements within the First-Year Curriculum, students gain a broad overview of academic areas. The options and electives found within the curriculum provide the students the opportunity to explore areas of academic interest open to them. Upon successful completion of the First-Year Curriculum, Notre Dame students advance from the First Year of Studies to one of the other undergraduate colleges: the College of Arts and Letters, the Mendoza College of Business, the College of Engineering, the College of Science, or the School of Architecture.

## First-Year Curriculum

The First-Year Curriculum consists of five courses plus physical education or ROTC each semester. Many of these courses satisfy University requirements as well as requirements in the student's intended major.

Descriptions and general recommendations concerning each of the courses in the First-Year Curriculum are given in the following pages. In addition, complete instructions for making course selections and detailed course descriptions are included in the *First Year of Studies Academic Guide*, which is available on both the First Year of Studies website and is mailed to all incoming students in June.

Entering students are expected to take the First-Year Curriculum of five courses per semester, along with the laboratories and tutorials that may accompany those courses, plus physical education or ROTC.

The applicability of advanced placement credit earned before entering the University is determined by the University department involved. First-year advisors are available to discuss the possibility of waiving advanced credit in order to take the equivalent University course instead. Additional one-credit courses, such as Advanced Strategies for Discipline Specific Study, Introduction to the Fine Arts at Notre Dame, choir, band, or social concerns seminars may also be added to the schedule each semester. The various colleges have restrictions on how many one-credit voluntary courses may be applied to the total number of credits required for graduation from the colleges.

The first-year requirements are designed to ensure that all Notre Dame students begin their college career by learning the analytic, mathematic, and communication skills necessary for further work in their areas of greatest interest as well as to provide a foundation to a broad liberal education. Students are encouraged to select courses that will prepare them for advanced study in their present area of interest as well as to choose elective courses that

help them explore subjects they have not had an opportunity to study in high school and/or those that will deepen their knowledge in disciplines with which they are already familiar.

## First-Year Requirements

All students must complete the following in their first year:

- 1 semester of University Seminar
  - 1 semester of First-Year Composition
  - 2 semesters of mathematics
  - 2 semesters of science or language\*
  - 2 courses in physical education or ROTC
- Elective courses may be used to sample areas of study or to further general education.

*\*The science requirement should be completed by the end of the first year and must be completed by the end of the sophomore year. Foreign language is not a University requirement, but it is required in the College of Arts and Letters, the College of Science, and the School of Architecture.*

## University Requirements

To receive a degree from the University of Notre Dame, students must complete a minimum of 60 credit-hours at the University of Notre Dame and a minimum of 90 credit-hours earned through college and university courses. In addition to first-year requirements, all Notre Dame graduates must complete the following courses before graduation:

- 1 course in history\*
  - 1 course in social science\*
  - 2 courses in philosophy\*
  - 2 courses in theology\*
  - 1 course in fine arts\* or literature\*
  - 2 courses in physical education or ROTC
- College and major course requirements

*\*A University Seminar will fulfill one University requirement in one of these disciplines.*

*Only courses marked as "Univ. Req." in the online Schedule of Classes can be used to fulfill a University requirement.*

## Course 1—A University Seminar/Composition

University Seminar and Composition are University requirements. Both courses, University Seminar and First Year Composition (FYC), must be taken, one in each semester.

University Seminars are designed to foster interaction between first-year students and faculty in small

## COURSE 3—SCIENCE

settings. Currently, these courses are offered by departments within the College of Arts and Letters and will satisfy the relevant University requirement in history, literature, fine arts, social science, or the first course of the philosophy or theology requirement. These seminars include a significant writing component and require a minimum of 24 pages with at least one rewrite of a corrected paper. Every first-year student is required to complete one University Seminar.

**UNIVERSITY SEMINAR CATEGORIES:**

Fine Arts	13182:	Seminars offered by the departments of Art History; Film, Theater, and Television; and Music
History	13184:	Seminars offered by the Department of History
Literature	13186:	Seminars offered by the departments of American Studies, Arabic, Classics, East Asian Languages and Cultures, English, German and Russian Languages, Irish Language and Literature, Romance Languages, and the Program of Liberal Studies
Philosophy	13185:	Seminars offered by the Department of Philosophy
Social Sciences	13181:	Seminars offered by the departments of Anthropology, Economics, Political Science, Psychology, and Sociology
Theology	13183:	Seminars offered by the Department of Theology

First-Year Composition courses are designed to help students learn how to identify an issue amid conflicting points of view and craft an argument based on various sources of information. The courses stress the identification and analysis of potential counter arguments and aim to develop skills for writing a research proposal, for conducting original research, and for using print and electronic resources from the library. In addition to traditional First-Year Composition Courses, community based, multimedia, and advanced composition courses are offered.

**FIRST-YEAR COMPOSITION COURSES:**

FYC 13100: First-Year Composition  
 FYC 13200: Community Based First-Year Composition  
 FYC 13300: Multimedia First-Year Composition  
 FYC 13400: Advanced First-Year Composition

**COURSE DESCRIPTIONS**

Course descriptions can be found in the respective departmental sections of the enclosed CD. First-year composition courses can be found under the [College of Arts and Letters](#) section under the [University Writing Program](#).

**Course 2—Mathematics**

All Notre Dame first-year students must take two semesters of mathematics as a University requirement. Students who have credit for the first level of calculus (MATH 10250, 10350, or 10550) must fulfill the University requirement by taking a second level of calculus (MATH 10260, 10270, 10360, or 10560) or a non-calculus mathematics course.

Students in the College of Arts and Letters may fulfill their mathematics requirement by taking any two courses in mathematics. They may be calculus courses, non-calculus-based courses, or one of each. However, students may not take two beginning-level calculus courses to fulfill this requirement.

For students in the Mendoza College of Business, the required calculus sequence is MATH 10250–10260. Also acceptable are the calculus sequences required of students in the College of Engineering or the College of Science.

Students in the School of Architecture take MATH 10250 and 10270. Also acceptable are the calculus sequences required of students in the College of Engineering or the College of Science.

Students majoring in the College of Science will fulfill their University mathematics requirement through one of the following calculus sequences: MATH 10350–10360, MATH 10550–10560, MATH 10850–10860, or MATH 10450–10460. The MATH 10350–10360 and MATH 10450–10460 sequences are designed for students in programs emphasizing the life sciences, such as biological sciences and the preprofessional (premedical and other health-related) programs in either the College of Science or the College of Arts and Letters. Students planning to enter other science programs that require only two semesters of calculus also may use MATH 10350–10360 to satisfy the requirement, but they should be aware that it is not a suitable prerequisite for the upper-level courses MATH 20550 or 20580. Students planning to major in biochemistry or physics must take MATH 10550–10560.

For students in the College of Engineering, the first-year mathematics requirement is fulfilled through the calculus sequence MATH 10550–10560 or MATH 10850–10860.

The MATH 10850–10860 sequence stresses concepts and proofs. It is a more rigorous course than MATH 10550–10560 and is designed especially for students who plan to study mathematics through either the College of Science mathematics major or the College of Arts and Letters honors mathematics major. It is also open to other students with very strong high school mathematics backgrounds.

A student who completes the MATH 10250–10260 or 10250–10270 calculus sequences and then decides to enter a science or an engineering program will have to take additional courses in mathematics, as prescribed by the administrator of the program.

**MATHEMATICS COURSES:**

MATH 10110: Principles of Finite Mathematics  
 MATH 10120: Finite Mathematics  
 MATH 10130: Beginning Logic  
 MATH 10140: Elements of Statistics  
 MATH 10150: Elements of Statistics II  
 MATH 10240: Principles of Calculus  
 MATH 10250: Elements of Calculus  
 MATH 10260: Elements of Calculus II for Business  
 MATH 10270: Elementary Calculus in Action  
 MATH 10350: Calculus A  
 MATH 10360: Calculus B  
 MATH 10550: Calculus I  
 MATH 10560: Calculus II  
 MATH 10850: Honors Calculus I  
 MATH 10860: Honors Calculus II  
 MATH 20550: Calculus III

**COURSE DESCRIPTIONS**

Course descriptions can be found in the respective departmental sections of the enclosed CD.

**Course 3—Science**

First-year students take two semesters of a science as part of the First-Year Curriculum. The courses offered by the College of Science for first-year students are broadly grouped into two main categories, laboratory sciences and topical sciences. The laboratory sciences are intended for students who are planning to major in one of the sciences or in engineering or perhaps would prefer an in-depth discussion of a particular field of study with laboratory work. The second category, topical sciences, is designed for those first-year students who are planning to enter the College of Arts and Letters, the Mendoza College of Business, or the School of Architecture. These courses are rigorous and intellectually demanding and differ from the laboratory sciences chiefly in that they are often somewhat interdisciplinary in nature and/or that they focus on themes that may have an ethical or value-related dimension, and they do not include an associated laboratory requirement.

COURSE 4—UNIVERSITY REQUIREMENT OR ELECTIVE: HISTORY, SOCIAL SCIENCES, PHILOSOPHY, THEOLOGY, LITERATURE, FINE ARTS, AND LANGUAGES

In determining which course to take as Course 3, students should consider the following:

1. All Notre Dame students must, as a University requirement, take two semesters of science before completion of their sophomore year. However, it is recommended that the science requirement be met in the first year. Students contemplating any of the College of Engineering or College of Science programs or preprofessional studies (premedical and other health-related fields) in the College of Arts and Letters must take the science requirement in their first year.
2. Students planning to participate in an international study program during their sophomore year must complete the science requirement in the first year, along with the required language for international study in France or Austria (see Course 5).
3. The science course is often a prerequisite for other courses in these programs. Students planning to enter the College of Arts and Letters Preprofessional Program will also take CHEM 10171 and 10172 in their first year. Students thinking of entering any of the following programs in the College of Science are advised to take CHEM 10171 and 10172 as their science requirement in the first year: environmental sciences, science preprofessional, science collegiate sequences, biological sciences, mathematics, and physics. Mathematics and physics majors who do not have an interest in the health care professions may elect to take CHEM 10171 followed by 10122. Chemistry and biochemistry majors take CHEM 10181 and 10182. A second science course is required and discussed under Course 5 for students interested in chemistry, biochemistry, biological sciences, environmental sciences, mathematics, and physics.
4. Students planning on an engineering program are required to take CHEM 10171 and 10122 as the sequence to satisfy the requirement.
5. Prospective arts and letters or business students interested in the environmental sciences second major offered by the College of Science should take CHEM 10171 and 10172 as their science requirement.
6. Students planning on entering the Mendoza College of Business programs or the College of Arts and Letters programs, other than mathematics or preprofessional studies, may select freely from among any of the science courses offered and for which they are prepared. However, the following courses are specifically designed for the students planning to enter these programs: BIOS 10104 through 10117; CHEM 10101 through 10104; PHYS 10052, 10062, 10111, 10122, 10140, 10240, 20051, 20061.
7. Students intending to enter the School of Architecture should take PHYS 10111 first semester; PHYS 10311 is also acceptable.

8. First-year students may substitute two semesters of a foreign language in place of two semesters of science to complete their first-year course requirements. They may also substitute one semester of each, but should keep in mind that the science requirement needs to be completed by the end of the sophomore year.

**LABORATORY SCIENCE COURSES:**

BIOS 10161: Biological Sciences I  
 BIOS 10162: Biological Sciences II  
 CHEM 10171: General Chemistry: Introduction to Chemical Principles  
 CHEM 10172: General Chemistry: Organic Structure and Reactivity  
 CHEM 10122: General Chemistry: Biological Processes  
 CHEM 10181: Introduction to Chemical Principles  
 CHEM 10182: Organic Structure and Mechanism  
 ENVG 10110: Physical Geology  
 PHYS 10310: General Physics I  
 PHYS 10320: General Physics II  
 PHYS 10411: General Physics A-M Mechanics  
 PHYS 10424: General Physics B-M Waves/Thermo  
 Topical Sciences Courses:  
 BIOS 10101: Human Genetics, Evolution, and Society  
 BIOS 10106: Common Human Diseases  
 BIOS 10107: Ecology and Evolution  
 BIOS 10119: Evolution and Society  
 CHEM 10101: Foundations of Chemistry  
 CHEM 10102: Chemistry, Environment, and Energy  
 CHEM 10103: Chemistry and Crime  
 PHYS 10052: Concepts of Energy and Environment  
 PHYS 10062: Science Literacy  
 PHYS 10111: Principles of Physics I  
 PHYS 10122: Principles of Physics II  
 PHYS 10140: Descriptive Astronomy  
 PHYS 10240: Elementary Cosmology  
 PHYS 10262: Physical Methods in Art and Archaeology  
 PHYS 20051: Energy and Society  
 PHYS 20061: Nuclear Warfare

**COURSE DESCRIPTIONS**

Course descriptions can be found in the respective departmental sections of the enclosed CD.

## Course 4—University Requirement or Elective: History, Social Sciences, Philosophy, Theology, Literature, Fine Arts, and Languages

Elective courses are typically selected with the idea of exploring academic interests or to satisfying University or intended college program requirements. Every Notre Dame first-year student must take at least one semester of fine art, history, literature, philosophy, social science, or theology during their first year.

Specific recommendations for electives are made for only four of the intended college programs. The College of Engineering recommends that first-year students planning on majoring in engineering take PHYS 10310 in the spring semester as their Course 4 elective, as are students intending on pursuing the combined Arts and Letters/Engineering Program. Students intending to study architecture are advised to take ARCH 11011 as their Course 4 elective in the fall semester. They will then take ARCH 11021 and ARCH 10311 in the spring semester. Students intending to study business are advised to take microeconomics, ECON 10010/10011, in either the fall or spring semester.

**UNIVERSITY REQUIREMENT AND ELECTIVE COURSES**

**History:**

HIST 10085: History of the Modern Middle East  
 HIST 10106: Modern South Asia  
 HIST 10200: Western Civilization I  
 HIST 10210: Ancient Greece and Rome  
 HIST 10400: Western Civilization II  
 HIST 10600: U.S. History I: From Colonial America to 1877  
 HIST 10605: U.S. History II: From Reconstruction to the Present  
 HIST 10901: Colonial Latin America  
 HIST 20110: Ancient Japan  
 HIST 20750: National Security Policy in U.S. History

**Social Sciences:**

ANTH 10109: Introduction to Anthropology  
 ANTH 20105: Introduction to Human Ethology  
 ANTH 20550: Archeology of Israel, Palestine, and Jordan  
 ECON 10010/10011: Principles of Microeconomics  
 ECON 10020: Principles of Macroeconomics  
 POLS 10100: American Politics  
 POLS 10200: International Relations  
 POLS 10400: Comparative Politics  
 PSY 10000: Introductory Psychology  
 SOC 10002: Understanding Societies  
 SOC 10033: Introduction to Social Problems  
 SOC 10722: Introduction to Social Psychology



## COURSE 5—PROGRAM REQUIREMENT OR ELECTIVE

**Philosophy:**

PHIL 10100: Introduction to Philosophy

**Theology:**

THEO 10001: Foundations of Theology:  
Biblical/Historical

**Literature:**

CLAS 10200: Greek and Roman Mythology  
GE 20610: The Crisis of Modernity in  
German Culture, 1900–33  
GE 20810: Specters, Spectators, and the  
Spectacular in the German Novella  
IRLL 20109: Celtic Heroic Literature  
IRLL 30210: The Irish Short Story  
MELC 10101: Introduction to Arabic Culture  
and Civilization

**Fine Arts:**

ARHI 20362: European Art of the Seventh-  
Eighteenth Centuries  
ARHI 20441: Introduction to Twentieth  
Century Art  
ARST 11201: Drawing I  
ARST 11301: Painting I  
ARST 11601: 3-D Foundations  
ARST 21101: Ceramics I  
ARST 21401: Photography I  
DESN 11100: 2-D Foundations  
FTT 10101: Basics of Film and Television  
FTT 10701: Introduction to Theater  
FTT 10801: Acting for the Non-Major  
FTT 10900: Script Analysis and Dramaturgy  
MUS 10131: Introduction to Jazz  
MUS 10132: Current Jazz  
MUS 10133: Gender, Sexuality, and Pop  
Media  
MUS 10150: Music of the Catholic Rite  
MUS 20001: Theory I  
MUS 20002: Theory II  
MUS 20145: Appreciating World Music

**Elective for Supplementary Major or Minor:**

GSC 10001: Introduction to Gender Studies

**Languages:**

CLGR 10001: Beginning Greek I  
CLGR 10002: Beginning Greek II  
CLGR 20003: Intermediate Greek  
CLLA 10001: Beginning Latin I  
CLLA 10002: Beginning Latin II  
CLLA 20003: Intermediate Latin  
CLLA 20004: Intermediate Latin II  
EALC 10111: Intensive First-Year Chinese I  
EALC 10112: Intensive First-Year Chinese II  
EALC 20211: Second-Year Chinese I  
EALC 20212: Second-Year Chinese II  
EALJ 10211: Intensive First-Year Japanese I  
EALJ 10212: Intensive First-Year Japanese II  
EALJ 20211: Second-Year Japanese I  
EALJ 20212: Second-Year Japanese II  
EALK 10111: Intensive First-Year Korean I  
EALK 10112: Intensive First-Year Korean II  
EALK 20211: Second-Year Korean I  
EALK 20212: Second-Year Korean II  
EALK 40421: Advanced Korean I  
EALK 40422: Advanced Korean II  
GE 10101: Beginning German I  
GE 10102: Beginning German II  
GE 10111: Intensive Beginning German I  
GE 10112: Intensive Beginning German II  
GE 20201: Intermediate German I  
GE 20202: Intermediate German II  
GE 20211: Intensive Intermediate German I

GE 20212: Intensive Intermediate German II  
IRLL 10101: Beginning Irish I  
IRLL 10102: Beginning Irish II  
IRLL 20103: Intermediate Irish  
LLRO 10101: Beginning Quechua I  
MEAR 10001: Intensive First-Year Arabic I  
MEAR 10002: Intensive First-Year Arabic II  
MEHE 10001: Elementary Hebrew  
ROFR 10101: Beginning French I  
ROFR 10102: Beginning French II  
ROFR 10115: Intensive Beginning French  
ROFR 20201: Intermediate French I  
ROFR 20202: Intermediate French II  
ROFR 20215: Intensive Intermediate French  
ROFR 20300: Conversational French  
ROFR 27500: Approaches to French and  
Francophone Cultures  
ROFR 30310: Textual Analysis  
ROFR 30320: Advanced Grammar and  
Composition  
ROIT 10101: Beginning Italian I  
ROIT 10102: Beginning Italian II  
ROIT 10115: Intensive Beginning Italian  
ROIT 20201: Intermediate Italian I  
ROIT 27500: Intermediate Italian II  
ROIT 20215: Intensive Intermediate Italian  
ROIT 30310: Textual Analysis and Advanced  
Grammar  
ROPO: 10103: Brazilian Portuguese  
Language and Culture I  
ROPO: 10104: Brazilian Portuguese  
Language and Culture II  
ROPO: 10105: Portuguese for Spanish  
Speakers I  
ROPO: 10106: Portuguese for Spanish  
Speakers II  
ROPO 10115: Intensive Beginning  
Portuguese  
ROPO: 20201: Intermediate Portuguese I  
ROPO: 20202: Intermediate Portuguese II  
ROPO: 20300: Advanced Oral Expression  
ROPO: 27500: Topics in Afro-Luso-Brazilian  
Cultures  
ROSP: 10101: Beginning Spanish I  
ROSP: 10102: Beginning Spanish II  
ROSP: 10115: Intensive Beginning Spanish  
ROSP: 20201: Intermediate Spanish I  
ROSP: 20202: Intermediate Spanish II  
ROSP 20211: Spanish for Heritage Speakers  
ROSP 20215: Intensive Intermediate Spanish  
ROSP 20220: Intermediate Grammar Review  
ROSP 20237: Conversation and Writing  
ROSP 27500: Approaches to Hispanic  
Cultures Through Writing  
ROSP 30310: Textual Analysis  
RU 10101: Beginning Russian I  
RU 10102: Beginning Russian II  
RU 20101: Intermediate Russian I  
RU 20102: Intermediate Russian II

**COURSE DESCRIPTIONS**

Course descriptions can be found in the respective departmental sections of the enclosed CD.

**Course 5—Program Requirement or Elective**

Any of the courses listed under Course 4 may be taken as a Course 5 elective, unless the student's intended major requires him or her to take a particular course instead. These required courses will be discussed below. Most students should use this elective to explore areas of academic interest, and many students may want to consider continuing in or beginning foreign language study.

Language is required by the College of Arts and Letters and the College of Science. The languages available include Arabic, Chinese, French, German, Greek, Irish, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Students with previous background in a language who want to continue their language study must take a placement exam to determine proper placement. However, students with no previous background in a language can elect a beginning-level course. See the Credit and/ or Placement by Examination section below for more information on placement in a language course. Regardless of their scores on the credit or placement examinations, students in the College of Arts and Letters must take at least one language course in residence at Notre Dame. In the College of Science, students who place higher than the intermediate level (third semester) are considered to have fulfilled the language requirement and need not take any additional courses in the language. Students contemplating an international study program that requires language study should consult with the language department regarding the appropriate language preparation. All students are encouraged to start their study of language during their first year or the beginning of their second year at the latest.

First-year students who plan to participate in an International Study Program during their sophomore year must complete both their science and foreign language requirements during their first year. There is no opportunity to take a science course abroad, and the requirement must be satisfied by the end of the sophomore year.

Students intending to major in the College of Science's biology, biochemistry, chemistry, environmental science, mathematics, or physics program will take more than one science each semester and need to use Course 5 to take the second science. The second science course sequence for the chemistry and mathematics programs is PHYS 10310–10320; for the environmental science, biochemistry, and biology programs, it is BIOS 10161–10162; and for the physics program, it is PHYS 10411–10424.

Students receiving a 5 on the Biology AP examination or an IB (higher level) grade of 7, receive credit equivalent to BIOS 10161–10162. However, students intending on majoring in the sciences are

## PHYSICAL EDUCATION OR RESERVE OFFICERS TRAINING CORPS PROGRAM

generally encouraged to waive this credit and take the recommended biology courses in their intended major.

Students intending to major in studio art should take DESN 11100 and ARST 11201 as their fifth course, and students intending to major in Music should take MUS 20001 and 20002 plus a one-credit lesson course each semester.

Students intending to major in architecture are expected to take ARCH 11021 and 10311.

College of Engineering intents should enroll in EG 10111–10112 as their fifth course.

See the various college and department summaries in this *Bulletin* for details on the requirements for all of these programs.

### PROGRAM REQUIREMENT COURSES NOT PREVIOUSLY LISTED:

ARCH 10311: Analysis of Architectural Writing  
 ARCH 11011: Graphics I-Drawing  
 ARCH 11021: Graphics II-Drafting  
 EG 10111: Introduction to Engineering Systems I  
 EG 10112: Introduction to Engineering Systems II

### COURSE DESCRIPTIONS

Course descriptions can be found in the respective departmental sections of the enclosed CD.

## Physical Education or Reserve Officers Training Corps Program

All Notre Dame first-year students must take two semesters of physical education as a University requirement. However, first-year students who enroll and remain in an ROTC program are exempted from physical education.

Specific physical education units are chosen after arriving on campus. For more information about the physical education courses offered, refer to the course descriptions under the Physical Education section of this *Bulletin*.

### RESERVE OFFICERS TRAINING CORPS PROGRAM (ROTC) COURSES:

AS 10101: Foundations of the U.S. Air Force  
 AS 10102: Foundations of the U.S. Air Force  
 MSL 10101: Foundations of Officership  
 MSL 10102: Basic Military Leadership  
 NSCI 10101: Introduction to Naval Science  
 NSCI 10102: Maritime Affairs

### COURSE DESCRIPTIONS

Course descriptions can be found in the respective departmental sections of the enclosed CD.

## Voluntary Courses

In addition to five academic courses and PE or ROTC, voluntary one- and two-credit courses are offered in the areas of the fine arts, history, music, dance, business, study skills, and theology. These courses may not be substituted for any of the six required courses. The colleges have restrictions on the number of one or two-credit courses that will be applied to the total number of credits required for graduation from the colleges.

### VOLUNTARY COURSES:

BAUG 10000: Introduction to Business  
 BAUG 30209: Boardroom Insights  
 BAUG 30210: Ten Years Hence Lecture Series  
 FYS 10190: Advanced Strategies for Discipline-Specific Study  
 FYS 10192: Secrets of Effective Time Management  
 FYS 10401: Introduction to the Fine Arts at Notre Dame  
 MUS 10201: Brass Ensemble  
 MUS 10203: Chamber Ensemble  
 MUS 10210: Chorale  
 MUS 10221: Glee Club  
 MUS 10222: Collegium Musicum  
 MUS 10230: Jazz Band  
 MUS 10241: Wind Ensemble  
 MUS 10244: Concert Band  
 MUS 10245: University Band  
 MUS 10247: Concert Winds  
 MUS 10249: Marching Band  
 MUS 10250: Symphony Orchestra  
 MUS 10251: Chamber Orchestra  
 MUS 10300- MUS 11340: Voice and Instrumental Lessons  
 THEO 33950: Social Concerns Seminar: Appalachia  
 THEO 33963: Social Concerns Seminar: The Church and Social Action—Urban Plunge  
 THEO 33936: Summer Service Learning: Confronting Social Issues

### COURSE DESCRIPTIONS

Course descriptions can be found in the respective departmental sections of the enclosed CD.

## Credit and/or Placement by Examination

The First Year of Studies processes advanced credit. However, it is the other University departments and colleges in coordination with First Year of Studies, who determine exactly what advanced credit will be awarded. Students are sometimes wise to waive advanced credit and to take the class at Notre Dame instead. This is especially true for students who may wish to pursue a degree in one of the preprofessional (premedical and related health-profession) majors. It is often a good idea for them to take chemistry and biology at the University even if they have advanced

credit for those courses. First Year of Studies advisors are available to discuss these issues with students both in the summer and during the academic year.

Entering first-year students may become eligible for credit by examination in four ways: (1) through the Advanced Placement Program administered by the College Entrance Examination Board, (2) through the SAT II-Subject Tests in French, German, Italian, and Spanish, (3) through the International Baccalaureate Program administered by International Baccalaureate North America, (4) through the Notre Dame Mathematics Credit Examination Program. Students' placement may be determined through the *online* Notre Dame French, German, and Spanish placement examinations, but no credit is awarded.

1. *Advanced Placement Program (AP)*—Students who submit results of Advanced Placement examinations are eligible to receive placement and credit in accordance with the accompanying table.

2. *SAT-II Subject Tests (SAT II)*—Results of CEEB Advanced Placement Examinations or the SAT-II Subject Tests in French, German, Italian, or Spanish are used for course placement and credit by examination purposes in accordance with the accompanying table.

3. *International Baccalaureate Program (IB)*—Students who submit results of International Baccalaureate Higher Level examinations are eligible to receive placement and credit in accordance with the accompanying table. The University does not give credit for Subsidiary Level examinations.

4. *Notre Dame Mathematics Credit Examination Program*—First-year students may take examinations for possible course placement and credit in mathematics after they arrive on campus. The examinations will be based on college-level courses.

**Notre Dame Online French, German and Spanish Placement Examination Programs**—First-year students may take *online* examinations for placement only. These examinations are available during the summer as well as during the academic year.

When credit is awarded, the dean of the First Year of Studies has it entered on the student's transcript, which is maintained by the registrar's office. This credit can be applied toward required or elective courses if the student's particular college program permits. If Advanced Placement, International Baccalaureate, or Notre Dame Mathematics Examination credit is not applicable in a specific college program, that credit is recorded on the student's transcript, but it represents credit in excess of graduation requirements. Placement, but not credit, for the Notre Dame *online* placement examinations is recorded in the student's official records, but not on his or her transcript.

The general guideline is that credit by examination is counted as required or elective credit if the course is required or permitted in a particular college program. Credit by examination is not counted as

## PEER ADVISING PROGRAM

required or elective credit if the number of the course for which credit is awarded is lower than the initial course required in a particular college program. For example, if a student earns a 4 on the Advanced Placement Physics B test, the six credits awarded for PHYS 10111–10122 would count toward graduation in a College of Arts and Letters, Mendoza College of Business, or School of Architecture program. The credits would not count toward graduation in a College of Engineering program since the initial physics course in this college is PHYS 10310. On the other hand, if the number of the course for which credit is awarded is higher than the initial course required in a particular college program, the credit awarded satisfies that requirement. For example, credit awarded for MATH 10550–10560 also satisfies the mathematics requirement for programs requiring MATH 10350–10360 or MATH 10250–10260.

**Language placement**—Students with no previous background in a language can elect a beginning-level course. Students with previous background in a language who want to continue their language study must take a placement exam to determine proper placement.

Students may use the results from a foreign language credit by examination (AP, SAT II, IB) for placement, as described under the Credit by Examination table. A maximum of six credits can be granted for performance on a foreign language credit by examination.

Students who have not taken a language credit by examination before entering Notre Dame, may take one at Notre Dame. All foreign language departments at Notre Dame offer placement exams. The French, German and Spanish placement exams are available *online*. Placement exams for other languages are given during the First Year Orientation Weekend in August and at least twice during the school year in time for fall and spring advance registration. Information on language placement is sent to incoming first-year students during the summer. The appropriate department and the First Year of Studies will guide students with previous instruction in their languages after reviewing their high school background and placement tests.

Regardless of their scores on credit or placement exams, students in the College of Arts and Letters must take at least one language course in residence at Notre Dame. Arts and Letters students must also complete at least one course at the intermediate or higher level that deals with texts in the original language. If placement allows, one course at Notre Dame at the intermediate or higher level may satisfy both parts of this requirement. In the College of Science, students who place higher than the intermediate level (third semester) are considered to have fulfilled the language requirement and need not take any additional courses in the language. Students contemplating an international study program that requires language study should consult with the

language department regarding appropriate language preparation. All students are encouraged to start their study of language during their first year or the beginning of their second year at the latest.

## College Credit from Other Institutions

The University's other colleges and departments, in consultation with the First Year of Studies, determine whether or not college courses completed after the junior year and prior to first-year enrollment and taken at other institutions will be accepted for credit. In order to be considered for credit, these courses must have been completed on college campuses and must not have been used to satisfy high school graduation requirements or Notre Dame

requirements for first-year admission. An official transcript, a course syllabus, and a copy of the published description of the course are also necessary for consideration of the course for credit. Normally, courses specified in the First-Year Curriculum may not be satisfied through transfer credit. First-year students need to resolve all college credit situations before or during their first semester at Notre Dame.

## Peer Advising Program

The Peer Advising Program in the First Year of Studies at the University of Notre Dame provides the opportunity for first-year students to engage in meaningful conversation with reliable and informed upper-class students. These interactions focus on the general adjustment of the first-year student to the university setting. Peer Advising endeavors to welcome all students to the Notre Dame community

### THE ADVANCED PLACEMENT EXAMINATIONS

AP Examination	AP Grade Required	No. of Credits Awarded	Notre Dame Course Typically Credited
American History	5	3	HIST 10010
Biology	5	8	BIOS 10098 and 10099
Biology	4	3	BIOS 10101
Calculus AB	3	3	MATH 10250
Calculus AB	5	4	MATH 10550
Calculus BC	3	3	MATH 10250
Calculus BC	4	8	MATH 10550 and 10560
Calculus BC (AB Subscore)	3	3	MATH 10250
Calculus BC (AB Subscore)	5	4	MATH 10550
Chemistry	5	4	CHEM 10171
Chemistry	4	3	CHEM 10101
Economics (Macroeconomics)	5	3	ECON 10020
Economics (Microeconomics)	5	3	ECON 10010
English (either exam)	4	3	FYC 13100
European History	5	3	HIST 10020
Political Science (American Politics)	5	3	POLS 10100
Political Science (Comparative)	5	3	POLS 10400
Latin (any exam)	4	6	CLLA 10001 and 10002
Latin (any exam)	3	3	CLLA 10001
Physics B	5	8	PHYS 30210 and 30220
Physics B	4	6	PHYS 10111 and 10122
Physics C (Mechanics)	5	4	PHYS 10310
Physics C (Mechanics)	4	3	PHYS 10111
Physics C (Electricity and Magnetism)	5	4	PHYS 10320
Physics C (Electricity and Magnetism)	4	3	PHYS 10122
Psychology	4	3	PSY 10000
Statistics	5	3	MATH 10140
World History	5	3	HIST 10030

## LEARNING RESOURCE CENTER

by reassuring and encouraging students as they begin university-level study; informing students about a variety of campus resources; emphasizing the mission and initiatives of the First Year of Studies; and listening for the challenges and concerns of new students

## Learning Resource Center

In addition to individual and group advising, and peer advising, the First Year of Studies offers first-year students a large support system to assist them in making a successful transition from high school learning strategies to college-level skills. The Learning Resource Center houses the Learning Strategies Program, the Tutoring Program, and the Collaborative Learning Program. The assistance offered through these programs is supplemental and not meant to replace the student's own efforts, classroom instruction, meetings with the professor, or any other aids offered by the instructor or department. There is no additional charge or fee for any of these programs.

## Learning Strategies Program

All first-year students interested in improving their skills for success in college may participate in small group workshops or schedule individual meetings with the First Year of Studies learning strategies specialist. The Learning Strategies Program covers a variety of topics of practical value to students (e.g., time management, note taking, test preparation) and includes individual assistance with writing and reading for various academic genres.

## Tutoring Program

The First Year of Studies Tutoring Program is available to all first-year students who would like to improve on their understanding of course material. In addition to the traditional tutor-student interaction, the small size and flexible pace of these tutoring sessions encourages peer interaction and provides a conducive setting for students to ask individual questions.

## Collaborative Learning Program

The Collaborative Learning Program is also open to all first-year students. In collaborative learning sessions, students solve homework problems together while focusing on the problem-solving methods. Collaborative learning resource leaders monitor the sessions, encourage problem-solving and collaboration among group members, and answer questions when necessary.

### SAT II SUBJECT TESTS FOR FRENCH, SPANISH, AND GERMAN

SAT II Subject	Advanced Placement	Credits (Courses)	Placement Level
<b>French and French with Listening</b>			
790–800	5 (lang)/4 (lit)	6 (20201–20202)	30310 or 30320
690–780	4 (lang)/3 (lit)	6 (20201–20202)	20300 or 27500
590–680	3 (lang)/2 (lit)	6 (10102–20201)	20202
490–580	2 (lang)/1 (lit)	6 (10101–10102)	20201 or 20215
480	1 (lang)	3 (10101)	10102 or 10115
<b>Spanish and Spanish with Listening</b>			
800	5 (lang)/4 (lit)	6 (20201–20202)	30310 or 30320
690–790	4 (lang)/3 (lit)	6 (20201–20202)	20220, 20237, or 27500
570–680	3 (lang)/2 (lit)	6 (10102–20201)	20202
460–560	2 (lang)/1 (lit)	6 (10101–10102)	20201 or 20215
450	1 (lang)	3 (10101)	10102 or 10115
<b>German and German with Listening</b>			
790–800	5 (lang)/4 (lit)	6 (10102–20201)	20202 or 30000+
690–780	4 (lang)/3 (lit)	6 (10101–10102)	20201
590–680	3 (lang)/2 (lit)	3 (10101)	10102

### SAT II SUBJECT TESTS FOR ITALIAN

SAT II Subject	Advanced Placement	Credits (Courses)	Placement Level
<b>Italian and Italian with Listening</b>			
790–800	5 (lang)/4 (lit)	6 (20201–20202)	30310
690–780	4 (lang)/3 (lit)	6 (10102–20201)	27500
590–680	3 (lang)/2 (lit)	6 (10101–10102)	20201 or 20215
490–580	2 (lang)/1 (lit)	3 (10101)	10102

### INTERNATIONAL BACCALAUREATE—NOTRE DAME CREDIT

International Baccalaureate Subject (Higher Level)	IB Grade Required	No. of Credits Awarded	Notre Dame Course Typically Credited
Biology	6	6	BIOS 10101 and 10107
Biology	7	8	BIOS 10098 and
Chemistry	6	3	CHEM 10101
Economics	7	4	CHEM 10171
Economics	6	6	ECON 10010 and 1002
English	6	3	FYC 13100
<b>Foreign Languages</b>			
Arabic	6	6	MEAR 10001 and 10002
Chinese	6	5	EALC 10111
French	6	6	ROFR 10101 and 10102
German	6	6	GE 10101 and 10102
Greek	6	6	CLGR 10001 and 10002
Italian	6	6	ROIT 10101 and 10102
Japanese	6	5	EALJ 10111
Latin	6	6	CLLA 10001 and 10002
Russian	6	6	RU 10101 and 10102
Spanish	6	6	ROSP 10101 and 10102
History of the Americas	6	3	HIST 10010
Mathematics	6	6	MATH 10250 and 10260
Mathematics	7	8	MATH 10550 and 10560
Physics	6	6	PHYS 10111 and 10122
Physics	7	8	PHYS 10310 and 10320
Psychology	6	3	PSY 10000
Social and Cultural Anthropology	6	3	ANTH 10109

## First-Year Goals

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The First Year of Studies, its curriculum, and its support systems are all designed to encourage first-year students to work toward gaining an understanding of how the Arts, Sciences, and Humanities enable one to engage in a serious exploration of the important and complicated questions, the questions that deal with matters pertaining to God, nature, and human institutions. They are designed to help students become acquainted with the disciplines that make up these areas of intellectual inquiry and to begin to engage these questions by selecting challenging classes, attending public lectures, building collaborative relationships with peers, and by seeking opportunities to forge mentoring relationships with faculty.

# School of Architecture

*Francis and Kathleen Rooney Dean of the School of Architecture:*

Michael N. Lykoudis

*Associate Dean:*

John Stampler

*Assistant Dean:*

Rev. Richard S. Bullene, C.S.C.

*Professors:*

Robert L. Amico; Philip H. Bess; Dennis P. Doordan; Michael N. Lykoudis; Ingrid D. Rowland; Thomas Gordon Smith; John W. Stampler; Carroll William Westfall

*Associate Professors:*

Richard Economakis; David Mayernik; Steven Semes; Duncan G. Stroik; Samir Younés

*Assistant Professors:*

Aimee Buccellato; Krupali Uplekar

*Visiting Associate Professor:*

Douglas Duany

*Visiting Assistant Professors:*

Christine Franck; Neil Hoyt; Frank Huderwitz; Thomas Lowing; Ettore Mazzola; Richard Piccolo; William Ponko; Samantha Salden; Lucien Steil

*Concurrent Assistant Professor:*

Giovanna Lenzi-Sandusky

*Professors of the Practice:*

Sallie Hood; Ronald Sakal

*Professional Specialists:*

Robert J. Brandt; Kevin Buccellato; Rev. Richard S. Bullene, C.S.C.; Alan DeFrees

**Programs of Studies.** The study of architecture has a long and distinguished history at the University of Notre Dame. Courses in architecture were taught at the University as early as 1869. Formal instruction in architecture began in 1898. The Department of Architecture, previously part of the College of Engineering, became the free-standing School of Architecture in 1994. The school offers a five-year program leading to the degree of bachelor of architecture, a two-year program leading to the degree of master of architectural design and urbanism, and a three-year program leading to the degree of master of architecture. The professional degree programs (B.Arch. and M.Arch.) are accredited by the National Architectural Accrediting Board, and the curricula conform to NAAB requirements for the professional degree in architecture.

While the primary objective of the curriculum is professional education, students have opportunities to explore fields such as business, engineering, environmental sciences, and the liberal arts through electives and building on University requirements.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The

National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Since the early 1990s, the school's curriculum has been based on education in traditional and classical architecture and urbanism. Instruction teaches the skills, cultivates the talents, and imparts the knowledge necessary to produce buildings that represent innovation within long-standing traditions, use nature's materials responsibly, and contribute to building livable communities. The school believes this is best done by learning how recurring problems in designing and constructing buildings and fitting them into existing urban and rural settings have been addressed in the past and adapting those lessons to the ever-changing circumstances of the modern world.

The goals of the curriculum include developing competence in the design of individual buildings, understanding the relationship between individual buildings and their physical and cultural contexts, and recognizing the ethical dimensions of the professional practice of architecture. Architects play a primary role in shaping the built environment and have a professional responsibility to do so in a manner that contributes to the civil life of society. Their work must also help to renew and sustain the integrity of the natural world and promote social welfare.

In addition to the first professional degree of bachelor of architecture (B.Arch.), the School of Architecture offers three paths of graduate studies leading to one of two degrees. The Path A graduate course of study leads to the two-year post-professional master of architectural design and urbanism degree (MADU), which is intended for people already holding a professional degree in architecture (B.Arch. or M.Arch.). The Path B graduate course of study leads to a two-year master of architecture (M.Arch.) professional degree, and is intended for people holding a four-year undergraduate preprofessional degree with a major in architecture. The Path C graduate course of study leads to a three-year master of architecture

(M.Arch.) professional degree, and is intended for people holding undergraduate degrees in fields other than architecture. All three graduate paths of study entail a one-year concentration in either classical architecture or urban design, and conclude with a semester-long independent design project.

Concentrations in furniture design, in historic preservation and restoration, in practice and enterprise, in architectural practice and enterprise, and in building arts are also options within the first professional degree program.

Required courses for the concentration in furniture design are Beginning Furniture; Advanced Furniture Design; Special Studies in Furniture Design; and Special Studies in Furniture Design 2.

The concentration in historic preservation and restoration requires four courses: Research and Documentation of Historical Buildings, History of American Architecture (1630–1915), Historic Preservation and Traditional Construction, and History and Theory of Preservation.

In addition to the professional practice course in the B.Arch. curriculum, students in the concentration in practice and enterprise take four courses from the Mendoza College of Business: Accountancy I, Principles of Management, and two other courses chosen from offerings in various aspects of business.

The concentration in building arts requires four courses: Introduction to Architectural Models, Advanced Architectural Models and Design, and Construction of Architectural Elements I and II. All four courses consist of group projects.

Concentrations are declared at the end of the third year.

Both the undergraduate and graduate programs at Notre Dame take advantage of the school's proximity to Chicago, where the school has recently acquired studio space in the historic Santa Fe Building owned by the University. In addition, all third-year undergraduate students spend the academic year in the school's Rome Studies Center in Italy. All graduate students spend a semester there. Some limited scholarship aid is available for the additional expenses incurred in Rome.

The initial phase of undergraduate architectural study is devoted to acquiring basic design and technical skills and developing an understanding of architectural concepts by learning canonical forms of classical architecture and manipulating them in design problems. The sophomore year begins with paradigmatic projects and ends by solving complex and challenging building programs. The sophomore foundation is reinforced in the third year, spent in Rome. There, 2,500 years of building tradition

## STUDENT AWARDS AND PRIZES

provide the context for contemporary design problems. Fourth-year students return to Notre Dame, where they are reintroduced to the American context. At this stage, students are encouraged to synthesize their interpretations of the historical legacy in the context of American urban centers and small cities. They are also challenged by projects that require them to engage architectural problems outside their normal Western focus. The undergraduate program culminates with a thesis design project completed in the fifth year of study.

The Center for Building Communities was begun in 2006. With financial support through a gift from Champion Enterprises, Inc., studios explore the use of contemporary modular wood and steel construction in traditional urbanism.

In addition to studio instruction, students complete course work in structural, mechanical, and environmental systems and architectural history. History and theory courses in the School of Architecture include a two-semester survey of the history of architecture from the earliest times to the present and specialized upper-level course work in selected topics involving the history and theory of architecture.

Students are in contact with practicing professionals through collaboration between the School of Architecture and the Northern Indiana Chapter of the American Institute of Architects. The School of Architecture has an active chapter of the American Institute of Architecture Students.

**Facilities.** The School of Architecture is located in Bond Hall of Architecture. This building, the former University Library, was thoroughly rebuilt from 1995 through 1996. The 60,000-square-foot building contains classrooms, an auditorium, library, computer lab, and studios that are both functional and designed in accord with the historical limestone structure. The Rome Studies Center is in the heart of Rome's historic center.

#### Richard H. Driehaus Prize in Classical Architecture

Richard H. Driehaus, the founder and chairman of Driehaus Capital Management in Chicago, initiated the Richard H. Driehaus Prize in Classical Architecture to honor a major contributor in the field of traditional and classical architecture or historic preservation. In 2004, he initiated the Henry Hope Reed prize to recognize outstanding contributions to the welfare of the traditional city and its architecture. He established the prizes through the University of Notre Dame's School of Architecture because of its reputation as a national leader in incorporating the ideals of traditional and classical architecture into the task of modern urban development.

#### First Year

First-year students intending to major in architecture take the following courses. Courses in italics need not be taken in the semester in which they are shown.

<i>Course</i>	<i>First Semester Credits</i>	<i>Second Semester Credits</i>
Composition/		
University Seminar	3	3
MATH 10250 and 10270	3	3
PHYS 10111 and 10122		
or PHYS 10111		
and Science Elective	3	3
<i>Social Science</i>	3	—
ARCH 11011. Graphics I: Drawing	3	—
ARCH 11021. Graphics II: Drafting	—	3
ARCH 10311. Architectural Writings	—	4
Physical Education	—	—
	15	16

The courses listed below indicate the normal sequence for sophomore, junior, senior, and fifth years majoring in architecture.

#### Sophomore Year

<i>First Semester</i>		
ARCH 21111. Design I		6
ARCH 20411. Building Technology I		3
ARCH 20211. Architectural History I		3
ROIT 10105. Beginning Italian I		3
<i>Philosophy</i>		3
		18
<i>Second Semester</i>		
ARCH 21121. Design II		6
ARCH 20221. Architectural History II		3
ARCH 20511. Structural Mechanics for Architects		3
ROIT 10106. Beginning Italian II		3
<i>Theology</i>		3
		18

#### Junior Year (Rome Studies Program)

<i>First Semester</i>		
ARCH 34112. Design III		6
ARCH 34312. Architectural History III		3
ARCH 34212. Roman Urbanism and Architecture I		3
ARCH 34012. <i>Advanced Graphics: Freehand Drawing</i>		3
		15
<i>Second Semester</i>		
ARCH 34122. Design IV		6
ARCH 34322. Architectural History IV		3
ARCH 34222. Roman Urbanism and Architecture II		3
ARCH 34022. <i>Advanced Graphics: Watercolor</i>		3
		15

#### Senior Year

<i>First Semester</i>		
ARCH 40411. Environmental Systems I		3
ARCH 41111. Design V		6
ARCH 41011. Graphics V: Computers		3
ARCH 40511. Structural Design for Architects		3
<i>Elective</i>		3
		18

#### *Second Semester*

ARCH 41121. Design VI		6
ARCH 40421. Building Technology II		3
ARCH 40521. Applied Structural Systems		3
<i>Philosophy</i>		3
<i>Elective</i>		3
		18

#### Fifth Year

<i>First Semester</i>		
ARCH 51111. Design VII		6
ARCH 50419. Environmental Systems II		3
<i>Theology</i>		3
<i>Elective</i>		3
		15

#### *Second Semester*

ARCH 51121. Design VIII (Thesis)		6
ARCH 50711. Professional Practice		3
<i>History</i>		3
<i>Elective</i>		3
		15

Total for five years: 163 semester hours.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [School of Architecture](#) section.

## Student Awards and Prizes

*Henry Adams Medal and Certificate.* This American Institute of Architecture (AIA) award honors the graduating architecture student who has the highest grade-point average for the complete course of study.

*Henry Adams Certificate.* This AIA award is given to the graduating architecture student with the second-highest grade-point average for the complete course of study.

*Tau Sigma Delta Bronze Medal Winner.* The Tau Sigma Delta medal is awarded to a graduating student selected by his or her peers in recognition of design excellence.

*Andrew F. Kervick Award for Design and Drawing.* Founded by Prof. Francis W. Kervick, former head of the School of Architecture in memory of his father, this award, selected by the fourth and fifth-year faculty, honors the student whose work in freehand

## STUDENT ORGANIZATIONS

drawing in the fourth or fifth year has been of the highest merit.

*Alpha Rho Chi.* Selected by faculty, the Alpha Rho Chi Medal goes to the graduating student who has shown ability for leadership and has performed willing service for the School.

*Ralph Thomas Sollitt Award.* Founded in 1931 by Ralph Sollitt and Sons Construction Co., this award, selected by the fifth-year thesis jury, is given to the student who submits the best design as a solution to the thesis architecture problem.

*Ferguson and Shamamian Undergraduate Prize.* Selected by the fifth-year thesis jury, the Ferguson & Shamamian Architects Undergraduate Prize is awarded to a fifth-year student for excellence in classical design exhibited in thesis.

*The Association of Licensed Architects Student Merit Award.* Selected by the fifth-year faculty, the ALA Student Merit Award goes to a graduating student recognized for exemplary achievements throughout the scholastic year.

*Dean's Award for Design Excellence in Architecture.* Selected by the fifth-year thesis jurors and the dean, this award goes to overall excellence in a fifth-year thesis project.

*Rome, Paris, Athens Prize.* Selected by the fifth-year thesis faculty and the dean, this award is for the scope of exploration and the quality of individual buildings that successfully unite architecture and urban design.

*The Noel Blank Design Awards.* Founded by Leon W. Blank in memory of his brother, Noel, this high honor goes to the top four thesis projects as selected by the fifth-year thesis jurors.

*Bond Hall Award in Architecture and Urbanism.* Given to a graduating student for contribution to a culture of sustainability and civic virtue within the School of Architecture.

*Gertrude S. Sollitt Prize for Architectural Structure.* Founded in 1931 by Ralph Sollitt and Sons Construction Co., this award, selected by the School's faculty, goes to the student who submits the best work as a solution to a special problem in structure assigned in the scholastic year.

*The St. Joseph Award in Furniture.* Selected by the furniture design professor for excellence in furniture design and construction.

*Norman A. Crowe Award.* Given to a graduating student for their contributions to the idea of sustainability with respect to architecture and urbanism. Selected by the dean and faculty.

*Nellie Wynn Kervick Award for Design and Drawing.* Founded by Prof. Francis W. Kervick, former head of the School of Architecture in memory of his mother, this award, selected by the Rome Studies faculty, honors the student whose work in freehand drawing

in the third year of study has been of the highest merit.

*Alice Wesoloski Scholarship.* For her decades of service to the School of Architecture, this award was established in honor of Ms. Wesoloski. Selected by the faculty and the Office of Financial Aid to provide tuition assistance to a student of particular ability, character and need.

*James E. Childs and Associates Scholarship.* Selected by the faculty and the Office of Financial Aid to provide tuition assistance to minority students of particular ability and need.

*David M. Schwarz/Architectural Services, Inc. Internship and Traveling Fellowship Award.* A two-month paid internship for a fourth-year student and for a graduate student entering the final year of his or her program with David M. Schwarz/ Architectural Services, Inc. and a one-month travel fellowship involving independent research and study.

*Ray Stuermer Memorial Award for Excellence in Design.* Given in memory of former Professor Ray Stuermer, this award, selected by faculty, is given on the basis of design work through the fourth year for overall improvement and design excellence.

*Frank Montana Rome Scholarship Award.* Recipients are selected by the dean, second-year design faculty and the office of financial aid. The Montana scholarships were endowed by Prof. Frank Montana, chair of the Department of Architecture for 25 years and founder of the Rome program. The scholarships are for tuition assistance in connection with the Notre Dame Rome Studies Program.

## Student Organizations

*American Institute of Architecture Students (AIAS).* Students begin to engage in the professional activities of the national AIAS by attending meetings and conventions and structuring activities within the School of Architecture. The AIAS sponsors educational, professional, and social events in the school.

*Students for New Urbanism (SNU).* SNU is a community of students from all majors that present, explore, discuss, and apply the ideals of New Urbanism and other "good urbanism" theories. Ideas especially focus on walkable neighborhoods, public transportation, affordable housing, new technology, sustainable architecture, and community participation in the context of creating healthy communities. SNU looks at the vitality of urban places and how to maintain and design great urban environments. SNU is composed of three main parts: Education (to teach others and our selves about urban design); Service (to help the communities in our area and be a part of the urban design process) and Connection (act as a facilitator between professionals and students among many disciplines that participate in the planning process).

*Student Association for Women in Architecture (SAWA).* SAWA is designed to encourage gender equality and diversity throughout the School of Architecture, the architecture profession, and our communities by providing a more diverse educational experience. Through collaboration with the AIAS and the SNU, we hold discussion groups with students and faculty, host guest lecturers and exhibits, create community outreach programs where architecture students educate local youth about the architecture school and the architectural profession, and support our local community through service projects.

*Tau Sigma Delta.* In 1961 the Sigma Chapter of Tau Sigma Delta, the national architectural honor society, was established at Notre Dame. The constitution of Tau Sigma Delta stresses as its sole function the encouragement of high scholastic standing. Election to membership is limited to the top 20 percent of the students in the School of Architecture who have completed 60 percent of their requirements for the professional degree.



## ADVISORY COUNCIL

## Advisory Council

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# 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 is the Office for Undergraduate Studies, located in 104 O'Shaughnessy Hall. All undergraduates in arts and letters are invited to consult with the assistant deans regarding questions about their academic progress, educational and career goals, and any other concerns of an academic or administrative nature. Pre-law, pre-med, and pre-graduate school advising are available in this office. In particular, sophomores in the college who have not yet declared a major should begin their pursuit for academic advising 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:

Africana Studies  
 American Studies  
 Anthropology  
 Art:  
   Art History  
   Design  
   Studio  
 Classics:  
   Arabic  
   Greek  
   Greek and Roman Civilization  
   Latin  
 East Asian Languages & Cultures:  
   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)  
 Africana Studies (24 hours)  
 Art History (24 hours)  
 Asian Studies (24 hours)  
 Chinese (24 hours)  
 Classics (24 hours)  
 Computer Applications (CAPP) (24 hours)  
 French (24 hours)  
 Gender Studies (24 hours)  
 German (24 hours)  
 Greek and Roman Civilization (24 hours)  
 Italian (24 hours)  
 Japanese (24 hours)  
 Latino Studies (24 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.) 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 in advance from the Office for Undergraduate Studies, special studies and directed readings courses do not satisfy university or college requirements.

University Requirements	Courses
Composition	1
Mathematics	2
Natural Science	2
*History	1
*Social Science	1
*Theology	2
*Philosophy	2
*Fine Arts or Literature (Physical Education)	1 2
	14

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

## STUDENT AWARDS AND PRIZES

Arts and Letters Requirements	Courses
College Seminar	1
Language	1–3
+History/Social Science	1
*Literature or Fine Arts (whichever is not taken above)	1
Major	8–12

+ *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.*

\* *The arts and letters student is required to complete one fine arts and one literature course.*

University requirements are described under “University 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 allowed 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 30xxx or 40xxx 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. 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.** With permission from the academic dean, 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 may not count both examination and degree credit for the

same course toward graduation hours. For example, a student who has advanced placement credit for ROSP 20201 may not take ROSP 20201 and count both toward the 120 hours required in arts and letters. Students also may not count for degree credit both of two equivalent courses taught at Notre Dame. For example, THEO 10001 and 20001 are considered to be equivalent courses, as are PHIL 10101 and 20201, and ECON 10015 and 20015. 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 the 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 at the end of the College of Science 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 10xxx- and 20xxx-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 30xxx- and 40xxx-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 engineering) 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). The AL/EG dual-degree program requires the permission of the deans of both colleges. There are additional requirements which usually result in the need for a fifth year. All dual-degree students in the college, without exception, are required to take the Arts and Letters College Seminar (CSEM). Students wishing to pursue a dual degree must declare before the second semester of their senior year.

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 depends on the two major programs, the minimum required total number of degree credits must 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. These exceptions will be made on an individual basis after extensive consultation among the students, their faculty advisors, and the deans.

## Student Awards and Prizes

### COLLEGIATE AWARD IN MODERN AND CLASSICAL LANGUAGES

*The Robert D. Numer 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.

### AFRICANA STUDIES

*The Wright, Flint-Hamilton & Mason Directors Award*, recognizing excellence in research on a topic exploring social, political, economic and/or cultural aspects of the African and African American Diaspora.

### 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 Withey Award*—awarded to a senior in American Studies for notable achievement in writing.

### ANTHROPOLOGY

*The Peter Brown Professional Achievement Award*—awarded to the anthropology student with outstanding performance in the tasks of a professional

## STUDENT AWARDS AND PRIZES

academic in one or more of the following areas: publication, presentation at professional meetings, grants, and fellowships.

*The Robert DaMatta Excellence in Anthropology Award*—awarded to all students who achieve a 4.0 grade point average in the anthropology major.

*The Paul Farmer Service Award*—awarded to the student who has used his/her anthropological training for public service.

*The David Huffman Scholar/Athlete Award in Anthropology*—awarded to the student with outstanding performance in the major and in athletics.

*The Irwin Press Prize in Medical Anthropology*—awarded for the best paper in medical anthropology.

*The Reverend Raymond W. Murray, C.S.C., Award in Anthropology*—awarded to an outstanding senior majoring in anthropology.

*The Julian Samora Award*—awarded to an outstanding senior majoring in anthropology.

**ART, ART HISTORY, AND DESIGN**

*The Walter Beardsley Award*—awarded for excellence in the MFA/BFA show.

*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 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.

*Eugene M. Riley Prize in Photography*—awarded to an undergraduate or graduate photography major for excellence in photography.

*Judith A. Wrappé Memorial Award*—awarded to an outstanding junior studio/design major. It is presented at the beginning of the student's senior year of study.

**ARTS AND LETTERS PREPROFESSIONAL**

*The Dr. Robert Joseph Barnet Award*—presented to an outstanding Arts and Letters preprofessional senior

who has demonstrated, in addition to excellent character, superior academic achievement across the arts and sciences.

*The Dr. John E. Burke Award*—presented to an outstanding Arts and Letter preprofessional senior who has demonstrated, in addition to excellent academic achievement, outstanding leadership qualities through service within and/or beyond the Notre Dame community.

**ASIAN STUDIES**

*Center for Asian Studies Undergraduate Essay Award*—awarded to the student with the best undergraduate essay in Asian Studies.

**CLASSICS**

*Departmental Award in Greek, Latin, or Arabic*—awarded when merited to a graduating senior for excellence in study of Greek, Latin or Arabic.

*The Helen Hritzu and Jewell Erickson Award*—for excellence in Classics/Arabic Studies.

**EAST ASIAN LANGUAGES & CULTURES**

*Departmental Awards in Chinese and Japanese*—awards given when merited to graduating seniors for excellence in Chinese and Japanese language studies.

*The Liu Family Distinguished Achievement Award in Asian Studies*—for excellence in Asian Studies.

**ECONOMICS**

*The John Joyce Award on the American Worker*—The award is given when merited to the best undergraduate short story or poem on the "American Worker," by the Higgins Labor Studies Program and the Economics Department. (There is also a graduate award for the best graduate essay).

*John Harold Sheehan Prize Essay Award*—given to the senior economics major who has written the best senior honors essay in economics.

*The Weber Award*—awarded to the senior economics major who has achieved the highest academic average.

**ENGLISH**

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

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

*The James E. Robinson Award*—presented to the outstanding senior English major.

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

*The Richard T. Sullivan Award for Fiction Writing*—awarded to the undergraduate who submits the best original fiction manuscript.

**FILM, TELEVISION, AND THEATRE**

*The Reginald Bain Award*—awarded to a Notre Dame student who produced remarkable theatre projects from any area of theatre during the academic year.

*Catherine Hicks Award*—This award was established by Catherine Hicks (B.A. 174, Saint Mary's) of Los Angeles and goes to the outstanding graduating senior in theatre.

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

*The Award in Television Studies*—awarded to a graduating senior for outstanding work in television studies.

**GENDER STUDIES**

*The David and Shari Boehmen Internship Awards*—awarded for outstanding summer internships won by Gender Studies students.

*The Philip L. Quinn Gender Studies Outstanding Essay Award*—awarded to the best undergraduate essay.

*Gender Studies Senior Thesis Award*—awarded to the student(s) judged to have produced the most outstanding senior thesis.

**GERMAN AND RUSSIAN LANGUAGES AND LITERATURES**

*The Rev. Lawrence G. Broestl, C.S.C., Award*—presented to the graduating senior with the best academic achievement in German.

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

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

*The Russian Senior 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 with the best essay in history.

## SERVICE AWARDS

*The O'Connell Award*—an annual award for the best sophomore or junior 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 Senior Honors Thesis Award*—awarded for the best history thesis by a senior history major.

**IRISH LANGUAGES AND LITERATURE**

*The Brother Simeon Prize for Distinction in Irish*—for excellence in Irish language and literature.

**IRISH STUDIES**

*The Donald and Marilyn Keough Award*—for excellence in Irish Studies.

**LATIN AMERICAN STUDIES**

*The Rev. John Considine, MM Award*—awarded for outstanding student contributions to the study of, or service to, the Catholic Church in Latin America.

*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).

*The George Monteiro Prize*—awarded to the senior who has written an outstanding essay in Portuguese.

**MEDIEVAL STUDIES**

*Michel Prize in Medieval Studies*—given to a graduating senior who has written the best essay on a medieval subject.

**MUSIC**

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

**PHILOSOPHY**

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

*The John A. Oesterle Award in Philosophy*—awards given when merited to graduating philosophy majors for excellence in philosophy.

**POLITICAL SCIENCE**

*The Gary F. Barnabo Political Science Writing Award*—awarded for the best paper contributing to nonviolent solutions to world conflicts.

*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 Helen Kellogg Prize*—for the best senior thesis in the field of comparative politics.

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

*The Rooney Center for the Study of American Democracy Award*—awarded to the student who submits the best senior honors thesis in the field of American politics.

**PROGRAM OF LIBERAL STUDIES**

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

*The Susan M. Clements Award*—presented to the Program of Liberal Studies female senior who exemplifies outstanding qualities of scholarly achievement, industry, compassion, and service.

*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 Stephen Rogers Award*—presented to an outstanding Program of Liberal Studies senior pursuing graduate study.

**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.

*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.

**ROMANCE LANGUAGES AND LITERATURES**

*Robert D. Nuner 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.

*Endowment for Excellence Award in Romance Languages and Literatures*—presented to a graduating senior for excellence in Romance languages and literatures.

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

*The Joseph Italo Bosco Senior Award*—awarded to a graduating senior for excellence in Italian Studies.

**SOCIOLOGY**

*The Margaret Eisch Memorial Prize in Sociology*—awarded to an 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 Marti 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, C.S.C., Award*—awarded to the senior who has evidenced high qualities of personal character and academic achievement, particularly in theological studies.

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**Service Awards****AMERICAN STUDIES**

*J. Simnot Meyers Award*—awarded to a senior in American Studies for outstanding service to the academic community.

**ANTHROPOLOGY**

*The Department of Anthropology Service Award*—awarded to the student who has contributed the most to the department's sense of 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**

*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.

*Halland President's Prize*—annual award for the outgoing president of the band.

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

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

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

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

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

## SPECIAL ARTS AND LETTERS REQUIREMENTS

*The Daniel H. Pekske 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.

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

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

## PEACE STUDIES

*The Peter Yarrow Award in Peace Studies*—awarded to an outstanding student in Peace Studies with a commitment to justice and service work.

## 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

*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.

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

## 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. Check with the specific language department or the assistant deans in 104 O’Shaughnessy to determine which courses fulfill the requirements. 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 eight hours of credit based on their scores on the AP and SAT II tests. If, for some reason, more than eight hours of credit appear on the transcript, the credits beyond eight 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 students majoring in the College of Arts and Letters. Typically taken in the sophomore year, 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 Seminars 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. PLS majors or students who complete a great books seminar in the PLS program are exempt from the College Seminar requirement. All other arts and letters students, without exception, are required to take the College Seminar.

For descriptions of the University and other colleges’ requirements, see “University 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. 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, supplementary major, or minor requirement and a University or college requirement. No course may be double-counted between majors and/or minors or between a first major and University or 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 stands alone in qualifying students for an undergraduate degree. It usually consists 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:

Africana Studies (24 hours)  
Arts and Letters Preprofessional Studies (49 hours)  
Art History (24 hours)  
Asian Studies (24 hours)  
Chinese (24 hours)  
Classics (24 hours)  
Computer Applications (24 hours)  
French (24 hours)  
Gender Studies (24 hours)  
German (24 hours)  
Greek and Roman Civilization (24 hours)  
Italian (24 hours)  
Japanese (24 hours)  
Latino Studies (24 hours)  
Medieval Studies (24 hours)  
Peace Studies (24 hours)  
Philosophy (24 hours)  
Russian (24 hours)  
Spanish (24 hours)  
Theology (25 hours)

**Self-Designed Majors.** A program for a special self-designed major was approved by the college council during the 1994–95 year. The self-designed major involves 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)

## AFRICANA STUDIES

to the Undergraduate Studies Advisory Committee no later than the Friday before the midsemester break of each semester up to the second semester of the sophomore year. 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 for Undergraduate Studies in a manner similar to that of the ALPP program; i.e., students will pick up their PINs in 104 O’Shaughnessy.

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

## 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:

Africana Studies  
 Anthropology  
 Art History  
 Classical Literature  
 East Asian Languages & Cultures:  
     Chinese  
     Japanese  
 French and Francophone Studies  
 German

Greek  
 Greek and Roman Civilization  
 Irish Language and Literature  
 Italian  
 Japanese  
 Latin  
 Music  
 Philosophy  
 Portuguese and Brazilian Studies  
 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  
 Latino Studies  
 Liturgical Music Ministry  
 Medieval Studies  
 Peace Studies  
 Philosophy and Literature  
 Philosophy, Politics, and Economics  
 Philosophy Within the Catholic Tradition  
 Poverty Studies  
 Religion and Literature  
 Science, Technology, and Values  
 Technology, Business, and Society

### Area Studies:

African  
 Asian  
 European  
 Irish  
 Latin American  
 Mediterranean/Middle Eastern  
 Russian and Eastern European

## Electives

In addition to the University and college requirements and the major requirements, 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.

## Africana Studies

### Chair:

Richard B. Pierce, John Cardinal O’Hara,  
 C.S.C., Associate Professor of History

### Joint Faculty:

Hugh R. Page Jr., Dean, First Year of Studies;  
 Walter Associate Professor of Theology,  
 Department of Theology  
 Richard B. Pierce, John Cardinal O’Hara,  
 C.S.C., Associate Professor of History  
 Dianne Pinderhughes, Professor, Department of  
 Africana Studies and Political Science  
 Donald B. Pope-Davis, Vice President and  
 Associate Provost; Professor of Psychology,  
 Department of Psychology; Director of McNair  
 Scholars Program

### Affiliated Faculty:

Heidi Ardizzone, Assistant Professor,  
 Department of American Studies  
 Denise Challenger, Visiting Instructor,  
 Department of History  
 Darren Davis, Professor, Department of Political  
 Science  
 Cornelius Eady, Associate Professor, Department  
 of English  
 Antonette K. Irving, Assistant Professor,  
 Department of English  
 Cyrainna Johnson-Roullier, Associate Professor,  
 Department of English  
 Paulinus Odozor, Associate Professor,  
 Department of Theology  
 Hugh R. Page Jr., Associate Professor,  
 Department of Theology  
 Dianne Pinderhughes, Professor, Department of  
 Africana Studies and Political Studies  
 Gina V. Shropshire, Assistant Professional  
 Specialist, Mendoza College of Business

### Adjunct Faculty

Jacquetta Page, Adjunct Visiting Professor,  
 Department of Africana Studies

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 *foci* highlight 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 programs such 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 Afrodiasporan 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.

Africana Studies degree options for Notre Dame undergraduates consist of a major (30 credit hours), including a “capstone” experience consisting of a senior project or thesis) and an interdisciplinary minor (15 credit hours of required course work).

#### Major (30 credit hours)

*Introduction to Africana Studies* (3 credit hours)

*Interdisciplinary Requirement* (9 credit hours)

Students will choose one AFST course from each of the following disciplines: literature, history, and social science

*Senior Project or Senior Thesis* (6 credit hours)

*Four elective AFST courses* (12 credit hours)

#### Minor (15 credit hours)

*Introduction to Africana Studies* (3 credit hours)

*Interdisciplinary Requirement* (9 credit hours)

Students will choose one course from each of the following disciplines: literature, history, and social science

*One elective AFST course* (3 credit hours)

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Africana Studies](#) heading.

## American Studies

#### Chair:

Erika Doss

*Walter H. Annenberg-Edmund P. Joyce Professor of American Studies and Journalism*

Robert Schmuhl

#### Professors:

Erika Doss, Robert Schmuhl

#### Associate Professor:

Annie Coleman; Ben Giamo

#### Assistant Professors:

Heidi Ardizzone, Kathleen Sprows Cummings,

Collin Meissner, Jason Ruiz, Sophie White

#### Adjunct Professors:

Dick Ciccone, Matthew Storin

#### Adjunct Associate Professor:

Jack Colwell

#### Administrative Assistant:

Jolene Bilinski

**The Discipline.** Since its inception in the late 1930s, the discipline of American Studies has aimed to foster new understandings of America and its multiple peoples and cultures in a rapidly changing world. Its focus on the historical and intellectual underpinnings of the cultures, societies, religions, and politics of colonial America and the United States has continually returned to one central question: What does it mean to be an American? As the answers to this question have changed in response to demographic, economic, and political transformations, the discipline of American Studies has continually re-examined its methods and central questions. Shifting from an earlier emphasis on American uniqueness, or exceptionalism, American Studies has been for the past several decades the academic discipline most creatively and rigorously engaged in analyzing the complex and multi-layered expressions of American pluralism and diversity.

**Program of Studies.** American Studies offers interdisciplinary perspectives on American cultures and societies, American identities, and American political cultures and institutions. The curriculum introduces students to the major ideas and methods of the discipline, hones critical understandings of these methods in advanced courses, and ends with senior level seminars aimed at the highest level of research. To add stature and credibility to the major, a 6-credit Honors Track is offered, allowing exceptional students the opportunity to sharpen their critical abilities and improve their research techniques with an Honors Thesis.

Students are introduced to the themes and issues dominant in American Studies (AMST) in Introduction to American Studies, a 20000-level course taken at the sophomore level and intended as a gateway to the major. This required course, which explores key concepts, texts, and methods in American Studies and familiarizes students with the discipline’s working vocabulary and practices, is offered in both the fall and spring semesters,

and must be taken before students can take AMST courses at the 30000 and 40000 levels. It may be taken concurrently with a 30000-level course in AMST, pending approval of a faculty advisor in American Studies.

The introductory course is followed by five different 30000-level courses in AMST, each of which continues to explore concepts, texts, and methods particular to the discipline of American Studies. These classes are divided into three different tracks: (1) American Cultures and Societies, (2) American Identities, and (3) American Political Cultures and Institutions. Students are required to take at least one 30000-level course in each one of these areas, and faculty advisors will help determine the particular track that courses fit. (In some cases, a course will fit more than one track). The three tracks are oriented toward the following questions and issues:

#### 1. American Cultures and Societies

How does the production, distribution, and consumption of expressive practices and forms—including novels, comic books, paintings, toys, ideas, movies, television programs, songs, and other artifacts from both elite and popular culture—reflect the diversity of American experience?

#### 2. American Identities

How has the United States’ historic experience as a nation of people of diverse ethnic, racial, sexual, religious, and other identities shaped the varied processes by which Americans forge individual and group identities and claim rights to citizenship, and in turn transform the nation’s collective identity?

#### 3. American Political Cultures and Institutions

How are governmental, economic, and civic institutions embedded within cultural frameworks, and how do they mediate relationships and contending claims among groups and individuals in the United States? Note: All journalism courses, including those that primarily focus on techniques, are placed in this track area.

In addition, AMST majors are required to take three OUTSIDE COURSES that are similarly oriented to the three tracks in the AMST major: (1) American Cultures and Societies; (2) American Identities; and (3) American Political Cultures and Institutions. Students are required to take one course in each of the three tracks. Specific outside courses that are included in these tracks, which are offered in a wide variety of departments and programs at the University of Notre Dame, will be found on lists regularly maintained in the AMST office. As with all courses, students must consult with their faculty advisors about registering for these courses, and once their advisor approves their course selection, the AMST administrative assistant will help students register for courses.

Finally, AMST majors complete their coursework with the Senior Seminar in American Studies, a required 40000-level course which serves as a capstone to the major.



## AMERICAN STUDIES

**Internships.** American Studies Internships provide opportunities for practical work experience under the supervision of a professional. Students spend nine to twelve unpaid, supervised hours per week on the job, the hours to be arranged between the student and the “employer.” Students much arrange their academic schedules to allow large chunks of time for their internship experience, such as entire days or half-days.

**American Studies Major Requirements:** Students must complete the general requirements of the College of Arts and Letters and 30 credit hours in American Studies, with at least seven courses taken in AMST and three courses taken in outside departments that fit within the required AMST tracks:

Major Requirements (course level)	Credits
Introduction to American Studies (20000)	3
5 Upper-Level AMST Courses (30000)	15
Senior Seminar in AMST (40000)	3
3 Outside Courses (30000 or 40000)	9
Total:	30

**American Studies Honors Program:** Majors with a GPA of 3.7 or above in American Studies courses and who wish to undertake a more intensive and extensive program of study in the major are invited to apply to the American Studies Honors Program. The application is a two stage process beginning with an initial letter of intent. In stage one, the department will extend a notification of invitation to all sophomore students by the first week of March. Interested students who meet the Program's GPA requirement of 3.7, or who have a reference from an American Studies faculty member are encouraged to submit a letter of intent which will include the following: a statement of interest in joining the Honors Program, the name of an American Studies faculty member who can serve as a reference, and a paragraph that suggests or describes in brief a possible thesis topic. The letter of intent is due by the end of April. Stage two of the process involves a more formal application and is due by April 15 of the student's junior year. The completed application will include the following: a two-page statement of purpose describing the proposed research and thesis project, a one-page initial bibliography of primary and secondary sources, a C.V. (resumé), a critical writing sample from an American Studies class, the names of two American Studies faculty members who have agreed to serve as references, and an unofficial transcript. While the department encourages students to sign up for the Honors Program by the end of their sophomore year, juniors who missed the stage one process of the application but discover a strong interest in writing an honors thesis are encouraged to complete the stage two formal application.

Honors students will be required to take 36 credits in the major, rather than the usual 30. The thesis project, which is conducted during the student's senior year consists of 6 credit hours (3 for the independent research seminar and 3 for the thesis).

Honors students are expected to fulfill all the requirements for the major. Failure to maintain a satisfactory GPA, to attend the Ccolloquium, or to produce a thesis will result in dismissal from the Honors Program.

In the junior year, students will be asked to participate in a zero-credit Honors Colloquium, in which they will be introduced to the American Studies and other affiliated faculty, a range of American Studies research areas. Students will also be required to participate in the ongoing American Studies colloquia series.

In the senior year, honors students will continue to participate in the American Studies colloquia series and will be encouraged to choose classes from a range of capstone courses offered within the department and its cognate fields. Seniors will also take a 6-credit Honors Thesis course that will consist of a 3-credit independent study with a faculty advisor in the fall semester, and a 3-credit thesis writing course in the spring.

The main focus of the Honors Program is the Honors Thesis, an intensive critical study (of approximately 40-plus pages) that students write during their senior year under the direction of an American Studies faculty advisor of their selection. The research project may be one of the following: scholarly paper; narrative nonfiction essay; journalistic article (or series of articles exploring a related topic); museum exhibition accompanied by a written paper of at least 15 pages. Topics that do not necessarily fit into these areas may be proposed to the Honors Program Committee. The Senior Honors Thesis project is generally supervised by a teaching and research faculty member from American Studies. Occasionally, a faculty member from a designated American Studies cognate department may direct a thesis project. The Honors Thesis Project must have a committee that includes a designated director and at least one additional reader. The director assigns the final grade with the agreement of the committee. The final grade is a compilation of the entire Honors project and not just a reflection of the finished thesis.

The Honors Program timetable is as follows:

#### Sophomore year

Invitations sent to students near end of year  
Stage one application/letters of intent reviewed,  
notifications sent by early summer

#### Junior year

Honors colloquium—both semesters  
Stage two, formal applications submitted by  
April 15. Applications reviewed, notifications sent by  
end of semester

#### Senior year

Honors colloquium—both semesters  
Independent study with advisor—fall semester  
Thesis writing course—spring semester  
Thesis due—late spring  
Public presentation of thesis—late spring

#### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of American Studies](#) heading.

## ANTHROPOLOGY

## Anthropology

### Chair:

Mark R. Schurr

### Edmund P. Joyce Professors of Anthropology:

Roberto A. DaMatta (emeritus); James J. McKenna

### John Cardinal O'Hara, C.S.C., Assistant Professor of Anthropology:

Donna Glowacki

### Nancy O'Neill Assistant Professor of Anthropology

Vania Smith-Oka

### Professors:

Susan Blum; Leo A. Despres (emeritus); Agustín Fuentes; Carolyn Nordstrom; Carl W. O'Neill (emeritus); Irwin Press (emeritus); Lawrence Sullivan (concurrent)

### Associate Professors:

James O. Bellis (emeritus); Douglas E. Bradley (concurrent); Meredith S. Chesson; Rev. Patrick D. Gaffney, C.S.C.; Ian Kuijt; Joanne M. Mack (concurrent); Cynthia Mahmood; Kenneth E. Moore (emeritus); Mark R. Schurr; Susan G. Sheridan

### Assistant Professors:

Maurizio Albahari; Jada Benn-Torres; Catherine Bolten; Daniel H. Lende; Rahul Oka

### Director of Undergraduate Studies

Deborah L. Rotman

### Adjunct Associate Professor:

Robert Wolosin

**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 analyses, ethnographic methods, and a variety of developmental approaches are taught and applied in our classes 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; archaeology, prehistory, and ethnology; sexuality; museum studies; evolutionary medicine; transnationalism; sex and gender; and medical anthropology. Geographic specialities of the faculty include China, Southeast Asia, North America, Latin America, Russia, Italy, Ireland, Egypt, Central and Southern Africa, and the Middle East.

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. Smithsonian and Chicago Field Museum summer research internships created by the department are available to majors. The department also administers a paid summer internship with J.F. New Environmental Consultants. It is common that, throughout the school year and summer 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 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 diverse professional communities. 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.

**Writing-Intensive Requirements:** All courses taught in the department include writing components, which are both informal and formal and vary by course level. These assignments may include response papers, journals, in-class writing, analyses, field research, or research papers. Courses offered in anthropology develop both critical thinking skills and global awareness through written and other assignments. Every major is required to take an advanced theory seminar (ANTH 40400, Perspectives in Anthropological Analysis) where they develop analytical and synthetic skills through intensive writing assignments combined with class discussion.

## PROGRAMS

For the class of 2010:

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 Biological Anthropology), 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 (3 credits), and 12 credits of electives. At least six credits of the electives must be at the 4xxxx level.** It is recommended that students take the fundamentals by the end of their sophomore year, whereas ANTH 40400 is usually taken as a junior or senior.

2. **The Honors Track.** The honors track requires 33 credits. In addition to the above program, the honors student will take one additional methods course (3 credits) and ANTH 48900 Anthropology Senior Thesis (3 credits) or equivalent.

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 track, or the minor.

For the classes of 2011 and beyond:

1. **The Major.** There are no prerequisites to the major. **The major requires 30 credits, nine of which must be in the sequence of fundamentals, including ANTH 30101 (Fundamentals of Biological Anthropology), 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 (3 credits), and 15 credits of electives. At least six credits of the electives must be at the 4xxxx level.** It is recommended that students take the fundamentals by the end of their sophomore year, whereas ANTH 40400 is usually taken as a junior or senior.

2. **The Honors Track.** The honors track requires 36 credits. In addition to the above program, the honors student will take one additional methods course (3 credits) and ANTH 48900 Anthropology Senior Thesis (3 credits) or equivalent.

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 track, or the minor.

### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Anthropology](#) heading.**

Courses in which graduate students may enroll and for which graduate credit may be obtained are at the 40000 level. Special requirements are made of graduate students who enroll in these courses.

## Art, Art History, and Design

### Chair:

Charles E. Barber

### Professors:

Charles E. Barber; Rev. Austin I. Collins, C.S.C.; Dennis P. Doordan; William J. Kremer; Kathleen A. Pyne; Charles M. Rosenberg; Maria C. Tomasala

### Associate Professors:

Robert R. Coleman; Jean A. Dibble; Paul A. Down; Richard L. Gray; Martina A. Lopez; Rev. Martin Lam Nguyen, C.S.C.; Robin F. Rhodes; Robert P. Sedlack

### Assistant Professors:

Nyame O. Brown; Danielle Joyner; Gabrielle Gopinath

### Associate Professional Specialists:

Ann-Marie Conrado; 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 areas provide additional cultural activities and experiences.

The department has 12 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 (B.A.) in studio art and design or a B.A. 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 M.A. degree in art history.

The art history classrooms and the art image 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.

**Writing-Intensive Requirement:** The Department of Art, Art History, and Design fulfills the College of Arts and Letters writing-intensive requirement by requiring all majors in each of the three departmental areas (ARST, DESN, and ARHI) to enroll in at least one upper-level (3xxxx or 4xxxx) art history course. All upper-level ARHI courses include a writing component that satisfies the College of Arts and Letters writing-intensive requirement.

### 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 B.A. degree is ideal for the student who desires a liberal education with a strong emphasis in art. Students enrolling in the B.A. 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 1600 taught by a regular full-time art historian in the department, and one course that treats material from after 1600 taught by a regular full-time art historian in the department. Students are not required to select a major concentration for the B.A. degree, but some focus of study is encouraged. The B.A. 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

## ART, ART HISTORY, AND DESIGN

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 B.A. 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, graphic design, industrial 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 and glaze as the primary vehicles for expression. Traditional pottery, vessel making, and sculpture may be addressed through a variety of processes that include hand-building, throwing, and casting. Students are encouraged to develop technical skills and a direction of their own choosing. In addition to traditional ceramic materials and processes, students will be encouraged to study and utilize other sculptural media, as well as become familiar with contemporary and historical source material that will inform their own directions in ceramics.

### Design Concentration

Design is the order of form and the control of function. It is what designers do. Humans are conditioned to assess and select commodities on the basis of appearance and textural input, accepting or rejecting information and material goods according to subtle visual cues. The power of seduction resulting from skillfully manipulated design can do more than attract interest or manipulate perception. It can enable people. Good design and careful planning can promote understanding, simplify use, improve safety, instill confidence, add value, and salvage faltering economies. Undergraduate design education begins at Notre Dame with the utilization of campus facilities through a liberal arts curriculum. This social, philosophical, critical, ethical, and historical experience helps build a foundation of cultural understanding that naturally informs the creative and problem-solving methods required by designers.

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. An on site 18-station Mac Lab, a 10-station Surface Modeling PC Lab, a high performance Digital Imaging Studio, and wireless access are all supported by the vast network of software access and services from Notre Dame's Office of Information Technologies. 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

At its most basic level, graphic design is a creative process that combines the visual arts 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 and pictures. 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 effectively communicate a message.

At Notre Dame, the undergraduate graphic design curriculum begins with a foundation in the liberal arts. Such a basis is a design student's best path to meet and solve the varied communication challenges inherent in today's complex world. Because a design solution may emerge from the humanities, an algorithm, or a scientific discovery, the curriculum provides a student with the opportunity to be firmly grounded in the fundamentals of design and the visual arts, while also taking courses in science, math, history, philosophy, and theology. As students progress through the tiered design program, they develop as a designer, as an intellectual, and as a moral person, prepared to address the social, ethical, and political circumstances influenced by the design profession.

At its core, the Notre Dame graphic design program asserts that the designer can make a difference not

only in the strategic plan of a business but also in the world. During their time on campus, students develop projects that aspire to positively influence the lives of culturally diverse people, critique the ethical dimensions of contemporary culture, and give visual form to complex social issues. As design professionals, Notre Dame graduates will be responsible for the future of our visual culture.

### Industrial Design

Industrial designers give form to virtually all mass-manufactured products in our culture. They seek opportunity and advantage through identifying and solving problems. Their creative contributions impact the utility, appearance, and value of our tools and environment. Their most innovative solutions lie at an intersection of what is knowable and what is possible.

The industrial design profession demands excellent organizational skills, an awareness of visual and tactile aesthetics, human behavior, human proportion, material, process, and the responsible appropriation of resource, during and after use. Designers express conceptual proposals through a combination of well-developed drawing, physical modeling, computer modeling, writing, and verbal skills. Designers best serve the consumer through sensitive and innovative collaboration with art, science, engineering, anthropology, marketing, manufacturing, and ecology. Properly implemented, industrial design affords greater benefit, safety, and economy to all participants and recipients impacted by the product development cycle.

All students access local Mac and PC computer support from a campus server, a local wireless network, projection-equipped classrooms, and input/output facilities that include on-site multiple (high-quality) large and intermediate size format printing. Basic shop facilities are complemented by access to rapid prototyping, available in the College of Engineering. Notre Dame's Industrial Design Program (NDID) is accredited by the National Association of Schools of Art and Design (NASAD) and maintains student chapter affiliation with the Industrial Designers Society of America (IDSA). NDID interacts with regional, national, and international corporate design and consulting offices in the form of annual conferences, sponsored projects, field trips, and internships.

### Painting Concentration

Painting, with its many traditions, is a medium put to an extraordinary diversity of contemporary uses. Capable of representing everything from the material to the intangible, painting continues to be a means for artists of vastly different interests to address their subjects in highly individual ways. The painting concentration at Notre Dame fosters the aesthetic, critical, and technical development of each student through a program of course work, independent study, and regular critiques. Emphasis is placed on being well-versed in contemporary critical issues, on articulating individual themes, and on developing

## ART, ART HISTORY, AND DESIGN

the technical means to give visual form to thematic concerns.

### Photography Concentration

Photographs mediate our involvement with the physical world, taking place at the intersection between art, culture, and our own individual perceptions. The concentration in photography is committed to educating artists in a world where photographic imagery and new media representations pervade our everyday experience. From foundation work through graduate studies, courses are designed to inform students about photographic traditions while engaging them in issues and methodologies of contemporary art. The photography program seeks to facilitate growth and development of the art student through a range of courses dealing with aesthetic, historical, and critical concerns. Students have the opportunity to develop the necessary technical skills needed for professional work. The curriculum incorporates digital imaging technologies that have expanded and redefined our understanding of photographic practice.

### Printmaking Concentration

The printmaking concentration emphasizes a manner of thinking and the making of images that the print media will allow and will encourage. As the student becomes familiar with the various matrixes, techniques, and technologies of photolithography, intaglio, relief, screenprint, papermaking, and the making of books, the methods of developing images and ideas are taught concurrently. Exploration and experimentation in all of the print media are encouraged, including digital art and all other forms of reproducing an image. The courses are designed to progressively develop skill, creativity, personal imagery, and knowledge of relevant current issues. Advanced students work on a professional level by creating a cohesive body of work.

### Sculpture Concentration

Sculpture today encompasses diverse materials and contexts for the expression of ideas in space. Within this broad description, students are encouraged to develop the technical skills that will help them expand their ideas into thoughtful individual expression. We embrace a breadth of vision and experience which will challenge the student to investigate and respond to contemporary issues through problem-solving. A full range of traditional and non-traditional media are available in specific courses and through individual mentoring. By blending required and elective courses and independent study, students can experience a curriculum that responds to their particular needs and direction.

## THE ART HISTORY MAJOR

Notre Dame's art history major is designed to equip our students with a broad overview of the development of Western art and to provide them with an in-depth knowledge of particular periods, problems, and research methods. The diversity and scholarly strength of our faculty and the research facilities

of the Hesburgh Library, including the Medieval Institute, are supplemented by the rich resource of the Snite Museum of Art. With a permanent collection of over 21,000 works, the Snite Museum not only gives our students an invaluable firsthand acquaintance with important examples from all periods and many cultures—including distinguished collections of old master drawings, 19th- and early-20th-century photographs, and Pre-Columbian art—but also provides a wide range of opportunities for our students to gain practical museum experience in both volunteer and paid positions.

The University of Notre Dame offers a 33-hour Honors Program, a 30-hour first major, a 24-hour supplementary major in art history, and a 15-hour minor. These degrees are intended not only for students who are already intent upon pursuing a career in an art museum or gallery or as a college or university professor, but also for those individuals who simply wish to learn more about Western civilization through the examination of some of its most beautiful, provocative, and informative objects.

Art history first majors are required to take the Theories of Art seminars. 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. It is strongly recommended that the four-course distribution requirement be fulfilled with 20xxx or 30xxx level introductory courses taught by regular art history faculty on campus. Students must also have taken a minimum of two seminars in addition to Theories of Art. The Theories of Art seminar should be taken in either the junior or senior year.

### Art History Honors

First majors with a grade-point average of 3.667 or above in art history courses may petition the faculty for permission to enter the Art History Honors Program. This request must be made by the 10th week of the spring semester of the student's junior year. The honors program will normally consist of 33 hours, as compared to 30 hours in the regular first major. Students who enter the honors program must enroll for six hours of Honors Thesis credit, taking three hours in the fall semester of their senior year and three hours in the spring semester of their senior year. Students who earn an A- or better on their Honors Thesis will be entitled to Honors in Art History.

Students wishing to complete a second major in art history should take one course in each of the four departmental areas, an art history seminar, and three electives in art history. It is strongly recommended that the four-course distribution requirement be fulfilled with 20xxx- or 30xxx-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.

Over the last 10 years, our undergraduate majors have presented scholarly papers at conferences throughout the Midwest; held prestigious summer internships in museums in New York, Washington, Chicago, and Baltimore; found employment in galleries and museums; and pursued graduate work at Columbia, Berkeley, Cornell University, Yale University, the University of North Carolina-Chapel Hill, the University of Virginia, the University of Texas, and the University of Michigan, among other institutions.

## COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Art, Art History, and Design](#) heading.

## CLASSICS

## Classics

### Chair:

Elizabeth F. Mazurek

*Eli J. and Helen Shaheen Professor of Classics:*

Keith R. Bradley

*Rev. Theodore M. Hesburgh, C.S.C., Professor of Arts and Letters:*

Sabine G. MacCormack

### Professors:

Joseph P. Amar (Arabic); Daniel J. Sheerin (emeritus)

### Associate Professors:

W. Martin Bloomer; Elizabeth Forbis Mazurek; Li Guo (Arabic); Brian A. Krostenko; David J. Ladouceur; Hildegund Mueller; Catherine M. Schlegel

### Concurrent Associate Professors:

Blake Leyerle; David O'Connor; Robin Rhodes

### Assistant Professors:

Christopher Baron; David Hernandez; Mahan Mirza (Arabic); Isabelle Torrance

### Assistant Professional Specialists:

Ghada Bualuan (Arabic) Tadeusz Mazurek; Abdul-Masih Saadi (Arabic)

### Visiting Assistant Professional Specialist:

Rabab El Nad (Arabic)

**The department.** The Department of Classics offers 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. Visit us online at [classics.nd.edu](http://classics.nd.edu).

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 basic 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 non-primary language (Greek or Latin)	6
1 course in Greek or Roman History	3
2 Classics courses in English	6
	30

\*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
	30

\*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; (2) Reading and Writing Latin Prose; (3–5) three courses to be chosen from Latin courses at the 30xxx/40xxx 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 30xxx/40xxx 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 Greek and Roman mythology. The remaining two courses may be chosen, with departmental approval, either from CLAS courses, whether offered by the department or cross-listed by other programs, or from Greek and Latin language 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 cross-listed by other programs, or from Greek and Latin courses above the introductory level.

## PROGRAM IN SEMITIC LANGUAGES

The program in Arabic offers a full range of courses in Modern Standard Arabic, and is geared toward proficiency in speaking, reading, and writing. Courses in Middle East history, culture, and religion complement the language component and give students the opportunity for a broad-based and comprehensive understanding of the Arab world.

### MAJOR IN ARABIC

A total of 32 credit hours distributed in the following areas:

6 courses in Arabic	20
1 course in literature, taught by the Arabic faculty	3
1 course in Middle East history	3
1 course in Islam	3
1 elective, subject to departmental approval	3

### MINOR IN MEDITERRANEAN/MIDDLE EAST STUDIES

Joseph P. Amar, director

An interdisciplinary focus defines this broad-based program that encourages a multidimensional

approach to the Mediterranean world. This is achieved through a wide variety of courses and activities offered by departments that study southern Europe, North Africa, or the Middle East.

While language courses may serve as a component of the minor, students are offered opportunities to view the region in its full historical, cultural, and political context. In this way, students are given the opportunity to assemble a course of studies that best reflects their own interests.

Typical areas of focus might include the rich culture that developed in southern Spain as a result of the Christian, Muslim, and Jewish interactions there; the impact of the French language and culture on North Africa and the Middle East; or the contemporary Israeli-Palestinian conflict.

**Requirements:** (1) Intermediate Arabic (MEAR 20003); (2) the student's choice of three courses that relate to the region of southern Europe, North Africa, or the Middle East; and (3) a final research thesis that integrates coursework related to the student's area of interest.

## SYRIAC STUDIES

Syriac is a form of Aramaic that was the literary language of Jews and pagans in western Asia before expanding to become the common dialect of Aramaic-speaking Christians throughout the region. Early literature in Syriac preserves sustained evidence of the distinctive character of Aramaic-speaking Christianity that is largely unhellenized and that reflects the linguistic and cultural milieu of first-century Palestine.

Syriac literary culture reveals mutual and parallel dynamics in the development of Syriac Christianity and the emergence of Rabbinic Judaism. The study of Syriac is likewise of pivotal importance to an understanding of the thought-world of the pre-Islamic Middle East, the established Christian and Arab populations of the region, and the emergence of Islam in the seventh century.

Syriac language courses are offered in the summer. Consult the *Bulletin of Information, Summer Session* or online at [classics.nd.edu](http://classics.nd.edu).

## COURSE DESCRIPTIONS

**Current course descriptions are available online at [classics.nd.edu](http://classics.nd.edu). The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Classics](#) heading.**

## East Asian Languages & Cultures

### Chair:

Dian H. Murray

### Research Professor:

Robert M. Gimello

### Professor:

Dian H. Murray

### Visiting Professor:

Hyun-Soul Cho

### Associate Professors:

Michael C. Brownstein; Liangyan Ge; Lionel M. Jensen; Sylvia Li-Chun Lin; Xiaoshan Yang

### Assistant Professor:

Deborah Shamoon

### Professional Specialist

Noriko Hanabusa

### Associate Professional Specialists:

Jung-Hyuck Lee; Setsuko Shiga

### Assistant Professional Specialists:

Guangyan Chen; Yanjing Wang; Chengxu Yin

**Mission Statement:** 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. The Department of East Asian Languages & Cultures provides the resources and instruction necessary for success in these areas. 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, Korean, or Japanese (10 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, Korean, or Japanese language course beyond the 10111 or 10112 level must take a placement examination administered by the Department. Students testing out of 10xxx-level language courses must complete at least one course at the 20xxx 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- and advanced-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, and Peking University in Beijing, 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. 10xxx-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, all majors and minors must take one course in Chinese literature, which must be taught by a departmental faculty member. Remaining credit hours may be satisfied by taking additional Chinese language and literature courses, or other East Asia-related courses approved by the academic advisor.

## THE HONORS TRACK IN CHINESE

Majors in Chinese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria:

1. Fulfillment of all the requirements for a first major of 30 credit hours in either Chinese or Japanese;
2. A cumulative GPA of at least 3.6 or permission from the department chair.

**Program Requirements:** In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis of at least 30 pages that demonstrates the student's originality and ability to do research in the target field. For this endeavor, the student will receive 3 hours of graded credit. This means to graduate with departmental honors, the student must earn 33 hours of credit in the major.

Based on past experience, it is our expectation that honors projects will emerge from previous coursework where close interaction between faculty and students has planted the seeds for a larger project; from the student's leadership role in the cultural and intellectual life of the department; or as a follow-up to experiences begun during the student's study-abroad program.

## ECONOMICS

**PROGRAM IN JAPANESE**

The program in Japanese offers language classes in modern Japanese at the beginning, intermediate, fourth-year, and/or 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, and Sophia University in Tokyo, Japan.

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

**Basic requirements:** For the major, students must complete 30 credit hours, including two semesters of advanced Japanese. For the supplementary major, students must complete 24 credit hours, including third-year Japanese. For the minor, students must complete 15 credit hours, including two semesters of language classes beyond the first year. 10xxx-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, all majors and minors must take one course in Japanese literature, which must be taught by a departmental faculty member. Remaining credit hours may be satisfied by taking additional Japanese language and literature courses, or other East Asia-related courses approved by the academic advisor.

**THE HONORS TRACK IN JAPANESE**

Majors in Japanese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria:

1. Fulfillment of all the requirements for a first major of 30 credit hours in either Chinese or Japanese;
2. A cumulative GPA of at least 3.6 or permission from the department chair.

**Program Requirements:** In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis of at least 30 pages that demonstrates the student's originality and ability to do research in the target field. For this endeavor, the student will receive 3 hours of graded credit. This means to graduate with departmental honors, the student must earn 33 hours of credit in the major.

Based on past experience, it is our expectation that honors projects will emerge from previous coursework where close interaction between faculty and students has planted the seeds for a larger project; from the student's leadership role in the cultural and intellectual life of the department; or as a follow-up to experiences begun during the student's study-abroad program.

**PROGRAM IN KOREAN**

The University offers two years of Korean language instruction and a number of courses relating to Korean culture. Students who finish the sequence at Notre Dame are encouraged to continue their language study abroad.

**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.

**EAST ASIAN LANGUAGES & CULTURES STUDY-ABROAD PROGRAMS**

Students have opportunities to study abroad for either a semester or a year in the People's Republic of China and Japan at the following locations:

**Beijing, China:** The program at Peking University affords students an opportunity to improve their fluency in spoken and written Mandarin Chinese through intensive training. Participants must have completed at least two semesters of college-level Mandarin or the equivalent.

**Shanghai, China:** The program at East China Normal University is generally designed for a semester (but it may be extended) that affords students courses in Chinese language, literature, and culture.

**Nagoya, Japan:** The program at the Catholic Nanzan University offers mandatory courses in intensive Japanese, as well as related courses in literature, religion, business, economics, history, art, and politics. The program is designed for sophomores who have taken a minimum of first-year, intensive Japanese (at the University of Notre Dame) or its equivalent.

**Tokyo, Japan:** The program at the Catholic Sophia University enables language majors to focus on their language courses while, at the same time, affording a wide-ranging selection of English-language offerings in Asian Studies, international business, economics, history, political science, art history, literature, religion, philosophy, anthropology, and sociology. Sophomores and juniors may participate.

**COURSE DESCRIPTIONS**

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of East Asian Languages & Cultures](#) heading.**

**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

*Keough-Hesburgh Professor:*

William Evans

*Professors:*

William Evans; Robert P. Flood; Thomas Gresik;

Richard A. Jensen; Nelson C. Mark; Christopher J. Waller

*Associate Professors:*

Byung-Joo Lee; Michael Pries; Kali P. Rath

*Assistant Professor:*

Simeon Alder; Kasey Buckles; Kirk Doran;

Daniel Hungerman; Molly Lipscomb; Steven Lugauer; Eric R. Sims; James X. Sullivan; Abigail Wozniakss

**DEPARTMENT OF ECONOMICS AND POLICY STUDIES**

*Chair:*

Jennifer L. Warlick

*Carl E. Koch Professor of Economics:*

Philip Mirowski

*Professors:*

Rev. Ernest J. Bartell, C.S.C. (emeritus); Charles Craypo (emeritus); Amitava K. Dutt; Kwan S. Kim; William H. Leahy; Philip Mirowski; Jaime Ros; David F. Ruccio; Roger S. Skurski (emeritus); Thomas R. Swartz (emeritus); Charles K. Wilber (emeritus)

*Associate Professors:*

David M. Betson; Frank J. Bonello; James J. Rakowski; Jennifer L. Warlick; Martin H. Wolfson

*Concurrent Associate Professor:*

Mary Beckman

**Program of Studies.** The undergraduate major in economics within the College of Arts and Letters is jointly administered by the Department of Economics and Econometrics and the Department of Economics and Policy Studies. The major 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 options after graduation, including graduate programs in economics and public policy,



## ECONOMICS

law school, and managerial positions in business and finance.

### Requirements for the Economics Major

#### (i) Total Course Requirement

Students must complete the two-semester Principles of Economics sequence (10010/10011/20010/20011 and 10020/20020 or equivalent). Beyond the Principles courses, the major requires a minimum of eight additional courses (24 credits) in economics at the junior/senior level (numbered 3xxx or 4xxx).

#### (ii) Math Requirement

A course in Calculus II (Math 10260 or equivalent) is a prerequisite for both of the intermediate theory courses. (See core requirement below). Simultaneous enrollment in Calculus II is permitted but not recommended.

**Recommendation:** It is strongly recommended that students, especially prospective economics majors, who have not had a course in Calculus I (Math 10250 or equivalent) enroll in the Calculus course during their first year of study.

#### (iii) Core Requirement

Students must include the following four courses among their minimum of eight courses in economics beyond the Principles courses:

- 30010. Intermediate Economic Theory–Micro
- 30020. Intermediate Economic Theory–Macro
- 30330. Statistics for Economists
- 30331. Econometrics

#### (iv) Advanced Course Requirement

Students must include a minimum of two courses (6 credits) at the senior level (numbered 4xxx) that have either of the intermediate theory courses (30010, 30020) and/or Econometrics (30331) as a prerequisite.

#### (v) Writing-Intensive Requirement

In completing the minimum of 24 credits at the junior/senior 3xxx/4xxx level, the student must fulfill a writing-intensive requirement. This requirement can be satisfied in one of the following three ways: by taking a junior or senior 3xxx/4xxx-level economics seminar course; by taking a three-credit special studies course consistent with the college's writing-intensive guidelines under the direction of an economics faculty member; or by writing a senior honors essay under the direction of an economics faculty member.

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 or graduate study in economics, law, business, public policy, and foreign service are available from the director of undergraduate studies.

### Undergraduate Economics Honors Program

#### Entry Gate.

To be eligible for admission to the Undergraduate Economics Honors Program, the student must:

(i) Complete Intermediate Economic Theory–Micro (ECON 30010), Intermediate Economic Theory–Macro (ECON 30020), and Econometrics (ECON 30331) with minimum grade point average in these courses of A- (3.667),

or

(ii) Have a minimum cumulative GPA of 3.4 and minimum GPA of A- (3.667) in Principles of Microeconomics (ECON 10010/10011/20010/20011), Principles of Macroeconomics (ECON 10020/20020), Intermediate Economic Theory–Micro (ECON 30010), Intermediate Economic Theory–Macro (ECON 30020), Statistics for Economists (ECON 30330), and Econometrics (ECON 30331).

To apply for admission, the student must complete an application form, available from the director of undergraduate studies in Economics, between the end of the sophomore year and the end of the junior year. The application will include: (1) a paragraph explaining why the student wishes to enroll in the honors program, and (2) a signature by a member of the economics faculty who endorses this student's application. The application will be returned to the director of undergraduate studies in Economics who will make recommendations for admissions to the Economics Working Committee, which is responsible for final decisions.

#### Enriching Experience.

The Undergraduate Economics Honors Program requires that the student complete an enriching experience. The following qualify as an enriching experience:

(i) Completion with a grade B+ or higher of an "advanced methods" course, defined as a 4xxx-level course in which students are required to apply the methods of modern economic research. A list of these courses is available from the director of undergraduate studies.

(ii) Completion with a grade of B or higher of a course in the core of the graduate program in economics.

(iii) Completion of some substantive out-of-classroom activity directly related to the study of economics, such as presentation of the student's own original research at an external conference, an undergraduate research assistantship, an internship, or community service.

All of these activities need to be pre-approved. Students who want pre-approval for a specific activity should submit a written request with other supporting materials to the director of undergraduate studies in Economics who will

make recommendations to the Economics Working Committee, which is responsible for final decisions. The director of undergraduate studies will notify applicants of the committee's decision.

#### Capstone experience.

The capstone experience represents the final requirement for the Undergraduate Economics Honors Program. This experience involves three elements:

(i) Completion of a one-credit honors seminar (ECON 47961) in each semester of the senior year. The seminar not only provides instructional support for these students, but also requires each student to present progress reports to their peers at regular intervals. These seminar credits do not count as hours toward the major (i.e., do not substitute for 3xxx- or 4xxx-level elective economics courses) and are graded on a Satisfactory/Unsatisfactory basis. These seminars are open to juniors in the honors program who want advanced insight to what the honors essay entails.

(ii) Completion of a six-credit senior honors essay (with a grade of B+ or higher). The essay is directed by an economics faculty member and represents a significant research effort. The writing of the essay is accomplished over the two semesters of the student's senior year with three credits awarded each semester (ECON 47960). These credits can be counted as economics electives toward the major and can be used to satisfy the major's writing-intensive requirement. The results of the essay must be presented at an economics seminar open to the public during the end of the second semester of each academic year.

(iii) Participation in all College of Arts and Letters events for departmental honors students.

### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section after the [Economics](#) headings.**

## English

### Chair:

John Sitter

### Director of Undergraduate Studies:

Chris R. Vanden Bossche

### Director of Graduate Studies:

Jesse Lander

### Director of Creative Writing:

Steve Tomasula

### William R. Keenan Chair of English:

Joseph A. Buttigieg

### John and Barbara Glynn Family Professor of Literature:

Margaret Anne Doody

### Donald and Marilyn Keough Professor of Irish Studies:

Maud Ellmann

### Notre Dame Chair:

Katherine Kerby-Fulton

### Notre Dame Chair:

John Sitter

### Professors:

Jacqueline Vaught Brogan; Gerald L. Bruns (emeritus); Seamus Deane (emeritus); James P. Dougherty (emeritus); Stephen M. Fallon (concurrent); Christopher B. Fox; Stephen A. Fredman; Dolores W. Frese; Sonia G. Gernes (emeritus); Thomas Hall; Peter Holland (concurrent); Greg P. Kucich; Michael Lapidge (emeritus); Jill Mann (emeritus); John E. Matthias (emeritus); Lewis E. Nicholson (emeritus); Katherine O'Brien O'Keeffe (emeritus); William O'Rourke; Valerie Sayers; Donald C. Sniegowski (emeritus); Chris Vanden Bossche; James H. Walton (emeritus); Henry Winfield (concurrent); Thomas Werge

### Associate Professors:

James M. Collins (concurrent); John Duffy; Cornelius Eady; Barbara J. Green; Stuart Greene; Sandra Gustafson; Susan Harris; Romana Huk; Cyra Johnson-Roullier; William J. Krier; Jesse Lander; Joyelle McSweeney; Orlando Menes; Susannah Monta; David Thomas; Steve Tomasula

### Assistant Professors:

Mary Burgess Smyth; Antonette Irving; Sara Maurer; John Staud (concurrent); Katherine Zieman

### Professional Specialists:

Matthew Benedict; Noreen Deane-Moran; J. Anne Montgomery

### Teaching Scholar (Postdoctoral Fellow):

S. Brooke Cameron

**Program of Studies.** The English major features small classes in which students read, analyze, and discuss literary works, studying issues of literacy and rhetoric, investigating the symbolic systems that shape cultural meaning, and exploring the broad range of human experience. Majors enjoy an atmosphere of immediate contact with the department's regular teaching and research faculty, who advise students on their course of study. English courses give close attention to student writing, and nearly every majors-level English course is writing-intensive.

English majors choose careers in any field valuing the ability to read, write, and analyze with intelligence and subtlety. Many of our majors find careers in law, business, education, publishing, journalism, and medicine, as well as myriad other fields. An increasing number of English majors go into service projects and programs such as Teach for America.

**Requirements for the major up through the class of 2012.** The major requires a minimum of 10 courses (30 credit hours) in addition to the literature course required of all students in the College of Arts and Letters. The major begins with the Introduction to Literary Studies (ENGL 30101), which is the prerequisite for all electives. Students are also required to take courses in three broad historical categories. In their senior year, students take a research seminar in which they complete an original and substantial research project; with the permission of the director of undergraduate studies and the instructor, they may take a graduate course in place of the research seminar. For the remaining five courses, students may choose from among a broad range of elective courses offered at the 30xxx level or above.

**Requirements for the Class of 2013 and thereafter.** The English major requires a minimum of 10 courses (30 credit hours) in addition to the literature course required of all students in the College of Arts and Letters. In completing the 10 courses, students must satisfy the following requirements:

**Introduction to Literary Studies (ENGL 30101).** This course, which introduces students to college-level study of literature, is a concurrent prerequisite for the major (i.e., students cannot take a major elective unless they have completed this course or are currently enrolled in it).

**Research Seminar.** In the research seminar (numbered ENGL 43xxx), students complete an original and substantial research project. With the approval of the director of undergraduate studies and the instructor, students may take a graduate course in place of the research seminar. The research seminar does not fulfill a distribution requirement.

**Elective courses.** Eight English courses at the 30xxx or above.

**Distribution requirement.** In selecting elective courses, students must fulfill the following distribution requirements:

### History:

1 course in the period before 1500  
1 course in the period 1500–1700  
2 courses in the period 1700–1900  
1 course after 1900

### Culture:

1 course in British literature  
1 course in American literature  
1 course in a literature in English outside of Britain and the United States or in American ethnic minority literature

### Genre:

1 course predominately concerned with poetry  
2 courses predominantly concerned with a genre from the following list: fiction, drama or film, critical theory

A single course can fulfill the requirement in more than one distribution category, but it may not satisfy more than one category. For example, a survey of Renaissance literature might count for pre-1700 (history), British literature (culture), and drama (genre), but would not count for both poetry and drama (two genre categories).

Creative writing courses may satisfy the genre requirement, but no more than two may count toward the major.

The number of courses needed to satisfy the distribution requirement will vary, depending on the courses the student selects, but not all electives need fulfill a distribution requirement.

Research seminars do not fulfill the distribution requirement.

**Honors Concentration.** In the English Honors Concentration, select majors create programs tailored to their own particular interest. A faculty mentor guides each of these students through this intensive experience. The English Honors Concentration is particularly beneficial to students wishing to pursue graduate studies in English. The concentration experience is completed with the writing of an Honors Thesis, which can be both research and scholarly work or original creative writing.

**Eligibility.** At the end of their sophomore year, students are invited to apply to the Honors Concentration after being identified in one of two ways: achieving a GPA of at least 3.78 or higher in three or more English classes, or faculty nomination. Invited students declare their interest in the Honors Concentration by completing a Statement of Purpose, a 300-word statement describing what the student intends to focus on during the time in the Honors Concentration.

**Requirements.** The requirements for the Honors Concentration are slightly different from the prior listing of English major requirements. In addition to ENGL 30101 and the three literary history courses, a student takes two electives in his or her area of interest; the remaining three electives are taken in consultation with the faculty mentor. In the fall of senior year, the student enrolls in a graduate-level literature course in the area of interest; in the spring of senior year, the student enrolls in ENGL 52999, Honors Thesis, which replaces the seminar required of English majors, to complete the writing of the thesis.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of English](#) heading.

## Film, Television, and Theatre

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*Department Chair:*

Donald Crafton

*Endowed Professors:**McMeel Family Chair in Shakespeare Studies*

Peter Holland

*Notre Dame Chair in Film and Culture:*

Donald Crafton

*Endowed Associate Professors:**The William and Helen Carey Chair in Modern**Communication:*

Susan Ohmer

*Ryan Producing Artistic Director, Notre Dame**Shakespeare Festival:*

Gerald P. (Jay) Skelton

*Professors:*James M. Collins; Luke Gibbons (concurrent);  
Jill Godmilow; Anton Juan; Mark C. Pilkinton;  
John Welle (concurrent)*Associate Professors:*Reginald F. Bain (emeritus); Christine Becker;  
Kevin C. Dreyer; Susan Ohmer; Frederic W.  
Syburg (emeritus); Pamela Wojcik*Assistant Professors:*Aaron Magnan-Park; Yael Prizant; Gerald P. (Jay)  
Skelton; William L. Wilson (visiting)*Professional Specialists:*

Richard E. Donnelly; Siiri Scott

*Associate Professional Specialists:*C. Ken Cole ; William Donaruma; Theodore E.  
Mandell*Assistant Professional Specialist:*

Karen Heisler (visiting)

*Instructor:*

Gary Sieber (adjunct)

**The Department.** The Department of Film, Television, and Theatre curriculum includes study of the arts of theatre and performance, film and video, and television. Our goal is to provide students with intellectual and intuitive resources for analysis and production of these performing and media arts. We seek both to encourage and inspire intellectual discipline and curiosity as well as to discover and nurture student creativity. We offer, therefore, both a scholarly and creative context for education of the general liberal arts student at Notre Dame as well as the individual seeking an intensive preparation for advanced study in these fields. In an interdisciplinary spirit of collaboration, students in this department investigate film, television, and theatre (and occasionally other media) as complex cultural phenomena to develop skills in analysis, evaluation, and theory formation as well as to engage in creative production.

Students graduating from this department have numerous postgraduate choices. Many of our graduates seek careers in law, medicine, business, education, public service, or other professions. Others will pursue careers in theatre, film, or

television. However, we are not a professional training program. Rather, we seek to provide the creative and technological tools for student scholar/artists to build a basis for advanced student 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.

All 40xxx-level critical studies electives in film and television, and selected theatre electives, will fulfill the writing-intensive requirement.

Many 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 [ftt.nd.edu](http://ftt.nd.edu).

**Program of Studies.** Students interested in the major are encouraged to visit the departmental office (230 Marie P. DeBartolo Performing Arts Center) for information about the programs and department faculty. You also may visit our website at [ftt.nd.edu](http://ftt.nd.edu).

Step-by-step instructions for becoming a major are available on our website. 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 in theatre. Ten courses are needed to complete the major. The film concentration requires one elective on an international subject and at least three upper-level courses. The television concentration requires seven electives, three at the 40xxx level.

(A major combining courses from different concentrations is possible with approval of the chair.)

The Department of Film, Television, and Theatre participates in several international programs by cross-listing courses and sponsoring internships. For more information, see the *Bulletin* descriptions for the international programs.

Several courses are offered in the summer session, including FTT 20102 and FTT 20706. See the *Summer Session Bulletin* for availability and further information.

**FTT Honors Program**

The FTT Honors Program runs two years, across junior and senior years. Majors with a GPA of 3.7 or higher, with a recommendation from faculty, will be invited to apply at the end of their sophomore year.

## FILM, TELEVISION, AND THEATRE

**FILM CONCENTRATION**

10 courses

4 required core courses:

- Basics of Film and Television
- History of Film I (fall only)
- History of Film II (spring only)
- Film and Television Theory

6 electives (3 at the 40xxx level, including 1 international elective)

**General Electives**

- Introduction to Film and Television 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: Film and Popular Music

**International Electives (30xxx and 40xxx 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
- Narrative Cinematography
- Advanced Filmmaking
- Sex and Gender in Cinema
- Walt Disney in Film and Culture
- Contemporary Hollywood
- Postmodern Narrative

**TELEVISION STUDIES CONCENTRATION**

10 courses

3 required core courses:

- Basics of Film and Television
- History of Television
- Film and Television Theory

7 electives (3 at the 40xxx level)

- 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
- Media Stardom and Celebrity Culture
- Advanced Digital Video Production
- Contemporary Hollywood
- Media Culture
- Media Internships
- Special Studies
- Issues in Film and Media

**THEATRE CONCENTRATION**

10 courses

4 required core courses:

- Theatrical Production (spring only)
- Theatre, History, and Society (spring only)
- Script Analysis and Dramaturgy (fall only)
- Performance Analysis (fall only)

**Group A**

- Performance Studies
- Performance Art: History, Theory, and Practice
- Shakespeare in Performance
- Early English Theatre
- Shakespeare and Film
- History of Costume
- Advanced Dramaturgy
- The Hyphenated American
- Dramatic Text, Production, and Social Concerns
- Anglo-Irish Theatre 1700–1900
- Theatre in the Age of Lincoln 1850–70

**Group B**

- Stage Management
- Scene Design and Methodology
- Lighting Design and Methodology
- Costume Design and Methodology
- CAD for the Stage
- Makeup for the Stage

**Group C**

- Acting Process
- Writing for Stage and Screen I
- Voice and Movement
- Directing Process
- Writing for Stage and Screen II
- Audition Seminar
- Acting Shakespeare

Other electives include:

- Introduction to Theatre
- Theatre Production Workshop
- Entertainment and Arts Law
- Theatre Internship
- Practicum
- Special Studies

**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 concentrating 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 complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Film, Television, and Theatre](#) heading.

## German and Russian Languages and Literatures

### Chair:

Robert E. Norton

*Rev. Edmund P. Joyce, C.S.C., Professor of German Language and Literature:*

Mark W. Roche

*Paul G. Kimball Professor of Arts and Letters:*

Vittorio Hösle

### Professors:

Vittorio Hösle; Randolph J. Klawiter (emeritus); Klaus Lanzinger (emeritus); Thomas G. Marullo; Robert E. Norton; Vera B. Profit; Mark W. Roche; Konrad Schaum (emeritus)

### Associate Professors:

David W. Gasperetti; Alyssa W. Gillespie; Albert K. Wimmer

### Assistant Professors:

Tobias Boes; Anita R. McChesney

### Associate Professional Specialists:

Denise M. Della Rossa; Jan Lüder Hagens; Molly Peeney; Hannelore Weber

**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 10xxx level to literature and civilization courses on the 30xxx and 40xxx levels.

## THE GERMAN PROGRAM

*Director of Undergraduate Studies:*

Denise Della Rossa

### Requirements: First Major, Supplementary Major, and Minor

#### 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 must be taught in German. Four of the upper-division courses must be taken at the home institution from departmental offerings, two at the 30xxx level, and two at the 40xxx level.

#### 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 must be taught in German; three of the latter must be upper division courses taken at the home institution from departmental offerings, two at the 30xxx level, and one at the 40xxx level.

#### Minor

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 of which may be taught in English.

#### Senior Thesis

German first 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 1.5 credits for the course, which credits do not count toward the 30-credit-hour requirement for the first major. The thesis is graded by the advisor and a second reader from the department (to receive honors, the thesis must receive a grade of B+). The thesis is due the week after spring break, and the student is strongly advised to begin thinking about it and start conferring with an advisor before the October break of the fall term.

## 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 (Kulturgeschichte)

Offered every spring semester.

30108. Survey of German-language Literature (Literature von gestern und heute)

Offered every fall semester.

### •CLUSTER C (30xxx-level Literature, Culture, Linguistics, and Professional German)

A variety of courses offered as dictated by student needs and faculty specialization.

### •CLUSTER D (40xxx-level Literature, Culture, and Linguistics)

A variety of courses offered as dictated by student needs and faculty specialization.

Majors select at least one course each from clusters A and B (in that order) before taking courses from Cluster C and 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.

### Study Abroad

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*. Additionally, students may study in Berlin, Germany, for one or two semesters.

A summer semester program is offered in Vienna, Austria.

## THE RUSSIAN PROGRAM

*Director of Undergraduate Studies:*  
David Gasperetti

### The Major in Russian

Majors in Russian must complete 10 courses (30 credit hours) beyond the three-semester language requirement, including at least five courses taught by departmental faculty. Courses to be taken in residence at Notre Dame will normally include Advanced Russian I and II and must include three courses on Russian literature and/or culture, two at the 30000 level and one at the 40000 level. With the permission of the director of undergraduate studies, one course on a Russian subject in another discipline, such as anthropology, history, or political science, may be counted toward the Russian major.

### The Supplementary Major in Russian

Supplementary majors in Russian must complete eight courses (24 credit hours) beyond the three-semester language requirement, including at least four courses taught by departmental faculty. Courses to be taken in residence at Notre Dame will normally include Advanced Russian I and II and must include two courses on Russian literature and/or culture, one at the 30000 level and one at the 40000 level. With the permission of the director of undergraduate studies, one course on a Russian subject in another discipline, such as anthropology, history, or political science, may be counted toward the Russian supplementary major.

### The Minor in Russian

The Russian minor consists of five courses (15 credits) at the 20000 level and above, including at least three courses taught by departmental faculty. Courses to be taken in residence at Notre Dame will normally include Advanced Russian I and II and must include one course on Russian literature and/or culture from departmental offerings at either the 30000 or the 40000 level. With the permission of the director of undergraduate studies, one course on a Russian subject in another discipline, such as anthropology, history, or political science, may be counted toward the Russian minor.

### The Minor in Russian and East European Studies

For a minor in Russian and East European Studies, students must have (1) at least three semesters (or the equivalent) of college-level Russian or another approved Central or East European language (German will be accepted in certain cases); (2) four additional courses (12 credits) in Russian and East European area studies, taken in residence at Notre Dame and distributed over at least three departments

(no more than one of these courses may be a language course, chosen from Intermediate Russian II, Advanced Russian I or II, or the equivalent); (3) a senior thesis directed by a member of the Russian and East European Studies faculty (students will receive 1.5 credits in the fall semester for preparation of the thesis and 1.5 credits in the spring semester for writing the thesis); (4) three 1-credit courses (graded pass-fail) chosen from language across the curriculum tutorials and/or cultural enrichment offerings in Russian and East European Studies. For a list of Russian and East European Studies courses fulfilling the minor requirements see the complete description under Area Studies Minors.

### 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 eight 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 Center for the Study of Languages and Cultures.

### Senior Thesis/Honors Track

Russian majors are admitted into the honors track by application. To receive honors, a student must (1) complete all requirements for the major; (2) maintain a GPA of at least 3.5 in the major; (3) register for two 1-credit enrichment courses (RU47100) in the senior year; and (4) receive a grade of A- or higher for a substantial honors thesis written in English. Closely supervised by one of the Russian faculty in the Department of German and Russian Languages and Literatures, the Russian honors thesis is to be the product of a three-credit honors track directed readings course taken in the senior year. The student will receive 1.5 credits in the fall semester for preparation of the thesis and 1.5 credits in the spring semester for writing the thesis. For more information, see [germanandrussian.nd.edu](http://germanandrussian.nd.edu).

### Writing-Intensive Courses

All 30xxx- and 40xxx-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 20xxx level or higher before testing out of the language require-

ment. This includes students who have taken an AP or SAT II exam.

## COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of German and Russian Languages and Literatures](#) heading.

## HISTORY

## History

### Chair:

Thomas F.X. Noble

### Director of Graduate Studies:

Christopher S. Hamlin

### Director of Undergraduate Studies:

Daniel A. Graff

### Ignatius A. O'Shaughnessy Dean of the College of Arts and Letters:

John T. McGreevy

### Rev. John J. Cavanaugh, C.S.C., Professor of Humanities:

James Turner

### Rev. Theodore M. Hesburgh, C.S.C., College of Arts and Letters Chair:

Sabine G. MacCormack

### Francis A. McAnaney Professor of History:

Mark Noll

### Andrew V. Tackes Professor of History:

John H. Van Engen

### Madden-Henneberry Professor of Irish American History:

Patrick Griffin

### Dorothy S. Griffin Associate Professor of History:

Brad Gregory

### Robert M. Conway Director of the Medieval Institute:

Olivia Remie Constable

### John M. Regan Jr. Director of the Joan B. Kroc Institute for International Peace Studies:

R. Scott Appleby

### Professors:

R. Scott Appleby; Rev. Thomas Blantz, C.S.C.; Olivia Remie Constable; Patrick Griffin; Christopher S. Hamlin; Thomas A. Kselman; Sabine G. MacCormack (joint with Classics); John T. McGreevy; Rev. Wilson D. Miscamble, C.S.C.; Dian H. Murray (on leave spring 2010); Thomas Noble; Mark Noll; James Smyth; James Turner; John H. Van Engen

### Professors Emeritus:

Robert E. Burns; Michael Crowe (concurrent); Vincent P. De Santis; Jay P. Dolan; J. Philip Gleason; Rev. Robert L. Kerby; George Marsden; Walter Nugent; Rev. Marvin R. O'Connell; Thomas Schlereth (concurrent); Andrzej Walicki; J. Robert Wegs

### Associate Professors:

Ted Beatty (on leave 2009–10); Gail Bederman (on leave fall 2009); Jon Coleman; Karen Graubart (on leave 2009–10); Brad Gregory (on leave 2009–10); Semion Lyandres; Alexander Martin (on leave fall 2009); Margaret Meserve; Richard Pierce; Linda Przybyszewski; Rev. Robert Sullivan; Julia Adeney Thomas (on leave 2009–10)

### Assistant Professors:

John Deak; Lauren Faulkner; Asher Kaufman (on leave 2009–10); Mikolaj Kunicki; Jaime Pensado; Rory Rapple; Marc Rodriguez; Jayanta Sengupta

### Associate Professional Specialist:

Daniel A. Graff

### Concurrent Faculty:

Heidi Ardizzone (American Studies); D'Arcy Jonathan Boulton (Medieval Institute); Keith R. Bradley (Classics); Steven Brady (First Year of Studies); Kathleen Sprows Cummings (American Studies and Cushwa Center); Robert Goulding (Program of Liberal Studies); Lionel Jensen (East Asian Languages & Cultures); Phillip Sloan (Program of Liberal Studies); Thomas A. Stapleford (History and Philosophy of Science); Kevin Whelan (Keough Institute for Irish Studies)

### Visiting Faculty:

Denise Challenger; John Soares

### Edward Sorin Postdoctoral Teaching Fellows:

Martin Beisswenger; Marcela Perett; David Swartz

### Graduate Teaching Fellow:

Bryan Smith

### Instructors:

Jeffrey Bain-Conkin; Melinda Grimsley-Smith; Courtney Luckhardt; Greg Macklem; Sheila Nowinski; Erik Peterson; Susy Sanchez; Charles Strauss; Andrea Turpin

### 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.

For the Class of 2010, students majoring in history have two options (outlined below). For the Class of 2011 and succeeding classes, only the standard option (the first one below) is available.

The standard major option consists of 10 3-credit history courses, 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 six primary fields: Africa/Asia/Middle East; Ancient/Medieval Europe (to 1500); Modern Europe (from 1500); United States; Latin America; Special (for courses focusing on other geographical areas or courses primarily comparative or global in approach). 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 8 3-credit 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 six primary fields: Africa/Asia/Middle East; Ancient/Medieval Europe (to 1500); Modern Europe (from 1500); United States; Latin America; Special (for courses focusing on other geographical areas or courses primarily comparative or global in approach). 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.

Students pursuing either major option above may count up to two lower-level courses toward the major program (courses beginning with a 1 or a 2). All others must be “major-level” courses that begin with a 3 or higher. These lower-level courses may be counted toward breadth requirements, electives, or concentration area courses.

All standard and supplementary majors must take at least one *writing-intensive course* in the form of the departmental seminar (HIST 43xxx). In addition to prioritizing research in primary sources, these courses also emphasize writing as a process, with students encouraged to perform continual revisions and share their writing with their peers.

**History Honors Program.** The History Department offers a special program of study, the History Honors Program, for the most talented and motivated history majors. Students are invited to apply in the fall semester of the junior year; the program begins in the spring of the junior year. A student in the History Honors Program will take 11 three-credit history courses to satisfy both the Honors Program and standard 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, the student will also take two special honors seminars. Instead of completing a departmental seminar, the student will research and write a yearlong senior thesis, receiving three credits in each semester of the senior year. Each history honors student will select an area of concentration tailored to his or her thesis topic and will take two additional courses in this field to complete the program.

In the spring of the junior year, the student will enroll 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, will be exempt from

## MATHEMATICS

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 the Honors Program Historiography 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 (40 to 80 pages) under the supervision of a specific faculty member. The student will register for HIST 58003 (three senior thesis credits) each semester of the senior year.

**Phi Theta Alpha.** 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 complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of History](#) heading.

## Mathematics

### Chair:

Bei Hu

### Associate Chair:

Juan Migliore

### Director of Graduate Studies:

Julia Knight

### Director of Undergraduate Studies:

Michael Gekhtman

### William J. Hank Family Professor of Mathematics:

William G. Dwyer

### Charles L. Huisiking 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

### Vincent J. Duncan Family Professor of Applied

### Mathematics:

Mark S. Alber

### John A. Zahm, C.S.C., Professor of Mathematics

Stephen A. Stolz

### Rev. Howard J. Kenna, C.S.C., Professor of

### Mathematics

Karsten Grove

### Professors:

Mark S. Alber; Steven A. Buechler; Jianguo Cao; Peter A. Cholak; Francis X. Connolly; Leonid Faybusovich; Michael Gekhtman; Matthew Gursky; Alexander J. Hahn; Brian C. Hall; Qing Han; Alex A. Himonas; Alan Howard (emeritus); Bei Hu; Xiabo Liu; Juan Migliore; Timothy O'Meara (Kenna Professor of Mathematics, emeritus, and provost emeritus); Richard R. Otter (emeritus); Claudia Polini; Barth Pollak (emeritus); Mei-Chi Shaw; Brian Smyth; Dennis M. Snow; Nancy K. Stanton; Sergei Starchenko; 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; Abraham Goetz (emeritus); Richard Hind; Gerard K. Misiolek; Liviu Nicolaescu; Vladeta Vuckovic (emeritus)

### Assistant Professors:

Katrina D. Barron; Nero Budar; David Galvin; Zhiliang Xu; Yongtao Zhang

### Assistant Special Professional Faculty:

Arthur Lim; Annette Pilkington

**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 10850 and 10860. 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 10850. 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 20860. Honors Calculus IV	4
	16



## MIEVEAL STUDIES

**Junior Year***First Semester*

Theology	3
MATH 30810. Honors Algebra III	3
MATH 30850. Honors Analysis I	3
Elective	5
History or Social Science	3

17

*Second Semester*

Philosophy	3
MATH 30820. Honors Algebra IV	3
MATH 30860. Honors Analysis II	3
English/American Literature	3
Elective	3

15

**Senior Year***First Semester*

Mathematics Electives	6
Electives	9

15

*Second Semester*

Mathematics Electives	6
Electives	9

15

(At least six credits of mathematics electives must be at the 40xxx level.)

**The Senior Thesis for Mathematics Majors**

Students in the mathematics program have the option of writing a thesis on a subject in mathematics, or in an interdisciplinary area connected to mathematics. Such a thesis is strongly encouraged for math honors students and required of students in the SUMR program. This project is intended to give the student a better sense of how mathematics is done and used, and to develop in the student the habit of learning mathematics and its applications in an independent setting. In most cases, this work would be expected to be expository, but based on advanced-level readings. It should represent an effort that goes beyond what is found in an undergraduate course. It is especially desirable for a student to present a somewhat novel approach to an established subject, or to explore one of the many interesting connections that mathematics has with other disciplines.

During the second semester of the junior year and the first semester of the senior year, the student will work closely with a faculty advisor on a program of readings in preparation for the thesis, receiving 1 credit for each of these two semesters of work, under MATH 48800.

The thesis is to be crafted during the second semester of the senior year. The thesis must be submitted to the director of undergraduate studies by April 15 of the senior year. If the thesis is approved, the student will receive 1 credit under MATH 48900 and the citation of "Graduation with Senior Thesis" will appear on the transcript.

Students interested in writing a senior thesis should contact the director of undergraduate studies in the Department of Mathematics.

**COURSE DESCRIPTIONS**

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section under the [Department of Mathematics](#) heading.**

**Medieval Studies**

*Robert M. Conway* Director of the Medieval Institute:

Olivia Remie Constable (History)

*Director of Undergraduate Studies:*

Linda Major

*Fellows of the Medieval Institute:*

Rev. Joseph P. Amar (Classics: Arabic); Ann Astell (Theology); Charles E. Barber (Art History); Terri Bays (English); Alexander Blachly (Music); W. Martin Bloomer (Classics: Latin); D'Arcy Jonathan Dacre Boulton (History); Maureen B. McCann Boulton (Romance Languages: French); Keith R. Bradley (Classics: Latin; History); Theodore J. Cachey (Romance Languages: Italian); John C. Cavadini (Theology); Robert R. Coleman (Art History); Richard Cross (Philosophy); Lawrence S. Cunningham (Theology); Rev. Brian E. Daley, S.J. (Theology); JoAnn DellaNeva (Romance Languages: French); Rev. Michael S. Driscoll (Theology); Stephen D. Dumont (Philosophy); Kent Emery Jr. (Liberal Studies; Philosophy); Alfred Freddoso (Philosophy); Dolores Warwick Frese (English); Stephen E. Gersh (Philosophy); Robert Goulding (History and Philosophy of Science); Brad S. Gregory (History); Li Guo (Classics: Arabic); Thomas N. Hall (English); Peter Holland (Theater); Rev. John I. Jenkins, C.S.C. (Philosophy); Louis Jordan (Librarian); Danielle Joyner (Art History); Encarnación Juárez-Almendros (Romance Languages: Spanish); Kathryn Kerby-Fulton (English); Mary M. Keys (Political Science); Brian Krostenko (Classics: Latin); Blake Leyerle (Theology); Sabine MacCormack (Classics: Latin; History); Julia Marvin (Liberal Studies); Margaret Meserve (History); Christian R. Moevs (Romance Languages: Italian); Hildegund Müller (Classics: Latin); Thomas F.X. Noble (History); David O'Connor (Philosophy); Mark C. Pilkinton (Theatre); Jean Porter (Theology); Rory Rapple (History); Gretchen Reydams-Schils (Liberal Studies; Philosophy); Gabriel Said Reynolds (Theology); Robert E. Rodes (Law); John Roos (Political Science); Charles M. Rosenberg (Art History); Dayle Seidenspinner-Núñez (Romance Languages: Spanish); Susan Guise Sheridan (Anthropology); Marina Smyth (Librarian); John Van Engen (History); Joseph P. Wawrykow (Theology); Albert K. Wimmer (German); Robin Darling Young (Theology); Katherine Ziemann (English)

**Program of Studies.** The Medieval Institute is one of Notre Dame's oldest and most renowned centers of learning. Established in 1946, it was envisaged from the start to be a premier locus for the study of the European Middle Ages. Over the decades its scope has broadened to where it now includes Islamic, Jewish, Byzantine, and Western Christian studies. The academic strength and stature of the institute are due not only to its faculty, students, and

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library, but also to its ongoing commitment to the original liberal arts ideal.

Medieval Studies prepares students to enter graduate school, law school, medical school, or various careers such as business, government, education, publishing, ministry, curatorship, and research. With an emphasis on close reading, precise textual analysis, careful writing, and vigorous discussion, the program is designed to foster critical thinking, oral and written communication skills, and a heightened appreciation for history, religion, and culture.

Far from being the “dark ages,” medieval civilization witnessed the dawn of many of today’s institutions including universities, hospitals, legal and economic systems, religious communities and doctrine, architecture, engineering, science, art, and literature. Contemporary society is indebted to the Middle Ages not only for its inheritance, but also for its relevance.

The Medieval Studies program offers four undergraduate tracks, each based on an interdisciplinary model. It draws courses from Anthropology; Art, Art History, and Design; Classics; English; German and Russian Languages and Literatures; History; Music; Philosophy; Political Science; Romance Languages and Literatures; and Theology. From these 11 disciplines, students are encouraged to build a unique program of study, in consultation with a faculty advisor, around an area of concentration that captures an interest, prepares for a field, or contributes to an academic pursuit.

Students interested in Medieval Studies may elect one of the following four options:

1. Major in Medieval Studies
2. Honors Major in Medieval Studies
3. Supplementary Major in Medieval Studies
4. Minor in Medieval Studies

All three major tracks include two common components. Each student’s curriculum is built around a concentration chosen by the individual (from the 11 participating departments), in conjunction with a faculty advisor. The concentration requires a minimum of four interrelated courses reflecting an intellectual and curricular coherence. An advanced seminar (3 credits) is the second common element in each of the major tracks. Students in the seminar are expected to read widely and discuss vigorously a set of sources that present a particular issue from several points of view. In addition, they are also expected to write a substantial research paper. The goal of the seminar is to engage students in thinking critically and knowledgeably across the boundaries of traditional disciplines while maintaining a focus on a particular time, place, or issue.

The three major tracks and the minor track also have an introductory required course (3 credits), MI 20001, *The World of the Middle Ages*.

Following are brief outlines of the basic requirements for the three major tracks and the minor track.

Further details can be obtained from the director of undergraduate studies in the Medieval Institute.

#### **Medieval Studies Major (30 credits)**

- The World of the Middle Ages course
- Four courses drawn from two or more departments representing a concentration
- Four electives in Medieval Studies drawn from at least two departments
  - One advanced seminar (4xxxx-level or above) in Medieval Studies

#### **Medieval Studies Honors Major (36 credits)**

- Same requirements as major in Medieval Studies (see above)
- EXCEPT one intermediate Latin course and one advanced Latin course are required in lieu of two medieval electives
  - PLUS an honors thesis for 6 credits

#### **Medieval Studies Supp. Major (24 credits)**

- The World of the Middle Ages course
- Four courses drawn from two or more departments representing a concentration
- Two or three electives in Medieval Studies
- Medieval Studies seminar (on a space-available basis and in conjunction with MI electives option)

#### **Medieval Studies Minor (15 credits)**

- The World of the Middle Ages course
- Three or four electives in Medieval Studies drawn from at least two departments
- Medieval Studies seminar (on a space-available basis and in conjunction with MI electives option)

### **COURSE DESCRIPTIONS**

**The complete descriptions for courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Medieval Institute](#) heading.**

## Music

#### *Chair:*

Louis MacKenzie

#### *Michael P. Grace Chair in Medieval Studies:*

Peter Jeffery

#### *J.W. Van Gorkom Professor of Music:*

Susan L. Youens

#### *Professors:*

Alexander Blachly; Calvin M. Bower (emeritus); William Cerny (emeritus); Craig J. Cramer; Kenneth W. Dye; Ethan T. Haimo; Georgine Resick

#### *Associate Professors:*

John Blacklow; Karen L. Buranskas; Mary E. Frandsen; Paul G. Johnson; Rev. Patrick Maloney, C.S.C. (emeritus); Carolyn R. Plummer; Peter H. Smith

#### *Assistant Professor:*

James S. Phillips (emeritus)

#### *Artist in Residence in Piano:*

Daniel Schlosberg

#### *Visiting Assistant Professor:*

Stephanie Ng

#### *Professional Specialist*

Mark Beudert

#### *Associate Professional Specialists:*

Lawrence H. Dwyer; Daniel C. Stowe

#### *Visiting Assistant Professional Specialist*

Stephen Lancaster

#### *Adjunct Faculty:*

John Apeitos; Darlene Catello; Darrel Tidaback

#### *Band Staff:*

Matthew Merten; Emmett O’Leary; Sam Sanchez; Alison Thigpen

**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 majoring in music will choose a concentration in Theory and History or in Performance. 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.

Students considering these programs should contact the department as early as possible, preferably in the first year of study. This is especially important if study abroad is anticipated.

**Advising.** Each major will be assigned a faculty advisor who must be consulted in person to discuss

## MUSIC

the program of study before a student may register for classes.

**Lessons.** Music majors in the Performance concentration qualify for a 100 percent discount on weekly one-hour applied music lessons on their primary instrument and a 50 percent discount on a secondary instrument. Students in the Theory and History concentration qualify for a 50 percent discount on lessons on a primary instrument and no discount for lessons on a secondary instrument. Applied music lessons are also available for non-majors 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 second lesson.

**Interdisciplinary Minor in Liturgical Music.** This 18-credit minor consists of three 3-credit courses in theology and two 3-credit courses in music, plus three credits of music lessons or approved ensembles, to be selected in consultation with the student’s music advisor. Contact the director of undergraduate studies in the Department of Theology.

**Master of Sacred Music degree.** The M.S.M. degree is a graduate program administered jointly by music and theology. For information, contact the director of graduate studies in the Department of Theology.

### HISTORY/THEORY

The requirements for a 33-credit major with a concentration in theory and history are:

Class	Credits
Harmony and Voice Leading (Theory I) (Prerequisite course; 3 credits count as University elective)	0
Advanced Harmony and Voice Leading (Theory II)	3
Chromatic Harmony (Theory III)	3
Twentieth-Century Music: Structure and Style (Theory/History IV)	3
Musicianship I–III	3
History I–III	9
Four 3-credit courses in history and theory, 30xxx level and above	12
Music Total	33
Collegiate/University Requirements and Electives	87
Total	120
Honors in Music (optional) (One additional 3-credit course in music history or theory, 30xxx-level or above, and a senior project, to be determined with advisor)	6

Students who have had previous music education may place out of Harmony and Voice Leading (Theory I) and Musicianship Labs, by examination.

Students with a music GPA of 3.7 or higher may be invited to participate in the honors program at the end of their sophomore year.

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.

### PERFORMANCE

Students who wish to major in performance must have had a minimum of four years of instruction on their instrument prior to their enrollment at Notre Dame.

**The requirements for a 36-credit major with a concentration in performance are:**

Class	Credits
Harmony and Voice Leading (Theory I) (Prerequisite course; 3 credits count as University elective)	0
Musicianship I (prerequisite course)	
Advanced Harmony and Voice Leading (Theory II)	3
Chromatic Harmony (Theory III)	3
Twentieth-Century Music: Structure and Style (Theory/History IV)	3
History I–III	9
Two MUS 30xxx-level or above courses in music theory or history that carry 3 credits each	6
Three additional elective credits in music	3
Advanced Performance Studio (1 credit per semester for the first year; 2 credits for the six semesters thereafter)	14
1 recital	1
Total Music	42
Collegiate/University Requirements and Electives	78
Total	120
Honors in Music (optional)	6

(Additional electives at the 30xxx-level or higher and/or applied music study (5 credits total) and an additional recital (1 credit).)

Students with a music GPA of 3.7 or higher may be invited to participate in the honors program at the end of their sophomore year.

In order to remain in the performance program, students must be approved by faculty. In the spring semester of the freshman, sophomore, and junior years, all performance majors must 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 concentrate may take proficiency exams to pass out of one or more of the

musicianship courses; however, if they do not pass the proficiencies, they must enroll in Musicianship I–III.

Performance concentrators must present a senior recital. (Honors majors must present an additional recital.)

Voice majors who are enrolled in colleges other than Arts and Letters must fulfill the Arts and Letters language requirement: three semesters in one language or the equivalent.

Participation in ensembles (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.

### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Music](#) heading.**

## PHILOSOPHY

## Philosophy

### Chair:

Stephen Dumont

*Michael P. Grace Professor Emeritus of Medieval*

### Studies:

Ralph McNerny (Emeritus)

*F.J. and H.M. O'Neill Professor of Science, Technology and Values:*

Kristin Shrader-Frechette

*Rev. Theodore M. Hesburgh Professor Emeritus of Arts and Letters:*

Rev. David Burrell, C.S.C. (emeritus)

*McMahon/Hank Professor of Philosophy:*

Karl Ameriks; Michael Detlefsen

*Notre Dame Professor of Philosophy:*

Gary Gutting

*Rev. John A. O'Brien Professor of Philosophy:*

Richard Cross; Alvin Plantinga

*John Cardinal O'Hara Professor Emeritus*

*of Philosophy:*

Rev. Ernan 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:*

Alasdair C. MacIntyre

*John and Jean Oesterle Professor of Thomistic Studies:*

Alfred Freddoso

### Professors:

Robert Audi; Fred Dallmayr (emeritus); Marian

A. David; Cornelius F. Delaney; Michael

R. DePaul; Stephen Dumont; John Finnis

(concurrent); Thomas P. Flint; Stephen Gersh

(concurrent); Vittorio Hösle (concurrent); Don

A. Howard; Rev. John I. Jenkins, C.S.C.; Lynn

Joy; Edward Manier (emeritus); Robert Norton

(concurrent); Michael Rea; Mark Roche (concur-

rent); Kenneth Sayre; James P. Sterba; Ted A.

Warfield; Stephen H. Watson; Paul J. Weithman

### Associate Professors:

Timothy Bays; Patricia Blanchette; Sheilah

Brennan (emerita); Sean Kelsey; Janet A.

Kourany; Vaughn R. McKim (emeritus);

G. Felicitus Munzel (concurrent); John

O'Callaghan; David O'Connor; Gretchen

Reydams-Schils (concurrent); Fred Rush; David

Solomon; Leopold Stubenberg

### Assistant Professors:

Katherine Brading; Curtis Franks; Anja Jauernig;

Joseph Karbowski; Samuel Newlands; Grant

Ramsey; Jeffrey Speaks

### Professional Specialists:

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 43907. 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 40xxx level and three electives at either the 30xxx level or 40xxx 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 complete all the requirements for the regular major and in addition write a senior thesis.** Students writing the senior thesis enroll in PHIL 48499 Senior Thesis in both semesters of the senior year (the equivalent of two regular 3-hour seminars). To be eligible for the honors major, and thus for the senior thesis, students must normally maintain a GPA of 3.5 or above in the majors courses. Students considering the senior thesis are strongly encouraged to have completed two of the three core courses (the two history surveys and logic) AND three 40000-level seminars by the end of the junior year. 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 courses beyond the two-course University requirement but otherwise must fulfill all other requirements.

**Students majoring in other departments may take a minor in philosophy by completing the following in addition to the two-course University requirement in Philosophy.** The sequence in the history of PHIL 30301 Ancient and Medieval Philosophy and 30302 Modern Philosophy; one course at the 30000 level or 40000 level; one course at the 40000 level.

All 40xxx-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.

### 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 informed 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 requirements in the 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 40xxx 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 20201, and 20xxx-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.

## POLITICAL SCIENCE

PHIL 30313. Formal Logic.

**Requirements in Theology:**

THEO 10001 or 13183 or 2001 or 2002, and 20xxx-level course (University-required courses).

THEO 40201 and 40202. Christian Traditions I and II.

THEO 40101 or 40108. 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).

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Philosophy](#) heading.

## Political Science

*Chair:*

Michael Desch

*Director of Graduate Studies:*

Christina Wolbrecht

*Director of Undergraduate Studies:*

Joshua B. Kaplan

*Helen Conley Professor of Political Science:*

Scott Mainwaring

*Packey J. Dee Professor Emeritus of Political Science:*

Fred R. Dallmayr

*Packey J. Dee Professor of Political Science:*

Rodney Hero

*Packey J. Dee Professor of Political Science:*

Dana Villa

*Nancy Reeves Dreux Professor of Political Science:*

Catherine H. Zuckert

*Nancy Reeves Dreux Professor of Political Science:*

Michael P. Zuckert (on leave 2009–10)

*Helen Kellogg Emeritus Professor of International Studies:*

Guillermo O'Donnell

*John Cardinal O'Hara, C.S.C. Associate Professor of Political Science:*

Ruth Abbey (on leave fall 2009)

*John Cardinal O'Hara, C.S.C. Associate Professor of Political Science:*

David E. Campbell

*President's Distinguished Professor of Political Science:*

Dianne Pinderhughes

*Joseph and Elizabeth Robbie Emeritus Professor of Political Science:*

Donald P. Kommers

*Thomas J. and Robert T. Rolfs Associate Professor of Political Science:*

Eileen M. Botting (on leave 2009–10)

*William M. Scholl Professor of International Affairs:*

A. James McAdams

*The Rev. Theodore M. Hesburgh, C.S.C., Professor of Peace Studies:*

George A. Lopez (on leave 2009–10)

*Professors:*

Peri E. Arnold; Sotirios A. Barber; George A. Brinkley (emeritus); Michael Coppedge; Fred R. Dallmayr (emeritus); Christian Davenport; Darren Davis; Michael Desch; Alan K. Dowty (emeritus); Michael J. Francis (emeritus); Edward A. Goerner (emeritus); Vittorio G. Hösl (concurrent); Robert Johansen; David C. Leege (emeritus); Gilbert D. Loescher (emeritus); George Lopez; Peter R. Moody Jr.; Walter Nicgorski (concurrent); Benjamin Radcliff (on leave 2009–10); L. John Roos; Rev. Timothy R. Scully, C.S.C.; A. Peter Walshe (emeritus)

*Associate Professors:*

Daniel Brinks; Andrew C. Gould; John D. Griffin; Frances Hagopian; Debra Javeline (on leave fall 2009); Mary Keys; Geoffrey Layman; Daniel A. Lindley III; Anthony Messina (on leave 2009–10); Daniel Philpott (on leave fall 2009); Emad Shahin; Christina Wolbrecht

*Assistant Professors:*

Barbara Connolly; Rev. Robert Dowd, C.S.C.; Alexandra Guisinger; Victoria Hui; Theodore B. Ivanus (emeritus); Rev. Sean McGraw, C.S.C.; Monika Nalepa (on leave fall 2009); David Nickerson (on leave 2009–10); Sebastian Rosato (on leave 2009–10); Naunihal Singh; Ernesto Verdeja; Vineeta Yadav (on leave 2009–10)

*Associate Professional Specialists:*

Carolina Arroyo; Joshua B. Kaplan; Rev.

William Lies, C.S.C. (concurrent); Luc Reydam

*Assistant Professional Specialists:*

Matthew Doppke (concurrent)

**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 vocations. 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 10 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 suits their interests.
- a junior seminar and a senior seminar
- one of the 10 courses must be a methodologically focused course.

**DEPARTMENTAL HONORS IN POLITICAL SCIENCE**

Effective with the class of 2010, the Department of Political Science has introduced a new honors track. The new honors track does not involve additional courses, but is designed to encourage students to make better use of their courses both within and outside the major.

To graduate with departmental honors, students will:

- take a cluster of four recommended enrichment courses in consultation with their advisors, including:
  - a dedicated methodology course such as Research Design, Quantitative Methods, or How to Do Political Research;

## POLITICAL SCIENCE

two enrichment courses taken outside the major that supplement the student's interests and prepare them for advanced study. (The default courses are Principles of Microeconomics and Principles of Macroeconomics); and

either a graduate course in political science, language proficiency beyond level 3, or another course chosen in conjunction with the student's advisor. This course should be directly related to the student's senior thesis.

- complete a senior thesis with a grade of B+ or higher
- graduate with a cumulative grade point average of 3.55 or higher. This number is subject to change from year to year.

For example, students primarily interested in American politics or international relations might take (1) How to Do Political Research, Research Design, or Quantitative Methods; (2) Principles of Microeconomics; (3) Principles of Macroeconomics; and (4) a graduate political science course or an upper-level history course.

Students interested in comparative politics might take (1) How to Do Political Research, Research Design, or Quantitative Methods; (2) Principles of Microeconomics; (3) Principles of Macroeconomics, a graduate course in political science or an upper-level history, sociology, or anthropology course related to their area of interest; and (4) language proficiency above level 3, or a second language.

Students interested in political theory might take (1) How to Do Political Research, Research Design; (2) a graduate course in political theory; (3) language proficiency above level 3 or a second language; and (4) an upper-level philosophy or literature course related to their area of interest.

The key to doing the new honors track is meeting with a department advisor each semester to discuss a more careful selection of courses within the major and a better use of electives outside the major that will both complement and supplement your political science courses. The selection of recommended course will depend in part on the students' own interests and career goals, so it is important for the students to discuss these with their advisor.

Students interested in the new honors track should meet with a department advisor.

**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 are on the Dean's List are eligible to join Notre Dame's chapter of Pi Sigma Alpha, the national honor society for political science majors.

### COURSES IN THE FIRST YEAR OF STUDIES

POLS 10100. American Politics  
 POLS 10200. International Relations  
 POLS 10400. Comparative Politics  
 POLS 10600. Political Theory  
 POLS 13181. University Seminar

### INTRODUCTORY COURSES

POLS 20100. American Politics  
 POLS 20200. International Relations  
 POLS 20400. Comparative Politics  
 POLS 20600. Political Theory

### AMERICAN POLITICS

POLS 30001. Presidential Leadership  
 POLS 30005. The American Congress  
 POLS 30010. American Political Parties  
 POLS 30025. Interest Group Politics  
 POLS 30031. American Voting and Elections  
 POLS 30030. Political Participation  
 POLS 30035. Race and Ethnicity in American Politics  
 POLS 30040. Introduction to Public Policy  
 POLS 30045. The State of the American States  
 POLS 30060. American Constitutional Law  
 POLS 40005. The Development of American Political Institutions  
 POLS 40021. Religion and Politics  
 POLS 40025. Schools and Democracy  
 POLS 40040. Public Policy and Bureaucracy  
 POLS 40061. Constitutional Interpretation  
 POLS 40064. Race and the Constitution

### INTERNATIONAL RELATIONS

POLS 30201. American Foreign Policy  
 POLS 30202. War and the Nation-State  
 POLS 30203. On War  
 POLS 30220. Introduction to International Law  
 POLS 30225. The UN and Global Security  
 POLS 30227. Conflict Resolution: Theory and Practice  
 POLS 30228. Terror, Peace, and Other Inconsistencies  
 POLS 30240. International Organizations  
 POLS 30241. NGOs in International Relations  
 POLS 30260. International Political Economy  
 POLS 30264. International Environmental Politics  
 POLS 30265. Politics of Globalization  
 POLS 30266. The Political Economy of Globalization  
 POLS 30280. International Relations in East Asia  
 POLS 30292. U.S.-Latin American Relations  
 POLS 30335. Understanding Change in International Politics  
 POLS 40201. The Diplomacy of U.S. Foreign Policy  
 POLS 40044. Domestic Sources of U.S. Foreign Policy

### COMPARATIVE POLITICS

POLS 30401. Latin American Politics  
 POLS 30403. Latin American Development and Politics  
 POLS 30420. Building the European Union

POLS 30421. European Politics and Institutions  
 POLS 30451. Politics of Southern Africa  
 POLS 30452. Politics of Tropical Africa  
 POLS 30454. Peace and Development in Africa  
 POLS 30465. Chinese Politics  
 POLS 40424. German Politics  
 POLS 40484. Private/Public/Internet  
 POLS 40485. Leadership and Social Change

### POLITICAL THEORY

POLS 30601. Ancient and Medieval Political Theory  
 POLS 30604. Christian Political Thought  
 POLS 30610. The Enlightenment and its Revolutions  
 POLS 30612. Nineteenth-Century Political Theory  
 POLS 30615. American Political Thought  
 POLS 30620. Modern Political Thought  
 POLS 30631. Social Choice and Democratic Theory  
 POLS 30653. Politics and Conscience  
 POLS 30660. Non-Western Political Thought  
 POLS 30668. Feminist Political Thought  
 POLS 30670. Politics and Literature  
 POLS 30727. Theories of Law  
 POLS 40610. Theories of War and Peace  
 POLS 40632. Contemporary Liberal Theory  
 POLS 40633. Liberalism and its Critics  
 POLS 40635. Liberty and Culture  
 POLS 43640. Justice Seminar

### 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.

### JUNIOR SEMINARS

#### POLS 43001. Junior Writing Seminar

The department offers political science majors the opportunity to take a writing seminar in their junior year, including some writing seminars exclusively for juniors. Recent topics have included:

##### *Civil Liberties and Civil Rights*

How do courts decide cases involving civil liberties and civil rights? What rationales support the different interpretations of constitutional rights? How has the doctrine of incorporation affected our understanding of constitutional rights? Why is the concept of neutrality so important in current jurisprudence? How do courts balance formal assumptions and attention to particular situations? The purpose of this seminar is to help answer these and other basic questions about the law and politics of constitutional rights, including freedom of expression, due process, and equal protection.

##### *The Presidency and War*

Do presidents legitimately possess war power? A political scientist from Mars, observing presidents since 1945 might conclude that there is

## POLITICAL SCIENCE

a presidential war power. But does the Constitution vest in the president the power to decide on war? Through readings, discussion, and research papers, the seminar will examine controversies and claims over presidents' decisions to initiate war, and their implications for constitutional checks and balances, for presidential effects on institutions and policies, and, finally, for presidential leadership in other contexts, such as domestic crises.

*European Politics*

In this course on European politics, we will examine the literature on three major issues: regional integration, origins of modern political authority, and industrial political economy. We will seek to understand the origin, current functioning, and possible futures for key European institutions, including the EU, nation-states, social provision, unions, and political parties. Readings on the European Union, monetary politics, Germany, France, and Spain will be drawn from both scholarly sources and contemporary analyses of political events.

**POLS 53001. Senior Writing Seminar**

(3-0-3)

Specific topics and titles vary. Recent offerings have included:

*Religion and the Constitution*

The seminar centers on constitutional cases and other materials relating to the role of religion in American life and society. Students will be asked to write short papers and report on selected constitutional cases related to the First Amendment's religion clauses. These cases and reports will constitute the seminar's main focus. The emphasis is on dialogue and discussion, underscoring the critical importance of the fine art of conversation. Students who have taken American Constitutional Law are especially invited to take the seminar.

*Causes of War*

Why do groups of people systematically kill other groups of people? War is perverse, tragic, and compelling. War's causes must be studied to prevent it when possible and to prepare for it when necessary. This course examines the causes of interstate and intrastate/ethnic war. The central theme and question of the course is assessing the extent to which wars are caused by accidents, misperceptions, and miscalculations. If misperceptions and miscalculations are prime drivers of war, then many policy prescriptions seem to offer the hope of reducing the frequency of war. On the other hand, if the cause of war is more often deliberately aggressive states, groups, and leaders, then must we place our hopes in deterrence alone? We will see as we examine a number of case studies including WWI, WWII, Vietnam, the Gulf War, Rwanda, the former Yugoslavia, and those you research for your papers. We may also cover terrorism, Iraq, Korea, and India-Pakistan, depending on how things unfold.

*U.S. Strategy*

This course explores the key issues of national security policy that the United States is likely to grapple with in the next decade. We will examine core U.S. interests, threats to these interests, and policies for minimizing the danger posed by these threats. Topics include the war on terrorism; prospects for peace and conflict in Europe, the Middle East, and Asia and the U.S. role in maintaining stability in those regions; sources of and policies for dealing with ethnic and civil conflicts; roles and requirements for U.S. conventional forces; U.S. nuclear strategy and force requirements; national missile defense; and the dangers posed by the proliferation of weapons of mass destruction and policies for dealing with these dangers. The course will provide background on the challenges the United States faced during the previous century and the policies it pursued to meet them; and will assess fundamental revisions that are required in the 21st century. While primarily concerned with contemporary strategy questions, the course will explore theoretical issues that provide the foundation for U.S. security policy.

*Current Issues of Globalization*

From McDonalds to the International Space Station to deforestation in Brazil, almost any topical issue can be tied into the globalization debate. Students in this class will first explore theoretically the definition of globalization in its political, economic, and social forms. As a counterpoint to current interpretation of globalization and its effects, a number of readings will cover arguably a greater period of international integration—the late 19th century. The latter part of the course will return to more current globalization issues—in particular issues of state sovereignty, the IMF and World Bank, the WTO, immigration, and the environment.

*Political Philosophy and the American Founders*

This seminar will explore the relations between developments in political philosophy in the 17th and 18th centuries and the thought and deeds of the American founders. Three founders of central importance will be considered: Thomas Jefferson, James Madison, and Alexander Hamilton. They will be treated in connection with the philosophies of Locke, the Scottish moral sense school, Montesquieu, and Hume.

*Other Courses*

POLS 35901. Internship  
 POLS 40800. Research Design and Methods  
 POLS 40810. Quantitative Political Analysis  
 POLS 46902. Directed Readings  
 POLS 47905. Research Apprenticeship  
 POLS 58901. Senior Thesis

**GRADUATE COURSES**

Many graduate courses are open to qualified undergraduates by permission.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the Department of [Political Science](#) heading.

**GRADUATE COURSES**

Many graduate courses are open to qualified undergraduates by permission.

## PROGRAM OF LIBERAL STUDIES

## Program of Liberal Studies

### Chair:

Stephen M. Fallon

*Rev. John J. Cavanaugh, C.S.C., Professors of Humanities:*

Stephen M. Fallon; Frederick J. Crosson (emeritus); Michael J. Crowe (emeritus);

### Professors:

Kent Emery Jr.; Stephen M. Fallon; Walter J. Nicgorski; F. Clark Power; Gretchen Reydams-Schils; Phillip R. Sloan; Henry M. Weinfield

### Associate Professors:

Julia Marvin; G. Felicitas Munzel

### Assistant Professors:

Bernd Goehring; Robert Goulding; Kevin Mongrain; Candida Moss; Pierpaolo Polzonetti; Thomas Stapleford

### Instructor:

Krista Duttenhaver

**Program of Studies.** The Program of Liberal Studies, Notre Dame's Great Books program, offers an integrated 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 separation 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, philosophy, natural and social science, theology, history, and the 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 matters, 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 themselves 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 the relationships among them to develop systematically and also to foster a concern with what unifies or transcends them.

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 curriculum, especially in the tutorial classes. In the final year, all students are required to write a senior 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 in depth a specialized topic of interest.

Despite the program's 68-credit curriculum, program students may carry second majors, supplementary majors, minors, and concentrations, and they may participate in international study programs.

Students normally declare a PLS major by the beginning of April of the first year. Declaration of major forms are available by early March in the department office (215 O'Shaughnessy) and website (pls.nd.edu). Students interested in entering the program are urged to complete the University science and mathematics requirements in the first year. Students may join the program after the beginning of the sophomore year, although this requires one to make up one or more courses.

### 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. Bible and Its Interpretation	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. Music as a Liberal Art	3
33101. Great Books Seminar III	4
Elective	3
	16

#### Second Semester

30202. Literature II: Shakespeare and Milton	3
30302. Political and Constitutional Theory: Ancient and Modern	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
48702. Essay Tutorial	3
Elective	3
	16

##### Second Semester

40302. Metaphysics and Epistemology	3
40412. Science, Society, and the Human Person	3
43102. Great Books Seminar VI	4
48702. Essay Tutorial	2
Elective	3
	15

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Program of Liberal Studies](#) heading.



## PSYCHOLOGY

## Psychology

### Chair:

Daniel Lapsley

### Director of Graduate Studies:

TBD

### Director of Undergraduate Studies:

Anré Venter

### Andrew J. McKenna Professor of Psychology:

John G. Borkowski

### Matthew A. Fitzsimons Professor of Psychology:

Scott E. Maxwell

### Notre Dame Chair in Psychology:

E. Mark Cummings

### Warren Foundation Professor of Psychology:

Scott M. Monroe

### Professors:

Cindy S. Bergeman; John G. Borkowski; Julia M. Braungart-Rieker; Thomas Burish; Laura Carlson; E. Mark Cummings; Jeanne D. Day; George S. Howard; Anita E. Kelly; Daniel K. Lapsley; Scott E. Maxwell; Thomas W. Merluzzi; Scott M. Monroe; Donald B. Pope-Davis; G.A. Radvansky; Thomas L. Whitman; Ke-Hai Yuan

### Associate Professors:

Charles R. Crowell; Kathleen Eberhard; Bradley S. Gibson; Dawn M. Gondoli; Gittaa Lubke; Darcia Fe Narvaez; David A. Smith; Julianne C. Turner

### Assistant Professors:

Ying (Alison) Cheng; Alexandra F. Corning; Gerry Haeffel; Nicole McNeil; Irene Kim Park; Lijuan (Peggy) Wang; Guangjian Zhang; Zhiyong (Johnny) Zhang

### Professional Specialists:

Anré Venter; Mike Villano

**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 (20010), 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 upper-class 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 40xxx level, which are small, in-depth discussion-oriented seminars generally in the instructor's specific area of expertise. All 40xxx-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 40xxx-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 20010, 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 30xxx-level or 40xxx-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 complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Psychology](#) heading.

## Romance Languages and Literatures

### Chair:

Theodore J. Cachey Jr.

### Director of Graduate Studies:

John P. Welle

### Assistant Chair and Director of Undergraduate Studies:

Shauna Williams

### Professors:

José Anadón; Maureen Boulton; Theodore J. Cachey Jr.; JoAnn DellaNeva; Bernard Doering (emeritus); Julia V. Douthwaite; Kristine Ibsen; Carlos Jerez Farrán; Dayle Seidenspinner-Núñez (Associate Dean, Arts and Letters); Alain Toumayan; John P. Welle

### Associate Professors:

Samuel Amago; Thomas Anderson; Paul F. Bosco (emeritus); Ben Heller; Encarnaci—n Juárez-Almendros; Louis MacKenzie; Christian R. Moevs; María Rosa Olivera Williams; Catherine Perry

### Assistant Professors:

Vittoria Bosco (emerita); Patricio Boyer; Sabrina Ferri; Isabel Ferreira Gould; Vittorio Montemaggi; Marisel Moreno; Alison Rice; Juan Vitulli

### Associate Professional Specialists and Concurrent

#### Lecturers:

Geraldine Ameriks, Marie-Christine Escoda-Risto; Janet Fisher-McPeak; Patrick I. Martin; Paul McDowell; Patrick Vivirito; Shauna Williams

### Assistant Professional Specialists and Concurrent

#### Lecturers:

María Coloma; Giovanna Lenzi-Sandusky; Elena Mangione-Lora; Ivis Menes; Odette Menyard; Sandra Teixeira; Andrea Topash Ríos

**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. Minors are offered in French, Italian, and Portuguese. 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.

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 consist of successful completion of 30 credit hours or 10 courses above ROFR 20201. Of these 10 courses, no more than three may be at the 20xxx level (20202 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 40xxx 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. Preapproved 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 credit may not be applied to the major.

#### The Supplementary Major in French and Francophone Studies

The requirements for a supplementary major in French and Francophone Studies consist of successful completion of 24 credit hours or eight courses above ROFR 20201. Of these eight courses, no more than three may be at the 20xxx level (20202 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 40xxx level or above, 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. Preapproved 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 credit may not be applied to the major.

#### The Minor in French and Francophone Studies

The requirements for a minor in French and Francophone Studies consist 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 20xxx level (20300 and above). Required among these five courses are: ROFR 30710 or ROFR 30720 (Survey of French Literature I or II) and one 40xxx-level course in literature or culture from a period not covered by the survey taken (i.e., ROFR 30710 and one 40xxx-level course covering a period after the 17th century, or ROFR 30720 and one 40xxx-level course covering a period before the 18th century). This 40xxx-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. Preapproved courses at the Université Catholique de l'Ouest in Angers (IALH 1.1, 1.2, 4.2, and 6.1) may also fulfill the requirement of ROFR 30710 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 credit may not be applied to the minor.

#### The Honors Track in French

The honors track major consists of 33 credits or 11 courses. In addition to the general requirements for the major, honors track students must complete an 11th course at the graduate level with a grade of A- or higher, in which they will write a substantive research paper, normally in French, which constitutes the honors thesis. By invitation only, highly motivated students may consider the option of taking a semester-long directed reading tutorial as the 11th course, completing an honors thesis under faculty direction.

French majors are admitted to the honors track by invitation, although qualified students may petition for admission in the second semester of their junior

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year. To be eligible for the honors track, students must be first majors with a minimum GPA of 3.8 in French and have completed at least seven courses toward the major by the end of their junior year. They must also receive the written support of a professor in at least one of the required literature courses (ROFR 30310, ROFR 30710, or ROFR 30720). For full consideration, students should contact the assistant chair of the Department of Romance Languages and Literatures no later than March 15 of their junior year; applications from eligible seniors will be accepted through October 1. In order to graduate with honors, students admitted to the honors track should maintain a minimum GPA of 3.7 in French.

### Combined B.A./M.A. 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 B.A./M.A. 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. B.A./M.A. 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 undergraduate program in Italian offers a major, a supplementary major, and an honors track major in each of two possible concentrations: (1) Italian literature and culture; (2) Italian Studies. In addition, the program also offers (3) a minor in Italian, and (4) a combined B.A./M.A. in Italian.

#### (1) *Literature and Culture Concentration*

#### **The Major in Italian: Literature and Culture Concentration**

The major in Italian with a concentration in literature and culture requires 30 credits or 10 courses at the 20xxx level or above, including no more than two 20xxx-level courses (ROIT 20215 counts as two courses for the major), ROIT 30711 (Medieval-Renaissance Italian Literature and Culture), ROIT 30721 (Modern Italian Literature and Culture), ROIT 53000 (Italian Seminar), and a minimum of five elective ROIT courses in Italian literature or culture at the 30xxx or 40xxx level or above. ROIT 30310 (Passage to Italy) is recommended for all majors. A maximum of two of these elective ROIT

courses may be conducted in English or with texts in translation, or may be substituted by courses on Italian subjects originating in other disciplines or departments (for example, architecture, art history, music, or history). Equivalent Italian language, literature, or culture courses from foreign study programs or other universities may be substituted for any of the courses 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: Literature and Culture Concentration**

Supplementary majors in Italian with a concentration in literature and culture are expected to demonstrate competency in the language and to complete 24 credits or eight courses at the 20xxx level or above, including no more than two 20xxx-level courses (ROIT 20215 counts as two courses for the supplementary major), ROIT 30711 (Medieval-Renaissance Italian Literature and Culture), ROIT 30721 (Modern Italian Literature and Culture), ROIT 53000 (Italian Seminar), and a minimum of three elective ROIT courses in Italian literature or culture at the 30xxx or 40xxx level or above. ROIT 30310 (Passage to Italy) is recommended for all supplementary majors. A maximum of two of these elective ROIT courses may be conducted in English or with texts in translation, or may be substituted by courses on Italian subjects originating in other disciplines or departments (for example, architecture, art history, music, or history). Equivalent Italian language, literature, or culture courses from foreign study programs or other universities may be substituted for any of the courses 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 Honors Track Major in Italian: Literature and Culture Concentration**

The honors track major in Italian with a concentration in literature and culture consists of 33 credits or 11 courses, including all the requirements for the major, a GPA in the major of at least 3.7, plus a substantial final essay, to be written in Italian for a graduate course or for ROIT 58000, Honors Thesis Direction, which will constitute the 11th course. Majors are admitted to the honors track by invitation, but qualified students may petition their adviser for admission in the second semester of their junior year. No students will be accepted to the honors track after October 1 of their senior year.

#### (2) *Italian Studies Concentration*

#### **The Major in Italian: Italian Studies Concentration**

The major in Italian with a concentration in Italian Studies requires 30 credits or 10 courses at the 20000 level or above, to be chosen as follows: Five courses must be ROIT courses in Italian language, literature, and culture and taught in Italian, including at least

one of ROIT 30711 (Medieval-Renaissance Italian Literature and Culture) or ROIT 30721 (Modern Italian Literature and Culture), and one course at the 40000 level or above; ROIT 41590 (Italian Theatre Workshop) does not count toward this major. No more than two of these five courses may be at the 20000 level (ROIT 20215 counts as two courses for the major). The other five courses must be on Italian subjects or strictly relevant to Italian culture, but must originate in at least one and no more than three disciplines or departments other than ROIT, such as LLRO, history, art history, classics, FTT, music, or political science (the courses may of course be cross-listed with ROIT). Four of these five courses must be at the 30000 level or above, and include at least one course at the 40000 level or above; no more than one of the five may be at the 20000 level. In order to create a coherent program when selecting these courses, the student will form a committee of one or more faculty advisers, including at least one from ROIT, and must declare the major not later than their junior year. Equivalent 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: Italian Studies Concentration**

The supplementary major in Italian with a concentration in Italian Studies requires 24 credits or eight courses at the 20000 level or above, to be chosen as follows: Four courses must be ROIT courses in Italian language, literature, and culture and taught in Italian, including no more than two courses at the 20000 level; ROIT 41590, Italian Theatre Workshop, does not count toward this supplementary major. The other four courses must be on Italian subjects or strictly relevant to Italian culture, but must originate in at least one discipline or department other than ROIT, such as LLRO, history, art history, classics, FTT, music, or political science (the courses may of course be cross-listed with ROIT). Three of these four courses must be at the 30000 level or above; no more than one may be at the 20000 level. In order to create a coherent program when selecting these courses, the student will form a committee of one or more faculty advisers, including at least one from ROIT, not later than the first semester of their senior year. Equivalent 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 Honors Track Major in Italian: Italian Studies Concentration**

The honors track major with a concentration in Italian Studies consists of 33 credits or 11 courses, including all the requirements for the major in Italian with a concentration in Italian Studies, a GPA in the major of at least 3.7, plus a substantial

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final essay, to be written for a graduate course or for ROIT 58000, Honors Thesis Direction, which will constitute the 11th course. The course or topic will be selected in consultation with the student's advisory committee for the major. Majors are admitted to the honors track by invitation, but qualified students may petition their adviser for admission in the second semester of their junior year. No students will be accepted to the honors track after October 1 of their senior year.

### (3) *The Minor in Italian*

The minor in Italian comprises 15 credits or five courses at the 20xxx level or above, including at least three courses at the 30xxx or 40xxx level. Three of the five courses must be ROIT courses in Italian language, literature, and culture, and taught in Italian; the fourth and fifth courses may be on Italian literature and culture taught in English or with texts in translation, or may be courses on Italian subjects originating in other disciplines or departments (for example, LLRO, art history, architecture, or 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.

### 4) *The Combined B.A./M.A. Program in Italian (Literature and Culture Concentration)*

The Department of Romance Languages and Literatures offers its majors in Italian with a concentration in literature and culture the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Italian. This accelerated program requires students to take 30 credit hours at the 20xxx 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. B.A./M.A. 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 Italian at during their junior year, before registering for the first semester of their senior year.

## PROGRAM IN IBERIAN AND LATIN AMERICAN STUDIES

All majors in Spanish are required to take a core sequence consisting of ROSP 30310 (Textual Analysis) and one course in each of the following

areas of Spanish and Spanish American Literature: ROSP 30710 (Early Peninsular), ROSP 30720 (Modern Peninsular), ROSP 30810 (Early Spanish American) and ROSP 30820 (Modern Spanish American). These courses may be substituted with equivalent senior-level courses with departmental approval. AP credit may not be applied toward the major.

### The Major in Spanish

The major in Spanish requires 30 credits or 10 courses 20202 and above, including the required core sequence described above or equivalents, two senior-level courses, and the Senior Seminar. Equivalent courses from international study programs or other universities may be substituted with departmental approval. 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 Spanish

Supplementary majors in Spanish are required to complete 24 hours or eight courses 20202 and above, including the required core sequence described above or equivalents and one senior-level course. Equivalent courses from international study programs or other universities may be substituted with departmental approval. Fifty percent of the credits for the supplementary major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

### Minor in Portuguese

The minor in Portuguese and Brazilian Studies consists of 15 credits, five courses, 3 credits each. Prerequisites are ROPO 10101 and 10102, or 10103 and 10104, or 10105 and 10106. Requirements include five courses in Portuguese language and Luso-Brazilian literature beyond the prerequisites, ROPO 20201 and 20202, and three additional courses at the 30xxx/40xxx level. Three of the five courses must be in Portuguese language and/or Luso-Brazilian literature, film, and culture taught in Portuguese; the fourth and fifth courses may be on Luso-Brazilian literature, film, and culture taught in English; and the fourth and fifth courses may be on a Portuguese or Brazilian subject in another discipline (for example, anthropology, history, Latin American Studies, FTT, political science, Romance languages and literatures, theology, etc.). Courses from foreign study programs or other universities may be substituted by permission, but at least three courses for the Portuguese minor must be taken in residence at Notre Dame. AP credit may not be applied toward the minor.

### Interdisciplinary Minors

Spanish majors are encouraged to pursue allied courses offered through area studies and other interdisciplinary minors. Spanish courses offer a particularly appropriate complement to the Latin American Studies, Latino Studies, and European Studies

programs. See the section on Interdisciplinary Minors in this *Bulletin* for more details. Majors may also apply one senior-level ROPO course in Luso-Brazilian culture and literature toward their elective credits.

### The Honors Track in Spanish

The honors track major consists of 33 credits or 11 courses. In addition to the general requirements for the major, honors track students must complete an 11th course at the graduate level with a grade of A- or higher, in which they will write a substantive research paper that constitutes the honors thesis. By invitation only, highly motivated students may consider the option of taking a semester-long directed reading tutorial as the 11th course, completing an honors thesis under faculty direction.

Spanish majors are admitted to the honors track by invitation, although qualified students may petition for admission in the second semester of their junior year. To be eligible for the honors track, students must be first majors with a minimum GPA of 3.7 and at least seven courses toward the major. For full consideration, students should contact the coordinator of undergraduate studies no later than March 15 of their junior year; applications from eligible seniors will be accepted through October 1.

### The Combined B.A./M.A. Program in Spanish

The Department of Romance Languages and Literatures offers its majors in Spanish the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Spanish. This accelerated program requires students to take 30 credit hours 20202 and 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. During their fifth year, B.A./M.A. students are eligible for a teaching fellowship, which includes a tuition waiver and a generous teaching stipend. Students should have a strong academic record and should have made substantial progress toward their Spanish major 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 senior-level courses in the other area;
- (2) Textual Analysis in one program;
- (3) Two 40xxx-level courses in each program (if the survey requirement in Spanish is fulfilled with two senior-level courses, these courses may count for the senior-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. For Italian or Portuguese placement, please contact the department. The normal prerequisite for a 30xxx-level course is at least one 20xxx-level course or permission of the instructor. The normal prerequisite for a 40xxx-level course is at least one 30xxx-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 placement examination information from the Department of Romance Languages and Literatures.

#### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Romance Languages and Literatures](#) heading.**

## Sociology

#### Chair:

Rory McVeigh  
*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  
*William R. Kenan Jr. Professor of Sociology:*  
 Christian Smith

#### Professors:

Mark Berends; Fabio B. Dasilva (emeritus); Robert M. Fishman; Eugene W. Halton; Rory McVeigh; Daniel Myers; J. Samuel Valenzuela; Andrew J. Weigert; Michael R. Welch

#### Associate Professors:

William J. Carbonaro; Kevin J. Christiano; David S. Hachen Jr.; David M. Klein (emeritus); Richard A. Lamanna (emeritus); David Sikkink; Jackie Smith; Lynette P. Spillman; Richard A. Williams

#### Concurrent Assistant Professor:

Mark L. Guntz

#### Assistant Professors:

Jessica Collett; Larissa Fast; Sean Kelly; Mary Ellen Konieczny; Omar Lizardo; Atalia Omer; Juliana Sobolewski; Jason Springs; Erika Summers-Effler

#### Adjunct Instructor:

Russell S. Faeges

#### Adjunct Assistant Professor:

Charles Pressler; Mim Thomas

#### Director of Undergraduate Studies:

Ann R. Power

#### Associate 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 U.S. 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) Students must take a minimum of 31 credit hours (usually 10 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.

(b) Central to the requirements for the major are the following four courses:

SOC 30900. Foundations of Sociological Theory  
 SOC 30902. Methods of Social Research  
 SOC 30903. Statistics for Social Research  
 SOC 33090. Proseminar (1 credit)

The above required courses should be taken as soon as possible, especially before taking any 4xxx-level courses.

(c) Each major must take a minimum of three 4xxx-level lecture or seminar courses. Internships (SOC 45000) and Directed Readings in Sociology (SOC 46000) do not fulfill this requirement.

(d) Each major must also acquire at least 12 credits of sociology elective courses, usually consisting of four 3-credit courses. These courses may be at any level, 10xxx–4xxxx.

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 studies, 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 Program; 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.

The department has an active Epsilon Chapter of Alpha Kappa Delta, the international sociology honor society. Students interested in the various phases of the program are encouraged to contact

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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 topics, to becoming professionally active while in college, and to student interests in society, as well as to purely social activities.

**Sociology Undergraduate Honors Track.** The Sociology Department offers an honors track to students who excel in their sociological studies. Students must have taken at least one introductory course in sociology and be recommended by a faculty member. Interested students may also initiate the process by contacting the director of undergraduate studies. Identified students will receive a letter of invitation from the director of undergraduate studies to participate in the program. In addition to the usual requirements of the sociology major, students in the honors track are required to take at least one graduate-level course in sociology once they have completed the required 30xxx-level courses. When appropriate, a student may be given permission to take the graduate-level statistics sequence rather than beginning with the undergraduate statistics course (SOC 30903). In their senior year, students in the sociology honors track are required to enroll in the Sociology Capstone Project (SOC 48009) for at least one semester and, under faculty mentors, carry out independent research projects. Students will complete a senior honors thesis based on this research and submit their manuscripts to *Sociological Voices* or another journal for publication. Participants are also expected to attend at least one regional sociology conference during their junior or senior year. Continuation in the program is subject to periodic review.

**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, going over students' writing, holding in-class writing workshops, and giving opportunities to do re-writes than in other courses. The department's 43xxx-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*. *Sociological Voices* is a student-managed journal dedicated to publishing

sociological research by undergraduate students at Notre Dame. It serves as a forum where undergraduates can publish and receive recognition for scholarly accomplishments.

**Course Listings by Area of Research Focus.** The following is a list of courses offered by the Sociology Department, organized by research focus. Students are encouraged (but not required) to choose at least one area of concentration in the major in order to deepen their knowledge of that area. Students are also encouraged to pursue research opportunities within their area of concentration.

#### GENERAL INTRODUCTIONS TO SOCIOLOGY

10002. Understanding Societies  
10033. Introduction to Social Problems  
10722. Introduction to Social Psychology

#### REQUIRED COURSES FOR SOCIOLOGY MAJORS

30900. Foundations of Social Theory  
30902. Methods of Social Research  
30903. Statistics for Social Research  
33090. Sociology Proseminar

#### INDIVIDUAL WORK WITH FACULTY/SUPERVISOR

45000. Sociology Internship  
46000. Directed Readings in Sociology  
48000. Directed Research in Sociology  
48001. Community-Based Research  
48009. Sociology Honors Capstone Project

#### CLASS, GENDER, RACE, ETHNICITY

20810. Gender Roles and Violence in Society  
20838. Social Inequality  
30806. Race and Ethnicity  
30846. Today's Gender Roles  
43839. Unequal America

#### CRIMINOLOGY, DEVIANCE, and SOCIAL CONTROL

20732. Introduction to Criminology  
20740. Sociology of Terrorism  
30743. Sociology of Deviance  
40701. Sociology of Law  
40743. Deviant Behavior  
43730. Crime and Deviance in Ideological Perspectives  
43732. Controversies and Crises in Modern Criminology  
43752. Theoretical Criminology

#### CULTURE

20100. Introduction to Cultural Sociology  
20101. Sociology of Sexual Behavior  
20720. Social Psychology  
30109. Sociology of Culture  
30151. Popular Culture  
40001. Time and Society  
43113. Cultural Sociology  
43171. Materializations of America

#### DEMOGRAPHY

43402. Population Dynamics

#### ECONOMICS

20501. Globalization and Social Movements  
20502. Today's Organizations  
20533. Responding to World Crisis  
30514. Social Movements  
30564. Global Sociology

30567. Chile in Comparative Perspective  
43517. Conflict Resolution: Theory and Practice  
43524. Employment in a Changing Economy  
43553. Building Democratic Institutions  
43558. Comparing European Societies  
43563. Nationalism and Globalization  
43564. Global Sociology  
43590. Sociology of Economic Life  
48501. Analysis of Collective Contention I  
48502. Advanced Analysis of Collective Contention II

#### EDUCATION

20228. Social Inequality and American Education  
20260. Religion and Schooling in American Society  
30237. Sociology of Teaching  
43240. Research on School Effects

#### FAMILY

20342. Marriage and Family  
43333. Sociology of Divorce and Remarriage  
43342. Family Development  
43345. World Families and Gender  
43346. Family Problem Solving  
43377. Families and Their Interrelationships with Gender

#### LATINO STUDIES

20479. Introduction to Latinos in American Society  
43162. The Aesthetics of Latino Cultural Expression  
43404. International Migration: Mexico and the United States  
43473. Latinos in American Society  
43479. International Migration and Human Rights

#### RELIGION

30672. Religion and Social Life  
30675. Religion, Modernity, Secularization, Religious Persistence  
43600. Religion and Classical Social Theory  
43662. Religion and American Society

#### SOCIAL PSYCHOLOGY

10722. Introduction to Social Psychology  
20722. Introduction to Social Psychology  
33001. Society, Self, and Catholic Social Tradition  
43719. Self, Society, and the Environment  
43774. Society and Identity

#### THEORY/METHODOLOGY

23901. Power and Identities  
30910. Environmental Sociology  
33904. Workshop: Professional Writing and Publishing in Sociology  
43948. Sociology of the Body  
45900. Special Practicum in Journal Publishing  
48002. Doing Sociology: Quantitative Senior Research Practicum  
48701. Research on Moral Decision Making

#### SUMMER ONLY

30019. Sociology of Sport  
43849. Sociology of Masculinity

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Sociology](#) heading.

**Graduate Courses.** Senior majors may take any 60000-level graduate course with the permission of the instructor.

**Theology***Chair:*

John C. Cavadini

*Crowley-O'Brien Professor of Theology:*

Rev. Richard P. McBrien

*Catherine F. Huisiking Professor of Theology:*

Rev. Brian E. Daley, S.J.

*Catherine F. Huisiking Professor of Theology:*

Cyril J. O'Regan

*John A. O'Brien Professor of Theology:*

Lawrence S. Cunningham

*John A. O'Brien Professor of Theology:*

Rev. John S. Dunne, C.S.C.

*John A. O'Brien Professor of Theology:*

Jean Porter

*John A. O'Brien Professor of Theology:*

Eugene C. Ulrich (on leave spring 2010)

*John A. O'Brien Professor of Theology:*

James C. VanderKam (on leave fall 2009)

*John Cardinal O'Hara Professor of Theology:*

Gustavo Gutierrez, O.P.

*Notre Dame Professor of Pastoral and Hispanic Theology:*

Rev. Virgilio P. Elizondo

*Theodore M. Hesburgh, C.S.C., Professor of Philosophy and Theology:*

Rev. David B. Burrell, C.S.C. (emeritus)

*Walter Professor of Theology:*

David E. Aune

*William K. Warren Professor of Catholic Theology:*

Rev. John P. Meier

*William K. Warren Professor of Catholic Theology:*

Rev. Thomas F. O'Meara, O.P. (emeritus)

*Professors:*

Gary Anderson (on leave calendar year 2010); Ann Astell (on leave fall 2009); Gerard F. Baumbach (concurrent); Joseph Blenkinsopp (emeritus); Rev. Paul F. Bradshaw (London Program); Keith J. Egan (adjunct); Josephine M. Ford (emerita); Mary Catherine Hilbert, O.P.; Rev. Maxwell E. Johnson; Charles Kannengiesser (emeritus); M. Cathleen Kaveny; Robert A. Krieg; Rev. Edward A. Malloy, C.S.C.; Timothy Matovina (on leave 2009–10); Nathan Mitchell; Rev. Jerome Neyrey, S.J. (emeritus); Rev. Robert S. Pelton, C.S.C. (concurrent); Rev. Gregory Sterling; William Storey (emeritus); Lawrence Sullivan (on leave 2009–10); Randall Zachman (on leave 2009–10)

*Research Professor:*

Robert Gimello

*Associate Professors:*

J. Matthew Ashley (on leave calendar year 2010); John C. Cavadini; Mary Rose DiAngelo; Rev. Michael S. Driscoll; David Fagerberg (on leave fall 2009); Jennifer Herdt; Blake Leyerle; Bradley J. Malkovsky; Gerald P. McKenny; Rev. Don McNeill, C.S.C. (concurrent); Rev. Leon Mertensotto, C.S.C. (emeritus); Rev. Matthew Miceli, C.S.C. (emeritus); Rev. Edward O'Connor, C.S.C. (emeritus); Rev. Paulinus Odozor, C.S.Sp.; Rev. Hugh R. Page; Rev. Mark

Poorman, C.S.C.; Gabriel Reynolds; Maura Ryan; Joseph Wawrykow; Todd Whitmore (on leave 2009–10); Robin Darling Young

*Assistant Professors:*

David A. Clairmont; Rev. Daniel Groody, C.S.C.; Rev. Paul V. Kollman, C.S.C.; Michael (Tzvi) Novick; Margaret Pfeil; Abraham (Avi) Winitzer

*Professional Specialists:*

Regina Coll, C.S.J. (emerita); Rev. Eugene F. Gorski, C.S.C.; Janice M. Poorman; F. Ellen Weaver (emerita)

*Associate Professional Specialists:*

Rev. Michael E. Connors, C.S.C.; 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;

## THEOLOGY

supplementary majors take 19 hours. Each of these majors combines formally required courses and electives. To count in the major, a course must be 3 credits and graded. The two University requirements (6 credits) are generally prerequisite for upper-level courses, but see department for specific details.

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 (first-year) 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 40108—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 (first-year) 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 40108—Hebrew Scriptures or New Testament

Electives (9 hours at the upper 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 Honors 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 within 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 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 20xxx, 30xxx, or 40xxx level. The minor in theology is accepted by many parochial schools as adequate preparation for secondary school teaching.

**Contact information**

You may reach the director of undergraduate studies in Theology, through Dorothy Anderson at the departmental office:

(574) 631-7811  
Anderson.6@nd.edu  
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 40108 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 both 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.

**PHILOSOPHY AND THEOLOGY JOINT MAJOR*****Director:***

Director of Undergraduate Studies, 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 informed 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 requirements in the 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 or Latin.) 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 40xxx level, there should be an equal distribution in the electives between theology and philosophy. However, students 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 20201, and 20xxx-level course (University-required courses; a higher-level course may be substituted for the latter).



## SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

PHIL 30301 and 30302. History of Philosophy I and II.

PHIL 30313. Formal Logic.

**Requirements in Theology:**

THEO 10001 or 20001 and 20xxx-level course (University-required courses).

THEO 40201 and 40202. Christian Traditions I and II.

THEO 40101 or 40108. Upper-division scripture course.

Plus:

Classical language (normally Greek)—two semesters.

Joint seminar.

Senior thesis.

18 credit hours of electives (up to six of these may be additional hours in language study).

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Theology](#) heading.

## 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.

### CENTER FOR ASIAN STUDIES

*Director:*

Howard Goldblatt, Research Professor

The program in Asian Studies introduces students to the complexity of the continent of Asia. Students select courses in a wide variety of fields, such as anthropology, East Asian languages and cultures, economics, film, television, and theatre, history, political science, and psychology. The Center for Asian Studies also provides enriching activities such as lectures, films, gatherings, and grant opportunities to students interested in Asia.

Students with the supplementary major or the minor in Asian Studies will be very desirable employees of international business or accounting firms, nongovernmental organizations, and service organizations. They will be well prepared for graduate school in a discipline, or for professional school such as law or business. The supplementary major and the minor in Asian Studies provide recognition of students' training in this significant region of the world.

### THE SUPPLEMENTARY MAJOR IN ASIAN STUDIES

The supplementary major in Asian Studies emphasizes the study of Asia as an integral part of the world today. Students study both its history and current aspects of culture, society, politics, literature, language, religion, etc. Required classes stress an interdisciplinary perspective through cross-listed classes found throughout Notre Dame.

Through the interdisciplinary nature of the major, classes draw from a broad range of topics, enabling the student to come away with a holistic and comprehensive study of Asia, including both humanistic and social scientific approaches to study.

Finally, the program culminates in the senior year with a capstone essay on a student-chosen topic and advised by a faculty member. The curriculum requires 26 credit hours in addition to one year of language study.

*Requirements for the Supplementary Major:*

*Prerequisite:* One year of study of an Asian language (9–10 credit hours)

Asia-related courses from each of the following disciplines: (Total of 23 credit hours)

At least one semester of an Asian language beyond the first year (3–5 credit hours)

One social science (anthropology, economics, political science, psychology, or sociology) (3 credit hours)

One humanities (theology, philosophy, or English) (3 credit hours)

One history: one class in ancient, early, or modern history (3 credit hours)

One literature (3 credit hours)

Two general electives (fine arts highly recommended) (6 credit hours)

Capstone project during the senior year (3 credit hours)

### GENDER STUDIES SUPPLEMENTARY MAJOR AND MINOR

*Director:*

Pamela Robertson Wojcik

*Program Coordinator:*

Linnie Caye

**Objectives.** Gender Studies is an interdisciplinary academic program in the College of Arts and Letters at Notre Dame. Gender Studies analyzes the significance of gender—and the cognate subjects of sex, sexuality, race, ethnicity, class, religion, and nationality—in all areas of human life, especially in the social formation of human identities, practices, and institutions. Gender Studies gives scholars the methodological and theoretical tools to analyze gender and its cognates in their chosen disciplines in the arts, humanities, social sciences, and natural sciences. Gender Studies also provides its students and alumni with an intellectual framework in which the analysis of gender and its cognates can be creatively and critically applied to their personal, familial, professional, and civic roles. In the context of the Catholic identity of Notre Dame, Gender Studies facilitates the study of the intersection of gender and religion in the shaping of ethics, culture, and politics. Alongside our diverse array of courses drawn from across the University, our summer internship and academic-credit internship programs emphasize the holistic and practical life applications of a Gender Studies education at Notre Dame.

**Course Requirements.** Students in the supplementary major are required to complete 24 credit hours distributed as follows: GSC 10001/20001 Introduction to Gender Studies (3 credits); GSC 10002/20002 Introduction to Feminist and Gender Theory (3 credits); one Gender Studies “diversity” course (3 credits); one Gender Studies “humanities” course (3 credits); one Gender Studies “social science” course (3 credits); GSC 45001 Gender Studies Senior Internship or GSC 48001 Gender Studies Senior Thesis (three credits); plus two other Gender Studies courses (6 credits).

## SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

Students in the minor are required to complete 15 credit hours distributed as follows: one introductory Gender Studies course, either GSC 10001/20001 Introduction to Gender Studies, or GSC 10002/20002 Introduction to Feminist and Gender Theory (3 credits), plus four other Gender Studies courses (12 credits).

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Gender Studies](#) heading.

**THE GLYNN FAMILY 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 instructors for honors sections are chosen from the most outstanding faculty 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 also taken during these years. In the fall of the senior year, there is an "Honors Thesis/Research Seminar," which is followed by the "Moral Problems 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:*

Vicki Toumayan  
Assistant Dean  
College of Arts and Letters

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 or 24 credits of transfer credits for transfer students.

Since students should aim to take the Medical/Dental College Admissions Tests in the spring semester of the junior year, students should have completed the following courses by that time: MATH 10350–10360, BIOS 20201–20202 and lab, CHEM 10171–10172 and lab, CHEM 20273–20274 and lab, and PHYS 30210–30220 and lab. 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 20303), Biochemistry (CHEM 40420), Physiology (BIOS 30344 or BIOS 40421), Cell Biology (BIOS 30341), or Microbiology (BIOS 40401). Biochemistry (CHEM 40420) and Physiology (BIOS 33044 or BIOS 40421) are strongly recommended. CHEM 20204, MATH 20340, and PHYS 20140 do not count toward the first three upper-level science electives.

Research, special studies, and directed readings do not count toward the first three science electives.

All curricular advising in reference to the ALPP major is conducted by the ALPP advisor in 104 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 A	4
CHEM 10171 and lab. Chemical Principles	4
Foreign Language	3
First Philosophy/First Theology	3
Physical Education	-
	17

*Second Semester*

University Seminar	3
MATH 10360. Calculus B	4
CHEM 10172 and lab. Organic Structure	4
Foreign Language	3
History/Social Science	3
Physical Education	-
	17

**Sophomore Year***First Semester*

College Seminar	3
BIOS 20201 and lab. General Biology A	4
CHEM 20273 and lab. Reactivity and Synthesis	4
Foreign Language	3
Arts and Letters Major or Elective	3
	17

*Second Semester*

Arts and Letters Major or Elective	3
BIOS 20202 and lab. General Biology B	4
CHEM 20274 and lab. Chem/Periodic Table	4
First Theology/First Philosophy	3
Arts and Letters Major or Elective	3
	17

**Junior Year***First Semester*

PHYS 30210 and lab. Physics I	4
Science Elective	3
Arts and Letters Major	3
Arts and Letters Major	3
Social Science	3
	16

## SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

<i>Second Semester</i>	
PHYS 30220 and lab. Physics II	4
Science Elective	3
Arts and Letters Major	3
Arts and Letters Major	3
Literature	3
—	16

**Senior Year**

<i>First Semester</i>	
Science Elective	3
Arts and Letters Major	3
Arts and Letters Major	3
Second Theology/Second Philosophy (Medical Ethics)	3
History	3
—	15

<i>Second Semester</i>	
Arts and Letters Major	3
Arts and Letters Major	3
Second Philosophy/Second Theology	3
Fine Art	3
Arts and Letters Major or Elective	3
—	15

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section.

**COMPUTER APPLICATIONS PROGRAM***Director:*

Charles R. Crowell

*Assistant Director and Director of Advising:*

Louis J. Berzai

*Faculty:*

Kevin Barry; Louis J. Berzai; Mike Chapple; Christopher G. Clark; Amy Coughlin; Charles R. Crowell; Kenneth Dye; Donald K. Irmiger III; Patrick Miller; Tom Monaghan; John Nunemaker; Raymond G. Sepeta; John F. Sherman; Steve Smith; Jeff Succi; John C. Treacy

The Computer Applications Program (CAPP) was established as a supplementary major in the College of Arts and Letters as a way to provide undergraduate students with formalized training in computing. An important mission of CAPP is to provide undergraduate majors with proficiency in various facets of computing and information technology as a supplement to their primary majors and as a springboard for further professional education or a career in a technology-related field. Technology, Business, and Society (TBS) is a complementary skills program, which is very similar to a minor. Both programs serve as a window to Notre Dame undergraduates to the worlds of technology and business.

CAPP, established in the 1970s, been a highly successful programs for arts and letters students. In terms of post-graduate job placements, the CAPP experience has been very attractive to employers, which has enabled students to be competitive in the job market. Even more important, however, has been the impact of CAPP on the lives of our majors as they move on to further education or directly into their careers. CAPP graduates commonly report that the experiences and skills they gained from the program have been extremely beneficial in the years since their graduation. TBS is a relatively new program, but student feedback so far has been very positive.

Both CAPP and TBS have three important educational goals for students. One is to provide students with sufficient knowledge of and exposure to technology that they understand the important role it plays in both personal and professional domains. As part of this understanding, students acquire a certain minimum proficiency with computing and information technology systems in two ways: By becoming acquainted the “languages” of technology used to develop technology-based systems; and by getting practice in the application of such systems to solve important problems or create functional tools.

A second goal of CAPP and TBS is to sensitize students to the ethical issues raised by contemporary uses of computing and information technology. In this goal we follow the recommendations of a recent national steering committee of computing and technology professionals who saw such learning as integral to the undergraduate educational experience. Students, therefore, take one required course from among several options in this curriculum area.

Finally, CAPP and TBS aim to increase awareness of the important and pervasive ways in which technology affects both personal and professional domains within today's society. A new relatively new curriculum category, Technology and Society, offers courses through which students become more aware of the broader influence and impact of technology on their lives.

Also relatively new to the CAPP and TBS curricula is a foundational course in business knowledge. This course, taught by an experienced business professional, gives students an overview of the concepts and terminology critical to success in the business world. For CAPP, this course is an elective; for TBS, it is required.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Computer Applications](#) heading.

**TECHNOLOGY, BUSINESS, AND SOCIETY—COMPLEMENTARY SKILLS PROGRAM**

	Hours
I. Programming Language	3
II. Technology Application	3
III. Business Knowledge	3
IV. Technology-Related Ethics	3
V. Technology and Society	3

**CAPP and TBS Comparison**

<b>CURRICULUM CATEGORY</b>	<b>TYPES OF COURSES</b>	<b>CAPP REQUIRES</b>	<b>TBS REQUIRES</b>
Programming Languages	Visual Basic; JavaScript; Web Development with CSS	2	1
Technology Applications	Introduction to Computers; MIS; Systems Analysis; E-Business Strategies; La tele-novela; Multimedia Technology; Building the Modern Web; CAD for the Stage; 3-D Modeling; Music through Technology; Database Programming with Oracle	4	1
Business Knowledge	Foundations of Business Thinking		1
Technology Related Ethics	Current Trends in Computer Applications	1	1
Technology and Society	The Internet and Society; Information Security	1	1
Total Courses ( <i>hours</i> )		8 (24)	5 (15)

## SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

**DUAL-DEGREE PROGRAM WITH THE COLLEGE OF ENGINEERING***Advisors:*

Cathy Pieronek  
 Director of Academic Affairs  
 College of Engineering  
 Ava Preacher  
 Assistant Dean  
 College of Arts and Letters

**Program of Studies.** 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.

<b>University Requirements</b>	<i>Credit Hours</i>
Philosophy	6
Theology	6
Composition	3
University Seminar+	(3)
History	3
Social Science	3
Literature or Fine Arts*	3
Mathematics (MATH 10550, 10560)	8
Natural Science (CHEM 10171, 10122)	7
	—
	39

**Arts and Letters Requirements**

CSEM 23101	3
Literature or Fine Arts*	3
History or Social Science*	3
Language**	6/9
Major (minimum)	27
	—
	42/45

**Engineering Requirements**

MATH 20550, 20580	7
PHYS 10310, 10320	8
EG 10111, 10112	6
	—
	21

**Engineering Program**

Engineering degree program (required courses and program or technical electives)	66/72
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**Total**

168/177

**Schematic Program of Studies**

<b>First Semester</b>	
FYC 13100. Composition	3
History/Social Science*	3
MATH 10550. Calculus I	4

CHEM 10171. General Chemistry —Fundamental Principles	4
EG 10111. Introduction to Engineering Systems I	3
Physical Education	—
	17

**Second Semester**

University Seminar+	3
PHYS 10310. General Physics I	4
MATH 10550. Calculus II	4
CHEM 10122. General Chemistry —Biological Processes††† ‡	3
EG 10112. Introduction to Engineering Systems II	3
Physical Education	—
	17

**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
CSEM 23101. College Seminar	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
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
Engineering Program	3
	—
	18

*Ninth Semester*

Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	—
	18

*Tenth 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.

†††Chemical engineering intents take CHEM 10172 in place of CHEM 10122.

## EDUCATION

### Elementary Education

The Notre Dame student taking elementary education at Saint Mary's College must also complete a Notre Dame major along with the University and 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 must also 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 should apply to the department the first semester of the sophomore year, but in some cases may start as late as the first semester of the junior year.

Students in the College of Arts and Letters, contact education advisor Dr. Vicki Toumayan at 574-631-8636 for more information and help with planning. Students in the College of Science, contact Dr. Kathleen Cannon at 574-631-5812.

## 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, C.S.C. (theology); Jay Dolan (history); Rev. Patrick Gaffney, C.S.C. (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 long-standing 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 U.S. 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 U.S. 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. (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 (3 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 neoconservatives).
2. Immersion in professional context. Each student will find a placement in a location similar to that 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. Here, 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).
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

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

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 cross-listed with other departments.

Contact: Prof. Todd David Whitmore,  
E-mail: Whitmore.1@nd.edu

### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Catholic Social Tradition](#) heading.**

### 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 around 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 the remaining semesters. Students should be in good academic standing and demonstrate a strong interest in issues related to the causes and consequences of learning, schooling, and educational policy.

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, 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, ESS 43640, the Senior Research Seminar, in the fall semester of their senior year. As a capstone, this class provides students with an opportunity to build upon and extend the work they have completed in

fulfilling the requirements for the minor. Students will design and execute an original research project and write a paper of at least 25 pages. This research will be guided by a writing-intensive process (i.e., drafts, revisions, peer review when appropriate, and individual consultations between the professor and students).

The faculty work closely with students on postgraduate planning, including employment, graduate or professional school, or service opportunities.

**Director:** Prof. Stuart Greene, Phone: 574-631-7098  
**Person to see:** Nancy McAdams, Phone: 574-631-0985, 120C Institute for Educational Initiatives, E-mail: nmcadams@nd.edu.

### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [University](#) section under the [Institute for Educational Initiatives](#) heading.**

### GENDER STUDIES MINOR

*Director:*

Pamela Robertson Wojcik

*Program Coordinator:*

Linnie Caye

**Objectives.** Gender Studies is an interdisciplinary academic program in the College of Arts and Letters at Notre Dame. Gender Studies analyzes the significance of gender—and the cognate subjects of sex, sexuality, race, ethnicity, class, religion, and nationality—in all areas of human life, especially in the social formation of human identities, practices, and institutions. Gender Studies gives scholars the methodological and theoretical tools to analyze gender and its cognates in their chosen disciplines in the arts, humanities, social sciences, and natural sciences. Gender Studies also provides its students and alumni with an intellectual framework in which the analysis of gender and its cognates can be creatively and critically applied to their personal, familial, professional, and civic roles. In the context of the Catholic identity of Notre Dame, Gender Studies facilitates the study of the intersection of gender and religion in the shaping of ethics, culture, and politics. Alongside our diverse array of courses drawn from across the University, our summer internship and academic-credit internship programs emphasize the holistic and practical life applications of a Gender Studies education at Notre Dame.

**Requirements.** Students in the minor are required to complete 15 credit hours, distributed as follows: one introductory Gender Studies course, either Introduction to Gender Studies GSC 10001/20001 or Introduction to Feminist and Gender Theory GSC 10002/20002 (3 credits), plus four other Gender Studies courses (12 credits).

### HESBURGH PROGRAM IN PUBLIC SERVICE

*Director:*

Martine De Ridder

The health of American society is closely related to good public policy, competent, ethical public service, and leadership. 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 exercise leadership roles 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 leadership and public service of Notre Dame's President Emeritus, Rev. Theodore Hesburgh, C.S.C.

The Hesburgh Program offers an interdisciplinary curriculum in public policy designed to inform students about the dimensions of policy making, 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 public service. An introduction to American politics (POLS 10100, 20100, or equivalent) and an introduction to economics (ECON 10011, 20011, or equivalent) are prerequisites to the Hesburgh Program course of study. To be admitted, students should have completed or be in the process of completing these requirements. A conditional admit may be granted to allow for completion of the prerequisites during a student's sophomore year of studies.

The public policy minor involves 15 hours of course work. The "gateway" course to the program is HESB 20010, Introduction to Public Policy, normally taken in the second semester of the sophomore year. As sophomores and juniors, Hesburgh minors choose three electives drawn from each of three categories of courses approved by the program. These are research skills, values, and institutions and processes. During the senior year, students who have been on a summer internship will register for the research seminar, HESB 43020, that builds on their field experience. Other students will take one of several senior-level policy seminars identified by the program each semester.

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.

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

Students selected as Lyman interns are aided by the program's director in securing appropriate internships in Washington, D.C., or their home state. Lyman interns receive financial help to defray their cost of living while interning.

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.

Many of our courses are offered through cross-listings with various arts and letters departments such as American Studies, Anthropology, Computer Applications, Economics and Policy Studies, History, Philosophy, Psychology, Political Science, Sociology, and Theology.

For more information, visit our website at [nd.edu/~hesprg/](http://nd.edu/~hesprg/).

**Person to see:** Dr. Martine De Ridder, Director Hesburgh Program in Public Service  
E-mail address: [Martine.M.DeRidder.1@nd.edu](mailto:Martine.M.DeRidder.1@nd.edu).

#### Prerequisites

ECON 10010 or 20010 or 20011. Principles of Micro Economics  
HESB 20000. American Politics  
HESB 20001 or POLS 20100. American Politics  
HESB 20002. Principles of Microeconomics Gateway Course  
HESB 20010. Introduction to Public Policy (Spring)

#### Research Tools

HESB 30100. Methods of Sociological Research.  
HESB 30101. Statistics for Social Research  
HESB 30102. Intermediate Micro Theory  
HESB 30103. Quantitative Political Analysis  
HESB 30104. Statistics for Economics  
HESB 30105. Game Theory  
HESB 30106. How to Do Political Research

#### Values

HESB 20210. U.S. Latino Spirituality  
HESB 20211. Rich, Poor, and War  
HESB 20212. War, Law, and Ethics  
HESB 20213. Catholic Social Thought  
HESB 20214. Ethics of Energy Conservation  
HESB 20215. Medical Ethics/Biomedical Ethics  
HESB 20216. Corporate Conscience  
HESB 24202. Catholic Social Teaching  
HESB 30212. War, Law, and Ethics  
HESB 30214. Nationalism  
HESB 30217. American Political Thought  
HESB 30218. Civil Liberties  
HESB 30219. American Intellectual History I  
HESB 30221. Morality and Social Change in U.S. History

HESB 30222. Modern Political Thought  
HESB 30223. Political Pathologies  
HESB 30224. American Intellectual History II  
HESB 30225. Introduction to Christian Ethics  
HESB 30227. Faction: A Perennial Problem of Politics  
HESB 30228. Health Care Ethics for the 21st Century  
HESB 30229. Conscience, Calling, and Character  
HESB 30230. Religion and Social Life  
HESB 30231. Moral Problems  
HESB 30232. Morality and Modernity  
HESB 30233. Philosophy of Religion  
HESB 30234. Continental Political Thought  
HESB 30235. Democracy and Its Critics  
HESB 30236. Ethics and Business  
HESB 30237. Medical Ethics  
HESB 30238. Philosophical Reflections on Christian Beliefs  
HESB 30239. Environmental Philosophy  
HESB 30240. Feminist Political Thought  
HESB 30241. Contemporary Political Theory  
HESB 30242. Religious Factor in U.S. Culture  
HESB 30243. Self and Society  
HESB 30244. World Religions and Catholicism in Dialogue  
HESB 30245. Political Theory  
HESB 30246. Science, Technology, and Society  
HESB 30247. War, Peace, and Conscience  
HESB 30248. Catholics in America  
HESB 30249. Feminist and Multicultural Theologies  
HESB 30250. Utopias and Dystopias  
HESB 30251. Ecology, Ethics, and Economics  
HESB 30252. Christianity and World Religions  
HESB 30253. Popular Culture/Religious Change  
HESB. 30254. Moral Limits of a Free Market  
HESB 30255. Original Intent and Freedom of Religion

Institutions and Processes  
HESB 20445. Social Inequality and American Education  
HESB 30400. American Congress  
HESB 30401. Presidential Leadership  
HESB 30406. U.S. Labor History  
HESB 30408. Ethnicity in America  
HESB 30410. U.S. since WWII  
HESB 30411. Race, Ethnicity, and Power  
HESB 30421. Race/Ethnicity and American Politics  
HESB 30422. Social Problems  
HESB 30423. Political Participation  
HESB 30425. Economics of Poverty  
HESB 30426. Today's Gender Roles  
HESB 30427. American Political Parties  
HESB 30435. Medicine and Public Health in U.S. History  
HESB 30437. Constitutional Law  
HESB 30438. Social Movements  
HESB 30439. State of American States  
HESB 30441. Race and Ethnicity  
HESB 30442. Home Fronts During War  
HESB 30449. Constitutional Interpretation  
HESB 30450. Labor Economics

HESB 30451. Leadership and Social Responsibility  
HESB 30452. Contentious Politics and Resistance Movements  
HESB 30456. Jacksonian U.S.: Pol/Soc/Cul  
HESB 30457. Environmental History  
HESB 30458. African American History II  
HESB 30461. Schools and Democracy  
HESB 30462. Race, Ethnicity, and Racism in Modern America  
HESB 30465. Religion and Politics In Comparative Perspective  
HESB 30466. Leadership and Social Change  
HESB 30467. Information Security  
HESB 30468. Civil Rights Movements  
HESB 30469. Public Policy/Narrative Nonfiction  
HESB 30470. Sport in History  
HESB 30471. History of Western Medicine  
HESB 30472. Mexican-American History  
HESB 30473. U.S. Foreign Policy Since 1945  
HESB 30474. Crime, Heredity, Insanity In U.S.  
HESB 30475. Public Budget Expenditure Policy  
HESB 30477. Sociology of Teaching  
HESB 30478. Global Economic History  
HESB 30479. Technology of War and Peace  
HESB 30480. Labor and America Since 1945  
HESB 30481. American Voting and Elections  
HESB 30482. On War  
HESB 30483. Politics of Money and Banking  
HESB 30484. Intermediate Economic Theory  
HESB 30485. Economics of Aging  
HESB 30486. Introduction to Political Economy  
HESB 30487. Population Dynamics  
HESB 30488. The Internet and Society  
HESB 30489. Gender Roles and Violence in Society  
HESB 30490. International Migration and Human Rights  
HESB 30491. Employment in Changing Economy  
HESB 30492. Consumerism in Modern American, 1880s to Present  
HESB 30493. New U.S. Nation, 1781-1848  
HESB 30494. Religion and American Politics  
HESB 30495. Development of American Political Institutions  
HESB 30496. American Men, American Women  
HESB 30497. Great Depression  
HESB 30498. Politics of Educational Policy  
HESB 30499. Public Opinion and Political Behaviour  
HESB 30500. War and the Nation-State  
HESB 30501. Witnessing the Sixties  
HESB 30502. Critical Issues in U.S. History  
HESB 30503. Global Sociology  
HESB 30505. Multicultural Education in the New Millennium  
HESB 30506. Sociology of Terrorism  
HESB 30508. Black Chicago Politics  
HESB 30509. Men, Women, and Work  
HESB 30510. Mixed-Race America  
HESB 30511. The City in American Culture  
HESB 30512. Foundations of Sociological Theory  
HESB 30513. The U.S. in the 1960s  
HESB 30514. Anthropology of Race

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

HESB 30515. Immigration in Global Perspective  
 HESB 30516. European Cultures and Societies  
 HESB 30517. Education Innovations in Diverse Contexts of Poverty  
 HESB 30518. Environmental Politics  
 HESB 30519. Church and State in American Constitutional Law and Politics  
 HESB 30520. Judicial Politics  
 HESB 30521. The Political Economies of Authoritarian Rule  
 HESB 30522. Environmental Sociology  
 HESB 30523. Time and Society  
 HESB 30524. Sociology of Law  
 HESB 30525. Gender and Society  
 HESB 30526. Business, Economics, and Culture  
 HESB 30527. Foundations of Political Anthropology  
 HESB 30528. Law and Religion in U.S. History  
 HESB 30529. The Politics of Poverty and Social Welfare  
 HESB 30530. Economics of the Law  
 HESB 30531. African American Politics: The End or the Beginning  
 HESB 30532. Patriotism and Cosmopolitanism  
 HESB 30534. Lincoln's American, 1809–65  
 HESB 30535. Religion and Schooling in American Society  
 HESB 30536. Domestic Sources of U.S. Foreign Policy  
 HESB 30537. International Law  
 HESB 30538. International Political Economy  
 HESB 40416. U.S. Presidents FDR to Clinton  
 HESB 40417. Comparing European Societies  
 HESB 40420. Current Trends in Computer Applications  
 HESB 43554. Education and Development in a Global Era

Post-Internship Seminar  
 HESB 43020. Research Seminar in Public Policy

Senior Policy Seminars  
 HESB 43502. Self, Society and Environment  
 HESB 43503. Race Gender and Women of Color  
 HESB 43509. Cultural Aspects of Clinical Medicine  
 HESB 43515. Families and Their Interrelation w/Gender  
 HESB 43516. Confronting Homelessness  
 HESB 43524. Unequal America  
 HESB 43526. Research on School Effects  
 HESB 43527. Global Sociology  
 HESB 43528. Migration, Education, Assimilation: Three Forces  
 HESB 43529. Labor Relations Law  
 HESB 43530. Problems in Political Economy  
 HESB 43531. Economics and the Law  
 HESB 43532. Economics of Science  
 HESB 43533. Society and Identity  
 HESB 43534. Sociology of Economic Life  
 HESB 43535. Crime and Deviance in Ideological Perspective  
 HESB 43536. Cultural Sociology

HESB 43537. Environmental Justice  
 HESB 43538. Bio-Medical Ethics and Public Health Risk  
 HESB 43539. Collective Bargaining: Public Sector  
 HESB 43540. International Migration and Human Rights  
 HESB 43541. Religion and American Society  
 HESB 43542. Race, Ethnicity, and Education in the Midwest  
 HESB 43543. Health, Healing, and Culture  
 HESB 43544. Society, Self, and Catholic Social Tradition  
 HESB 43545. Social Stratification in the United States  
 HESB 43546. Black Politics in Multiracial America  
 HESB 43547. Controversies and Crises in Modern Criminology  
 HESB 43548. Marxian Economic Theory  
 HESB 43549. Race and Ethnicity in Public Education  
 HESB 43550. Research on School Effects  
 HESB 43551. Materializations of America  
 HESB 43552. History of Economic Thought  
 HESB 43553. Leadership in Catholic Education  
 HESB 43554. Education and Development in a Global Era  
 HESB 43555. Building Democratic Institutions  
 HESB 43556. Religion and Classical Social Theory  
 HESB 43557. Anthropology of Globalization

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Hesburgh Program in Public Service](#) heading.

**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; Media Criticism; and News in American Life. 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, the Walter H. Annenberg-Edmund P. Joyce Professor of American Studies and Journalism. An advisory committee of Notre Dame graduates in journalism helps guide the program. Members include Tom Bettag, former senior executive producer, *ABC News Nightline*; Sarah Childress, Africa correspondent, *The Wall Street Journal*; Bill Dwyre, sports columnist, *The Los Angeles Times*; John W. Gallivan, former chairman of the board of the Kearns-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, editor of Poynter Online, Poynter Institute for Media Studies; Anne Thompson, chief environmental correspondent, *NBC News*; and Kelley Tuthill, reporter, WCVB-TV, Boston.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Gallivan Program in Journalism, Ethics, and Democracy](#) heading.

**LATINO STUDIES***Director and Assistant Provost:*

Gilberto Cárdenas  
 Julian Samora Chair in Latino Studies

**Program of Studies.** The College of Arts and Letters offers a minor and a supplementary major in Latino Studies in conjunction with any undergraduate major from any college at the University.

Latino Studies centers around the study, analysis, and understanding of the varied experiences of the Latino population in the United States. Its scope is broad and it strives to incorporate various disciplines in its approach.

The Latino presence is deeply rooted in American history. In the latter half of the 19th century the numbers of Latinos in the United States grew exponentially—in the aftermath of the Mexican American War (1848), with the expansion of the American Southwest and the inclusion within U.S. borders of what had previously been Mexican territory, and the Cuban Spanish American War (1898), with the annexation of Puerto Rico. During the next century Mexicans crossed the border and Puerto Ricans traveled to the mainland to find work



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and, in many cases, to make their homes. The 20th century also saw waves of immigration from Cuba, the Dominican Republic, and Central and South America, a trend that continues today as the U.S. Latino population becomes increasingly diverse.

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/acclulturation 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.

As 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 (3 credits), practicum course (3 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.**

#### Practicum Course

(3 credit hours, required for Latino Studies minor)  
In this course, usually taken during their senior year, students will complete a practicum that will include directed research/reading on an Institute project, class discussion, and experiential work in the Latino community. Students will have the option of choosing and designing a project, regardless of their major, in keeping with their interests. They will carry out the project under the direction of a faculty mentor starting in the fall semester. A written report and a class presentation will complete this academic experience. Methods and analytical frameworks will vary depending on the student and faculty advisors. The practicum could be substituted by an approved similar course.

#### Elective Courses

(9 elective credit hours)  
Students must take two out of three courses at the 30xxx–40xxx level unless they receive special permission from their faculty advisor. In addition, students must choose their electives from within at least two major subjects in Latino Studies, e.g., health, business, social science, theology, political science, literature, and visual arts, except for the following two cases.

Students who are pursuing Spanish language proficiency (not minor or major) may replace one elective (three credit hours) with a 20xxx-level Spanish course. Students may also replace one elective (three credit hours) from a field comparable to Latino Studies (e.g., Gender Studies, Latin American Studies, or African American Studies) as long as at least one-fourth of the course content includes Latino Studies. A list of appropriate courses will always be available for students.

**Supplementary Major in Latino Studies.** The supplementary major in Latino Studies consists of 24 credit hours, including the completion of the gateway course ILS 20701 (3 credits), senior seminar (3 credits), 12 credit hours of six Latino Studies course work, and six 6 credit hours of open electives.

Three of six open elective credit hours must be chosen from Latino Studies courses. The three remaining credit hours may be a Spanish language course. This open elective will give students the opportunity to further develop their Spanish language skills (non-Spanish majors only) or, with the approval of the faculty advisor in Latino Studies, they may elect a course from a field comparable to Latino Studies (e.g., Gender Studies, Latin American Studies, or Africana Studies).

Although there is no Spanish language requirement, all Latino Studies majors will be strongly encouraged to learn to speak, read, and write Spanish or strengthen their Spanish language skills as well as to participate in study abroad programs in Spanish-speaking countries.

#### Introductory “Gateway” Course

ILS 20701—3 credit hours, required for Latino Studies minor and major; open to all Notre Dame students

#### Senior Seminar in Latino Studies

(3 credit hours; required for Latino Studies supplementary major)  
The senior seminar is a capstone course for the supplementary major in Latino Studies. The centerpiece of the course is a seminar paper that students research and write on a subject and discipline of their choice or possibly a topic among the institute's research projects. The course will include directed, independent study and research with a Latino Studies faculty member resulting in a substantial and original research paper of 15 to 20 pages. The students will participate in an annual symposium where they will present their work.

#### Required Courses

(12 credit hours of 30xxx–40xxx level Latino Studies courses)  
These required courses must be distributed in four major components: history, literature, social science, and theology courses.

#### Open Elective Courses

(6 credit hours)  
The remaining six credit hours are considered open electives. Three credit hours must be taken from Latino Studies courses. The three remaining credit hours may be in Spanish (non-Spanish majors only) or, with the approval of the faculty advisor in Latino Studies, students may elect a course from a field comparable to Latino Studies (e.g., Gender Studies, Latin American Studies, or Africana Studies).

The following represents a sample list of courses offered in previous terms and in spring 2008:

ILS 20701. Introduction to Latinos in American Society  
ILS 20702. Topics on Race in the Americas  
ILS 20800. U.S. Latino Spirituality  
ILS 20900. Spanish for Heritage Speakers  
ILS 30xxx. Chicanas in the Visual Arts  
ILS 30101. Caribbean Diaspora  
ILS 30201. Latinos: Wealth, Inequality, and Asset-Building Policies  
ILS 30300. Latino History  
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 30309. The American Intersections of Latino/a Writing  
ILS 30310. Contemporary Latino/a Caribbean Literature  
ILS 30401. Mexican-American History  
ILS 30703. Migration, Race, and Ethnicity in Twenty-First-Century America  
ILS 30706. Toward Equity and Excellence in Education: A Review of Pedagogical

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- and Policy Approaches from 1950 to Present
- ILS 30900. Nations in Motion: Latino/Latina Literature in the United States
- ILS 35801. Hispanic Leadership Intern Program
- ILS 40101. Mexican Migration and Transnationalism in South Bend
- ILS 40101. Race, Ethnicity, and Power
- ILS 40232. Latin Film: Culture, God, and Redemption
- ILS 40301. The Politics of Memory in Contemporary Latino/Latina Literature
- ILS 40304. Latino Literature and Visual Culture
- ILS 40406. Latinos and Christianity
- ILS 40600. Latino Psychology
- ILS 40700. International Migration: Mexican and U.S. II
- ILS 40706. Latinos in American Society
- ILS 40707. International Migration and Human Rights<sup>o</sup>
- ILS 40710. Aesthetics of Latino Cultural Expression
- ILS 40712. Legacy of Exile: Cubans in the United States
- ILS 40713. Latino Economic Development: Research and Policy
- ILS 40714. Social Demography of the U.S. Latino Population
- ILS 40716. Latino Religion and Public Life: Exploring the Social Impact of the Latino Church
- ILS 40801. Theology and Popular Piety in U.S. Catholicism
- ILS 40802. Culture, Religion, and Evangelization
- ILS 40804. Latino Film: Culture, God, and Redemption
- ILS 40900. New Readings in Modern Caribbean Literature
- ILS 40901. Cuban Literature

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [University](#) section under the [Institute for Latino Studies](#) heading.

**LITURGICAL MUSIC MINISTRY**

This 18-credit minor consists of three 3-credit courses in theology and two 3-credit courses in music, plus 3 credits of music lessons or approved ensembles, to be selected in consultation with the student's music advisor. Contact the director of undergraduate studies in the Department of Theology.

**MEDIEVAL 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 are required to take five courses, including the introductory course, *The World of the Middle Ages*, and three or four electives in Medieval Studies drawn from at least two of the 11 affiliated departments: (Anthropology; Art, Art History, and Design; Classics; English; German and Russian Languages and Literatures; History; Music; Philosophy; Political Science; Romance Languages and Literatures; and Theology). The Medieval Studies Advanced Seminar (3 credits) is recommended as one of the five courses, in lieu of a medieval elective, on a space-available basis. Courses counted toward a student's major may not be used for the minor.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Medieval Institute](#) heading.

**PEACE STUDIES**

*Director of Academic Programs:*  
Jaleh Dashti-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 practice 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 courses into three related 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 a writing-intensive 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 writing-intensive 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]  
[elective]  
IIPS 43101 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 writing-intensive 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 43101 Senior Seminar

For Peace Studies undergraduate courses, the THIRD digit in the IIPS course number indicates the following:

If it is 1, the course is REQUIRED.  
If it is 2 or 3, the course is an IIPS elective.  
If it is 4 or 5, the course is Area A.  
If it is 6 or 7, the course is Area B.  
If it is 8 or 9, the course is Area C.

Electives for the supplementary major may be taken from IIPS electives or any course from Areas A, B, or C.

An alphabetical list of courses by area is available on the Kroc Institute website: [kroc.nd.edu/programs/undergraduate/index.shtml](http://kroc.nd.edu/programs/undergraduate/index.shtml).

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [University](#) section under the [Institute for International Peace Studies](#) heading.

**Information on Peace Studies.** Peace Studies at Notre Dame is centered in the Kroc Institute for International Peace Studies (in the Hesburgh Center for International Studies). Information on courses available each semester, faculty fellows in Peace Studies, and ongoing activities in Peace Studies can be found on the institute's website, [kroc.nd.edu](http://kroc.nd.edu).

### 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 cross-listed 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 curriculum 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 Toumayan, Department of Romance Languages, [Alain.P.Toumayan.2@nd.edu](mailto: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 Paul Weithman (philosophy), Mary Keys (political science), John Roos (political science), Philip Mirowski (economics), Jennifer Warlick (economics), James Sullivan (economics), Dan Philpott (political science), and Alexandra Guisinger (political science). 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 (cross-listed 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.

Contact: PPE director John Roos, Department of Political Science, [roos.1@nd.edu](mailto:roos.1@nd.edu).

### 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, cross-listed 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.

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

**POVERTY STUDIES***Director:*

Jennifer Warlick

*Codirector:*

Mary Beckman

*Affiliated Faculty:*

Louis Ayala, Political Science  
 David Betson, Economics and Policy Studies  
 Jay Brandenberger, Center for Social Concerns and Psychology  
 John Borkowski, Psychology  
 Kasey Buckles, Economics and Econometrics  
 William Carbonaro, Sociology  
 Jessica Collett, Sociology  
 Charles Craypo, Economics  
 Amitava Dutt, Economics and Policy Studies  
 Benedict Giamo, American Studies  
 Daniel Graff, History and Law  
 Judy Fox, Law  
 William Leahy, Economics and Policy Studies  
 Rev. William Lies, C.S.C., Center for Social Concerns and Political Science  
 Rahul Oka, Anthropology  
 Melissa Paulsen, Gigot Center  
 Margaret Pfeil, Theology  
 Richard Pierce, African Studies  
 Ann Power, Sociology  
 Karen Richman, Institute of Latino Studies  
 Marc Rodriguez, History and Law  
 Valerie Sayers, English  
 Naunihal Singh, Political Science  
 Jackie Smith, Kroc Institute and Sociology  
 Juliana Sobolewski, Sociology  
 James Sullivan, Economics and Econometrics  
 Sophie White, American Studies  
 Todd Whitmore, Theology  
 Charles Wilber, Economics  
 Richard Williams, Sociology  
 Martin Wolfson, Economics and Policy Studies

The Poverty Studies Interdisciplinary Minor (PSIM) contributes to Notre Dame's mission by requiring its students to examine poverty, social injustice, and oppression from the perspectives of the social sciences, the humanities, and law.

PSIM explicitly recognizes the interlocking nature of the causes of poverty and the problems of low-income families and individuals, and provides a framework that assists students in making the links between the contributions of the social sciences, humanities, and the law. It also helps student contextualize their personal interactions with low-income populations and the institutions that serve them, and make the connections between classroom lessons and real-world experiences.

PSIM features a gateway course that introduces students to the nature, causes, and consequences of poverty. PSIM is an appropriate supplement to every major at the University because it is designed to help students understand how their future civic and political activity and professional work—in almost any area—will invariably impinge on disadvantaged

persons and communities. Once students finish the gateway course, they move on to three experiential learning credits and three elective courses. The final requirement is a capstone seminar or a special research project.

**Requirements.** An interdisciplinary minor in Poverty Studies consists of 16 or 1 credit hours, including a required gateway course (3 credits); three or four credits of experiential learning, depending on the option chosen (service learning, community-based research, or immersion); six credit hours of elective coursework selected from a list of courses approved by the director on the advice of the affiliated faculty; and a 3-hour senior capstone seminar or special studies/senior thesis.

**Gateway course (3 credits).** PS 10000/20000. The gateway course introduces students to academic research about the nature, causes, and consequences of poverty. Throughout, the readings and lectures reveal the collaboration across the various disciplines, enhances our understanding of what it means to be poor and of the array of interlocking problems that lead to poverty, and guides the formulation of policies to prevent and alleviate poverty. Although the emphasis is on the poor citizens of the United States, the lessons (such as the methodology for measuring poverty) cross cultural boundaries and have relevance for poverty in other parts of the world, including the developing nations.

**Experiential learning (3 credits).** The experiential learning requirement is designed to get students into the field where the concepts discussed in classrooms come to life and disciplinary boundaries are challenged. Experiential learning enhances a student's understanding of poverty and prepare students for the final capstone experience, whether it is the capstone seminar or an independent research project. The experiential learning requirement may be satisfied by satisfactorily completing one of the following options:

- three designed 1-credit Center for Social Concerns seminars; or
- three 1-credit semester-long internships (approximate XX hours per semester) with community agencies and organizations serving the poor, or
- one approved 3-credit community-based learning research course.

**Three 1-credit seminars offered by the Center for Social Concerns.** Participating in CSC seminars is a well-established tradition among Notre Dame students. PSIM students may satisfy the experiential learning requirements by bundling three Center for Social Concerns 1-credit experiential learning seminars with PS 300001. When choosing this option, students must take the Urban Plunge (THEO 33963/CSC 33963), the Appalachia Seminar (THEO 33950/CSC 33950), and one of the following:

- Border Issues (THEO 33966/ILS 30804 01/CSC 33966)

- Children and Poverty Seminar (PSY 23090/CSC 23090)
- Environmental Justice and Human Rights (AFAM 33601/CSC 33976)
- Holy Cross Mission in Hispanic Ministry (THEO 33969E/ILS 30803/CSC 33969#0)
- Lives in the Balance: Youth, Violence, and Society Seminar (CSC 33980)
- Migrant Seminar (THEO 33967/CSC 33967)

**Three 1-credit semester-long internships.** Each semester, many Notre Dame students engage in 1-credit internships with community agencies and organizations working to improve the well-being of low-income individuals and families. Three semesters of internship with the same or different agencies satisfy this requirement.

**One 3-credit community-based research course/project.** This requirement may be fulfilled during the academic year satisfactorily by completing a regularly scheduled course with a community-based research component, or by participating in a summer service-learning project sponsored by the Center for Social Concerns, or by completing a Shepherd Program summer internship enhanced by the addition of an academic component similar to CSC's summer service-learning courses.

**Electives (6 credits).** Two 3xxxx- or 4xxxx-level courses from the list of approved Poverty Studies minor electives.

**Capstone Experiences (3 credits).** As the final step in the PSIM, students may choose either to enroll in the capstone seminar or to undertake a 3-credit special studies project directed by one of the affiliated faculty.

**Capstone Seminar (3 credits).** PS 40000. The capstone seminar is topic-oriented drawing on literature from multiple disciplines. The students will be from different major and will share the perspectives of their major disciplines as well as their varied experiences in the field, thus ensuring the interdisciplinary nature of the inquiry. Experts with diverse perspectives and professional experiences will join the seminar as special guests.

**Special studies capstone option (3 credits) PS 40001.** Students may also opt for an intense research or other intellectual experience by enrolling in special studies with one of the minor's affiliated faculty. In this case, the students will produce a project (manuscript, work of art, composition, poster board display of research results, etc.) that can be displayed, and will present this project to the members of PSIM at a special colloquium held in the spring semester of each academic year.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Poverty Studies](#) heading.

## RELIGION AND LITERATURE

### Director:

Jesse M. Lander

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 20xxx 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 (30xxx–40xxx) 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. Jesse M. Lander, Decio 203.

## COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Religion and Literature](#) heading.**

## SCIENCE, TECHNOLOGY, AND VALUES

### Director:

Gregory L. Macklem

### 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  
Christopher Hamlin, History  
Don Howard, Philosophy  
David Ladouceur, Classics  
Dian Murray, History  
Thomas Schlereth, American Studies  
Phillip 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  
Maura Ryan, Theology  
David Solomon, Philosophy  
Leopold Stubenberg, Philosophy  
Robert Wolosin, Anthropology (adjunct)

#### Assistant Professor:

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 technology; 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. Nearly all STV courses are cross-listed.

## CORE COURSE

20556. Science, Technology and Society

### Cluster One: Human Dimensions of Science and Technology

20103. Death and Dying  
20115. Gender, Politics, and Evolution  
20120. Alcohol and Drugs  
20124. Memoirs of Madness  
20125. Philosophy and Science Fiction  
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  
30132 Environmental History  
30142. History of Ancient Medicine  
30146. History of Communication Technologies  
30152. History of Western Medicine  
30153. History of Psychiatry  
30154. Gender and Science  
30155. History of Photography to WWII  
30157. Introduction to the Philosophy of Biology  
34162. History of Science and Technology in Britain (taught in London only)  
30175. Environmental History  
30181. Science and Medicine in the Islamic World  
30189. Philosophical Issues in Physics  
33195. Technology and Social Change  
40113. Computer as Social Phenomenon  
40118. Witchcraft and Occult 1400–1700.  
40119. Monsters, Cyborgs, and Other

## AREA STUDIES MINORS

Created Bodies  
 40126. Philosophy of Cognitive Science  
 40130. Crime, heredity, Insanity in the U.S.  
 40135. Philosophy of Science  
 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  
 40155. Christ and Prometheus: Evaluation/Technology  
 40157. Philosophy of Biology  
 40166. History of Modern Astronomy  
 40167. Global Food Systems  
 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  
 43134. Addiction, Science, and Values  
 43136. Nature in America  
 43169. Darwinian Revolution  
 43171. History and Conceptual Foundations of Space/Time

Cluster Two: Science, Technology, and Ethics

20216. Biomedical Ethics and Public Health Risk  
 20221. Biomedical 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  
 30201. Introduction to Clinical Ethics  
 40175. Ethical and Professional Issues in Computer Science and Engineering  
 40216. Biomedical Ethics and Public Health Risk  
 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  
 30382. Technology of War and Peace  
 33370. Economics of Science  
 34366. Medical Practice and Policy UK (Taught in London)  
 40319. Self, Society, and Environment  
 40357. Computers, Ethics, and Public Policy  
 43328. Science Policy and Politics  
 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  
 20421. Writing Speculative Fiction  
 20431. Philosophy and Cosmology: A Revolution  
 20435. Ethics of Energy Conservation

20441. Environmental Studies  
 20452. Ethics, Ecology, Economics and Energy  
 20461. Nuclear Warfare  
 30445. Technologies and Shaping of America  
 30476. Place, Environment, and Society in Australia and Melanesia  
 40401. The Future of Energy  
 40402. Wireless Communications: The Technology and Impact of 24/7. Connectivity  
 40403. Nanotechnology: Opportunities and Challenges  
 40424. Technology and Development in History  
 40498. Energy and Climate  
 43400. Science, Technology, and Values in Contemporary Society  
 43409. Evolutionary Psychology and the Sacred  
 43414. Abortion, Euthanasia, and Capital Punishment  
 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.

Contact Gregory L. Macklem, STV Program office, 309 O'Shaughnessy Hall. Web address: [nd.edu/~stv](http://nd.edu/~stv).

**COURSE DESCRIPTIONS**

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Science, Technology, and Values](#) heading.**

## 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, Korean, 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 to continue their African interest 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).

**ASIAN STUDIES**

*Director:*

Howard Goldblatt

The program in Asian Studies introduces students to the complexity of the continent of Asia. They select courses in a wide variety of fields, such as anthropology, East Asian languages and cultures, economics, film, television, and theatre, history, political science,

## AREA STUDIES MINORS

and psychology. The Center for Asian Studies also provides enriching activities such as lectures, films, gatherings, and grant opportunities to students interested in Asia.

Students with the supplementary major or the minor in Asian Studies will be very desirable employees of international business or accounting firms, nongovernmental organizations, and service organizations. They will be well prepared for graduate school in a discipline, or for professional school such as law or business. The supplementary major and the minor in Asian Studies provide recognition of students' training in this significant region of the world.

### THE MINOR IN ASIAN STUDIES

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 the world's most populous continent. The Minor in Asian Studies is a very appropriate accompaniment to majors in anthropology, East Asian languages and cultures, history, political science, economics, or other arts and letters departments. It is also suitable for students in the Mendoza College of Business.

This interdisciplinary minor requires four courses in Asian Studies (12 credit hours) 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 and overseen by the director of 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 in order to plan their courses wisely. They should also meet with the director each semester to select approved courses.

#### Requirements for the Minor:

Prerequisite: One year relevant Asian language (9–10 credit hours)

- Four Asian Studies courses, from at least three different departments (12 credit hours)
- Capstone project during the senior year (3 credit hours)

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be

found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Center for Asian Studies](#) heading.

### THE MINOR IN EUROPEAN STUDIES

*Director:*

A. James McAdams

#### The Institute

Stretching from the Atlantic Ocean to the Ural Mountains, Europe plays a critical role in global affairs. The ongoing expansion of the European Union is helping to unite many countries and people in a traditionally diverse region. As future leaders, Notre Dame students need to know about European history, politics and culture in order to succeed in the contemporary world.

The Nanovic Institute for European Studies is committed to enriching the intellectual culture of Notre Dame by creating an integrated, interdisciplinary home for students and faculty to explore the evolving ideas, cultures, beliefs, and institutions that shape Europe today.

#### The Minor

Administered by the Nanovic Institute, the Minor in European Studies (MES) allows students to explore topics of interest and relevance in the field of European Studies. Through both coursework and independent study, students will examine the politics, history, and culture of Europe.

The program has three component requirements:

- completion of four upper-division courses from three different departments in approved areas of European Studies
- one semester of European language study beyond the College of Arts and Letters requirement
- a capstone thesis essay on a topic within European Studies, to be completed during the senior year

#### Other Undergraduate Support

The Nanovic Institute also administers a wide range of undergraduate grant programs. European Studies minors and other undergraduates wishing to travel to Europe to conduct research, carry out internships, pursue advanced language study, or to complete other academic initiatives are encouraged to apply for support.

For more information, interested students should consult the institute's website at [nanovic.nd.edu](http://nanovic.nd.edu)

### IRISH STUDIES

*Director:*

Christopher Fox

The Keough-Naughton 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, anthropology, 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; 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; sociology; politics; 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-Naughton 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-Naughton 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.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the

## AREA STUDIES MINORS

[College of Arts and Letters](#) section under the [Keough-Naughton Institute for Irish Studies](#) heading.

### DEPARTMENT OF IRISH LANGUAGE AND LITERATURE

The only one of its kind in North America, the Department of Irish Language and Literature gives undergraduates the opportunity to complete a minor in Irish language and literature. The minor teaches students Irish, the indigenous language of Ireland and the voice of the oldest vernacular literature in Europe. It also allows them to engage Irish culture in its native language.

Officially launched on October 1, 2004, by His Excellency Noel Fahey, Irish Ambassador to the United States of America, the Department of Irish Language and Literature recognizes Notre Dame's commitment to the Irish language and the centrality of Irish to the academic discipline of Irish Studies.

Students pursuing a minor in Irish language and literature are required to complete the following courses:

Demonstrate advanced proficiency in the Irish language (by passing Intermediate Irish and Advanced Irish Translation IRL/IRST 20201 and IRL 20203).

Complete three literature courses offered by the Department of Irish Language and Literature.

#### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Irish Language and Literature](#) heading.

#### LATIN AMERICAN STUDIES PROGRAM

*Director:*  
Jaime Ros

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 courses such as 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 [kellogg.nd.edu/students/lasp](http://kellogg.nd.edu/students/lasp), or call Holly Rivers, assistant director, at 631-6023.

#### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Arts and Letters](#) section under the [Department of Latin American Studies](#) heading.

#### RUSSIAN AND EAST EUROPEAN STUDIES

*Directors:*

Alyssa Gillespie and Semion Lyandres

The interdisciplinary minor in Russian and East European Studies enables students to enrich their understanding of this rapidly changing and strategically important region of the world through a robust offering of courses in language, literature, history, politics, art, anthropology, film, music, and economics, while also encouraging firsthand experience of the area through study abroad during a summer or semester. Throughout the academic year, the Program in Russian and East European Studies sponsors a full slate of cultural activities—including film series and visits to musical events and art exhibits—that allow students to expand their knowledge of the region beyond the scope of their coursework. In addition, the Russian and East European Studies lecture series brings nationally and internationally renowned scholars to campus to share their latest research in fields pertinent to the minor; these lectures are tailored to the undergraduate audience and often tie in closely with courses currently being taught or program-sponsored cultural events. Russian and East European Studies

cooperates closely with the Department of German and Russian, History, and other participating departments to sponsor a monthly Russian language table and a variety of social gatherings.

#### Minor

The core of the program is a minor in Russian and East European Studies. The minor offers students interdisciplinary training that builds upon their foreign language study and complements their major field. Completion of the minor requires the following: (1) at least three semesters (or the equivalent) of college-level Russian or another approved Central or East European language (German will be accepted in certain cases); (2) four additional courses (12 credits) in Russian and East European area studies, taken in residence at Notre Dame and distributed over at least three departments (no more than one of these courses may be a language course, chosen from Intermediate Russian II, Advanced Russian I or II, or the equivalent); (3) a senior thesis directed by a member of the Russian and East European Studies faculty (students will receive 1.5 credits in the fall semester for preparation of the thesis and 1.5 credits in the spring semester for writing the thesis); (4) three 1-credit courses (graded satisfactory/unsatisfactory) chosen from Language Across the Curriculum tutorials, cultural enrichment offerings in Russian and East European Studies (RU 47100), and/or a research apprenticeship in political science on a REES-related research project (POLS 47905).

#### COURSES IN RUSSIAN AND EAST EUROPEAN STUDIES

##### ANTHROPOLOGY

ANTH 30395. Russian Realms: Societies and Cultures of Eastern Europe and Beyond  
ART, ART HISTORY, AND DESIGN

ARHI 20250. Introduction to Early Christian and Byzantine Art

ARHI 20441. Twentieth-Century Art I (1900-1955)

ARHI 30213. Art into History: Byzantine Art  
ARHI 30441. Twentieth-Century Art I (1900-1955)

ARHI 43200. Seminar: Topics in Early Christian and Byzantine Art

##### ECONOMICS

ECON 30220. Marxian Economic Theory

##### FILM, TELEVISION, AND THEATRE

FTT 30246. Post-Soviet Russian Cinema

##### HISTORY

HIST 30408. The Holocaust

HIST 30466. Adolf Hitler and Nazi Germany

HIST 30470. Medieval and Early Modern Russia

HIST 30471. Early Imperial Russia (1700-1861)

HIST 30472. Late Imperial Russia

HIST 30473. Early Twentieth-Century Russian History: 1894-1945

HIST 30474. Russian History since 1939

HIST 30475. Twentieth-Century Russia: War and Revolution

HIST 30483. History of Eastern Europe in the 20th Century



## AREA STUDIES MINORS

HIST 30495. Twentieth-Century Polish History  
 HIST 30553. History and Cinema in East-Central Europe  
 HIST 43557. Modern European Revolutions  
 HIST 43560. Communist Europe

## MUSIC

MUS 40023. Twentieth-Century Russian Composers: Skryabin, Stravinsky, Prokofiev, Shostakovich  
 MUS 50130. Film Music

## POLITICAL SCIENCE

POLS 30202. War and the Nation-State  
 POLS 30420. Building the European Union  
 POLS 30488. Transitions to Democracy  
 POLS 34536. The Changing Face of Central/Eastern Europe  
 POLS 40424. German Politics  
 POLS 40472. Soviet and Post-Soviet Russia

## RUSSIAN LITERATURE AND CULTURE

*In English:*

RU 30101. Literature of Imperial Russia I (1800–1860)  
 RU 30102. Literature of Imperial Russia II (1860–1899)  
 RU 30103. Literature of the Russian Revolution (1900–1927)  
 RU 30104. Literature of the Russian Dissidence (1925–1990)  
 RU 30201. Dostoevsky  
 RU 30202. Tolstoy  
 RU 30301. Confessions of Saints, Sinners, and Madmen in Russian Literature  
 RY 30510. One Thousand Years of Russian Culture  
 RU 30515. Russian Realms: Societies and Cultures of Eastern Europe and Beyond  
 RU 33301. The Brothers Karamazov  
 RU 33401. A Space for Speech: Russian Women Memoirists  
 RU 33450. Progress, Prosperity, (In) Justice: The Plight of the Individual in Nineteenth-Century Literature  
 RU 33520. Post-Soviet Russian Cinema

*In Russian:*

RU 43101. Nineteenth-Century Russian Literature  
 RU 43102. Twentieth-Century Russian Literature  
 RU 43110. Introduction to Russian Poetry  
 RU 43204. Pushkin  
 RU 43208. Chekhov  
 RU 43405. Russian Romanticism  
 RU 43416. Modernity in Shorts  
 RU 43450. Models of Exile  
 RU 43501. St. Petersburg as Russian Cultural Icon

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ROBERT L. BERNER JR. <i>Winnetka, Illinois</i>	EDWARD D. LEWIS <i>West Palm Beach, Florida</i>	FRANKLIN D. SCHURZ JR. <i>South Bend, Indiana</i>
RAYMOND B. BIAGINI <i>Chevy Chase, Maryland</i>	MICHAEL R. LINDBURG <i>Loudonville, New York</i>	JULIA J. SCHWARTZ <i>Granger, Indiana</i>
DAVID L. BOEHNEN <i>St. Paul, Minnesota</i>	EARL L. LINEHAN <i>Ruxton, Maryland</i>	DAVID F. SENG <i>Dawsonville, Georgia</i>
MATTHEW A. BOMBERGER <i>New Castle, Washington</i>	JUSTIN R. LIU <i>Hermosa Beach, California</i>	CHARLES E. SHEEDY <i>Houston, Texas</i>
RAYMOND J. BON ANNO <i>Denver, Colorado</i>	F. JOSEPH LOUGHREY <i>Columbus, Indiana</i>	MARGARET SHIELDS <i>Wyomissing, Pennsylvania</i>
GEORGE W. BOTT JR. <i>Hamlin, New York</i>	JOHN R. MADDEN <i>Oak Brook, Illinois</i>	MARK S. SHIELDS <i>Chevy Chase, Maryland</i>
JENNIFER M. BRADLEY <i>Cambridge, Massachusetts</i>	ROBERT D. MAROTTA <i>Columbus, Ohio</i>	NICHOLAS C. SPARKS <i>New Bern, North Carolina</i>
BRIAN R. BRADY <i>Elkhart, Indiana</i>	F. GERARD McGRATH <i>Darien, Connecticut</i>	F. QUINN STEPAN <i>Winnetka, Illinois</i>
BRUCE A. BROILLET <i>Los Angeles, California</i>	JOHN P. McMEEL <i>Kansas City, Missouri</i>	GEORGE W. STRAKE JR. <i>Houston, Texas</i>
RUDOLF L. BRUTOLO <i>San Juan Capistrano, California</i>	DANIEL S. MESSINA <i>West Palm Beach, Florida</i>	KELLEY J. TUTHILL <i>Wellesley, Massachusetts</i>
JEROME A. CASTELLINI <i>Winnetka, Illinois</i>	JOSEPH E. MORAHAN III <i>Cherry Hills Village, Colorado</i>	MARK E. WATSON JR. <i>San Antonio, Texas</i>
CHRISTOPHER WAI-CHEE CHENG <i>Kowloon, Hong Kong</i>	PATRICK J. MORAN <i>Houston, Texas</i>	RODERICK K. WEST <i>New Orleans, Louisiana</i>
ANN L. COMBS <i>Wayne, Pennsylvania</i>	CHRISTOPHER J. MURPHY III <i>South Bend, Indiana</i>	VINCENT N. WILLIS <i>West Chester, Pennsylvania</i>
MORRISON A. CONWAY JR. <i>Wilsonville, Oregon</i>	ROBERT S. NANOVIC <i>North Yarmouth, Maine 1881</i>	STACY MILLER YUSKO <i>Chapel Hill, North Carolina</i>
WILLIAM J. DEVERS JR. <i>Winnetka, Illinois</i>	G. DANIEL O'DONNELL <i>Philadelphia, Pennsylvania</i>	
DANIEL K. FLATLEY <i>Basking Ridge, New Jersey</i>	THOMAS J. O'DONNELL <i>Long Boat Key, Florida</i>	
MICHAEL D. GALLIVAN <i>Salt Lake City, Utah</i>	TIMOTHY J. O'SHAUGHNESSY <i>Alexandria, Virginia</i>	
DAVID S. GLYNN <i>Menlo Park, California</i>	MARY P. PARENT <i>Naples, Florida</i>	
ROBERT N. GRECO <i>Spokane, Washington</i>	DONALD V. POTTER <i>Moraga, California</i>	
JANE SWIHART HAGALE <i>Houston, Texas</i>	IRWIN PRESS <i>Chicago, Illinois</i>	
GEOFFREY P. HUNT <i>Ipswich, Massachusetts</i>	ROBERT P. QUINN <i>North Palm Beach, Florida</i>	

# Mendoza College of Business

The Mendoza College of Business, an accredited member of AACSB—The International Association for Management Education—was established in 1921.

As a constituent unit of Notre Dame, the Mendoza College of Business constantly strives to realize the general objectives of a Catholic university. In a special sense Notre Dame seeks to inspire a search for learning in the professional sphere of business and cultural areas so business graduates are prepared to assume the obligations of Christians in business.

The undergraduate student body of the college is made up of sophomores, juniors, and seniors. Students who successfully complete the First Year of Studies are eligible for admission to the college at the beginning of the sophomore year.

The dean of the college has responsibility for admission following the First Year of Studies, as well as the registration, rating, probation, academic dismissal, and graduation of students with a Bachelor of Business Administration (BBA) degree.

## Programs of Study

Notre Dame has always recognized that education, to be effective, must be dynamic. It should be modified continually to meet the changing needs of the students and society. The primary purpose of revisions in the educational program is to continue the regular improvements the Mendoza College of Business has been making since its establishment in 1921.

An examination of the requirements of business led to the conclusions that the business world has a growing need for competent business administrators and that Notre Dame has a responsibility to help develop young people capable of assuming important administrative positions.

The business world has always required people with initiative, a willingness to take risks and the stamina to live in a competitive world. The competitive demands for new and better products in larger quantities at lower costs produce business operations which are extensive and involve a large number of highly specialized people. The administrator, whose job it is to put the work of many specialized people together into a smooth-working whole, has traditionally developed administrative skills by rather accidental means: by knowing instinctively, by learning from experience or by building upon some specialized body of knowledge and skill. Colleges have participated principally by furnishing the specialized bodies of knowledge supplemented with liberal arts courses.

The professional purpose of the business program is to focus attention directly on the skills and knowledge required by the business administrator and to help students acquire knowledge and develop those skills in a systematic way.

This work is especially appropriate at Notre Dame. The responsibility of business to its employees, customers, suppliers, owners, and the public is being recognized and studied with growing intensity in many quarters. This responsibility raises ethical issues to which Notre Dame and its graduates should respond in a sound and practical way. The continuing attempt to improve the practical application of ethical principles to competent performance in administrative jobs is a prime concern of the Mendoza College of Business.

**Objectives.** In light of the responsibility of the Mendoza College of Business for guiding students toward a liberal education in the Christian tradition and toward future responsibilities as business administrators, the following general framework has been formulated:

As a division of the University of Notre Dame, the Mendoza College of Business has the obligation to teach its students so that upon graduation they may have the knowledge of those ultimate principles whereby all things are capable of being organized into an intelligible whole.

**Educational Objectives.** The educational objective of the undergraduate program in the Mendoza College of Business is to assist and guide students in preparation for lifelong learning, for effective citizenship and for professional careers as competent and ethical participants in business, government, and other complex organizations. This is accomplished by educating students in the professional area of business while remaining true to the scholarly, liberalizing, and Catholic mission of the college and the University.

Within this general framework, the specific objectives of the undergraduate program of the Mendoza College of Business include the following:

1. *Providing* students with the foundation for a sound liberal education, including an appreciation for scholarship, creativity and innovation, and ethical behavior.
2. *Fostering* in students a recognition of the importance of administration, management, and entrepreneurship as professions and a recognition of the responsibility to manage organizational affairs and resources in a manner that will contribute to both organizational and societal goals.

3. *Inspiring* students to be leaders in their profession and developing the capabilities necessary for this responsibility, namely:

- (a) broad knowledge of the structure, interrelationships, and problems of a rapidly changing global society;
- (b) competence in analyzing and evaluating business problems, and in communication and other interpersonal skills;
- (c) comprehensive understanding of the administrative function, the complexity of business and other enterprises, and the tools of management; and
- (d) skill in using knowledge to develop creative responses to opportunities and threats faced by organizations and by society.

4. *Facilitating* the integration of the students' professional expertise with Notre Dame's sense of values.

**The Program.** The educational activities of a university and a college are broader than the mere teaching of courses. Nevertheless, one of the main expressions of an educational plan is its program of instruction. Several features of the program itself and certain fundamental concepts on which it is based deserve special comment.

The college recognizes four distinguishable but interrelated types of education to which future business leaders should be exposed: (1) study in the fields traditionally called liberal; (2) a basic understanding of the operation of a business enterprise; (3) an understanding of the economic and legal climate or atmosphere in which business functions and of which business is a part; (4) a professional concentration in a major for the student's in-depth educational pursuit, which will also provide some preparation for future employment.

The curriculum of the three-year business program combined with that of the First Year of Studies requires approximately one-half of the instruction to be in traditional liberal arts areas. The faculties of the College of Arts and Letters and the College of Science provide the instruction for the liberal arts courses.

Upon entering the Mendoza College of Business at the beginning of the sophomore year, the student registers for a program which introduces the basic tools of business and the functions of accounting, information systems, financial management, management, business statistics, marketing, and business law.

In the junior and senior years the student continues his or her studies using the analytical tools developed in the sophomore year. The student enters into a

## CURRICULUM FOR THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

consideration of the operation of the business firm and the economic and legal climate of business.

The examination of the economic climate in which business must operate is concerned with the fundamentals of money and banking, the role of the federal government in terms of its fiscal and monetary policies, and the concepts of national income accounting that afford a basis for measuring and forecasting economic change. A student gives emphasis to his or her major and may either add to minimum major requirements or elect other course areas for study.

## Curriculum for the Degree of Bachelor of Business Administration

The college stands ready to accept all applicants who have successfully completed the course requirements of the First Year of Studies at Notre Dame. Ordinarily, this will represent a minimum of 30 credits of work (exclusive of laboratories and ROTC) from among the following credits:

<i>University Requirements</i>	<i>Courses</i>
Composition	1
*Mathematics	2
*Science	2
*History	1
*Social Science (Principles of Microeconomics)	1
*Theology	2
*Philosophy	2
*Fine Arts or Literature	1
**Physical Education	2
	14

\* *One of these requirements must be University Seminar 13180–13189.*

\*\**This requirement can also be fulfilled through first-year enrollment in ROTC.*

Only courses marked as “Univ. Req.” in the online Schedule of Classes can be used to fulfill a University requirement. These courses can be viewed for a particular academic term by selecting the “Schedule of Classes” link within *insideND* or by visiting the home page of the Office of the Registrar and clicking on the “Class Search” link.

First-year students are required to complete a University seminar; composition; two semester courses in mathematics; two semester courses in science; one semester course chosen from history, social science, philosophy, theology, 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, theology, mathematics, or science.

During the sophomore year, a student ordinarily will complete the following credits:

6 in Principles of Accountancy I and II  
 3 in Corporate Financial Management/Corporate Finance Essentials  
 3 in Introduction to Marketing  
 3 in Principles of Management  
 3 in Business Law  
 3 in Statistics in Business  
 3 in IT Management Applications  
 3 in Theology or Philosophy  
 3 in a nonbusiness elective  
 1 in Ethics

The sequence and order of completion of courses will vary according to the availability of courses.

The BBA degree requires a total of 126 credits. Of these credits, a student has up to 11 free elective credits and 18 credits in non-business elective courses. Consequently, a student has considerable flexibility in selecting courses that meet his or her particular academic and career plans. Majors are available in accountancy, finance, marketing, management consulting, management entrepreneurship, and information technology management. Second majors or concentrations in subject areas outside the college are available. Students should refer to specific departments for opportunities and requirements. Dual-degree programs have much more extensive requirements, which usually result in the need for a fifth year. (156 credit hour minimum, total number depending on program.) Entry into these programs requires the permission of the deans of both colleges. Interested students should contact the assistant dean’s office for specific information.

A graduate from the college will have accumulated credits in the following areas, which include freshman- and sophomore-year credits:

3 in *Composition*  
 6 in *Mathematics*  
 6 in *Science*  
 3 in *History\**  
 6 in *Behavioral Science\**  
 3 in *Literature\* or Fine Arts\**  
 6 in *Philosophy\**  
 6 in *Theology\**  
 3 in *Principles of Microeconomics (Social Science)*  
 6 in *Accountancy I and II*  
 3 in *Finance*  
 3 in *Marketing*  
 3 in *Management*  
 3 in *Statistics in Business*  
 3 in *IT Management Applications*  
 3 in *Business Law*  
 1 in *Ethics*  
 3 in *Macroeconomic Analysis*  
 3 in *Managerial Economics*  
 1.5 in *Strategic Management*  
 1.5 in *Introduction to Process Analytics*  
 3 in *Foresight in Business and Society*  
 1.5 in *Integrative Course\*\**  
 18–21 in *major*  
 18 in *nonbusiness electives*  
 8–11 in *free electives*  
 2 semesters of *physical education or ROTC*

\* *One of these three-credit requirements must be a University Seminar course.*

\*\* *The integrative course is normally fulfilled by an approved course in the student’s major, releasing 1.5 credits to elective status.*

General administration of the undergraduate program is accomplished in the Office of the Assistant Dean for Administration, Room 101 Mendoza College of Business, which is also the repository for BBA student records. Advisors are available in this office to counsel students and answer questions concerning university and college requirements/policies. Faculty mentoring for juniors and seniors is available from their respective major departments; however, Room 101 advisors will continue to provide general advice on college and University issues. The department offices of the college, i.e. accountancy, finance, management, and marketing, are located in Room 102 of the Mendoza College of Business.

Normal semester course load for sophomores is 15–16 hours; for juniors, 18–19 hours; and for seniors, 15–19 hours. The minimum semester course load for all students is 12 hours. Normally, a grade point average of 3.4 or higher for the previous semester is required to obtain permission to carry an overload. Interested students should contact the assistant dean’s office for specific information.

With permission from the academic dean, juniors and seniors who register for and maintain a minimum of 12 credit hours may elect one course per semester under the pass-fail option. Only free elective and non-business elective courses may be taken pass-fail. No business or required courses may be taken pass-fail even though taken as a free elective. The selection of a course as pass-fail must be made during the first week of the semester and is irrevocable. Note: to be eligible for Dean’s List status, a student must have a minimum of 12 graded credits for the semester.

Students may elect to fill free elective or non-B.A. elective requirements with 1-, 1.5-, or 2-credit-hour courses, AP credit, or Credit by Exam. However, a minimum of 18 of the free or non-B.A. elective credits must be filled with standard 3- to 6-credit courses or graded 1.5-credit courses.

The college accepts a maximum of six credits through AP and/or credit by exam in any one language toward degree-seeking credits.

To be eligible for the BBA degree, students must complete a minimum of 63 credits at Notre Dame, including their senior year.

Directed readings or special studies are not part of a standard curriculum for students in the Mendoza College of Business and cannot duplicate or substitute for an existing course. Directed readings or special studies are rare exceptions to established coursework, designed to support an area of research or study that is of mutual interest to a faculty member and a student. These courses contain advanced

## INTERNATIONAL STUDY PROGRAMS

objectives beyond those covered in regularly scheduled courses—not introductory material or material taken from the popular literature that should more properly be considered “self-improvement” than academic in nature. Unless special permission has been obtained from the Mendoza College of Business Office of Undergraduate Administration, a directed reading special studies course will not satisfy a University, college, or major requirement. Directed readings or special studies outside of a student’s major in business may count as a free elective or non-B.A. elective credit only. A student may register for no more than three credit hours of directed readings or special studies in any given semester. No more than a maximum of nine directed readings or special studies credit hours may be applied toward the 126-credit-hour BBA degree requirements.

## International Study Programs

Students from any of the majors in the Mendoza College of Business may participate in international study programs.

For more than a decade, Notre Dame has made it possible for students to earn credits toward graduation in international study programs. Travel, direct personal experience of another language and culture, and study in another tradition all broaden and deepen the liberal education of the whole person, to which the University has always been committed.

Qualified undergraduates can spend all or part of their sophomore or junior year in such places as Angers, France; Innsbruck, Austria; Dublin, Ireland; London, England; Fremantle, Australia; Monterrey and Puebla, Mexico; Nagoya, Japan; Santiago, Chile; Shanghai, China; Toledo, Spain; and Athens, Greece. New program locations are periodically added.

International study programs make a unique contribution to the excellence of liberal education in the undergraduate colleges and frequently have proven a real asset in career development.

For further information and advice on international study, students of the Mendoza College of Business may contact the assistant dean, Room 101 Mendoza College of Business, and/or the director of the International Study Programs, 152 Hurley.

## Student Awards and Prizes

*The Hamilton Awards.* Founded by Robert L. Hamilton ’34, Racine, Wis., these awards are given to the outstanding senior in each of the four departments of the college.

*The Dean’s Award.* This award is given to the graduate whose leadership has contributed most significantly to the progress of the college.

*The Herman Crown Award for Outstanding Achievement in Finance.* An annual award made by the Department of Finance in memory of the late Herman Crown and given to the senior finance major with the highest overall grade point average.

*Raymond P. Kent Award.* An annual award given to a senior finance major for outstanding performance in finance classes.

*Paul F. Conway Award.* An annual award given to a senior in the Department of Finance who embodies the characteristics that define our tradition of excellence: a person of keen intellect who enriches the ideals of Notre Dame.

*LeClair Eells Award.* An annual award given to a senior finance major for outstanding leadership.

*Wall Street Journal Award.* Given to a senior in the Department of Finance for rendering outstanding service to the department.

*Paul D. Gilbert Award for Leadership.* An annual award given to a marketing senior for overall leadership in extracurricular departmental activities. The recipient is selected by the faculty of the Department of Marketing. The award is named for the late Paul D. Gilbert, a local business executive, civic leader, and longtime friend of the department.

*Wesley C. Bender Award for Outstanding Performance in Marketing.* An annual award given to the senior marketing major with the highest grade point average in marketing courses. The award is named for the first chairman of the Department of Marketing, Wesley C. Bender.

*John R. Malone Award.* An annual award given to the junior marketing major with the highest overall grade point average.

*Robert M. Satterfield Award.* Given to a marketing student for bringing enthusiasm, integrity, and a spirit of teamwork to the classroom.

*David A. Appel Award.* Given to a marketing student for exemplary service contributions.

*Tara K. Deutsch Award.* An annual award given to an accounting senior who has shown exemplary social consciousness and devotion to efforts to give hope to the less fortunate.

*Accountancy Chairman Award.* An annual award provided to an accounting senior who demonstrates outstanding service to the Department of Accountancy.

*Accountancy Excellence Awards.* Given annually to 20 sophomores who declare accountancy as their major and have demonstrated outstanding economic achievement. The awards are funded by annual gifts from Deloitte & Touche, Ernst & Young, KPMG, and PricewaterhouseCoopers.

*Peter Brady Award.* Established to honor past faculty member Peter Brady, this award is given in recognition of outstanding economic performance

to a senior who is entering Notre Dame’s Master of Science in Accountancy program.

*Elmer Layden Awards.* Given annually to graduating accounting seniors in recognition of academic achievement. The awards are funded by the Elmer Layden Jr. Endowed Fund.

*Brother Cyprian Awards.* Given annually to graduating accounting seniors in recognition of academic achievement. The awards are granted in honor of Holy Cross Brother Cyprian O’Hare (iBrother Zip’), who helped to launch Notre Dame’s accountancy education program in 1895 and later served as department chair.

*James Dincolo Awards.* Given annually to graduating accounting seniors in recognition of academic achievement. The awards honor former accountancy professor James Dincolo and are funded by an endowment in his name.

*The Indiana Certified Public Accountants Society Award.* Founded in 1950 by the board of directors of the Indiana Association of Certified Public Accountants, this annual award provides a plaque to an outstanding senior in accountancy.

*The Management Award.* Given to the outstanding ITM senior in the Department of Management.

*The Justin Harris Brumbaugh Memorial Award.* Given annually to the graduating ITM major who has excelled academically and has been selected by the graduating seniors as best representing the unique and enduring spirit of Notre Dame.

*The Accountancy Faculty Award.* This award recognizes an outstanding senior in the Department of Accountancy in the Mendoza College of Business. It is given to an outstanding senior with one of the highest cumulative grade point averages.

*Eugene D. Fanning Award.* Given to a senior man and woman who demonstrate exceptional achievement in business communication; excellence in writing, speaking, listening, and interpersonal communication; and who demonstrate leadership potential, initiative, integrity, and respect for the dignity and rights of others.

*The Charles G. Morrow Award for Business Excellence.* This award was established by the five children of the late Charles G. Morrow, Class of 1938, in honor of his contributions to Notre Dame and the business community. Given to a graduating senior in the Mendoza College of Business, this award recognizes business excellence through documented service, leadership, and personal integrity.

## Student Organizations and Activities

Students' academic organizations are supported and encouraged by the administration and the faculty. These associations are actively managed by student officers. Members of the faculty serve in advisory capacities.

**The League of Black Business Students.** The League of Black Business Students was organized in 1976. The general purposes of the league are to establish and maintain a rapport with the administration, faculty, and various business administration clubs of the Notre Dame community, establish an orientation program, plan business forums, provide study sessions, and create business administration internships.

### Honorary Societies.

**Beta Gamma Sigma.** Notre Dame shares, with selected colleges of business nationwide, this honorary society's stated purposes of encouraging scholarship and achievement among business administration majors. It promotes education in business administration and fosters integrity in the conduct of business. Undergraduate membership in this organization is restricted to the upper 10 percent or less of the senior class and the upper 5 percent or less of the junior class for all full-time students. Faculty membership is limited to those with tenure in the Mendoza College of Business at Notre Dame.

**Beta Alpha Psi.** Accountancy majors who have demonstrated outstanding scholastic ability and the personal characteristics requisite to professional status are eligible for membership in the Beta Sigma chapter of Beta Alpha Psi, the national professional and honorary accounting fraternity. The purposes of this fraternity are to encourage and foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional persons, instructors, students and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic, and professional attainments in its members; and to encourage cordial interaction among its members and the profession generally.

**Advisory Council Investment Fund.** Through the generosity of William R. Daley, a former member to the college's Advisory Council, undergraduate students are able to learn the principles of investment and portfolio management firsthand. The investment policy of this fund is determined by the students under the guidance of a faculty advisor. Annual reports are submitted to the dean and to the University's investment officer.

**Finance Club.** The goal of the Notre Dame Finance Club is to enhance its members' knowledge of the financial world. The club achieves this goal through providing professional speakers, company information sessions, and the annual Fall Break trip

to Chicago and New York. These events provide the members with exposure to the diverse careers within the financial industry. In addition, the exposure allows club members a unique networking opportunity, which may lead to career opportunities for internships or full-time employment after graduation.

### Notre Dame Accounting Association (NDAA).

The Notre Dame Accounting Association exists to provide junior and senior accountancy majors and sophomore business majors who are considering accountancy as a major, an organization which provides support, employment contacts, social gatherings and events, and a unifying bond in the form of membership. Sophomores, juniors, and seniors majoring in, or intending to major in, accountancy are eligible for membership. For more information, please visit [nd.edu/-ndaa](http://nd.edu/-ndaa).

**Marketing Club.** The Marketing Club provides an opportunity for junior and senior marketing majors to learn about the field of marketing. Business executives who are active in the marketing profession are invited to speak to members several times during the year. These businesspeople address the club on a variety of marketing, selling, and advertising topics. The Marketing Club is also very active in promoting the students for permanent positions or internships via a career night held each fall.

### Notre Dame Information Technology

**Management Club (NDITM).** The purpose of this club is to provide a forum for all students interested in the field of information technology management, particularly ITM majors, to exchange ideas and to more fully develop their skills and cover potentials in this dynamic field of study. The NDITM club goals are accomplished through activities that foster greater interaction among students, faculty, and corporate recruiters. These activities include inviting guest lectures, computer skill seminars, tutoring sophomores and juniors, social gatherings, and sports events.

### Student International Business Council (SIBC).

As one of the largest student organizations on campus, the SIBC is committed to its vision of establishing peace through commerce while educating its members and providing them an avenue to develop vital business and interpersonal skills with an international focus. The council is organized into various divisions representing all majors and concentrations within the Mendoza College of Business. Members are actively a part of projects which strive to offer unmatched, hands-on experience in everything from simulating the structure and debates of the European Central Bank and forming an in-depth fundamental and technical financial analysis of an international company, to managing the council's marketing needs and developing and maintaining our own website.

The council is also dedicated to bettering international relations by means of socially-conscious activities. One of note is the Haiti Bednet project

that receives funding from both the SIBC and the W.K. Kellogg Foundation.

Within a given year, members travel to all corners of the globe. Each year, the SIBC grants around 40 students the chance to work as interns and teachers in a rapidly growing number of foreign countries—giving members the real-world experience that is highly desired in the current job market.

**Management Club.** The purpose of the Management Club is to involve students in activities that will take them beyond the classroom into the world of industry, labor, and government. Students obtain experience in managerial decision-making by exposure to real-life situations in which they can examine theory and principles in practice.

The Management Club schedules business professionals, labor leaders, and government officials to address its members; sponsors field trips to large industrial centers; and conducts an annual management workshop on important current issues facing management led by professional men and women. Members also develop organizational and administrative skills by participating in such endeavors as the operation of a Mardi Gras booth to raise funds for charity. As a social function, the club has smokers that allow students and faculty to meet and exchange views on an informal level.

**Entrepreneurs Club.** The Entrepreneurs Club provides assistance and opportunities for creative students of all majors interested in launching their own companies. One such opportunity is the Student Business Incubator—a competition in which student teams run their own on-campus businesses for 10 weeks and can choose to keep or donate the profits. The club also brings to campus a number of prestigious entrepreneurial speakers and hosts Entrepreneur Networking Dinners to bring together students, faculty members, and entrepreneurs in an intimate setting. Beyond its campus activities, the Entrepreneurs Club publishes a resume book to help members obtain summer internships and travels to national conferences to learn, network, and compete.

### Undergraduate Women in Business Association.

The Undergraduate Women in Business Association of Notre Dame is committed to the development of women's roles as students of business and as leaders in business-related fields. UWIB works to provide undergraduate women with the support and resources that will better prepare them for careers in business and achieving a work-life balance.

## ACCOUNTANCY

## Accountancy

### *PricewaterhouseCoopers Faculty Fellow and Chair:*

H. Fred Mittelstaedt

### *KPMG Professor of Accountancy:*

Thomas F. Schaefer

### *Notre Dame Alumni Professor of Accountancy:*

Peter D. Easton

### *Vincent and Rose Lizzadro Professor of Accountancy:*

Thomas J. Frecka

### *Deloitte and Touche Professor of Accountancy:*

David N. Ricchiute

### *Professors:*

Kenneth W. Milani; Michael H. Morris; William D. Nichols; Ramachandran Ramanan; James L. Wittenbach

### *Associate Professors:*

Chao-Shin Liu; Jeffrey S. Miller; Kevin M. Misiewicz; Juan M. Rivera; James A. Seida; Thomas L. Stober; Sandra Vera-Muñoz

### *Assistant Professors:*

Brad Badertscher; Jeffrey Burks

### *Professional Specialists:*

James Fuehrmeyer; Edward F. Hums; Brian Levey; Tonia Murphy; James O'Brien; Janet O'Tousa; William Schmuhl

**Program Objectives.** The Department of Accountancy provides outstanding accounting educational experiences for its students by (a) complementing and supporting the tradition of liberal arts/general education at Notre Dame, (b) adhering to the objectives of the undergraduate program of the Mendoza College of Business, and (c) developing and continuously improving an innovative accounting curriculum for successful careers as accounting professionals. The curriculum focuses on critical thinking, research, technology, ethics, global issues, teamwork, and communication.

The department provides students with information about career options in accounting as well as career options that integrate accounting knowledge so that those with the background, interest, and motivation will choose to major in or take significant course work in accounting. The department also supports the activities of the Notre Dame Career Center while providing recruiting guidelines and assisting with the placement of students for the twofold purposes of (a) maintaining an outstanding record for placing a high percentage of graduates with national and regional accounting firms, industrial, service, and not-for-profit organizations; and (b) supporting student desires to pursue other postgraduate options, including volunteer work, military service, and graduate education.

**Program of Studies.** The accounting sequence begins with Accountancy I and II (ACCT 20100 and 20200). These courses, normally taken in the sophomore year and required of all business students, are designed to provide a broad introduction to the accounting function, the profession of accountancy and the role of accounting in society. Accountancy

students must also complete FIN 20150, Corporate Financial Management, with a grade of C or above.

Students choosing an accountancy major must complete the following Department of Accountancy requirements.

ACCT 30110. Accounting Measurement and Disclosure I

ACCT 30120. Accounting Measurement and Disclosure II

ACCT 30210. Strategic Cost Management

ACCT 30280. Decision Processes in Accounting

ACCT 40510. Audit and Assurance Services

ACCT 40610. Federal Taxation

### **The 150-Hour Rule for CPA Certification.**

A popular career choice for many accountancy majors is to become Certified Public Accountants. In addition to offering traditional services, CPAs are increasingly sought as business and systems advisors to solve diverse and unstructured problems. The 150-hour rule aims to provide students with the necessary background to meet these challenges.

The 150-hour rule is an educational requirement governed by state-specific rules. The rules vary across states, and students are encouraged to visit the department office (102 Mendoza College of Business) or consult the National Association of State Boards of Accounting (NASBA) website ([nasba.org](http://nasba.org)) for information about their state's requirements.

The Notre Dame Accountancy Department offers a one-year master of science degree program that not only helps our students meet the 150-hour rule, but also provides an excellent course of study to prepare for a variety of business-related career choices. Its website is [nd.edu/~msacct](http://nd.edu/~msacct).

## COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [Mendoza College of Business](#) section under the [Department of Accountancy](#) heading.**

## Finance

### *Chair:*

Richard R. Mendenhall

### *Kenneth R. Meyer Chair in Global Investment Management:*

Roger D. Huang

### *C.R. Smith Professor of Finance:*

Timothy J. Loughran

### *Bernard J. Hank Professor of Business Administration:*

Frank K. Reilly

### *John W. and Maude Clarke Professor of Finance:*

Paul H. Schultz

### *Notre Dame Professor of Finance:*

John F. Affleck-Graves

### *Professors:*

Robert Battalio; Jeffrey H. Bergstrand; Thomas Cosimano; Barry P. Keating; Bill D. McDonald; Richard G. Sheehan

### *Associate Professors:*

Shane Corwin; John A. Halloran; Michael L. Hemler; Howard P. Lanser; Katherine Spiess

### *Assistant Professors:*

Andriy Bodnaruk; Matthew Cain; Zhi Da; Pengjie Gao; Sophie Shive; Hayong Yun

### *Professional Specialists:*

Carl Ackermann; Kristen Collett-Schmitt; Margaret Forster; Jeffrey Hart; David Hutchison; Jerry Langley; James Leady; Kevin Scanlon; John Stiver

### *Emeriti Faculty:*

Paul F. Conway; Lee A. Tavis; Edward R. Trubac

**Program of Studies.** The department offers courses with the dual objective of (1) providing a broad foundation so that students can pursue further study at the graduate level and (2) equipping students with the broad base of knowledge and skills necessary for entry into the financial world. The major in finance consists of six courses offered by the department and one additional course offered by the Department of Accountancy, ACCT 30100 Corporate Financial Reporting (in addition to the courses required of all candidates for the degree of bachelor of business administration), which affords students flexibility in their career choice. The six courses are FIN 30600 Investment Theory, FIN 30400 Advanced Corporate Finance, and four 40000-level finance electives chosen from among the other advanced courses offered by the department.

All students enrolled in the Mendoza College of Business are required to take a business-finance course during their sophomore year. Finance majors must complete FIN 20150 Corporate Financial Management with a grade of C or higher. This course cannot be repeated for a higher grade. This course is concerned with internal financial management of business firms. In addition, all business administration students are required to complete two courses in business economics: Managerial Economics and Macroeconomic Analysis. The aim of these courses is to provide students with an



## MANAGEMENT

understanding of the economic environment within which business enterprises operate.

The advanced courses the department offers are designed to equip students with the knowledge which will enable them to make a good start and to progress in whatever area of business they choose upon graduation. The subject matter of these courses—investments, financial management, financial institutions, business economics, and international finance—is of fundamental importance. Graduates of the department are currently pursuing successful careers in many areas of business.

Students who intend to take the examinations leading to the Chartered Financial Analyst (CFA) designation should structure their programs with that objective in mind. BALW 20150 and ACCT 40710 should be included in their program along with appropriate courses in accounting and investments.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [Mendoza College of Business](#) section under the [Department of Finance](#) heading.

## Management

### Chair:

J. Michael Crant

*Joe and Jane Giovanini Professor of*

### Management:

Robert D. Bretz

*David Gallo Professor of Ethics:*

Robert Audi

*Edward Frederick Sorin Society Professor of*

### Management:

Edward J. Conlon

*Howard J. and Geraldine F. Korth Professor*

### of Strategic Management:

John G. Keane

*Martin J. Gillen Dean and Ray and Milann Siegfried*

### Professor of Management:

Carolyn Y. Woo

### Professors:

Salvatore J. Bella (emeritus); Thomas P. Bergin (emeritus); David B. Hartvigsen; Leroy J. Krajewski (emeritus); Khalil F. Matta; William P. Sexton (emeritus); Ann E. Tenbrunsel

### Associate Professors:

Viva O. Bartkus; Matthew C. Bloom; Yu-Chi Chang (emeritus); James H. Davis; Sarvanan Deveraj; William F. Eagan (emeritus); Robert F. Easley; Nasir Ghiaseddin; Jerry C. Wei; Oliver F. Williams, C.S.C.

### Assistant Professors:

Corey Angst; Emily Block; John D'Arcy; Diana Jimeno-Ingrum; Kenneth Kelley; Michael Mannor; Carolyn Queenan; Daewon Sun; Charles A. Wood; Xuying Zhao

### Professional Specialists:

Jeffrey Bernel; James S. O'Rourke IV; Gerard Pannekoek

### Associate Professional Specialist:

Sondra Byrnes, Sandra Collins; Roya Ghiaseddin; John Michel

### Assistant Professional Specialists:

Robert Lewandowski; Barbara Miller

**Programs of Study.** The Department of Management offers an integrated program of study with opportunities for specialization in three areas: information technology management, consulting, or entrepreneurship. All management majors are required to complete general coursework on the management of information, people, and work processes. They must then select a track that prepares them for careers in the management of information technology, consulting and problem solving, or entrepreneurship and family business.

### Management Department Core Requirements

MGT 30220. Management Communication	1.5 hrs.
MGT 30660. Strategic IT Applications	1.5 hrs.
MGT 40420. Innovation and Design	3.0 hrs.
MGT 40490. Business Problem Solving	3.0 hrs.

MGT 40700. Project Management 1.5 hrs.

MGT 40750. Spreadsheet Decision Modeling 1.5 hrs.

### INFORMATION TECHNOLOGY MANAGEMENT MAJOR

The ITM program is designed to prepare students to become leaders in the use of information technology for the benefit of organizations and society. This program of study focuses on educating students about the development and use of information systems as decision-making and problem-solving tools. The program also is intended to develop an understanding of the managerial issues encountered in the introduction or operation of IT solutions in organizations, particularly, how these tools can be used to gain a competitive edge and to re-engineer an organization.

### ITM Major Required Courses

In addition to the core courses listed above, all ITM majors must take the following three courses, and are eligible to take the elective courses that follow:

MGTI 30610. Application Development	3.0 hrs.
MGTI 30630. System Analysis and Design	3.0 hrs.
MGTI 30640. Networking and Security	3.0 hrs.

### ITM Elective Courses

MGTI 30620. Business Intelligence Systems	3.0 hrs.
MGTI 40612. Advanced Programming	3.0 hrs.
MGTI 40660. Web Development	3.0 hrs.
MGTI 40670. Technology Risk Management	3.0 hrs.
MGTI 40690. ITM Capstone Project	3.0 hrs.

### CONSULTING MAJOR

The consulting program prepares students to manage people and processes within both large and small organizations or to advise organizations on those management issues. A particular emphasis is placed on managing within organizations facing the challenges of rapid change and increased competition. The major is designed to provide sufficient flexibility for students to prepare for several career paths by preparing students to think systematically about the processes through which organizations achieve excellence.

### Consulting Major Required Courses

In addition to the core courses listed above, all consulting majors must take the following three courses:

MGTC 30300. Management Competencies	3.0 hrs.
<i>or</i>	
MGTC 30450. HR Issues in High-Performance Organizations	
MGTC 30460. International Management	3.0 hrs.
MGTC 40410. Leadership and Motivation	3.0 hrs.

## MARKETING

**ENTREPRENEURSHIP MAJOR**

The entrepreneurship program prepares students to conceive, develop and launch new ventures and to turn innovative ideas into products that can be brought to market. Emphasis is placed on the financial, legal, and marketing aspects of start-up businesses. The program culminates with a juried business plan competition for financial backing and start-up funding support.

**Entrepreneurship Major Required Courses**

In addition to the core courses listed above, all entrepreneurship majors must take the following four courses:

MGTE 30500. Introduction to Entrepreneurship	3.0 hrs.
MGTE 30510. Go to Market	1.5 hrs.
MGTE 30520. Funding New Ventures	1.5 hrs.
MGTE 40590. Entrepreneurship and Business Planning	3.0 hrs.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [Mendoza College of Business](#) section under the [Department of Management](#) heading.

**Marketing***Chair:*

John F. Sherry Jr.  
*Aloysius and Eleanor Nathe Professor of Marketing Strategy:*

William L. Wilkie  
*John T. Ryan Jr. Chair in Business Ethics and Professor of International Ethics:*

Georges Enderle  
*Ray W. and Kenneth G. Herrick Professor of Marketing:*

John F. Sherry Jr.

*Professors:*

Joseph P. Gultinan; John J. Kennedy; Patrick E. Murphy; Joel E. Urbany

*Associate Professors:*

John F. Gaski; Elizabeth S. Moore; John A. Weber

*Assistant Professors:*

Tonya W. Bradford; Timothy J. Gilbride; Jennifer Mish; Constance E. Porter; Katherine Sredl

*Professional Specialists:*

Kevin D. Bradford; Robert A. Dreves

**Program of Studies.** Students completing a degree in marketing at Notre Dame should: (1) understand the decision-making processes of buyers and sellers in a market; (2) know how to apply behavioral models and quantitative tools to the analysis of marketing issues; (3) be able to develop informed marketing and organizational strategies; (4) be effective in working in a team environment; and (5) recognize the ethical and social responsibilities of marketing practitioners.

In accordance with these objectives, all students in the Mendoza College of Business take Introduction to Marketing in their sophomore year. Students choosing marketing for their professional major are required to take Quantitative Analysis for Marketing Decision Making, Consumer and Industrial Buyer Behavior, Marketing Research, Strategic Marketing, and two marketing electives.

The Marketing Research and Consumer and Industrial Buyer Behavior courses, taken in the junior year, develop a foundation in the tools and concepts germane to marketing decision making. Quantitative Analysis for Marketing Decision Making, also taken in the junior year, provides an opportunity to learn quantitative methods used in industry and apply them to real-world marketing problems. During the senior year, students take Strategic Marketing, an advanced marketing strategy course that integrates marketing concepts and the other business functions through projects and simulations.

These courses are supplemented by the extracurricular activities of the Marketing Club.

All courses in the department focus on the performance of the marketing process but do not restrict it to a particular situation. Thus, the student majoring in marketing is prepared for a wide range

of opportunities in business and nonbusiness organizations, including professional sales, customer service, product or brand management, advertising, public relations, market research, retail merchandising, and electronic commerce. Marketing majors are being employed by an increasing number of firms specializing in areas such as consulting, retailing, and other service businesses that have traditionally underestimated the importance of this function. Additionally, nonbusiness and nonprofit organizations (hospitals, educational institutions, charitable organizations) are discovering the critical importance of marketing in their operations and are seeking well-trained graduates.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [Mendoza College of Business](#) section under the [Department of Marketing](#) heading.

**Nondepartmental Courses***Director:*

Samuel S. Gaglio  
Assistant Dean, Mendoza College of Business

Many courses in the college are designed to cross departmental lines and provide basic tools during the sophomore and junior years or to foster the integration of various disciplines during the junior and senior years. These courses are open to all business students with appropriate prerequisites.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [Mendoza College of Business](#) section under the [Business \(Nondepartmental\)](#) heading.

## Collegiate Sequence in International Business

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The Collegiate Sequence in International Business is a series of courses designed to give the undergraduate business student a broad exposure to the global nature of the world of business. It is open to all students in the Mendoza College of Business. The program is not an official major, second major, or minor, but participation in the program will be acknowledged with a certificate upon completion at graduation. Students in the program are responsible for the search and selection of appropriate courses. Students in the program do not have priority over other students in registration for international courses.

The program is designed to be a cross-disciplinary sequence of courses in the Mendoza College of Business and the College of Arts and Letters. Students in the program are required to complete five courses. **At least two courses must be selected from contemporary international business courses, and up to three courses must be selected from contemporary international liberal arts courses.** An international economics course may be submitted for one of the two international business courses. One advanced course in a foreign language may be counted as an international liberal arts course for the international collegiate sequence.

With the consent of the Program Coordinator, courses taught at Saint Mary's College, courses taught in the ND International Programs, and selected courses transferred from other institutions may qualify for the certificate.

Students may not take courses in the International Sequence on a Pass/Fail basis. Courses may "double count"—e.g., a course in international finance would count as a business course in the international sequence and would also serve as one of the finance major course requirements for graduation.

Students must announce their intention to complete the program and meet with the program coordinator no later than the end of their junior year and again during their senior year.

For more information, contact the program coordinator:

Assistant Dean Sam Gaglio  
101 Mendoza College of Business  
Notre Dame, IN 46556  
Phone: 574-631-6602  
E-mail: Samuel.S.Gaglio.1@nd.edu

## Officers of Administration

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**In the Mendoza College of Business**

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*Dean of the Mendoza College of Business*

EDWARD J. CONLON, Ph.D.

*Associate Dean of the Mendoza College of Business*

ROGER D. HUANG, Ph.D.

*Associate Dean of the Mendoza College of Business*

LEO F. BURKE, MA, M.S.

*Associate Dean of the Mendoza College of Business*

SAMUEL S. GAGLIO, M.S.

*Assistant Dean of the Mendoza College of Business*

H. FRED MITTELSTAEDT, Ph.D.

*Chair of the Department of Accountancy*

RICHARD R. MENDENHALL, Ph.D.

*Chair of the Department of Finance*

J. MICHAEL CRANT, Ph.D.

*Chair of the Department of Management*

JOHN F. SHERRY, Ph.D.

*Chair of the Department of Marketing*

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WILLIAM D. CVENGROS <i>San Juan Capistrano, California</i>	TODD W. HERRICK <i>Petoskey, Michigan</i>	JAMES G. O'CONNOR <i>Grosse Pointe Farm, Michigan</i>	C. CRAIG WHITAKER <i>Prairie Village, Kansas</i>
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JAMES F. FITZGERALD <i>Janesville, Wisconsin</i>	JOHN R. LOFTUS <i>Geneva, Illinois</i>	JAMES E. ROHR <i>Pittsburgh, Pennsylvania</i>	
GAYLE FRANCIS <i>San Diego, California</i>	THOMAS G. MAHERAS <i>New York, New York</i>	RICHARD A. ROSENTHAL <i>Bonita Springs, Florida</i>	
CYRUS F. FREIDHEIM JR. <i>Palm Beach, Florida</i>	THOMAS J. MARQUEZ <i>Dallas, Texas</i>	JOHN T. RYAN III <i>Pittsburgh, Pennsylvania</i>	
HENRY F. FRIGON <i>Scottsdale, Arizona</i>	JOHN G. MARTIN <i>Chicago, Illinois</i>	DAVID A. SABEY <i>Seattle, Washington</i>	
ROBERTA GARZA DELGADO <i>Garza Garcia, Mexico</i>	ROXANNE M. MARTINO (Chair) <i>Chicago, Illinois</i>	JOHN H. SCHAEFER <i>New York, New York</i>	
JOHN C. GERSPACH <i>New York, New York</i>	MICHAEL J. MATHILE <i>Dayton, Ohio</i>	GEORGE E. SCHARPF <i>Old Bridge, New Jersey</i>	

# College of Engineering

The College of Engineering was established as a distinct unit of the University in 1897, although a program in civil engineering was offered in 1873. The college comprises five departments, including aerospace and mechanical engineering, chemical and biomolecular engineering, civil engineering and geological sciences, computer science and engineering, and electrical engineering.

Since its inception, the College of Engineering has regarded the primary purpose of all higher education as the development of the intellect, discriminatory power, and judgment in all students to enable them to arrive at sound decisions in their personal lives and in the professional lives they will pursue after graduation. The programs of studies offered in the various departments of the college are, therefore, constructed to give the student a good knowledge of the basic sciences and of engineering principles, and to prepare the student for the manifold duties of an educated professional and for the cultural life of an educated person. Classroom instruction is amplified by laboratory work and design experiences that give the student insight into the application of principles to practical problems. Detailed information about the College of Engineering and its many programs can be found at [nd.edu/~engineer](http://nd.edu/~engineer).

**Mission Statement.** To nurture the intellectual growth of our students and to serve humanity through the creation, application, and dissemination of knowledge relevant to technology.

## The College Vision Statement.

- To provide *preeminent education experiences* that are stimulating, responsive to the needs of the 21st century, and prepare our students for leadership in their profession and society.
- To conduct *world-class research* that addresses *critical needs* of society.
- To gain *national recognition* as a first-tier college of engineering.
- To contribute to the *Catholic character* of the University.

**Accreditation and Academic Association.** The College of Engineering is a member of the American Society for Engineering Education, and all engineering curricula are accredited by the Engineering Accreditation Commission of ABET, Inc.

**Registration of Engineers.** Registration of engineers is required for many fields of practice. Recent graduates need not acquire registration immediately upon graduation, but they benefit by applying early for the required state examination. Graduating from accredited programs such as those offered by

Notre Dame facilitates registration as a professional engineer.

**Registration of Geoscientists.** Registration is required for geoscientists to practice in many states. The degree in environmental geosciences offered by the Department of Civil Engineering and Geological Sciences provides the necessary academic background for graduates to successfully complete registration as a professional geoscientist.

## Programs and Degrees

The College of Engineering offers curricula leading to the undergraduate degrees listed below:

B.S. in aerospace engineering  
 B.S. in chemical engineering  
 B.S. in civil engineering  
 B.S. in computer engineering  
 B.S. in computer science  
 B.S. in electrical engineering  
 B.S. in environmental geosciences  
 B.S. in mechanical engineering

To complete all degree requirements, the student must take and pass all of the courses specified in the *Bulletin* for the given degree and must earn the total minimum number of course credit hours specified for the degree.

To obtain two undergraduate degrees from the College of Engineering, a student must successfully carry out an approved program of courses totaling no less than 157 credit hours, depending on the programs. These must include all of the courses specified in the *Bulletin* for each degree.

The college offers advanced degrees in the following areas:

M.S. in aerospace engineering  
 M.S. in bioengineering  
 M.S. in chemical engineering  
 M.S. in civil engineering  
 M.S. in computer science and engineering  
 M.S. in electrical engineering  
 M.S. in environmental engineering (through CEGEOS)  
 M.S. in geological sciences (through CEGEOS)  
 M.S. in mechanical engineering  
 Ph.D. in aerospace and mechanical engineering  
 Ph.D. in bioengineering  
 Ph.D. in chemical engineering  
 Ph.D. in civil engineering and geological sciences  
 Ph.D. in computer science and engineering  
 Ph.D. in electrical engineering

The Department of Aerospace and Mechanical Engineering also offers a non-thesis master of engineering (M.E.) in mechanical engineering.

The details of the programs and the engineering courses offered at the graduate level are in the Graduate School *Bulletin of Information*.

**Engineering Common Core.** All engineering curricula consist of each of the following:

**Arts and Letters Core:** 24 credit hours.  
 Composition (one course), University Seminar\* (one course), history (one course), social science (one course), fine arts or literature (one course), philosophy (two courses) and theology (two courses).

\**The University Seminar may be selected from an appropriate history, social science, fine arts, literature course, or the first course in theology or philosophy, and will satisfy the respective requirement.*

**Basic Science Core:** 36 credit hours. MATH 10550 Calculus I; MATH 10560 Calculus II; MATH 20550 Calculus III, MATH 20580 Introduction to Linear Algebra and Differential Equations; CHEM 10171 General Chemistry: Fundamental Principles; CHEM 10122 General Chemistry: Biological Processes; PHYS 10310 General Physics I; PHYS 10320 General Physics II; EG 10111, 10112 Introduction to Engineering Systems I and II

**First Year of Studies.** A first-year student enters the Notre Dame First Year of Studies for one academic year of basic collegiate studies before entering a department within the college. In the spring of the first year of studies, a first-year student intending to major in engineering will select a major. If the student is scholastically sound for the given choice, approval will be given.

A first-year student intending to major in any of the College of Engineering programs should complete the following courses by the end of the first year:

<i>First Semester</i>	
Composition or University Seminar+	3
MATH 10550. Calculus I	4
CHEM 10171. General Chemistry: Fundamental Principles*	4
Arts and Letters course†	3
EG 10111. Introduction to Engineering Systems I#	3
Physical Education	—
	<hr/>
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## PROGRAMS AND DEGREES

*Second Semester*

University Seminar+ or Composition	3
MATH 10560. Calculus II	4
CHEM 10122. General Chemistry: Biological Processes*	3
PHYS 10310. General Physics I	4
EG 10112. Introduction to Engineering Systems II#	3
Physical Education	—
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+ *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, and will satisfy the respective requirement. The College of Engineering recommends selecting the first courses in theology and philosophy, as well as composition, to enable maximum schedule flexibility in later semesters.*

\* *All majors will accept CHEM 10171/10122 or CHEM 10171/10172 or CHEM 10181/10182 as satisfying the two-course chemistry requirement.*

† *See Arts and Letters Core above.*

# *While EG 10111–10112 is acceptable for the environmental geosciences degree, it is not required and the sequence ENVG 10110–10100 may be substituted.*

**General Requirements.** The University of Notre Dame reserves the right to change at any time regulations included in its *Bulletins* with respect to admission to the University, continuance therein and graduation therefrom. Every effort is made to give advance information of such changes.

The number of credit hours carried by the undergraduate student in the College of Engineering may not exceed 19 hours without permission, granted at the discretion of the assistant dean for academic affairs.

**Engineering Scholars Program (ESP).** The College of Engineering has developed a program for those students whose achievements have identified them as among the best of entering high school students. This program provides special opportunities for classroom interaction, cultural enrichment, and social leadership. Admission to the program is by invitation. ESP students take a special yearlong seminar in the first year that satisfies two University core requirements. Participation in this program is independent of participation in the Engineering Honors Program.

**Engineering Honors Program (EHP).** The Engineering Honors Program provides an intensive, research-based experience for students who have shown exceptional promise during their first two years in the college. Admission to the EHP is made after application to the individual department program. Each student in this program will be guided by a faculty member who functions as the student's research advisor and mentor, and students and faculty meet regularly in both formal and informal settings. To graduate with recognition as an honor student, each student must, at a minimum, engage

in two semesters of research and complete a research thesis in the student's major field in the senior year and be eligible for Latin honors at graduation. Individual departments retain the right to add other criteria to this minimum set of requirements.

**International Study Opportunities.** The University strongly supports study abroad and has encouraged the programs in the College of Engineering to participate. At present, there are semester- or yearlong opportunities during the academic year for juniors in Dublin, Ireland; London, England; Perth, Australia; Monterrey, Mexico; Karlsruhe, Germany; Cairo, Egypt; and Santiago, Chile. The programs in Mexico and Chile require the student to be fluent in Spanish, and the program in Germany requires the student to be fluent in German. In each location, students must take at least two technical courses to remain on track for graduation. Programs vary by semester, and not all locations are appropriate for every major in the college. Students should contact an advisor in their department to work out any details.

The college currently offers two summer programs for engineering undergraduates who have completed at least the first-year engineering curriculum, in London, England, and Alcoy, Spain.

Admission to all programs is competitive and requires demonstration of satisfactory academic performance.

**ROTC Programs.** ROTC students who complete their programs may use a maximum of six credits of upper-level air, military, or naval science as substitutes for specified degree requirements determined by each department. Three of these credits may substitute for either a history or social science requirement; three may substitute for a technical elective at the discretion of each major program. No other air, military or naval science credits not so substituted may be credited toward degree requirements in programs in the College of Engineering.

**Humanities in the Curriculum.** Students enrolled in the College of Engineering must satisfy all University degree requirements, including composition (three credits), University Seminar\* (three credits), history (three credits), social science (three credits), fine arts or literature (three credits), philosophy (six credits) and theology (six credits).

For specific information on course offerings to satisfy these requirements, students must consult the online course registration system.

\**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, and will satisfy the respective requirement.*

**Engineering Business Practice.** The college recognizes the importance of providing its graduates with opportunities to learn how engineers function in the world of business and offers a multi-course sequence (EG 40421/40422) that provides education in this

area. Students in all majors of the college may take at least the first course to satisfy technical elective requirements. The courses increase the effectiveness of engineering graduates by developing an understanding of the dynamics of business operations. They include issues related to ethics, leadership, and business practices such as marketing, management, finance, and human resources, and they examine the professional and leadership characteristics of modern industrial leaders. In the second course, students develop a business plan and execute it using a computer simulation program.

**Combination Five-Year Programs with the College of Arts and Letters.** The college also recognizes the benefits of a broad background in cultural, social, and technical subjects and, in 1952, in cooperation with the College of Arts and Letters of the University, instituted a five-year program that combines the liberal arts program with the requirements of the various engineering programs. Students who complete this combination program will earn two degrees: the degree of bachelor of arts and the degree of bachelor of science in the engineering major pursued. Dual-degree students are eligible to join the Reilly Program in Engineering and Arts and Letters described at [nd.edu/~reilly/academic\\_programs.html](http://nd.edu/~reilly/academic_programs.html).

Students pursuing this program must have strong scholastic ability and be acceptable to both the dean of the College of Arts and Letters and the dean of the College of Engineering. Choice of the program should be indicated by the end of the second year, but choice of a particular field in Arts and Letters may be deferred until the end of the third year.

The general sequence of courses in the five-year engineering-liberal arts program is found under "Dual Degree Programs" later in this section of the *Bulletin*.

**Combination Five-Year Program with the Mendoza College of Business.** To address the needs of engineering students who wish to integrate management and engineering, the College of Engineering and the Mendoza College of Business have established a program in which a student may earn the bachelor of science degree from the College of Engineering and the master of business administration from the Mendoza College of Business.

The program is structured so that a student who has completed the first three years of the bachelor's degree program, if accepted through a competitive admissions process, completes the master of business administration and the bachelor of science in engineering. This program may require summer or intersession work.

Students who wish to pursue this program should have a superior scholastic record in their undergraduate program and must apply to and be accepted by the MBA program during their third year in the College of Engineering.

## COLLEGE AWARDS AND PRIZES

The general sequence of courses in the five-year engineering-MBA program may be found under "Dual Degree Programs" later in this section of the *Bulletin*.

**Combination Five-Year Program with Saint Mary's College.** Students at Saint Mary's College may elect to earn a B.S. in biology, chemistry, or mathematics from Saint Mary's while simultaneously earning a B.S. in a related engineering program at Notre Dame. This program requires five years of study, with only the fifth year at Notre Dame to satisfy residency requirements. Students interested in this program must consult the appropriate advisor(s) at Saint Mary's College before enrolling in required courses at Notre Dame.

**Combination Five-Year Programs with Other Schools.** The highly desirable objective to infuse more liberal arts and sciences work into the education of engineering students has been met in another way.

The University of Notre Dame has entered into agreements with Bethel College, Mishawaka, Ind.; Carroll College, Helena, Mont.; Elon University, Elon, N.C.; Goshen College, Goshen, Ind.; Saint Anselm College, Manchester, N.H.; Stonehill College, Easton, Mass.; University of St. Thomas, St. Paul, Minn.; and Xavier University of Louisiana, New Orleans, La., whereby the liberal arts and sciences part of a combination five-year program is given by these respective colleges and the engineering part by Notre Dame. In these dual-degree programs, the student spends three years at a college of first choice and two years at Notre Dame. After completion of the five-year program, the student receives a bachelor of arts or bachelor of science degree from the first college and a bachelor of science in engineering degree from Notre Dame.

The sequence of courses for any of these programs will vary depending on the program of study at the other institution. No attempt has been made to set up a rigid pattern, and each participating institution has some freedom concerning the choice and arrangement of courses, provided that the coverage in the areas of mathematics, physics, chemistry, computing, introductory engineering, theology, philosophy, history, social science, and literature or fine arts is appropriate. It is expected, however, that students will complete the equivalent of the first two years of the desired College of Engineering program before applying for transfer.

Students must complete at least 60 course hours at Notre Dame, and must spend the final year of study at Notre Dame to satisfy residency requirements.

Details of these programs may be obtained by writing to the institutions concerned or to the College of Engineering.

**Graduate Programs in Engineering.\*** The Graduate School of the University of Notre Dame comprises four divisions: humanities, social science, science, and engineering. The division of engineering was

organized in 1946 with power to grant advanced degrees in the departments of aerospace and mechanical engineering, chemical and biomolecular engineering, civil engineering and geological sciences, computer science and engineering, and electrical engineering. The general conduct of graduate work is under the jurisdiction of the Graduate Council of the University, the members of which serve as specified in the Academic Articles. Director of the program in the engineering division is the dean of the College of Engineering.

\* Reference should be made to the *Graduate School Bulletin of Information for details of these programs and to the Web at [nd.edu/~engineer/prospects/prospects.htm](http://nd.edu/~engineer/prospects/prospects.htm).*

## College Awards and Prizes

### COLLEGE OF ENGINEERING AWARDS

*The Rev. Thomas A. Steiner Prize.* From a fund established in 1948 by former students of Rev. Thomas A. Steiner, C.S.C., former dean of the College of Engineering, a cash award is made to seniors in the college who have been selected for their all-around excellence as students.

*The Reilly Scholar Designation.* The designation of Reilly Scholar is given annually to those fifth-year seniors enrolled in the dual Engineering/Arts and Letters program who have excelled academically and otherwise during their first four years as students. A cash award is made from a fund established by Jack Reilly to encourage such interdisciplinary studies.

*The Americo Darin Prize.* From a fund set up by the Darin family in their father's name, a cash award is made to several engineering juniors who have demonstrated exceptional and steady improvement over their first four semesters at Notre Dame.

## Departmental Awards

### AEROSPACE AND MECHANICAL ENGINEERING

*Patrick J. Deviny Award.* Presented each year to a junior aerospace student who has displayed the most diligence and persistence in the pursuit of undergraduate studies in aerospace engineering.

*Vincent P. Goddard Design Award.* Presented each year to a senior in aerospace engineering for outstanding performance in the aerospace design course.

*Sigma Gamma Tau Honor Award.* Presented each year to a member of the Notre Dame chapter in recognition of outstanding academic performance and demonstrated professional potential.

*Pi Tau Sigma Honor Award.* Presented each year to a member of the Notre Dame chapter in recogni-

tion of outstanding academic performance and demonstrated professional potential.

*The Aero Propulsion Award.* Presented each year to a senior in aerospace engineering for outstanding performance in the Gas Turbine and Propulsion class.

*The Zahm Prize for Aeronautical Engineering* was founded in 1946 by Dr. Albert J. Zahm, distinguished pioneer in aeronautics and at one time professor of physics at the University of Notre Dame. The award is made to the senior aerospace engineering student who, in the estimation of the faculty of the program, has achieved the most distinguished record in professional subjects.

*The Zahm Prize for Mechanical Engineering.* Beginning with 2007–08 year, awarded to a senior mechanical major who, in estimations of the faculty, has achieved the most distinguished record in professional subject.

*Jerome L. Novotny Design Award.* Presented each year to a junior in mechanical engineering for the best design in the junior heat transfer course.

*The Rockwell Automation Power Systems Design Award.* Presented each year to seniors in mechanical engineering for the best design in the senior mechanical engineering design course.

*Best Undergraduate Research Paper.* Presented each semester to the undergraduate who has written the best research paper based on research done during undergraduate research class for the semester.

### CHEMICAL AND BIOMOLECULAR ENGINEERING

*AIChE Scholarship Award.* Presented to the junior chemical engineering student who has the highest scholastic average during the first two years of study.

*American Institute of Chemists Award.* Presented to an outstanding senior in the Department of Chemical and Biomolecular Engineering.

*Chemical Engineering Alumni Award.* Presented to one or more seniors who have an outstanding combination of scholarship and extracurricular activities.

*Chemical Engineering Faculty Award.* Presented to the senior with the highest scholastic average after seven semesters of study.

*Chemical Engineering Research Award.* Presented to one or more undergraduate students who have performed outstanding undergraduate research.

*John C. Treacy Award.* Presented to the student with the highest score in thermodynamics.



## STUDENT ORGANIZATIONS AND ACTIVITIES

**CIVIL ENGINEERING AND GEOLOGICAL SCIENCES**

*The American Society of Civil Engineers.* The Indiana section each year presents an award to the two senior students most active in the student chapter of ASCE.

*Leroy D. Graves Academic Improvement Award.* Presented to a senior civil engineering student for significant development in academic performance.

*The Sydney Kelsey Outstanding Scholar Award.* Presented to a senior civil engineering student for excellence and creativity in academics.

*The Kenneth R. Lauer Award.* Presented to a senior civil engineering student for leadership, integrity, and service to fellow students and community as determined by that student's classmates.

*James A. McCarthy Scholarship in Civil Engineering.* Presented to a junior civil engineering student for outstanding academic and professional excellence.

*The Walter L. Shilts Award for Undergraduate Achievement.* Presented to a senior civil engineering student who has best fulfilled his or her potential as a student through hard work and dedication to obtaining the best possible education.

*The Rev. Alexander Kirsch, C.S.C., Award.* To the senior receiving a degree in geological sciences who has evidenced high qualities of personal character, scholarship, and leadership.

*Dr. Raymond C. Gutschick Award.* To the graduating senior who has demonstrated the most promise in geological research as evidenced by a successful research project.

**COMPUTER SCIENCE AND ENGINEERING**

*Outstanding Computer Engineering Award.* To the graduating senior in computer engineering who has evidenced high qualities of personal character, scholarship, and leadership.

*Outstanding Computer Science Award.* To the graduating senior in computer science who has evidenced high qualities of personal character, scholarship, and leadership.

**ELECTRICAL ENGINEERING**

*The Basil R. Myers Award.* For achievement in electrical engineering, recalling circuit theory, the English language, and St. George Day at Notre Dame.

*The James L. Massey Award.* For achievement in electrical engineering, recalling communication theory, undergraduate teaching, and the Binary Examination.

*The Arthur J. Quigley Award.* For achievement in electrical engineering, recalling electronics, service to our neighbor, and the little man in the circuit.

*The Laurence F. Stauder Award.* For achievement in electrical engineering, recalling electrical power, the IEEE Student Branch, and the Notre Dame alumni.

*The IEC William L. Everitt Award.* For achievement in electrical engineering, computer engineering, or computer science, with an interest in the area of communications.

**Student Organizations and Activities****THE NOTRE DAME TECHNICAL REVIEW**

Since 1949, the students of the College of Engineering have been publishing the *Notre Dame Technical Review*. It provides the opportunity for creative writing and for the management of a technical periodical.

**HONOR SOCIETIES****TAU BETA PI**

In 1960, the Indiana Gamma Chapter of Tau Beta Pi was installed at Notre Dame to foster a spirit of liberal culture in the engineering college and to recognize those who have conferred honor upon Notre Dame by distinguished scholarship and exemplary character as undergraduates in engineering or by their attainment as alumni in the field of engineering. Seniors in the top fifth of their class and juniors in the top eighth of their class are eligible for election under rigid standards of scholarship, character, leadership, and service.

**ETA KAPPA NU**

In 1962, the Delta Sigma Chapter of Eta Kappa Nu, the national honor society for electrical engineers, was installed at Notre Dame. Juniors, seniors, and alumni are elected to membership on the basis of scholastic attainment, leadership, and quality of character.

**PI TAU SIGMA**

In 1963, the Sigma Beta Chapter of Pi Tau Sigma, the national honor society for mechanical engineers, was installed at Notre Dame. Juniors, seniors, and alumni are elected to membership on the basis of scholastic attainment, leadership, quality of character, and a demonstration of probable future success in engineering.

**CHI EPSILON**

In 1966, the Notre Dame Chapter of Chi Epsilon, the national honor society for civil engineers, was installed at Notre Dame. Chi Epsilon recognizes those civil engineering students, faculty, and alumni who have displayed superior qualities in scholarship, character, practicality, and sociability during their professional careers.

**SIGMA GAMMA TAU**

In 1981, the Notre Dame Chapter of Sigma Gamma Tau, the national honor society for aerospace

engineering was installed. This organization recognizes and honors those individuals in the field of aeronautics and astronautics who have distinguished themselves through scholarship, integrity, service, and outstanding achievement. Senior students who rank in the top third of their aerospace engineering class are eligible for admission.

**UPSILON PI EPSILON**

In 2004, the Notre Dame chapter of Upsilon Pi Epsilon, which recognizes the academic excellence of students in the computing and information disciplines, was installed at Notre Dame. Outstanding juniors, seniors, and graduate students from the Department of Computer Science and Engineering are honored each year with induction.

**PROFESSIONAL SOCIETIES**

The several departments of the college actively support student chapters of their respective professional societies; these are:

American Institute of Aeronautics and Astronautics (AIAA)

American Institute of Chemical Engineers (AIChE)

American Society of Civil Engineers (ASCE)

American Society of Mechanical Engineers (ASME)

Association of Computer Machinery (ACM)

Institute of Electrical and Electronic Engineers (IEEE)

National Society of Black Engineers (NSBE)

Society of Hispanic Professional Engineers (SPHE)

Society of Women Engineers (SWE)

The Joint Engineering Council (JEC), a student organization with representation from the college's professional and honor societies, coordinates the activities of all engineering organizations and encourages the pursuit of a professional attitude in the student body of the College of Engineering. The JEC sponsors activities of general interest to the engineering student body.

## Aerospace and Mechanical Engineering

### Chair:

John E. Renaud

### Associate Chair:

J. William Goodwine Jr.

*H. Clifford and Evelyn A. Brosey Professor of*

### *Mechanical Engineering:*

Frank P. Incropera

*Viola D. Hank Professor of Mechanical Engineering:*

Hafiz M. Atassi

### Clark Professor:

Thomas C. Corke

### Professors:

Stephen M. Batill; Raymond M. Brach (emeritus); Patrick F. Dunn; Nai-Chien Huang (emeritus); Edward W. Jerger (emeritus); Eric J. Jumper; Francis M. Kobayashi (emeritus); Stuart T. McComas (emeritus); Thomas J. Mueller (emeritus); Victor W. Nee (emeritus); Robert C. Nelson; Timothy C. Ovaert; Samuel Paolucci; Joseph M. Powers; Francis H. Raven (emeritus); John E. Renaud; Mihir Sen; Steven B. Skaar (emeritus); Albin A. Szewczyk (emeritus); Flint O. Thomas; Kwang-tzu Yang (emeritus)

### Associate Professors:

J. William Goodwine Jr.; Robert A. Howland; John W. Lucey (emeritus); Scott C. Morris; Glen L. Niebur; Ryan K. Roeder; Steven R. Schmid; James P. Schmiedeler; Michael M. Stanisic; Meng Wang

### Assistant Professors:

James E. Houghton (emeritus); David B. Go; Philippe Sucusky; Vikas Tomar; Diane Wagner

### Associate Professional Specialists:

Rodney L. McClain; John Ott; Richard B. Strebinger

**Program of Studies.** The Department of Aerospace and Mechanical Engineering offers programs of study that lead to degrees of bachelor of science and master of science in aerospace engineering and mechanical engineering, respectively; master of engineering for mechanical engineers; and doctor of philosophy.

**Program in Aerospace Engineering.** This program is accredited by the Engineering Accreditation Commission of ABET, Inc. The aerospace program is designed to prepare those students interested in the design and operation of aircraft and space vehicles for entrance into a professional career. The curriculum, based on a solid foundation in mathematics, physics, chemistry and the engineering sciences, places emphasis on such basic aerospace disciplines as aerodynamics and fluid mechanics, orbital mechanics, and solid and structural mechanics, as well as such integrating disciplines as design, experimental methods and systems analysis. Technical specializations in the junior and senior year enable students to emphasize specific technical areas, including design and manufacturing, thermal

and fluid sciences, bioengineering, solid mechanics, materials, control and mechanical systems and computational engineering.

The aerospace engineering program uses laboratories in Fitzpatrick Hall of Engineering and in the Hessert Laboratory for Aerospace Research. The Hessert laboratories contain superior facilities for instruction and research.

Students are encouraged to participate in the activities of the student chapter of the American Institute of Aeronautics and Astronautics and to enter the national student paper competition conducted by the parent institute. Outstanding achievement in the aerospace program is recognized by membership in Sigma Gamma Tau, the national aerospace honor society.

Further details about the standard aerospace program, the London Program and electives can be found on the Web at [ame.nd.edu](http://ame.nd.edu). The program below pertains only to the Class of 2010 and beyond.

### Aerospace Engineering Educational Objectives and Learning Outcomes.

The Engineering Accreditation Commission of ABET, Inc., encourages the explicit statement of the Educational Objectives and Learning Outcomes for all engineering programs. Publication of the objectives and desired outcomes, as well as efforts to determine if these are being achieved, are part of the process of continuous improvement in engineering education.

**Educational Objectives.** The Department of Aerospace and Mechanical Engineering has established the following Educational Objectives that are consistent with the mission of the University and College of Engineering. These objectives have been developed in collaboration with faculty, students, and industry representatives. Educational objectives are "broad statements that describe the *career and professional accomplishments* that the program is *preparing the graduates to achieve.*" These are usually recognized as accomplishments in the *first few years after graduation.*

The aerospace engineering program at Notre Dame appreciates the diverse set of individual goals to which our students aspire, so it has expressed the Educational Objectives in two forms. For *all graduates* of the program:

- Secure a position consistent with their personal aspirations and qualifications
- Assume a technical or managerial leadership role with their organization
- Participate as a volunteer with at least one professional or social service organization

In addition, depending on the career path selected, graduates would be prepared to achieve one or more of the following:

- Be recognized as the key technical specialist within their organization for a particular professional specialty
- Receive a graduate or professional degree
- Start their own company
- Be granted a patent

**Learning Outcomes.** To achieve these Educational Objectives, the curriculum is designed to provide the following Learning Outcomes that describe what students are expected to know or be able to do by the time of graduation.

**First Principles and Problem Solving:** Graduates understand fundamental scientific first principles of engineering and can apply them to the solution of problems or systems by way of analytical and numerical treatment.

### Engineering Skills and Professional Practice:

Graduates understand the essential role of experimentation in engineering, and they are able to compare and gain insight from a combination of analytical, numerical, and experimental results. They are able to use modern engineering software tools, including CAD, and are capable of programming digital computers

**Design:** Graduates have a pragmatic understanding of design and the engineering design process and are able to contribute in various ways to the design of a product, system, or process.

**Communication:** Graduates are able to communicate well, both orally and in writing, and function effectively in multidisciplinary groups, both in leadership and support roles.

**Professional Responsibility:** Graduates are familiar with the responsibilities of professional practice, the roles that aerospace engineers play in society, the kinds of issues they deal with, and their influence in society.

### First Year of Studies

First-year students intending to major in aerospace engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

### Sophomore Year

#### First Semester

MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
AME 20221. Mechanics I	3
AME 20211. Introduction to Aeronautics	3
AME 20214. Introduction to Engineering Computing	1
Arts and Letters course*	3

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17.5

## AEROSPACE AND MECHANICAL ENGINEERING

*Second Semester*

MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
AME 20222. Mechanics II	3
AME 20241. Solid Mechanics	4
AME 20231. Thermodynamics	3
AME 20213. Measurements and Data Analysis or AME 30361. Computer Aided Design and Manufacturing	3
	16.5

**Junior Year***First Semester*

AME 30314. Differential Equations, Vibrations and Controls I	3
AME 20213. Measurements and Data Analysis or AME 30361. Computer Aided Design and Manufacturing	3
AME 30341. Aerospace Structures	3
AME 30331. Fluid Mechanics	3
Arts and Letters course+	3
	15

*Second Semester*

AME 30315. Differential Equations, Vibrations and Controls II	3
AME 30333. Aerodynamics Laboratory	4
AME 30332. Compressible Aerodynamics	3
AME 30334. Heat Transfer	3
Arts and Letters course+	3
	16

**Senior Year***First Semester*

AME 40461. Flight Mechanics and Introduction to Design	3
AME 40451. Aerospace Dynamics	3
AME 40431. Gas Turbines and Propulsion Technical Specialization*	3
Arts and Letters course+	3
	15

*Second Semester*

AME 30381. Orbital and Space Dynamics	3
AME 40462. Aerospace Design Technical Specialization/Prof. Development	4
Technical Specialization	3
Arts and Letters course+	3
	16

Total for the four years: 130 semester hours.

\*A list of approved technical specialization and professional development courses is available on the department website.

\* See "Arts and Letters Core" on the first page of the College of Engineering section.

The most current information for the degree program course requirements is available on the department website, ame.nd.edu.

**The Program in Mechanical Engineering.**

This program is accredited by the Engineering Accreditation Commission of ABET, Inc. The

department offers a well-rounded program at the bachelor's level. The curriculum is built on a sound foundation in mathematics, physics, chemistry and the engineering sciences. In the undergraduate curriculum the student may obtain, by suitable selection of elective courses, a program suited to enable him or her to specialize in a given sequence or to prepare as a generalist. Elective course sequences are available in aerospace, design and manufacturing, thermal and fluid sciences, bioengineering, solid mechanics, materials, control and mechanical systems, and computational engineering.

To prepare for today's changing technological world, the program requires use of a computer in many of its courses.

Finally, for professional growth during formative years as engineers in training, students are encouraged to participate in the activities of the student chapter of the American Society of Mechanical Engineers. Outstanding achievement in the mechanical engineering program is recognized by membership in Pi Tau Sigma, the national mechanical engineering honor society.

Further details about the mechanical engineering program, the London Program and electives can be found on the Web at ame.nd.edu. The program below pertains only to the Classes of 2010 and beyond.

**Mechanical Engineering Educational Objectives and Learning Outcomes.**

The Engineering Accreditation Commission of ABET, Inc., encourages the explicit statement of the Educational Objectives and Learning Outcomes for all engineering programs. Publication of the objectives and desired outcomes, as well as efforts to determine if these are being achieved, are part of the process of continuous improvement in engineering education.

**Educational Objectives.** The Department of Aerospace and Mechanical Engineering has established the following Educational Objectives that are consistent with the mission of the University and College of Engineering. These objectives have been developed in collaboration with faculty, students, and industry representatives. Educational objectives are "broad statements that describe the *career and professional accomplishments* that the program is *preparing the graduates to achieve.*" These are usually recognized as accomplishments in the *first few years after graduation.*

The mechanical engineering program at Notre Dame appreciates the diverse set of individual goals to which our students aspire, so it has expressed the educational objectives in two forms. For *all graduates* of the program:

- Secure a position consistent with their personal aspirations and qualifications
- Assume a technical or managerial leadership role with their organization
- Participate as a volunteer with at least one professional or social service organization

In addition, depending on the career path selected, graduates would be prepared to achieve one or more of the following:

- Be recognized as the key technical specialist within their organization for a particular professional specialty
- Receive a graduate or professional degree
- Start their own company
- Be granted a patent

**Learning Outcomes.** To achieve these educational objectives, the curriculum is designed to provide the following Learning Outcomes that describe what students are expected to know or be able to do by the time of graduation.

**First Principles and Problem Solving:** Graduates understand fundamental scientific first principles of engineering and can apply them to the solution of problems or systems by way of analytical and numerical treatment.

**Engineering Skills and Professional Practice:** Graduates understand the essential role of experimentation in engineering, and they are able to compare and gain insight from a combination of analytical, numerical, and experimental results. They are able to use modern engineering software tools, including CAD, and are capable of programming digital computers, including microprocessors.

**Design:** Graduates have a pragmatic understanding of design and the engineering design process and are able to contribute in various ways to the design of a product, system, or process.

**Communication:** Graduates are able to communicate well, both orally and in writing, and function effectively in multidisciplinary groups, both in leadership and support roles.

**Professional Responsibility:** Graduates are familiar with the responsibilities of professional practice, the roles that mechanical engineers play in society, the kinds of issues they deal with, and their influence in society.

**First Year of Studies**

First-year students intending to major in mechanical engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

## CHEMICAL AND BIOMOLECULAR ENGINEERING

**Sophomore Year***First Semester*

MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
AME 20221. Mechanics I	3
AME 20212. Introduction to Mechanical Engineering	3
AME 20214. Introduction to Engineering Computing	1
Arts and Letters course+	3
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	17.5

*Second Semester*

MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
AME 20222. Mechanics II	3
AME 20241. Solid Mechanics	4
AME 20213. Measurements and Data Analysis or AME 30361. Computer Aided Design and Manufacturing	3
AME 20231. Thermodynamics	3
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	16.5

**Junior Year***First Semester*

AME 30314. Differential Equations, Vibrations and Controls I	3
AME 20213. Measurements and Data Analysis or AME 30361 Computer Aided Design and Manufacturing	3
AME 30331. Fluid Mechanics	3
AME 40423. Mechanisms and Machines	3
Arts and Letters course+	3
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	15

*Second Semester*

AME 30315. Differential Equations, Vibrations and Controls II	3
AME 30334. Heat Transfer	3
AME 30363. Design of Machine Elements	3
EE 20222. Introduction to Electrical Engineering and Embedded Systems	4
Arts and Letters course*	3
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	16

**Senior Year***First Semester*

CBE 30361. Science of Engineering Materials	3
AME 30362. Design Methodology	3
AME Technical Elective	3
Technical Elective*	3
Arts and Letters course+	3
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	15

*Second Semester*

AME 40463. Senior Design Project	4
AME Elective	3
AME Elective	3
Technical Elective*	3
Arts and Letters course+	3
<hr/>	
	16

\*A list of approved AME and technical specialization courses is available on the department website.

\* See "Arts and Letters Core" on the first page of the College of Engineering section.

The most current information for the degree program course requirements is available on the department website: (ame.nd.edu).

Total for the four years: 130 semester hours.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Engineering](#) section under the [Department of Aerospace and Mechanical Engineering](#) heading.

A number of introductory graduate-level courses, described in the *Graduate School Bulletin of Information* and on the department website, are open to advanced undergraduates, with the permission of the department chair, to satisfy upper-level electives.

**Chemical and Biomolecular Engineering***Chair:*

Mark J. McCready

*Schmitt Professor of Chemical Engineering:*

Paul W. Bohn

*Bayer Professor of Chemical Engineering:*

Hsueh-Chia Chang

*Keating-Crawford Professor of Chemical Engineering:*

Joan F. Brennecke

*Professors:*

Jeffrey C. Kantor; David T. Leighton Jr.; Edward J. Maginn; Mark J. McCready; Paul J. McGinn; William F. Schneider; Mark A. Stadtherr; William C. Strieder; Eduardo E. Wolf

*Associate Professors:*

Davide A. Hill; Y. Elaine Zhu

*Assistant Professors:*

Basar Z. Bilgicer

*Professional Specialist:*

Salma R. Saddawi

*Associate Professional Specialist:*

Jessica A. Kuczynski

**Program of Studies.** The Department of Chemical and Biomolecular Engineering offers programs of study leading to the degrees of bachelor of science in chemical engineering, master of science in chemical engineering, and doctor of philosophy. The program leading to the bachelor of science degree is accredited by the Engineering Accreditation Commission of ABET, Inc.

The traditional role of chemical engineers of providing the principal technical guidance for the chemical and petroleum industries has been greatly augmented in recent years. Chemical engineers now direct the advancement and utilization of technology for the food processing and consumer products industries and are playing increasing roles in the manufacture of the highest density computer chips and in the invention of advanced drug delivery systems. In addition to creating remediation strategies, chemical engineers contribute to the prevention of deleterious impact of society on the environment by the development of new "green" process technologies that eliminate the use of dangerous solvents. They are the leaders in the field of "sustainability" which is the implementation of energy sources and raw material supplies that can sustain humankind indefinitely. In all of these areas, complex processes involving chemical changes of matter occur and, as such, sound training in chemistry, physics, mathematics, and allied applied sciences are prerequisites to resolving the challenges posed by these complex systems.

The undergraduate program at Notre Dame is notable for its combination of a strong fundamental focus in chemical engineering courses with a broad humanities and science education provided in courses other than chemical engineering. The science and humanities courses prepare students both for study of chemical engineering and to understand

## CHEMICAL AND BIOMOLECULAR ENGINEERING

the complex scientific, social, and moral issues of the world today. Our intention in emphasizing fundamentals is to develop students' intellect and to equip them with enduring knowledge in chemical engineering and related fields. Thus, our undergraduate chemical engineering curriculum provides students with not only a preparation for a career as chemical engineer, but for a lifetime of learning and a lifelong career in areas that may include law, medicine, or business.

**University of Notre Dame Undergraduate**

**Program Goals:** Students who have graduated in Chemical Engineering at Notre Dame have pursued, successfully, a wide range of career paths. The faculty believes that this has resulted from the interests of students who enter our program and is facilitated by our emphasis on fundamental aspects of chemical engineering. Thus consistent with the mission of the University, the Department of Chemical and Biomolecular Engineering program seeks to develop students who:

1. Pursue knowledge and commensurate understanding and critically evaluate the consequences of these.
2. Communicate clearly and effectively.
3. Demonstrate proficiency in the art and science of chemical engineering with a strong understanding of the fundamental principles of pure and engineering sciences on which chemical engineering practice is based.
4. Appreciate their social and moral responsibilities both within their careers in engineering and through service in their communities.
5. Understand how chemical engineering connects with other major disciplines to produce the goods and services needed by society.

Within the chemical engineering degree program, students can use their electives to construct course sequences in materials, environmental chemical engineering and biomolecular engineering. A suggested course sequence for students interested in going to medical school is also available.

More than one-third of the chemical engineering undergraduates participate in research activities with faculty and graduate students at some time in their careers in such areas as advanced materials, ionic liquids as environmentally benign solvents, biomaterials, microfluidic devices, catalysis, fuel cells, and drug delivery techniques.

Further details about the chemical engineering program may be found on the Web at [nd.edu/~chegdept](http://nd.edu/~chegdept). The program below pertains only to the Classes of 2010 and beyond.

**FIRST YEAR OF STUDIES**

First-year students intending to major in chemical engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

**Sophomore Year***First Semester*

MATH 20550. Calculus III	3.5
CHEM 10172. Organic Chemistry	3
CHEM 11172. Organic Chemistry Lab I	1
PHYS 10320. General Physics II	4
CBE 20255. Introduction to Chemical Engineering Analysis	3
Arts and Letters Course*	3
	<hr/>
	17.5

*Second Semester*

CHEM 20273. Organic Chemistry II	3
MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
CBE 20256. Chemical Engineering Thermodynamics	4
CBE 20258. Computer Methods in Chemical Engineering	3
Arts and Letters course*	3
	<hr/>
	16.5

**Junior Year***First Semester*

MATH 30650. Differential Equations	3
CHEM 30333. Analytical Chemistry	2
CHEM 31333. Analytical Chemistry Lab	2
CBE 30361. Science of Engineering Materials	3
CBE 30355. Transport Phenomena I	3
Arts and Letters course*	3
	<hr/>
	16

*Second Semester*

CHEM 30324. Physical Chemistry	3
CBE 30356. Transport Phenomena II	3
CBE 31358. Chemical Engineering Laboratory I	3
CBE 30338. Chemical Process Control	3
Arts and Letters course*	3
	<hr/>
	15

**Senior Year***First Semester*

CBE 41459. Chemical Engineering Laboratory II	3
CBE 40443. Separation Processes	3
CBE 40445. Chemical Reaction Engineering	3
Advanced Science Elective*	3
Chemical Engineering Elective*	3
	<hr/>
	15

*Second Semester*

Chemical Engineering Elective*	3
CBE 40448. Chemical Process Design	3
Technical Elective*	3
Technical Elective *	3
Arts and Letters course*	3
	<hr/>
	15

\* All electives are selected from a list available in the department office or found on the department website.

\* See "Arts and Letters Core" on the first page of the College of Engineering section.

Total for the four years: 129 semester hours.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Engineering](#) section under the [Department of Chemical and Biomolecular Engineering](#) heading.

Certain graduate courses are open to advanced undergraduates with permission from the department chair

## Civil Engineering and Geological Sciences

### Massman Chair:

Peter C. Burns

### Henry Massman Professor of Civil Engineering:

Peter C. Burns

### Robert M. Moran Professor of Civil Engineering:

Ahsan Kareem

### Professors:

Thomas E. Albrecht-Schmitt; Jeremy B. Fein; Robert L. Irvine (emeritus); Sydney Kelsey (emeritus); Kenneth R. Lauer (emeritus); Patricia A. Maurice; Clive R. Neal; Stephen E. Silliman; James I. Taylor (emeritus); Joannes J. Westerink

### Associate Professors:

Lloyd H. Ketchum Jr. (emeritus); Tracy L. Kijewski-Correa; David J. Kirkner; Yahya C. Kurama; Jerry J. Marley (emeritus); J. Keith Rigby Jr.; Rev. James A. Rigert, C.S.C. (emeritus)

### Assistant Professors:

Andrew Kennedy; Kapil Khandelwal; Changzheng Na; Robert Nerenberg; Joshua ShROUT; Alexandros Taflanidis

### Assistant Professional Specialist:

Elizabeth A. Kerr

**Vision and Mission.** The Department of Civil Engineering and Geological Sciences (CE/GEOS) aspires to be preeminent nationwide in our selected research and educational focus areas, to be ranked in the top quartile of civil engineering and environmental geoscience programs in the United States, to have global reach and impact in education and research, and to promote positive contributions to society in the Catholic tradition. CE/GEOS strives to provide a stimulating and unique interdisciplinary environment for learning and research by blending traditional disciplines of engineering and science. CE/GEOS offers outstanding educational programs for those aspiring to contribute as leaders in the fields of Civil Engineering, Environmental Engineering, and Environmental Geosciences. CE/GEOS's educational objective is to provide students with the knowledge, skills, vision and ethical basis to contribute as leaders in design, construction and protection of our civil infrastructure, and understanding, management and remediation of the environment.

**Program of Studies.** The Department of Civil Engineering and Geological Sciences offers programs of study leading to the degrees bachelor of science in civil engineering, bachelor of science in environmental geosciences, master of science in civil engineering, master of science in geological sciences, master of science in environmental engineering, and doctor of philosophy.

**Program in Civil Engineering.** This program is accredited by the Engineering Accreditation Commission of ABET, Inc. The department presents a well-rounded program for the bachelor's degree with the first two years devoted primarily to the

basic principles of science and engineering. The third and fourth years are devoted to courses in the basic areas of civil engineering—structural analysis and design, hydraulics and hydrology, water supply and wastewater disposal, materials of construction, geotechnical engineering, and transportation engineering. A student may emphasize a particular area of interest by selecting either the environmental engineering and hydrology sequence or the structures sequence, and by the careful use of elective courses. Civil engineering electives in the senior year may be regular courses, individualized directed study or research courses.

Most courses in the program are prescribed for all civil engineering students so that each student receives a firm foundation in the many basic disciplines comprising the broad field of civil engineering. This is especially desirable, for often in the course of professional development the civil engineer is asked to coordinate the planning, design, and construction of highly complex systems and must use many or all of these disciplines.

The department has excellent facilities for research available to both graduate and undergraduate students. These facilities include a structural dynamics/structural control laboratory; a materials testing and structural research laboratory; a groundwater hydrology field laboratory; and a number of analytical laboratories for water, wastewater and hazardous waste treatment.

The professional aspects of civil engineering are emphasized and promoted by the activities of a student chapter of the American Society of Civil Engineers, in which all students of the department are eligible to participate.

Further details about the civil engineering and environmental geosciences programs may be found on the Web at [nd.edu/~cegeos](http://nd.edu/~cegeos).

**First Year of Studies.** First-year students intending to major in civil engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

### Sophomore Year

#### First Semester

MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
CE 20150. Mechanics I	3
CE 20130. Methods of Civil Engineering	4
	<hr/>
	14.5

#### Second Semester

MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
MATH 30440. Probability and Statistics	3
AME 20241. Solid Mechanics	4
CE 20500. Engineering Geology	3
Arts and Letters course*	3
	<hr/>
	16.5

### Junior Year

#### First Semester

MATH 30650. Differential Equations	3
CE 30200. Intro to Struc. Engrg	3
CE 30300. Intro to Env. Engrg	3
CE 30125. Computational Methods	3
Arts and Letters course*	3
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	15

#### Second Semester

CE 30160. Civil Engineering Materials	4
CE 30510. Intro to Geotech Engrg	4
CE 30210. Structural Analysis (Opt A)**	(3)
CE 30320. Water Treat and Chem. (Opt B)**	(3)
CE 30460. Fluid Mechanics	3
Arts and Letters course+	3
	<hr/>
	17

### Senior Year

#### First Semester

CE 40450. Hydraulics	3
CE 40270. Reinf. Concrete Design (Opt A)**	(4)
CE 40460. Groundwater Hydrology (Opt B)**	(4)
Civil Engineering Elective	3
Free Elective	3
Arts and Letters course*	3
	<hr/>
	16

#### Second Semester

CE 40620. Transportation Engineering	3
CE 40280. Structural Steel Design (Opt A)**	(4)
CE 40340. Wastewater Design (Opt B)**	(4)
Civil Engineering Elective	3
Technical Elective	3
Arts and Letters course*	3
	<hr/>
	16
Total degree required credits	129

\*See "Arts and Letters Core" on the first page of the College of Engineering section.

\*\*Note: Beginning in the spring semester of the junior year the student chooses to follow option A, the structural engineering track, or option B, the environmental engineering and hydrology track. Each track is defined by the three specialization courses shown. Note that, by an appropriate choice of electives, a student may complete both tracks.

Certain graduate courses are open to advanced undergraduates with permission of the department chair.

## ENVIRONMENTAL GEOSCIENCES

This degree is administered by the College of Engineering.

**Program in Environmental Geosciences.** The Environmental Geosciences program at Notre Dame was founded by the Department of Civil Engineering and Geological Sciences to provide students with a quantitative preparation for professional careers or continued higher education in

## CIVIL ENGINEERING AND GEOLOGICAL SCIENCES

the disciplines of earth and environmental science.

The program provides a foundation in the physical sciences, with emphasis on processes that occur near or at the surface of the Earth, and the impact of human activity on such processes. Students explore the geochemical, mineralogical, and hydrological properties of Earth's crust, and develop an understanding of the interplay of natural processes such as mineral-water-rock-bacteria interactions, with anthropogenic issues such as transport of toxic heavy metals and safe disposal of nuclear waste.

The environmental geosciences program combines classroom, laboratory, and field studies. Students are encouraged to participate in a semester study abroad, such as the Australia program (during the fall semester, junior year), which provides additional opportunity for field-based studies. All students are encouraged to conduct independent research under faculty supervision during their senior year.

An undergraduate major in environmental geosciences prepares a student for graduate study (M.S., Ph.D.) in many aspects of geology and environmental sciences, as well as for admission to a variety of professional schools. In addition, this program meets the criteria for graduates to become state-registered geologists in those states requiring such certification. Graduates with a B.S. degree may enter careers in diverse areas such as the National Park Service, industry, environmental consulting, and government research laboratories. An environmental geosciences degree is also an ideal background for those planning to teach in secondary schools at all levels. Further details can be found at [nd.edu/~envgeo](http://nd.edu/~envgeo).

The flexibility of our undergraduate program allows engineering and science students to major in the environmental geosciences. Below you will find an example of the curriculum that can be followed by a student who commits to the College of Engineering. This is followed by an example of how a student committed to the College of Science may also take advantage of this major.

#### First Year

##### First Semester

EG 10111. Intro. to Engineering Systems I <sup>1</sup>	3
CHEM 10171. General Chemistry I	4
MATH 10550. Calculus I <sup>2</sup>	4
Arts and Letters course <sup>3</sup>	3
FYC 13100 <sup>3</sup>	3
Physical Education/ROTC	0
	<hr/>
	17

##### Second Semester

EG 10112. Intro. to Engineering Systems II <sup>1</sup>	3
CHEM 10122. General Chemistry II	3
MATH 10560. Calculus II <sup>2</sup>	4
PHYS 10310. Physics I	4
Arts and Letters course <sup>3</sup>	3
Physical Education/ROTC	0
	<hr/>
	17

#### Sophomore Year

##### First Semester

ENVG 20110. Physical Geology + lab	4
ENVG 20200. Mineralogy and Optical Min.	4
PHYS 10320. Physics II	4
MATH 20550. Calculus III	3.5
	<hr/>
	15.5

##### Second Semester

ENVG 20120. Historical Geology	4
ENVG 20210. Ign. and Meta.Petrology	4
MATH 20580. Linear Alg. Diff. Equations	3.5
Arts and Letters course <sup>3</sup>	3
ENVG 45200. Field Trip	1
	<hr/>
	15.5

#### Junior Year

##### First Semester

ENVG 30230. Sediment. and Stratigraphy	4
ENVG 40300. Geochemistry	3
Arts and Letters course <sup>3</sup>	3
Free Elective	3
Technical Elective <sup>4</sup>	3
	<hr/>
	16

##### Second Semester

ENVG 30400. Str. Geology and Rock Mech.	4
ENVG 30300. Surficial Proc. Surf. Hydrol.	3
MATH 20340. Introductory Statistics	3
Arts and Letters course <sup>3</sup>	3
ENVG 45200. Field Trip	1
	<hr/>
	14

#### Senior Year

##### First Semester

ENVG 40410. Geophysics	3
CE 40460. Groundwater Hydrology	4
Technical Elective <sup>4</sup>	3
Arts and Letters course <sup>3</sup>	3
Arts and Letters course <sup>3</sup>	3
	<hr/>
	16

##### Second Semester

ENVG 40310. Env. Imp. Res. Utilization	3
ENVG 40340. Water-Rock Interaction	3
ENVG 40360. Geomicrobiology	3
Technical Elective <sup>4</sup>	3
Technical Elective <sup>4</sup>	3
	<hr/>
	15

Total for the 4 years. 126 semester hours.

**Students in the College of Science** who wish to major in the environmental geosciences, will follow a curriculum with the following differences (underlined).

#### First Year

##### First Semester

<u>ENVG 10110. Physical Geology + lab</u>	4
CHEM 10171. General Chemistry I	4
MATH 10550. Calculus I <sup>2</sup>	4
Arts and Letters course <sup>3</sup>	3
FYC 13100 <sup>3</sup>	3
Physical Education/ROTC	0
	<hr/>
	18

##### Second Semester

<u>ENVG 10100. Environmental Geosciences</u>	3
CHEM 10172. General Chemistry II	3
MATH 10560. Calculus II <sup>2</sup>	4
PHYS 10310. Physics I	4
Arts and Letters course <sup>3</sup>	3
Physical Education/ROTC	0
	<hr/>
	17

#### Sophomore Year

##### First Semester

<u>Arts and Letters course<sup>3</sup></u>	3
ENVG 20200. Mineralogy and Optical Min.	4
PHYS 10320. Physics II	4
MATH 22550. Calculus III	3.5
	<hr/>
	14.5

From the spring semester, sophomore year, the curriculum is the same as that listed above for engineering students, except a technical elective is taken in place of an arts and letters course during the fall semester, senior year. The total number of semester credit hours is the same.

#### Minor in Environmental Geosciences

A minor in environmental geosciences requires the completion of 23 credit hours in geological sciences as follows.

ENVG 20110. Physical Geology + lab	4
ENVG 20120. Historical Geology	4
ENVG 20200. Mineralogy	4
ENVG 45200. Field Trip	1
<b>Total</b>	<b>13</b>

##### One of:

ENVG 20210. Ig. and Met. Petrology	4
ENVG 30400. Str. Geology and Rock Mech.	4
ENVG 30230. Sediment. and Stratigraphy	4
<b>Total</b>	<b>4</b>

##### Two of:

ENVG 30300. Surficial Proc. Surf. Hydrol.	3
ENVG 40300. Geochemistry	3
ENVG 40310. Env. Imp. Res. Utilization	3
ENVG /SC 40380. Paleontology	3
ENVG 40340. Water-Rock Interaction	3
ENVG 40360. Geomicrobiology	3
<b>Total</b>	<b>6</b>

Total for the Minor: 23 semester hours.

#### Notes:

1. EG 10111 and EG 10112 are accepted but not required for the environmental geosciences degree.

## CIVIL ENGINEERING AND GEOLOGICAL SCIENCES

2. Under special circumstances, MATH 10240 may be an acceptable substitute for MATH 10550, and the sequence MATH 10350-10360 may be considered as an acceptable substitute for MATH 10550-10560.

3. University requirements include:

FYC	3 hours
Theology	6 hours
*Philosophy	6 hours
*History	3 hours
*Social Science	3 hours
*Fine Arts or Literature	3 hours

\* one of these must be a University Seminar.

4. Technical electives are typically junior and senior level courses in science or engineering that have been approved by the chair of Civil Engineering and Geological Sciences. Students must ensure they have met prerequisite requirements for technical elective courses.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Engineering](#) section under the [Department of Civil Engineering and Geological Sciences](#) heading.

SUMMARY OF REQUIREMENTS FOR GRADUATION FOR ENVIRONMENTAL GEOSCIENCES MAJOR	
	Credits*
Environmental Geosciences	44 (47)
Chemistry	7
Mathematics	18
Physics	8
Civil Engineering	10 (4)
Technical Electives (science and engineering)	12 (15)
FYC 13100	3
Philosophy	6
Theology	6
History	3
Social Science	3
Fine Arts or Literature	3
Free Electives	3
TOTAL	126

SUMMARY OF THE REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL GEOSCIENCE			
	Credits		Credits
ENVG /SC 20110: Physical Geology	4	<i>Two of:</i>	
ENVG /SC 20120: Historical Geology	4	ENVG 40100: Geophysics	3
ENVG /SC 20200: Mineralogy and Optical Mineralogy	4	ENVG 40310: Environmental Impact of Resource Utilization	3
ENVG 45200: Field Trip	1	ENVG 40340: Water-Rock Interaction	3
<i>Subtotal:</i>	13	ENVG /SC 40380: Paleontology	3
<i>One of:</i>		ENVG 40360: Geomicrobiology	3
ENVG 20210: Igneous and Metamorphic Petrology	4	ENVG /SC 40300: Geochemistry	3
ENVG 30400: Structural Geology	4	<i>Subtotal:</i>	6
ENVG /SC 30230: Sedimentation and Stratigraphy	4		
<i>Subtotal:</i>	4	<i>Total Credit Hours:</i>	23



## Computer Science and Engineering

*Schubmehl/Prein Professor and Department Chair of Computer Science and Engineering:*

Kevin W. Bowyer

*Ted H. McCourtney Professor of Computer Science and Engineering:*

Peter M. Kogge

*Professors:*

Steven C. Bass (emeritus); Brian Blake; Danny Z. Chen; Patrick Flynn; Eugene W. Henry (emeritus); X. Sharon Hu; John J. Uhran Jr. (emeritus)

*Associate Professors:*

Jay B. Brockman; Jesús A. Izaguirre; Aaron Striegel

*Assistant Professors:*

Marina Blanton; Amitabh Chaudhary; Nitesh Chawla; Scott Emrich; Michael Niemier; Christian Poellabauer; Douglas Thain

*Research Professor:*

Gregory R. Madey

*Associate Professional Specialists:*

Ramzi K. Bualuan; J. Curt Freeland

**Program of Studies.** The Department of Computer Science and Engineering offers programs of study that lead to the degrees of bachelor of science in computer science and bachelor of science in computer engineering. The program in computer engineering is accredited by the Engineering Accreditation Commission of ABET, Inc. The department also offers programs that lead to a master of science in computer science and engineering, and a Ph.D..

**Educational Goals.** The goals of the programs in computer science and computer engineering are (1) to prepare all students for careers in the public or private sector; (2) to prepare outstanding students for graduate study; (3) to develop lifelong learning skills in all students; (4) to provide comprehensive education in computer science, including theoretical foundations, software and hardware systems, and applications; and (5) to ensure significant design experience including working in teams.

**Program Outcomes.** At the time of completion of the undergraduate program, all graduates should possess (1) the ability to specify, design, test, and document software; (2) an understanding of current computer software and hardware technology; (3) an understanding of science, engineering, and mathematics; (4) a comprehensive general education; (5) the ability to continue learning in response to professional needs as well as personal desire for self-improvement; and (6) an understanding of personal and professional responsibility to society.

**Programs.** Programs in the Department of Computer Science and Engineering follow the four-year curricula listed below. These include required and elective courses in the basic, pure, and

applied sciences, as well as the humanities, electrical engineering, computer science, and computer engineering. Emphasis is on developing a mastery of the key principles underlying the organization, operation, and application of modern computers to real problems, with a solid grounding in math and science to permit a quantitative analysis of such solutions. In addition, central to both programs is the development of the ability to function, both independently and in multidisciplinary teams, and to be prepared for continued change in future computing technology and what effects it will have on all aspects of society. Opportunities for specialization in several professional computer disciplines are available. Students are individually assisted and advised in their choices of elective courses.

Department facilities include a laboratory to support instruction in System Administration and Network Management courses, and research facilities in distributive computing and computational techniques that are used by undergraduates as well. Moreover, the department uses UNIX workstations, which support modern computer-aided design tools for the design of computer systems and integrated circuits (VLSI) in many courses. Also available is a laboratory for the fabrication of integrated circuits designed by students in the “bits-to-chips” program.

Further information about computer science and computer engineering programs may be found on the Web at [cse.nd.edu](http://cse.nd.edu).

### PROGRAM IN COMPUTER ENGINEERING

The Program in Computer Engineering focuses on understanding the basic nature of the electronic devices that go into the creation of modern computers and on the detailed architecture and organization of such systems, both within the central processing unit and in how larger systems are assembled. Modern design tools and techniques are introduced very early in the program and used throughout to design, analyze, and prototype real digital computing systems. All computer engineering students are required to enroll in at least one of a prescribed set of design courses before graduation.

### PROGRAM IN COMPUTER SCIENCE

The Program in Computer Science focuses on the application of computers to real problems, especially in the design, development, and use of software. The program is designed to foster an understanding of the key properties of algorithms (the mathematical statements of how problems are to be solved), and how to recognize and design good algorithms to solve real problems in efficient fashions. The program also includes developing the ability to engineer large, efficient, portable, and scalable pieces of software that implement good algorithms in ways that are useful to the end users, and to do so in ways that use modern software development tools and techniques.

### FIRST YEAR OF STUDIES

First-year students intending to major in computer engineering or in computer science when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

### COMPUTER ENGINEERING PROGRAM

#### Sophomore Year

##### First Semester

CSE 20211. Fundamentals of Computing I	4
CSE 20110. Discrete Mathematics	3
MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
Arts and Letters course *	3
	17.5

##### Second Semester

CSE 20212. Fundamentals of Computing II	4
CSE 20221. Logic Design	4
MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
Technical Elective	3
Arts and Letters course *	3
	17.5

#### Junior Year

##### First Semester

CSE 30331. Data Structures	3
CSE 30321. Computer Architecture I	4
EE 20224. Introduction to Electrical Engineering	4
Free Elective	3
Arts and Letters course *	3
	17

##### Second Semester

CSE 30322. Computer Architecture II	4
CSE 30341. Operating System Principles	3
EE 20234. Electric Circuits	3
MATH 30440. Probability and Statistics	3
Arts and Letters course *	3
	16

#### Senior Year

##### First Semester

EE 30344. Signals and Systems I	3
CSE Electives*	9
Free Elective	3
	15

##### Second Semester

CSE 40175. Ethics and Professional Issues	3
EE 20242. Electronics I	4
CSE Elective*	3
Arts and Letters course*	3
	13

Total Program Credits: 130

## ELECTRICAL ENGINEERING

**COMPUTER SCIENCE PROGRAM****Sophomore Year***First Semester*

CSE 20211. Fundamentals of Computing I	4
CSE 20110. Discrete Mathematics	3
MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
Arts and Letters course*	3
	<hr/>
	17.5

*Second Semester*

CSE 20212. Fundamentals of Computing II	4
CSE 20221. Logic Design	4
MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
Technical Elective	3
Arts and Letters course*	3
	<hr/>
	17.5

**Junior Year***First Semester*

CSE 30331. Data Structures	3
CSE 30321. Computer Architecture I	4
CSE Elective*	3
Technical Elective	3
Arts and Letters course *	3
	<hr/>
	16

*Second Semester*

CSE 30151. Theory of Computing	3
CSE 30341. Operating System Principles	3
CSE 30332. Programming Paradigms	3
MATH 30440. Probability and Statistics	3
Arts and Letters course *	3
	<hr/>
	15

**Senior Year***First Semester*

CSE 40113. Algorithms	3
CSE Electives*	6
Technical Elective	3
Free Elective	3
	<hr/>
	15

*Second Semester*

CSE 40175. Ethics and Professional Issues	3
CSE Electives*	6
Arts and Letters course*	3
	<hr/>
	12
Total Program Credits:	127

\* See "Arts and Letters Core" on the first page of the College of Engineering section.

\* These courses must be selected from a list approved by the department. For computer engineering, at least one must be a designated design course.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Engineering](#) section under the [Department of Computer Science and Engineering](#) heading.

**Electrical Engineering***Chair:*

Thomas E. Fuja  
H.C. and E.A. Brosey Professor of Electrical Engineering:

Panagiotis J. Antsaklis  
Leonard Bettex Chair of Electrical Engineering in Communications:

Daniel J. Costello Jr. (emeritus)  
Frank M. Freimann Professor of Electrical Engineering:

Craig Lent  
Frank M. Freimann Professor of Electrical Engineering:  
Ruey-wen Liu (emeritus)

Frank M. Freimann Professor of Electrical Engineering:  
James L. Merz (emeritus)

Frank M. Freimann Professor of Engineering:  
Anthony N. Michel (emeritus)

Frank M. Freimann Professor of Electrical Engineering:  
Wolfgang Porod

Frank M. Freimann Professor of Electrical Engineering:  
Michael K. Sain

*Professors:*

Peter H. Bauer; Gary H. Bernstein; William B. Berry (emeritus); Oliver M. Collins; Patrick J. Fay; Thomas E. Fuja; Eugene W. Henry (emeritus); Yih-Fang Huang; Joseph C. Hogan (emeritus); Michael D. Lemmon; Christine M. Mazier; Alan C. Seabaugh; Gregory L. Snider; Robert L. Stevenson; John J. Uhran Jr. (emeritus)

*Associate Professors:*

Martin Haenggi; Douglas C. Hall; Debdeep Jena; Thomas H. Kosel; J. Nicholas Laneman; Ken D. Sauer

*Assistant Professors:*

Vijay Gupta; Huili (Grace) Xing

*Research Professors:*

Alexander Mintairov; Alexei Orlov; Thomas Pratt

*Professional Specialist:*

R. Michael Schafer

*Concurrent Faculty:*

Kevin Bowyer; Jay Brockman; Patrick Flynn; Sharon Hu

**Statement of Goals and Objectives.** The goals of the Department of Electrical Engineering's academic programs are to provide quality education and to foster leading-edge research as a means of training highly qualified engineers and leaders of tomorrow, in keeping with the mission of the University of Notre Dame. The educational objectives through which these goals are met are:

- A thorough foundation for each graduate in basic scientific and mathematical knowledge, and in skills appropriate for practice in the field of electrical engineering immediately after graduation and well into the future.
- Preparation of electrical engineering students for graduate and professional degree programs.
- Breadth in education preparing graduates for adaptation to varied career paths and changing professional landscapes.

## DUAL DEGREE PROGRAMS

**Program of Studies.** The Department of Electrical Engineering offers programs of study that lead to the degrees of bachelor of science and master of science in electrical engineering and doctor of philosophy. The program leading to the bachelor of science degree is accredited by the Engineering Accreditation Commission of ABET, Inc.

**Program in Electrical Engineering.** The four-year curriculum, listed below, includes required and elective courses in the pure and applied sciences, the humanities, and electrical engineering. Emphasis is on the mastery of fundamental principles, with added depth and provision for specialization in the major professional areas of communications, control systems, electronic circuits, design and analysis, microelectronics and integrated circuits, fabrication, photonics, and signal image processing. Students are individually assisted and advised in their choices of elective courses. Departmental facilities include laboratories for electronics, circuits, electrophysics, control systems, communications, integrated circuit fabrication, photonics, microwave circuit/device characterization, and digital signal/image processing. State-of-the-art computers are available for use in all classes.

Further details about the electrical engineering program may be found on the Web at ee.nd.edu.

## FIRST YEAR OF STUDIES

First-year students intending to major in electrical engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

## Sophomore Year

<i>First Semester</i>	
MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
CSE 20232. C/C++ Programming	3
EE 20224. Introduction to Electrical Engineering	4
Arts and Letters course*	3
	17.5

*Second Semester*

MATH 20580: Introduction to Linear Algebra and Differential Equations	3.5
PHYS 20330. General Physics III	3.5
EE 20242. Electronics I	4
EE 20234. Electric Circuits	3
CSE 20221. Logic Design	4
	18

## Junior Year

<i>First Semester</i>	
MATH 30650. Differential Equations	3
EE 30344. Signals and Systems I	3
EE 30347. Semiconductors I	3
EE 30348. Electromagnetic Fields and Waves I	3
Arts and Letters course*	3
	15

<i>Second Semester</i>	
EE 30363. Random Phenomena in EE	3
Electrical Engineering Electives*	6
Technical Elective	3
Arts and Letters course*	3
	15

<b>Senior Year</b>	
<i>First Semester</i>	
EE 41430. Senior Design I	3
Electrical Engineering Electives*	6
Engineering Science Elective†	3
Arts and Letters course*	3
	15

<i>Second Semester</i>	
EE 41440. Senior Design II	3
Electrical Engineering Electives*	6
Technical Elective†	3
Arts and Letters course+	3
	15

Total for four years: 129.5 semester hours.  
\* At least one electrical engineering elective must be chosen from EE 30342, 40446, 40455, 40458, and 40468.

+ See "Arts and Letters Core" on the first page of the College of Engineering section or the Electrical Engineering website.

† The engineering science and technical elective course lists may be found on the Electrical Engineering website.

## COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Engineering](#) section under the [Department of Electrical Engineering](#) heading.

Certain graduate courses are open to advanced undergraduates with permission of the department chair.

## Interdepartmental Engineering

## COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Engineering](#) section under the [Engineering \(Nondepartmental\)](#) heading.

## Dual Degree Programs

## DUAL DEGREE PROGRAM WITH THE COLLEGE OF ARTS AND LETTERS

## Coordinators:

Cathy Pieronek  
Assistant Dean  
College of Engineering  
Ava Preacher  
Assistant Dean  
College of Arts and Letters

**Program of Studies.** The five-year dual degree 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 of 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. Advisors for the program are available for consultation about the advisability of entering the program and about meeting the particular needs of each student pursuing this program. Qualified students are eligible to receive modest scholarship support from the John J. Reilly Endowed Scholarship program during their third, fourth, and fifth years of study.

The decision to enter the program ideally should be made prior to beginning the sophomore year, although students can also enter the program at a later stage. Three sets of requirements must be met by students in the program: University requirements, Arts and Letters requirements and Engineering requirements, as the following table indicates.

## DUAL DEGREE PROGRAMS

**University Requirements**

Philosophy	6
Theology	6
Composition	3
University Seminar*	(3)
History	3
Social Science	3
Literature or Fine Arts	3
Mathematics (MATH 10550, 10560)	8
Science (CHEM 10171, 10122)	7
	39

**Arts and Letters Requirements**

CSEM 23101	3
Literature or Fine Arts*	3
History or Social Science*	3
Language**	6/9
Major (minimum)	27
	42/45

**Engineering Requirements**

MATH 20550, 20580	7
PHYS 10310, 10320	8
EG 10111, 10112	6
	21

**Engineering Program**

Engineering degree program (required courses and program or technical electives)	66/72
--	-------

Total : 168/177

**Schematic Program of Studies***First Semester*

FYC 13100. Composition	3
Intro to Theology/Philosophy	3
MATH 10550. Calculus I	4
CHEM 10171. General Chemistry: Fundamental Principles	4
EG 10111. Introduction to Engineering Systems I	3
Physical Education	—
	17

*Second Semester*

University Seminar (Theo/Philo recommended)+	3
PHYS 10310. General Physics I	4
MATH 10560. Calculus II	4
CHEM 10122. General Chemistry: Biological Processes	3
EG 10112. Introduction to Engineering Systems II	3
Physical Education	—
	17

*Third Semester*

Modern Language	3
PHYS 10320. General Physics II	4
MATH 20550. Calculus III	3.5
Engineering Program †	3
Engineering Program	3
	16.5

*Fourth Semester*

Theology/Philosophy	3
CSEM 23101. College Seminar	3
Modern Language	3
MATH 20580. Linear Algebra and Differential Equations	3.5
Engineering Program	3
Engineering Program	3
	18.5

*Fifth Semester*

History/Social Science*	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
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

*Seventh Semester*

Literature*	3
History/Social Science	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
	18

*Eighth Semester*

Fine Arts*	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
	18

*Ninth Semester*

Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

*Tenth Semester*

Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

\* 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.

†† Courses necessary to fulfill the requirements for a major in the student's major arts and letters department.

**DUAL DEGREE PROGRAM WITH THE MENDOZA COLLEGE OF BUSINESS***Coordinators:*

Mary Goss  
Director of Admissions  
Master of Business Administration Program  
Cathy Pieronek  
Assistant Dean  
College of Engineering

**Program of Studies.** The dual degree five-year program between the Mendoza College of Business and the College of Engineering enables the student to earn the bachelor of science in a chosen field of the College of Engineering and the master of business administration.

This program, instituted in 1991, offers students the opportunity to better integrate study in engineering and in management. The student completing this program has a background in the management sciences, as well as the first professional degree in one of the fields of engineering. Because it is a demanding program, only those students of superior scholastic ability, who have both the aptitude and motivation necessary for the combined graduate and undergraduate program, should apply. Advisors for the program are available for consultation about the advisability of applying for the program and about meeting the particular needs of each student pursuing this program.

This program is open only to those currently enrolled Notre Dame students who have completed three years of a degree program in the College of Engineering. Students interested in the MBA/engineering program should apply to the MBA program during their junior year. To facilitate the application process, students should take the Graduate Management Admission Test (GMAT) by December of their junior year.

An applicant who is not admitted to the dual degree engineering/MBA program continues in the undergraduate engineering program and completes his or her undergraduate engineering program in the usual four-year time frame.

## DUAL DEGREE PROGRAMS

As a general rule, it is expected that a student accepted to this program will take two courses required for the undergraduate engineering degree during the summer session following the junior year. The following schedule of classes is an example of how a program might be accomplished.

Students in the five-year engineering/MBA program are also required to:

- (1) Complete a minimum of 48 MBA credit hours and maintain a GPA of at least 3.0 to successfully complete the program.
- (2) Take all MBA courses in their fourth year.
- (3) Maintain full-time student status (minimum course load of 12 credit hours per semester).

**First Year, Sophomore Year, Junior Year:**

As outlined for individual engineering degree programs in this *Bulletin*. 98–104 credit hours.

**Summer Session Following Junior Year:**

Arts and Letters course*	3
Arts and Letters course*	3
Math Review Workshop*	0
Accounting Review Workshop*	0

*The MBA curriculum divides each semester into two modules.*

**Senior Year**

36 credits, all MBA courses

*First Semester, Module 1:*

ACCT 60100. Financial Accounting	2
MBET 60340. Conceptual Foundation of Business Ethics	2
MGT 60100. Statistics	2
MGT 60300. Organizational Behavior	2

*First Semester, Interterm Week:*

Professional Development Seminar	1
Communications Seminar**	1

*First Semester, Module 2:*

ACCT 60200. Cost Accounting	2
FIN 60400. Finance I	2
FIN 60210. Microeconomic Analysis	2
MARK 60100. Marketing Management	2

*Second Semester, Module 3:*

FIN 70600. Finance II	2
FIN 60220. Macroeconomic Analysis	2
MGT 60900. Strategic Decision Making	2
Free Elective	2

*Second Semester, Interterm Week:*

Values in Decision Making	1
Required Course (TBD)	1

*Second Semester, Module 4:*

MGT 60400. Leadership and Teams	2
MGT 60700. Operations Management	2
Free Elective	2

**Fifth Year**

12 credits, MBA courses and remainder engineering courses

*First Semester, Module 1:*

MGT 60200. Problem Solving	2
Management Communication Elective I (Floating Optional Elective*)	2)

*\*Students have the option to take one additional two-credit-hour elective now or in any remaining module.*

*First Semester, Module 2:*

Ethics Elective	2
Management Communication Elective (Floating Optional Elective)	2)

*Second Semester, Module 3:*

Free Elective	2
Free Elective	2
(Floating Optional Elective)	2)

*Second Semester, Interterm Week:*

(OPTIONAL: Two one-credit-hour electives OR Corporate Case Studies OR Offshore Program: China or Brussels 2)

*Second Semester, Module 4:*

Free Elective	2
Free Elective	2)
(Floating Optional Elective)	2)

*\*See "Arts and Letters Core" on the first page of the College of Engineering section.*

*\*\*Special onetwo-week courses. All other MBA courses are seven weeks in length.*

*\*Occurs during August Orientation*

Total for both degrees: 126–132 undergraduate, 48 MBA

One MBA course will be accepted as an elective or technical elective by each College of Engineering program. No more than two MBA courses may be accepted toward an undergraduate degree from the College of Engineering. Students are advised to check specific program requirements.

## Officers of Administration

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*Associate Dean of the College of Engineering*

PATRICIA A. MAURICE, Ph.D.  
*Associate Dean of the College of Engineering*

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# College of Science

The University of Notre Dame awarded its first bachelor of science degree in 1865. Before that time, courses had been taught in mathematics (from 1842), in biology (from 1844), and in chemistry (from 1850). In 1867, a program in general science was formulated. Subsequently, specialized programs were added, leading to the degree of bachelor of science in botany and in zoology (both now covered by one degree in biological sciences), in environmental sciences, in biochemistry, in chemistry, in physics, in mathematics, and in preprofessional studies.

## Departments of the College of Science

**The Department of Biological Sciences**, located in the Galvin Life Science Center, has well-equipped laboratories for undergraduate and graduate research. The facilities include controlled-environment rooms; an optics facility containing confocal microscopes, scanning and transmission electron microscopes; molecular analysis facilities for DNA sequencing, microarrays, cell sorting; and extensive data storage and retrieval equipment.

The Hank Center for Environmental Science provides more than 20,000 square feet of state-of-the-art research space for aquatic, terrestrial, and environmental studies that includes greenhouses, wet laboratories, and a field sample processing room.

The Freimann Life Science Center provides additional laboratories, vertebrate animal care, and associated specialized modern research facilities to serve the expanding needs of life science research at Notre Dame.

The Jordan Hall of Science contains 16 state-of-the-art biology laboratories for teaching undergraduate and graduate life science laboratory courses. In addition, the collections of museum specimens, including the Greene-Nieuwland Herbarium and the Museum of Biodiversity, are available for research and teaching, housed in superb facilities in Jordan Hall.

**The Department of Chemistry and Biochemistry**, located in Nieuwland Science Hall and Stepan Hall of Chemistry and Biochemistry, has laboratories devoted to research in several areas of chemistry: physical, inorganic, organic, and biochemistry. The laboratories are equipped with all necessary facilities for undergraduate students, graduate students, postdoctoral investigators, and faculty. Undergraduate researchers have access to seven high-field NMR spectrometers and three state-of-the-art single crystal X-ray diffractometers, plus many pieces of equipment such as infrared, ultraviolet, Raman, mass spectrometer; photoelectron spectroscopy;

potentiostats; analytical and preparative HPLC and GC equipment; special apparatus for studying mechanisms and rates of reactions; and cell culture facilities. For theoretical work, two large parallel cluster supercomputers are available. The facilities of the Radiation Research Laboratory are used by some faculty of the chemistry department for research in physical chemistry.

The new Jordan Hall of Science houses all of the undergraduate teaching laboratories for chemistry and biochemistry. Included are spacious facilities for introductory and organic chemistry; analytical, physical, and inorganic chemistry; and biochemistry. The building also contains a new NMR spectrometer. Also within Jordan Hall are two large lecture rooms specially designed for teaching introductory science courses, along with a 150-seat multimedia visualization center.

**The Department of Mathematics** is housed in Hayes-Healy Center/Hurley Hall, conveniently located in central campus. The facilities for undergraduate and graduate instruction and research in mathematics include a first-rate research library; a faculty room; offices for the faculty, postdoctoral investigators, and other visitors, graduate students, and staff; several research seminar and conference rooms; and several large classrooms with state-of-the-art media capability.

**The Department of Physics**, located in Nieuwland Science Hall, has classrooms and laboratories for both undergraduate and graduate research. There are facilities for experimental work in astrophysics, biophysics, condensed-matter physics, elementary particle physics, and nuclear physics. There are three atomic spectroscopy laboratories, and some additional use is made of facilities at Argonne National Laboratory. Elementary particle experiments are done at the Stanford and Fermi national laboratories, and at CERN in Geneva, Switzerland. Detector development for the major accelerators is also being done in the department. The Nuclear Structure Laboratory has a tandem accelerator with a heavy ion capacity and all necessary detection equipment. A variety of solid state facilities are available for the study of metals, high  $T_c$  superconductors, and semiconductors. Off-site facilities at Argonne, the National High Magnetic Field Laboratory, and the National Institutes of Standards and Technology are also heavily used. Notre Dame is a partner in the Large Binocular Telescope project. This will be one of the most capable facilities in the world for cutting-edge cosmology and astrophysics research. Research is conducted in many major areas of theoretical physics, including all of the above areas as well as statistical mechanics, field theory, general relativity, and astrophysics. The department has a substantial machine shop and research library and a

variety of staff technicians. Many faculty members and research groups have computing facilities, and all have access to the Office of Information Technologies' very large computers.

The new Jordan Hall of Science houses all of the undergraduate teaching laboratories for physics, including spacious facilities for introductory mechanics, electricity and magnetism, and modern physics. Within Jordan Hall are also a laser and optics lab and an advanced laboratory for physics majors. The building also hosts a rooftop observatory equipped with a dozen small telescopes for introductory astronomy courses, along with a separate dome housing a large, research-quality telescope for physics and astronomy students. Jordan Hall is also home to a 150-seat digital visualization theatre that serves as a planetarium for a variety of astronomy and astrophysics courses.

**The Department of Preprofessional Studies** is located in the Center for Health Sciences Advising in the Jordan Hall of Science. This center centralizes the advising process for all University students interested in the health professions. All courses for students enrolled in the preprofessional program and collegiate sequence programs are provided by the other departments of the College of Science and the other colleges of the University.

## Undergraduate Education

The aim of the program of undergraduate education in the College of Science is to produce intellectually able graduates who are grounded in the broad fundamental principles of the basic sciences, versed in the advanced concepts of their chosen scientific discipline and educated in the humanistic and social studies. Each graduate should be a good scientist in his or her own field; a fully developed person, aware of his or her responsibilities to society and prepared to participate fruitfully in the affairs of society.

Education in science at Notre Dame is a coordinated program involving the basic sciences, the chosen advanced science, and the humanistic and social studies, including theology and philosophy. In this education, the student should acquire a thorough, integrated, and broad understanding of the fundamental knowledge in his or her field, a competence in orderly analytical thinking, and the capacity to communicate ideas to others, orally and in writing. This system of education is so arranged to develop in each student the desire and habit of continuing to learn after graduation, advancing over the years to higher levels of professional and personal stature and keeping abreast of the changing knowledge and problems of his or her profession.



## UNIVERSITY AND COLLEGE REQUIREMENTS

Emphasis is placed on fundamental principles so that the students can develop abilities to apply these principles to the solution of new problems never before encountered by society, to the discovery of new things and to the invention of devices not learned about in books. Notre Dame stresses basic concepts useful in later learning rather than masses of particular facts and data that can better be found in books at the time of need.

## Curricula and Degrees

The College of Science offers curricula leading to the degree of bachelor of science in each of five undergraduate departments:

Biological Sciences  
Chemistry and Biochemistry  
Mathematics  
Physics  
Preprofessional Studies

The following are degree programs offered by these departments:

Biochemistry  
Biological Sciences  
Chemistry  
Chemistry combined with Business  
Chemistry combined with Computing  
Environmental Sciences  
Mathematics  
Mathematics (combined with other programs)  
Physics  
Physics (combined with other programs)  
Preprofessional Studies  
Science-Business  
Science-Computing  
Science-Education

These degree programs are described in detail in later sections of this *Bulletin*.

See also the bachelor of science degree programs offered by the College of Engineering:

Computer Science  
Environmental Geosciences

Each College of Science student must enroll in the department of his or her major beginning with the sophomore year. However, a student may freely change primary majors in the College of Science at any point up until the last drop day of the fall semester of the senior year. Concentrations, second and supplementary majors, and minors may be changed at any time.

The College of Science maintains a website at [science.nd.edu](http://science.nd.edu). Further information related to programs offered by the college may be found at that location.

Listed below are the allowed options for students interested in double science majors, double majors between colleges, second majors in the College of

Science, and supplementary majors and minors in the College of Arts and Letters.

Students pursuing one of these combination programs must have superior scholastic ability and be formally accepted by the dean of both colleges involved. Approval will not be granted if there is substantial overlap between the two programs.

*Note:* Courses taken toward the completion of another major or supplementary major or minor or concentration requirement may not also be counted toward the student's other majors or minors or concentrations or University requirements.

**Double Science Majors.** In certain instances, students will have the option of pursuing majors in two departments of the College of Science. Details on the double science major option and lists of combinations that are normally approved are found under "Special Programs," later in this section of the *Bulletin*.

**Dual Degree.** Notre Dame students pursuing majors in two of the undergraduate colleges may qualify for a five-year dual-degree program.

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 the 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 greatest required number of degree credits. For students completing a dual degree in the College of Science and the College of Arts and Letters, the minimum number is thus 154 hours.

**Double Majors in Two Colleges.** Qualified Notre Dame students pursuing majors in one of the other undergraduate colleges or schools may add another major in the College of Science. Additionally, qualified Notre Dame students pursuing a major in the College of Science may also add another major in one of the other undergraduate colleges or schools.

The requirements for a double major between colleges generally are as follows: The student completes all the University requirements, the requirements of his or her college or school, and the requirements of both majors. In general, a single course may not satisfy requirements for both majors.

**Supplementary Majors and Minors.** Qualified Notre Dame students pursuing majors in the College of Science may add a supplementary major or minor. Options include programs offered through the College of Arts and Letters and the Environmental Geosciences minor offered through the College of Engineering.

Not all supplementary major programs are open to science students; e.g., science students may not add the Arts and Letters Preprofessional

Studies supplementary major nor the Computer Applications supplementary major.

**Supplementary Majors, Minors, and Concentrations in the College of Science.** In the College of Science, the term "second major" is used for a supplementary major. Three departments offer a second major program specifically for students in the other colleges: Mathematics as a second major, physics as a second major, and environmental sciences as a second major. For details, see the departmental sections of this *Bulletin*.

There are no minor programs in the College of Science.

Two departments in the College of Science offer concentration programs: Mathematics and Physics. For details, see the departmental sections of this *Bulletin*.

**Combination Five-Year Program with the Mendoza College of Business.** The College of Science and the Mendoza College of Business have established a competitive cooperative program in which a student may simultaneously earn a bachelor of science and a master of business administration degree. The program is structured so that the student who has completed the three years of a science bachelor's degree program, if accepted, completes the master of business administration and the bachelor of science in a major in the College of Science in a summer session and two subsequent academic years.

Students who wish to pursue this program should have a superior scholastic record in their major program and must make application to, and be accepted by, the MBA program.

The general sequence of courses in the five-year Science-MBA program may be found under "Dual Degree Program with the Mendoza College of Business," later in this section of the *Bulletin*.

## University and College Requirements

A minimum of 124 credit hours is required for graduation from the College of Science. A minimum of 60 credit hours must be in science; however, each department may specify more than 60 credit hours for any of its programs.

All College of Science majors must fulfill University requirements, which include:

FYC 13100	3 hours
*Theology	6 hours
*Philosophy	6 hours
*History	3 hours
*Social Science	3 hours
*Fine Arts or Literature	3 hours
* One of these courses must be a University seminar.	

In addition, all College of Science majors must take courses in:

## STUDENT ORGANIZATIONS AND ACTIVITIES

- Chemistry (10171 and (10172 or 10122) or 10181, 10182)
- Mathematics (10350, 10360 or 10550, 10560 or 10850, 10860)
- Physics (10310, 10320 or 10411, 20435 or 30210, 30220).

The appropriate sequence for a student depends on the student's major.

The College of Science requires language proficiency through intermediate level in one of the following languages: Arabic, Chinese, French, German, Greek, Irish, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. "Intermediate proficiency" is defined differently in each of the languages, depending on the complexity of the language and the intensity of the course. Students may complete the language requirement by either completing a course taught at intermediate level or by demonstrating proficiency through placement examination. The college office maintains a list of language courses at intermediate level. (See the college website, science.nd.edu under Academic Information Frequently Asked Questions.)

Students with no previous background in a language should start with a beginning-level course. They take typically either nine credits over a three-semester period or two semesters of an intensive language sequence (10 credits total). Students with Advanced Placement or SAT II credit may receive up to eight credit hours of language toward their degree. If for some reason more than eight credits appear on the transcript, only eight credits will count toward the required 124 credits. Students who arrive with some background in the language they elect, but without AP or SAT II credit, will be placed by departmental examination but will receive no credit hours.

The College of Science will count a maximum of three credit hours from the following types of activity courses:

Band (Marching and Concert)  
Orchestra  
Chorale  
Glee Club  
Liturgical Choir  
Folk Choir  
Music Lessons and Ensembles  
Dance  
Debate  
Science in the Classroom

No more than one credit hour total from any of these courses may be counted toward the degree per semester. Additionally, a maximum of six credit hours of upper-level (30000- or 40000-level) ROTC courses can be counted toward the 124-credit-hour requirement. These courses will be counted as free electives.

The College of Science works with the Center for Social Concerns (see page 23 of the *Bulletin*) to develop relevant, community-based opportunities.

Science majors may count as general electives up to 3 credits for approved Summer Service Learning Program courses (e.g., THEO 33936) or Social Concerns Seminars (e.g., CSC 33951).

Not all science courses will count toward degree credit or science elective credit for science majors. The survey science courses offered as options for non-science majors for their University science requirement will not count as a science elective or toward the minimum science credit hour requirement. Because of overlap in content with required courses for science majors, many of these courses will also not count toward the degree credit requirement (see "Science Degree Credit," later in this section of the *Bulletin*).

Some major programs have a science elective requirement. Recommended science electives for particular science majors are found on the college's website, science.nd.edu. For a course to be a science elective, it must meet the following rules: (1) It is offered through one of the departments of the College of Science or through the college itself. (2) It is major's level; that is, other science majors are required to take this course to meet a major requirement or it has a prerequisite course that is offered for science majors, or the *Bulletin* description for the course states that it is a science elective in the College of Science. Finally, the departments may place additional restrictions on allowed science electives, e.g., in the Department of Biological Sciences, a science elective must be a non-biology course.

All College of Science courses offered by a major program must be taken at the University of Notre Dame. If a student wants to take a course outside Notre Dame for credit toward the Notre Dame degree, prior approval of the dean's office must be obtained. This does not apply to the courses taken by a transfer student prior to attending Notre Dame.

**Advising.** All Notre Dame science majors have been assigned an advisor in the department of their major. All advisors are members of the faculty of the College of Science. In some departments, the director of undergraduate studies for the department advises all students. In others, the director of undergraduate studies or the department office may be contacted to find out the name of the student's advisor. A complete list of names of advisors is kept on the science website.

Notre Dame students who have questions concerning the choice of a major or considering a change of major are urged to make appointments with the advisors of the departments involved. Students needing help choosing from similar majors may request an advising appointment with the associate or assistant dean of undergraduate studies of the College of Science, 174 Hurley Hall.

## Student Organizations and Activities

In addition to participation in University-wide student activities, the undergraduate students of the College of Science may participate in activities directly related to science, including the undergraduate departmental science organizations: the Biology Club, the Notre Dame Chapter of Student Affiliates of the American Chemical Society, the Mathematics Club, the Society of Physics Students, the Premed Club (preprofessional), the Prevet Club, the Science-Business Club, and the Notre Dame Chapter of Alpha Epsilon Delta (premedical honorary fraternity).

**Student Council.** The Student Council of the College of Science is composed of representatives of the majors of the College of Science. The student council serves as the official body representing the undergraduate students before the administration of the College of Science.

## Student Awards and Prizes

*The Dean's Award.* Presented to the outstanding graduating senior in the College of Science in recognition of exemplary personal character, leadership, service, and outstanding achievement. Selected by the dean and associate dean.

*Outstanding Senior Biological Scientist(s).* To the senior(s) who has/have demonstrated the most promise in the biological sciences as evidenced by both academic performance and research participation.

*Merck Index Award.* For outstanding achievements in chemistry or biochemistry.

*Norbert L. Wiech Ph.D. Award.* Given to a chemistry or biochemistry major in the junior year for outstanding achievement in academics and research.

*Outstanding Biochemist Award.* For leadership, academic achievements, research and scholarship in biochemistry.

*Outstanding Chemist Award.* For academic and research achievements in chemistry as an undergraduate.

*William R. Wischerath Outstanding Chemistry Major Award.* For academic achievements of a graduating senior chemistry major.

*Chemistry-Education Award.* For academic achievements in preparation for teaching of chemistry in a secondary education system.

## SPECIAL OPPORTUNITIES

*The General Electric Prizes for Honors Majors in Mathematics.* Awarded to senior honors majors in the Department of Mathematics who, in the opinion of the members of the faculty, excelled in mathematics during their undergraduate career.

*The General Electric Prizes for Majors in Mathematics.* A similar award to senior majors.

*The George Kolettis Award in Mathematics.* An award established by friends of the late Prof. George Kolettis, for a graduating senior who excelled in mathematics and contributed notably to the esprit de corps of the mathematics student body.

*The Aumann Prize for First Year Students in Mathematics.* A prize given by Ms. Monika Caradonna in honor of her father, Prof. Georg Aumann, awarded on the basis of a competition among First Year honors mathematics students.

*The Norman and Beatrice Haaser Mathematics Scholarships.* These scholarships, made possible by the generosity of Professor and Mrs. Haaser, are awarded to worthy, needy students majoring in mathematics.

*R. Catesby Taliaferro Competition for Sophomore Mathematics Honors Students.* Friends and students of the late Professor Taliaferro established this prize, which is awarded to a sophomore mathematics major on the basis of an essay submitted by the student.

*J & C Sophomore Award in Mathematics.* Exemplary performance in mathematics classes by a non-honors math major sophomore female or minority (African-American, Asian, Hispanic, Native American) student.

*Outstanding Senior Physics Major.* This award is given to the outstanding senior physics major, who, in the judgment of the departmental faculty, shows the most promise for a distinguished career in physics. Course grades, the opinion of those who have taught the candidates, and any research performance are considered in making the award.

*Paul Chagnon Award.* An award to be given to a senior physics major for demonstrated character and leadership and for service to the University, the physics department, and to his or her fellow physics majors.

*Physics Outstanding Undergraduate Research Award.* A monetary award given for excellence in research to an undergraduate physics major.

*DiNardo Award.* To the outstanding junior preprofessional student.

*Emil T. Hofman Scholarships.* To six outstanding students pursuing premedical studies.

*J.C. Lungren, M.D., Scholarships.* Awarded to three outstanding science preprofessional students.

*The Lawrence H. Baldinger Award.* To seniors in the preprofessional program who excelled in scholarship, leadership, and character.

*The Patrick J. Niland, M.D., Award.* A monetary award given to a preprofessional studies senior to purchase books for the first year of medical school.

*The Samuel Chmell, M.D., Award.* To an outstanding senior in preprofessional studies who exemplifies high academic achievement and uncompromising integrity within the program.

*The Rev. Joseph L. Walter, C.S.C., Award.* To a senior with a keen social awareness who shows great promise as a concerned physician.

## Special Opportunities

**Glynn Family Honors Program.** In the fall 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 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, each student's academic work will be mainly centered in his or her major field (or fields) of study, but two or more honors electives are also 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 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 may be obtained by contacting Prof. Alex Hahn or Prof. Cornelius Delaney, 323 O'Shaughnessy Hall, Notre Dame, IN 46556, 574-631-5398.

**The Environmental Research Center (UNDERC),** a University facility, is composed of approximately 7,500 acres located primarily in the Upper Peninsula of Michigan. Research is conducted at UNDERC by undergraduate as well as graduate students on a variety of environmental problems, including the manipulation of ecosystems. Internships are available to support student participation in BIOS 35502, 35503, and 35504 at UNDERC each summer semester.

**International Studies Program.** Students from any of the majors in the College of Science may participate in one of the University of Notre Dame's international study programs. Science students who go abroad generally do so in one of the two semesters of their junior year. Students applying to medical or dental school during the summer following their junior year (to enter after their senior year) should not study abroad in the spring semester of their junior year. Science students interested in international studies should discuss their plans with their advisor and with the associate dean, 248 Nieuwland Science Hall. Further information can be obtained through the Office of International Studies, 109 Hurley Hall.

## BIOLOGICAL SCIENCES

## Biological Sciences

### Chair:

Gary A. Lamberti

### Assistant Chairs:

Sunny Boyd; Paul R. Grimstad; Ronald A. Hellenthal

### Director of Undergraduate Studies:

Paul R. Grimstad

### George and Winifred Clark Professor of Biological Sciences:

Frank H. Collins

### Galla Associate Professor:

Jennifer L. Tank

### Professor and Gillen Director of UNDERC:

Gary Belovsky

### Julius A. Nieuwland Chair in Biochemistry:

Katsuri Haldar

### Martin J. Gillen Professor of Biological Sciences:

John G. Duman

### Walther Cancer Institute Associate Professor:

Crislyn D'souza-Schorey

### Professor and Rev. Howard J. Kenna, C.S.C. Memorial Director of the Zebrafish Center:

David R. Hyde

### University of Notre Dame Chair in Biological Sciences:

Robert A. Schulz

### Professors:

Harvey A. Bender; Nora J. Besansky; Sunny K. Boyd; Harald E. Esch (emeritus); Jeffrey L. Feder; Malcolm J. Fraser; Morton S. Fuchs (emeritus); Ronald A. Hellenthal; Charles F. Kulpa Jr.; Gary A. Lamberti; David M. Lodge; Kenneth R. Olson (adjunct); Joseph E. O'Tousa; Morris Pollard (emeritus); David W. Severson; Kristin Shrader-Frechette (concurrent); Kenyon S. Tweedell (emeritus)

### Associate Professors:

Michael T. Ferdig; Paul R. Grimstad; Hope Hollocher; Lei Li; Mary Ann McDowell; Rev. James J. McGrath, C.S.C. (emeritus); Edward E. McKee (adjunct); John F. O'Malley (adjunct); Jeanne Romero-Severson; Jeffrey S. Schorey; Kevin T. Vaughan

### Assistant Professors:

Suzanne Bohlson (adjunct); Giles Duffield; Molly Duman Scheel (adjunct); Kristin M. Hager; Jessica Hellmann; Jason McLachlan; Tracy Vargo-Gogola (adjunct)

**Program of Studies.** The Department of Biological Sciences offers programs of study leading to the degrees of bachelor of science with a major in biological sciences or bachelor of science with a major in environmental sciences, master of science in biological sciences and doctor of philosophy. Also offered is a second major in environmental sciences for students in the College of Arts and Letters or in the College of Business Administration.

**Program in Biological Sciences.** The biological sciences encompass all aspects of life sciences, including microbial, plant, and animal life. This includes the biochemistry, genetics, development, physiology,

evolution, and ecology of all living things. Every educated person must have sound knowledge of the fundamental principles and facts of the biological sciences to understand himself or herself and the world in which he or she lives. In addition biologists, through their research, contribute to the development of theories and methods required for the solution of humanity's problems in the fields of health, agriculture, industry, and the preservation of the environment.

An undergraduate major in biological sciences prepares a student for graduate study (M.S., Ph.D., MD/Ph.D.) leading to a research career, and also for admission to medical, veterinary, and other professional schools. Graduates with a bachelor's degree may enter careers in industry, government, or health-related research laboratories. Those who wish to teach at the elementary or secondary level should be sure to include required education courses such as those offered through Saint Mary's College. College and university teaching requires the Ph.D. degree.

*The goal of the Department of Biological Sciences is to educate its majors first as scientists prepared for the challenges of modern biology and second for any specialty area(s) in which they develop an interest, especially if that interest is directed-- toward graduate school and research. Also, for the approximately 70 percent of biology majors who initially express an interest in going to medical school or other health-related graduate programs, the key topic areas of modern biology emphasized in the core curriculum are also very relevant to their training as "medical biologists."*

*Students majoring in biological sciences are required to follow a core curriculum.* This core not only provides exposure to most areas of modern biology but also includes courses representative of all the levels of biological organization, i.e., from atoms and molecules through ecosystems. Students unsure of which area of biology most appeals to their interests will more easily arrive at that decision through the completion of the core.

**Policy Statement on the Use of Organisms in Biological Sciences Teaching Laboratories.** Some laboratory courses offered by the Department of Biological Sciences may involve the use of *living or preserved organisms*. Instructors use these *animal specimens* in cases where this is deemed necessary for teaching important biological concepts and principles. *Students who have concerns about the use of organisms in classes must, prior to registering, submit a request for alternate materials to the course instructor.* It is up to the discretion of the instructor(s) as to whether and how non-organism alternatives may be substituted for biological materials in classes. *Students permitted to use alternate materials are responsible for the same knowledge and application as their classmates and may be required to complete examinations that involve the inspection or handling of biological specimens.*

**Biology Courses.** The biology courses included in this *Bulletin* are those reasonably expected to be offered several times to every semester during the next four years. However, changes may occur as faculty add new courses or drop those with little demand. Courses without laboratories are indicated as lecture only. With the move into the new Jordan Hall of Science in fall 2006, biology faculty have begun the creation of new laboratory courses that will count toward the major laboratory requirements.

**Biology Survey Courses (10101–10119)** have a prerequisite of one year of high school chemistry and biology and are designed for first-year students needing to satisfy the University science requirements. These courses will address fundamental aspects of modern biology ranging from genetics to wildlife biology. There will generally be as many as six sections of biology courses available each year; any course may have multiple sections. The listed courses and new courses are offered when demand warrants, allowing subject matter to change depending on students' interests and needs and emerging or changing areas of life sciences. These survey courses are generally recommended University electives and are *not* open to science majors.

*These 101xx-level survey courses satisfy the science requirement for non-science majors at Notre Dame.*

**They do not satisfy the science requirements for science majors at Notre Dame or elsewhere.** Students may not take courses with overlapping or similar lecture material such as BIOS 10101 and 10110 or BIOS 10107, 10118, and 10119, for example. A table listing these overlapping courses is on the final pages of the College of Science section of this *Bulletin*.

## BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGICAL SCIENCES

The biological sciences majors take the following basic sequence of courses in the College of Science:

General Chemistry (CHEM 10171 and 20274)  
Organic Chemistry (CHEM 10172 and 20273)  
Physics (PHYS 30210–30220)<sup>1</sup>  
Calculus (MATH 10350–10360 or 10550–10560)

The requirements in biological sciences include courses from a basic six core sequence and sufficient numbers of BIOS electives to complete the 41-credit-hour requirement. All majors are strongly encouraged to complete the sequence Biological Sciences I and II (BIOS 10161–10162) in their first year to ensure the completion of all requirements in four years. Students may begin the core with General Biology A and B (BIOS 20201–20202); however, they will be at a considerable *disadvantage* in scheduling requirements in the two remaining years; they also will have one year less to explore their interests in biology.

There are seven components to the biology core requirement, consisting of courses in the following areas:

## BIOLOGICAL SCIENCES

**Core I: Introductory Biology**

- a. Metabolism and Genetics
- b. Ecology, Diversity, and Physiology

Students choose from either:

- Biological Sciences I and II (BIOS 10161–10162) (includes two labs)<sup>2</sup> or
- General Biology A and B (BIOS 20201-20202) (includes two labs)<sup>2</sup>

These labs are designated Lab #1 and Lab #2 of the six required for the major.

**Core II: Genetics**

Students choose from either:

- a. Classical and Molecular Genetics (BIOS 20250 and 21250; lab #3)<sup>3</sup> or
- b. Fundamentals of Genetics (BIOS 20303 and 21303; alternate lab #3)

**Core III: Cellular Biology**

Students choose from either:

- a. Molecular Cell Biology (BIOS 20241)<sup>3</sup> or
- b. Cellular Biology (BIOS 30341)

Optional labs available are BIOS 21241, a research-orientated 2-credit laboratory<sup>3</sup>, or BIOS 31341, a basic 1-credit cell biology laboratory primarily for pre-professional students. Students *may not* take both cell labs.

**Core IV: Physiology**

Students choose from either:

- a. Vertebrate (Human) Physiology (BIOS 30344)<sup>4</sup> or
- b. Integrative Comparative Physiology (BIOS 30421).

Optional labs available are BIOS 41344 and BIOS 31421. Students may take both labs if they choose.

**Core V: Evolutionary Biology**

Students choose from either:

- a. Evolution (BIOS 30305) or The History of Life (BIOS 30310) or Vertebrate Biology (BIOS 30404)
- b. Other courses as designated in the future, prior to the Class of 2013 graduation.

**Core VI: Ecology**

Students choose from either:

- a. General Ecology (BIOS 30312; optional lab BIOS 31312 is offered fall semesters only)
- b. Aquatic Ecology (BIOS 30420 and required lab BIOS 31420—offered fall only).

**BIOS ELECTIVES**

The minimum required credits in the core including labs is 27. An additional 14 credits of electives in biological sciences are chosen to complete the required total of 41 credits.<sup>5-8</sup> All biological sciences majors are encouraged to include non-science among their “free electives.”

**Notes:**

1. Alternatively, students may select the physics sequences PHYS 10310–10320 or PHYS 10411, 20435.
2. Students are required to take a total of six laboratories; three of the six labs will be part of the Core (Core I(a,b), II, and the remaining three of the six laboratories are chosen among the core III through Core VI and/or BIOS electives, including 50000- and 60000-level courses. Thus, there are three *required* “named” BIOS labs and three additional elective BIOS labs. As an option, students who conduct a minimum of three semesters of undergraduate research (BIOS 48498) in the same laboratory or research group at Notre Dame and earn a minimum of 3 credits (i.e., 3 x 1.0 credit), may substitute those research semesters for *one* of the six required labs.
3. Career-oriented majors in biological sciences, as well as those considering a professional school (medicine, veterinary science, others), are urged to select the courses Molecular Cell Biology (BIOS 20241) and Classical and Molecular Genetics (BIOS 20250). These should be taken in the sophomore year but no later than the junior year. The two-credit cell research lab (BIOS 27241) is especially ideal for those interested in obtaining summer research internships, doing undergraduate research at Notre Dame or elsewhere, and is *especially* critical to any graduate research career. Students enrolled during the summer sessions may take the 2-credit cell biology lab (BIOS 38499) as an alternative. Only one of the three available cell biology labs may count toward the required six, however.
4. Physiology should be completed by the end of the junior year for students planning to take the MCAT exam or the seventh semester for students planning to take the GRE biology subjects exam.
5. Most graduate (60000-level) courses (through 60579) are open to eligible juniors and seniors; often the majority of students in these advanced courses are undergraduates.
6. Students may choose additional courses in the Core areas III through VI or among courses not assigned to the core (e.g., BIOS 40411, Biostatistics, or BIOS 48498, Undergraduate Research), or 60000-level courses as BIOS electives, to meet the required total of 41 credit hours in biological science courses.
7. Select non-BIOS major-level College of Science courses (i.e., those taken to meet science-major requirements and not among those designated as “Recommended University electives”) that are not being used to fulfill other specific graduation requirements can be chosen with the consent of the director of undergraduate studies for the Department of Biological Sciences and counted toward the BIOS elective credits. While majors are allowed to take one 3-credit, non-BIOS lecture course and have that count toward the 41 required credits, students may

also include one non-BIOS lab *if* it is required for that non-BIOS lecture and have that laboratory satisfy one of the six required laboratories. For example, Physical Geology (SC 20110, ENVG 10110/20110) has a required laboratory, and majors who choose BIOS electives based on their environmental or ecological interests may elect to take Physical Geology for a total of 4 credits toward the 41 required credits. Majors who might have transferred into BIOS from BCHM and had taken the required biochemistry (CHEM 30341) lecture and laboratory course will be allowed to count both the lecture and laboratory toward the 41 credits. The same would be true of other relevant science courses (e.g., analytical chemistry, physical chemistry) as approved by the director of their major and the associate dean of the College of Science.

8. Undergraduate Research (BIOS 48498) and Directed Readings (BIOS 46497) count toward the 41-credit biological sciences requirement; however, only a maximum of two credits per semester per course and a combined total of six credits from these two courses may be counted in fulfilling the 41-credit requirement. A maximum of two credits of BIOS 37495 (Teaching Practicum) may be included in any combination of these six credits. A maximum of only nine credits in these courses may be used toward graduation; however, additional credits do remain on a student’s permanent transcript record.

**RECOMMENDED COURSE GROUPINGS**

After consultation with the director of undergraduate studies or other faculty advisors including research mentors, each student is encouraged to select the curriculum which best fits his or her career goals. A great deal of flexibility is permitted in designing each individual’s projected course schedule, within the context of the core curriculum. *In essence, each student will be able to design his or her unique biology curriculum in the context of the core requirements and additional biology electives to reflect individual career intent or life science interests.* For students wishing to emphasize specific areas of biology in their curricula, the following four course groupings are *provided as guides* that have proved to be appropriate for most of our previous graduates. Students may wish to consider these and others that are available as the equivalent of a “concentration in a specific area of biology or simply view these as examples of how a particular interest or career goal can be supported by a structure set of courses.

**General Biosciences:** This grouping gives the student a broad foundation in biological sciences by requiring electives from each of its major areas. This grouping may be designed as preparation for the Graduate Record Examination (GRE) in biology, or the Medical College Admission Test (MCAT). Students considering graduate school or secondary science education, or those without a clear career goal, should consider these courses.

## BIOLOGICAL SCIENCES

Here, students follow the core curriculum, making choices in Cores III through VI. For MCAT preparation, it is essential for students to complete one semester of genetics (BIOS 20250 or BIOS 20303), one semester of cell biology (BIOS 20241 or BIOS 30341), and one semester of physiology (BIOS 30344 or BIOS 30421) prior to taking that exam. Majors are strongly encouraged to take additional biology courses such as developmental biology (BIOS 30342) as additional MCAT coursework preparation.

Also recommended for electives in biological sciences is a course in either vertebrate or invertebrate biology (e.g., BIOS 30404, Vertebrate Biology, or BIOS 30406, General Entomology). Dependent on the credits associated with the choice of courses made in the core, students will be required to pick three to five more electives in biological sciences to complete the requirement of 41 credits.

**Premedicine/Pre-Health:** In addition to the core requirements in genetics, cell biology, and physiology, biology premed/pre-health majors are advised to include developmental biology (BIOS 30342), one or more courses in infectious diseases or disease mechanisms, biostatistics, and additional relevant electives (neurobiology, tumor cell biology, etc.), and biochemistry (CHEM 40420) as BIOS electives to reach the required 41 credits in biology.

Majors intending to go on for an MD/Ph.D. should include multiple semesters of undergraduate research and/or summer research internships in their overall program.

**Cellular and Subcellular:** This grouping was designed for students considering graduate study in any of the many areas of cellular biology and biochemistry. It is also appropriate for premedical students.

For this grouping, students follow the core curriculum, making choices in Cores III through VI. In the area of Core IV, Physiology, students should consider taking both courses listed. The courses Introduction to Microbiology (BIOS 30401) and Virology (BIOS 40416) are recommended. For electives in biological sciences, a course in Immunology (BIOS 40419), Genomics (BIOS 30423), or Advanced Cell Biology (BIOS 60539) is recommended. Dependent on the credits associated with the choice of courses made in the core, students will generally be required to pick two more electives in biological sciences to complete the requirement of 41 credits.

**Organismal and Community:** This grouping is primarily intended for students planning careers in ecology, environmental biology and related areas and allows students to develop considerable expertise during their undergraduate years. It may include electives in biological sciences beyond the 41 credits required of the major. Individual interests may be accommodated by judicious choice of biological science courses and of the science elective.

Students interested in this area of biological sciences may wish to take advantage of the University of Notre Dame Environmental Research Center (UNDERC), a University facility which comprises about 7,000 acres, including more than 20 lakes, in the Upper Peninsula of Michigan. Biological research (including whole-ecosystem experiments), graduate studies and undergraduate course work take place at the center. Paid internships are available to support student participation in BIOS 35502 at UNDERC each summer. Students who participate in UNDERC (EAST) (BIOS 35502) are also then eligible to participate in UNDERC WEST (BIOS 35503) and/or UNDERC (SOUTH) (BIOS 35504).

In this grouping, students follow the core curriculum, making choices in Cores III through VI. In the area of Core VI, Ecology, students should consider taking both courses listed. Students are encouraged to take Plant Science (BIOS 30325). Also recommended are Vertebrate Biology (BIOS 30404) and/or General Entomology (BIOS 30406) and Animal Behavior (BIOS 30407).

**Microbiology and Infectious Disease:** This grouping is intended for students interested in microorganisms and molecular biology and who are considering graduate study in these areas. It is also appropriate for premedical students. It requires electives in biological sciences beyond the 41 credits required of the major.

Here, students follow the core curriculum, making choices in Cores III through VI. Students should take Principles of Microbiology (BIOS 30401) and the lab BIOS 31401; Virology (BIOS 40416); or Medical and Veterinary Parasitology (BIOS 40415); Immunology (BIOS 40419); Cellular and Molecular Basis of Human Disease (BIOS 40435); and/or AIDS (BIOS 40440).

**Sample Curriculum:** The sample curriculum for the four-year program listed below *is only one of a number of ways* a student can complete all the requirements for a biology major. Students should discuss their specific interests with their departmental advisor and plan their semesters accordingly. Alternative sample curricula can be developed with the assistance of the biology advisor.

**Note that this sample curriculum assumes that no AP or language CE credits are included.**

**First Year**

<i>Fall Semester</i>	
BIOS 10161 (Core Ia: Principles) (Lab #1)	4
MATH 10350 or 10550	4
CHEM 10171 (or 10181) <sup>1</sup>	4
History or Sociology <sup>2</sup>	3
FYC 13100	3
Physical Education or ROTC	0
	<hr/>
	18

*Spring Semester*

BIOS 10162 (Core Ib: Principles) (Lab #2)	4
MATH 10360 or 10560	4
CHEM 10172 (or 10182) <sup>1</sup>	4
History or Sociology <sup>2</sup>	3
Theology or Philosophy <sup>3</sup>	3
Physical Education or ROTC	0
	<hr/>
	18

**Sophomore Year***Fall Semester*

BIOS 20250 (Core II: Genetics)	4
BIOS 21250 (required LAB #3)	1
CHEM 20273	4
Theology/Philosophy	3
Language	4
	<hr/>
	16

*Spring Semester*

BIOS 20241 (Core III: Cell Biology)	3
Elective Lab 4 (e.g., 21241 Cell Biology)	2
CHEM 20274	4
Theology/Philosophy	3
Language	4
	<hr/>
	16

**Junior Year***Fall Semester (overseas BIOS class(es) are an option)*

BIOS Core VI (Ecology)	3
Physics 30210, 31210	4
Free Elective	3
Theology/Philosophy	3
Language	3
Elective BIOS Lab #4	1
	<hr/>
	17

*Spring Semester*

BIOS Elective	3
BIOS Core IV (Comp. Physiology)	4
Physics 30220, 31220	4
Fine Art/Literature <sup>3</sup>	3
	<hr/>
	14

**Senior Year***Fall Semester*

BIOS Core V (Evolutionary Biology)	3
BIOS or Science Elective <sup>4</sup>	3
Free Elective	3
Free Elective	3
Elective BIOS Lab #5	1
	<hr/>
	13

*Spring Semester*

BIOS Elective	3
BIOS Elective	3
Free Elective	3
Free Elective	3
Elective BIOS Lab #6	-/1
	<hr/>
	12/13

TOTAL: 124 minimum

## BIOLOGICAL SCIENCES

<sup>1</sup> Students who begin with the CHEM 10181–10182 sequence and select BIOS as their major would complete the four-semester sequence with CHEM 20273–20274.

<sup>2</sup> One of these courses must be a University seminar.

<sup>3</sup> For premedical students, it is strongly recommended that the student take a 20000-level English literature course. This ensures that the student will be able to meet the standard medical-school admission requirement of two English courses. Medical ethics and biochemistry are also generally required or highly recommended.

<sup>4</sup> While not required, many students choose to take a supporting 3-credit non-BIOS science course that counts toward the required 41 credits in their major.

Also, Biostatistics (BIOS 40411/42411) is highly recommended for all students planning on a health-related professional program or a graduate program, especially in ecology, environmental biology, or other field of life science. A non-BIOS/Science elective can be any 30000- 50000-level course other than those required, and approved by the director of undergraduate studies for the Department of Biological Sciences. Biochemistry (e.g., CHEM 40420) is especially recommended.

In addition to the undergraduate curriculum, the Department of Biological Sciences offers programs of graduate study leading to the degrees of master of science and doctor of philosophy, as described in the *Graduate School Bulletin of Information*.

The following undergraduate courses have been offered periodically as demand dictates:

10102. Plants, Food, and Society  
 10105. Parasitism, Disease, and Public Health  
 10111. Biological Basis of Human Behavior  
 10112. The Marine Environment  
 10113. Understanding Viruses  
 10114. Avian Biology  
 10115. Microbes and Man  
 40402. Microbial Physiology  
 30403. Invertebrate Biology  
 30409. Plant Taxonomy  
 40413. Cytology  
 30422. Marine Biology  
 40430. Advanced Animal Physiology  
 40455. Infection and Immunity  
 30460. Plant Ecology  
 40462. Applied Environmental Microbiology  
 40463. Aquatic Botany

### UNDERC FIELD BIOLOGY PROGRAMS

Seven-credit programs for undergraduates that emphasize field biology are offered at the University's Environmental Research Centers (Michigan, Montana, and Puerto Rico). The programs entail course work, group research projects, and an independent research project. Application to the programs occurs in the fall of the sophomore and junior years and enrollment is limited by housing at each location. If selected, students enroll in BIOS 35501 during the spring semester and BIOS 35502 during the summer. To participate in the Montana (BIOS

35503) or Puerto Rico (BIOS 35504) programs, one must first participate in the Michigan program.

### SELECT GRADUATE-LEVEL COURSES

Many 60000-level courses in biological sciences are open to qualified undergraduates, subject to the approval of the course instructors and the director of undergraduate studies. Graduate-level courses generally include a majority of upper-class students and are recommended to undergraduate majors. These include:

60508. Population Genetics  
 60515. Vector Genetics  
 60523. Practicum in Environmental Biology  
 60527. Stream Ecology  
 60529. Population and Disease Ecology  
 60530. Immunobiology of Infectious Diseases  
 60531. Molecular Biology I  
 60532. Molecular Biology II

60558. Biological Electron Microscopy  
 60562. Aquatic Insects  
 60570–60579. Topics Courses

Additional undergraduate and graduate-level courses are expected to be added during the next four years.

The above 60000-level courses are described in the *Graduate School Bulletin of Information*.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section under the [Department of Biological Sciences](#) heading.

### SUMMARY OF REQUIREMENTS FOR GRADUATION FOR ANY BIOLOGICAL SCIENCES MAJOR

		<i>Year Usual Credits Taken</i>
<b>Biological Sciences*</b>	<b>41</b>	<b>all</b>
<b>Chemistry (10171–10172 or 10181–10182)</b>	<b>8</b>	<b>First year</b>
	<b>8</b>	<b>Sophomore</b>
<b>Physics (30210–30220 with labs)</b>	<b>8</b>	<b>Junior</b>
<b>Mathematics (10350–10360 or 10550–10560)</b>	<b>8</b>	<b>First year</b>
<b>Total Science:</b>	<b>73</b>	
<b>History**</b>	<b>3</b>	<b>First year</b>
<b>Social Science**</b>	<b>3</b>	<b>First year</b>
<b>Philosophy**</b>	<b>6</b>	<b>Sophomore/Junior</b>
<b>Theology**</b>	<b>6</b>	<b>Sophomore/Junior</b>
<b>FYC 13100</b>	<b>3</b>	<b>First year</b>
<b>Language</b>	<b>Intermediate Level Competency (3)</b>	<b>Sophomore/Junior</b>
<b>Literature/Fine Arts**</b>	<b>3</b>	<b>Junior/Senior</b>
<b>Free Electives</b>	<b>24+</b>	<b>Sophomore/Senior</b>
<b>Physical Education or ROTC (2 semesters)</b>	<b>0</b>	<b>First year</b>
	<b>124 credits</b>	
* It is essential for prospective biology majors to begin their general biology courses in the first year to schedule all required core curriculum courses within a four-year period.		
** One of these courses must be a University Seminar.		
+ Minimum number of free electives based on the assumption that intermediate-level competency in language was achieved by taking a minimum of one three-credit course.		
Majors with AP course credits and/or language Credit by Exam (CE) often have time to incorporate 20 or more free elective credits (i.e., a second major or minor) into their four-year course selection.		

## CHEMISTRY AND BIOCHEMISTRY

## Chemistry and Biochemistry

### Chair:

Kenneth W. Henderson

### George and Winifred Clark Professor of Chemistry:

Marvin J. Miller

### Emil T. Hofman Professor of Chemistry

Bradley D. Smith

### Charles L. Huisking Professor of Chemistry:

Xavier Creary

### Kleiderer/Pezold Professor of Biochemistry

Francis J. Castellino

### Navari Family Professor of Life Sciences:

Shahriar Mobashery

### William K. Warren Professor of Chemistry:

W. Robert Scheidt

### Professors:

Ian Carmichael; Gregory V. Hartland; Paul Helquist; Kenneth W. Henderson; Paul W. Huber; Dennis C. Jacobs; Prashant V. Kamat; A. Graham Lappin; Joseph P. Marino; Dan Meisel; Thomas L. Nowak; Anthony Serianni; Slavi Sevov; Richard E. Taylor; Olaf G. Wiest

### Associate Professors:

Brian M. Baker; Seth Brown; Patricia L. Clark; J. Daniel Gezelter; Holly V. Goodson; S. Alexander Kandel; Masaru Kenneth Kuno; Marya Lieberman

### Assistant Professors

Brandon L. Ashfeld; Steven A. Corcelli; Jennifer DuBois; Jeffrey W. Peng

### Emeriti:

Subhash C. Basu; Roger K. Bretthauer; Thomas P. Fehlner; Richard W. Fessenden; Jeremiah P. Freeman; Robert G. Hayes; Emil T. Hofman; Robert H. Schuler; J. Kerry Thomas; Anthony M. Trozzolo; Rev. Joseph L. Walter, C.S.C.

**Program of Studies.** Chemistry is the science of substances that comprise the world about us and is concerned with their structure, their properties and the reactions that change them into other substances. Chemists and biochemists practice their profession in many ways—in educational institutions, government laboratories, private research institutions and foundations and in many commercial areas, including the chemical, drug, health, biotechnology, pharmaceutical and food industries.

The Department of Chemistry and Biochemistry has a strong undergraduate program together with a strong graduate education and research program. The graduate program greatly benefits undergraduate education by attracting highly qualified faculty and results in the availability of excellent research facilities and modern instrumentation necessary to train the scientists of tomorrow. This department is able to provide an excellent program of undergraduate research to complement regular course work. Student participation in research is highly encouraged as a key part of the education of chemistry and biochemistry majors.

The programs in chemistry and biochemistry described in the following pages prepare students for graduate studies and professional work in the chemical and biochemical sciences, as well as in interdisciplinary areas that rely heavily on chemistry. Bachelor of science degrees are offered with a major in chemistry or a major in biochemistry. At the graduate level, the Department of Chemistry and Biochemistry offers programs leading to the degrees of master of science and doctor of philosophy, as described in the *Graduate School Bulletin of Information*.

### BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY

The chemistry curriculum at Notre Dame includes two programs: the Chemistry Career Program, designed for students interested in a professional career in chemistry, and the Chemistry Combination Program, designed for those students who are interested in combining chemistry with business or with computing.

All chemistry majors take the following basic sequence of courses:

General Chemistry (CHEM 10181, 11181 recommended; or optionally, CHEM 10171, 11171)

Organic Chemistry (CHEM 10182, 11182, 20283, 21283)<sup>1</sup>

Inorganic Chemistry (CHEM 20284, 21284, 40443, 41443)

Physical Chemistry (CHEM 30321, 30322, 31322)

Analytical Chemistry (CHEM 30333, 31333)

Physical Methods of Chemistry (CHEM 40434)

Principles of Biochemistry (CHEM 40420)

Chemistry Seminars (CHEM 23201, CHEM 23202), three semesters

Physics (PHYS 10310, 10320)<sup>1</sup>

Mathematics (MATH 10550, 10560, and CHEM 20262)

In addition to this basic sequence, the following courses are required for each program.

#### Chemistry Career Program

Science Electives (six credit hours)<sup>2</sup>

#### Combination Program

Program Electives (15 credit hours)

Science Electives (three credit hours)<sup>2</sup>

The program electives for the Chemistry Combination Program are from either the area of business or from the area of computing and are the same as those in the corresponding Collegiate Sequence programs:

#### Chemistry with Business

Accounting and Accountancy I (ACCT 20100)

Accounting and Accountancy II (ACCT 20200)

Business Finance (FIN 20100)

Introduction to Management (MGT 20200)

Introduction to Marketing (MARK 20100)

Introduction to Economics (ECON 10010 or 12101) is suggested, as a non-program elective, as a prerequisite to MARK 20100 and meets the University social science requirement.

#### Chemistry with Computing

Each student selects 15 credit hours of computer science and engineering and chemistry courses in consultation with a departmental advisor. Program electives require careful scheduling.

#### Sample Curriculum (Career Program):

##### First Year

<i>First Semester</i>	
CHEM 10181	4
CHEM 11181	0
MATH 10550	4
PHYS 10310	4
PHYC 13100	3
History <sup>3</sup>	3
Physical Education/ROTC	0
	<hr/>
	18

##### Second Semester

CHEM 10182	4
CHEM 11182	0
MATH 10560	4
PHYS 10320	4
Philosophy <sup>3,4</sup>	3
Social Science <sup>3</sup>	3
Physical Education/ROTC	0
	<hr/>
	18

#### Sophomore Year

##### First Semester

CHEM 20283	3
CHEM 21283	1
Language	3
Theology	3
Elective	3
	<hr/>
	13

##### Second Semester

CHEM 20284	3
CHEM 21284	1
CHEM 23202 <sup>5</sup>	1
CHEM 20262	3
Language	3
Elective	3
	<hr/>
	14

#### Junior Year

##### First Semester

CHEM 30321	3
CHEM 30333	3
CHEM 31333	1
CHEM 23201 <sup>5</sup>	1
Elective (or Language)	3
Theology	3
	<hr/>
	14



## CHEMISTRY AND BIOCHEMISTRY

*Second Semester*

CHEM 30322	3
CHEM 31322	2
CHEM 40434	3
Philosophy	3
Elective	3
	<hr/>
	14

**Senior Year***First Semester*

CHEM 40420	3
CHEM 40443	3
CHEM 41443	2
Electives	3
Fine Arts or Literature	3
	<hr/>
	14

*Second Semester*

CHEM 23202 <sup>5</sup>	1
Science Electives <sup>2</sup>	6
Electives	6
	<hr/>
	13

**Sample Curriculum (Combination Program):****First Year***First Semester*

CHEM 10181	4
CHEM 11181	0
MATH 10550	4
PHYS 10310	4
FYC 13100	3
History <sup>3</sup>	3
Physical Education/ROTC	0
	<hr/>
	18

*Second Semester*

CHEM 10182	4
CHEM 11182	0
MATH 10560	4
PHYS 10320	4
Philosophy <sup>3,4</sup>	3
Social Science <sup>3</sup>	3
Physical Education/ROTC	
	<hr/>
	18

**Sophomore Year***First Semester*

CHEM 20283	3
CHEM 21283	1
Language	3
Theology	3
Elective	3
	<hr/>
	13

*Second Semester*

CHEM 20284	3
CHEM 21284	1
CHEM 23202 <sup>5</sup>	1
CHEM 20262	3
Language	3
Elective	3
	<hr/>
	14

**Junior Year***First Semester*

CHEM 30321	3
CHEM 30333	3
CHEM 31333	1
Elective (or Language)	3
Program Elective	3
	<hr/>
	13

*Second Semester*

CHEM 23202 <sup>5</sup>	1
CHEM 30322	3
CHEM 31322	2
CHEM 40434	3
Theology	3
Program Elective	3
	<hr/>
	15

**Senior Year***First Semester*

CHEM 40420	3
CHEM 40433	3
Program Electives	6
CHEM 41443	2
	<hr/>
	14

*Second Semester*

CHEM 23202 <sup>5</sup>	1
Science Elective <sup>2</sup>	3
Program Elective	3
Fine Arts or Literature	3
Philosophy	3
	<hr/>
	15

**Notes:**

1. Substitution with permission only.
2. Undergraduate research, CHEM 48498, is a recommended science elective in all programs beginning in the sophomore year, with typically one or two credits per semester.
3. The student should take three general requirement courses during the first year, including one course that is designated a University Seminar. Economics is required for the Chemistry with Business program.
4. One course in theology and philosophy should be completed by the end of the sophomore year. These courses may be taken in either semester of the first or second year.
5. In all the programs, one chemistry seminar is generally taken in each of the sophomore, junior and senior years.

**BACHELOR OF SCIENCE WITH A MAJOR IN BIOCHEMISTRY**

The biochemistry curriculum emphasizes the chemical basis of biological processes. All biochemistry majors are required to take the following courses:

General Chemistry (CHEM 10181 AND 11181 recommended; or optionally CHEM 10171, 11171)

Organic Chemistry (CHEM 10182, 11182, 20283, 21283)<sup>1</sup>

Inorganic Chemistry (CHEM 20284, 21284)

Physical Chemistry (CHEM 30321–30322)

Analytical Chemistry (CHEM 30333, 31333)

Chemistry Seminars (CHEM 23201, 23202), three semesters

Biochemistry Seminar (CHEM 23212)

Biochemistry (CHEM 30341, 31341, 30342)

Mathematics (MATH 10550, 10560, and CHEM 20262)

Physics (PHYS 30210–30220 or PHYS 10310, 10320)

General Biology (BIOS 10161–10162 or 20201, 21201, 20202, 21202)

Genetics (BIOS 20303, 21303)

Cell Biology (BIOS 30341, 31341)

Molecular Biology (BIOS/CHEM 50531)

**Sample Curriculum (Biochemistry Program):****First Year***First Semester*

CHEM 10181	4
CHEM 11181	0
MATH 10550	4
BIOS 10161	3
BIOS 11161	1
FYC 13100	3
History <sup>2</sup>	3
Physical Education/ROTC	0
	<hr/>
	18

*Second Semester*

CHEM 10182	4
CHEM 11182	0
MATH 10560	4
BIOS 10162	3
BIOS 11162	1
Philosophy <sup>2,3</sup>	3
Social Science <sup>2</sup>	3
Physical Education/ROTC	0
	<hr/>
	18

**Sophomore Year***First Semester*

CHEM 20283	3
CHEM 21283	1
CHEM 23212	0
PHYS 30210	4
Language	3
Theology	3
	<hr/>
	15

## CHEMISTRY AND BIOCHEMISTRY

<i>Second Semester</i>	
CHEM 20284	3
CHEM 21284	1
CHEM 23202 <sup>5</sup>	1
PHYS 30220	4
CHEM 20262	3
Language	3

15

**Junior Year***First Semester*

CHEM 30321	3
CHEM 30341	3
CHEM 31341	2
CHEM 23201	1
BIOS 30341, BIOS 31341	4
Elective (or Language) <sup>4</sup>	3

16

*Second Semester*

CHEM 30322	3
CHEM 30342	3
BIOS 20303, BIOS 21303	4
Philosophy	3
Elective	3

16

**Senior Year***First Semester*

CHEM 30333	2
CHEM 31333	2
BIOS/CHEM 50531	3
Theology	3
Elective	3

13

*Second Semester*

CHEM 23202	1
Fine Arts or Literature	3
Electives	8

12

**Notes:**<sup>1</sup>Substitution with permission only.<sup>2</sup>The student should take three general requirement courses during the first year, including one course that is designated a University Seminar. Economics is required for the Chemistry with Business program.<sup>3</sup>One course in theology and philosophy should be completed by the end of the sophomore year. These courses may be taken in either semester of the first or second year.<sup>4</sup>Undergraduate research, CHEM 48498, is a recommended science elective in all programs beginning in the sophomore year with typically one or two credits per semester.<sup>5</sup>In all the programs, one chemistry seminar is generally taken in each of the sophomore, junior and senior years.**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section under the [Department of Chemistry and Biochemistry](#) heading.

Graduate courses in chemistry are open to qualified advanced undergraduate students, subject to the approval of the departmental advisor. These courses are listed in the *Graduate School Bulletin of Information*.

**SUMMARY OF MINIMAL REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY AND BIOCHEMISTRY**

	<i>Chemistry Career Program</i>	<i>Chemistry Combination Program</i>	<i>Biochemistry Program</i>
Chemistry	42	42	32
Biochemistry	3	3	8
Biological Sciences	—	—	19
Mathematics	8	8	8
Physics	8	8	8
Science Electives	6	3	0
Total Required Science	67	64	75
Program Electives	—	15	—
Total	67	79	75
Language	Intermediate-Level Competency		
FYC 13100	3	3	3
Philosophy+	6	6	6
Theology+	6	6	6
Literature/Fine Arts+	3	3	3
History+	3	3	3
Social Sciences <sup>+</sup>	3	3	3
Free Electives	22 <sup>++</sup>	10 <sup>++</sup>	14 <sup>++</sup>
	<b>124</b>	<b>124</b>	<b>124</b>
<sup>+</sup> One of these courses must be a University Seminar.			
<sup>++</sup> Assumes intermediate-level competency in language was achieved by taking two 4-credit introductory-level and one 3-credit intermediate-level course.			

## Environmental Sciences

*Director, Associate Professor of Biological Sciences:*  
Paul R. Grimstad

**Program in Environmental Sciences.** The form and function of planet Earth have been changed as a result of the activities of humans. Current concerns, such as environmental pollution and global warming, are the results of complex processes. It is now important for people in all walks of life to be aware of how we interact with the Earth and how environmental changes will affect us in the future.

The environmental sciences major is an interdisciplinary program designed to build sensitivity and breadth in environmental areas. The curriculum is designed to expose students to a scientific view of our environment from biological, chemical and geological perspectives. Particular emphasis is placed on understanding how humans interact chemically and biologically with the environment. Material and energy resource limitations, chemical and thermal pollution, and effects of environmental pollution on public health are major considerations within the environmental sciences curriculum. Emphasis is also placed on understanding interactions between human societies and the environment from social, ethical, economic, anthropological, and governmental points of view. Students are also encouraged to strengthen their mathematical and computational skills and to participate voluntarily in environmentally oriented research projects or summer internships.

**The First Major.** College of Science students who major in Environmental Sciences will earn the degree of bachelor of science. Students following the Environmental Sciences first major program complete a total of 69 credits of science. A second major in Environmental Science is also offered to students in the College of Arts and Letters or in the Mendoza College of Business.

**The Second Major for Arts and Letters and Business:** Most students in the College of Arts and Letters or in the Mendoza College of Business may participate in the Environmental Sciences Program as a second major. Second majors are required to complete a minimum of 37 credits of science. Students considering this program should investigate options brought to a first major by adding course work in environmental sciences. For example, students majoring in government and in environmental sciences could consider postgraduate study or careers in *public policy*. Students majoring in economics and in environmental sciences would have a good background for the developing field of *environmental economics*. A second major in Environmental Sciences also complements majors in the other sociological fields of anthropology, psychology, or sociology. Similarly, business students will likely find environmental sciences to be useful background when working with local or federal governments on issues of *environmental compliance*

or when considering the impact of business decisions on the environment (*environmental assessment*). All students are urged to discuss their long-range career plans with advisors in both majors.

**Relationship with Other Programs:** The Environmental Sciences Major Program has a special collaborative relationship with the Science, Technology, and Values (STV) Concentration program housed in the Reilly Center in O'Shaughnessy Hall. Select courses required of environmental sciences first majors are also cross-listed as STV courses. Thus, students in the STV program from across the university are expected to benefit in the curricular endeavors of the Environmental Sciences Program. Environmental sciences first majors often enroll in the STV program. (Environmental science students with flexibility in their program often have room to complete an STV concentration by taking STV courses beyond those required by the first major or university requirements.) However, arts and letters students with second majors in environmental science will be encouraged to participate in further interdisciplinary course work through the STV concentration. Second majors are especially encouraged to take the capstone course, SC 40491, Current Topics in Environmental Science, provided it completes that second program.

**Related Options:** A similar bachelor's degree program, Environmental Geosciences (ENVG), is offered by the College of Engineering.

Also available through the College of Engineering is the Environmental Geosciences minor. Note, for students in ES (or SCBU, SCCO, and SCED): the College of Science will allow the course SC/ENVG 20110 to count toward both the science major and this major. Any courses taken for completion of this minor may not also be counted as science electives or science requirements for a science major.

### BACHELOR OF SCIENCE WITH A MAJOR IN ENVIRONMENTAL SCIENCES

All environmental sciences first majors take the following courses in science:

Introductory Biology (BIOS 10161–10162 and 11161–11162) or (20201–20202 and 21201–21202)  
Chemistry (CHEM 10171 and 10172)  
Calculus (MATH 10350–10360) or (10550–10560)<sup>1, 2, 3</sup>  
Physical Geology (SC 20110/21110)  
Physics (PHYS 10310–10320 or 30210–30220)  
Biostatistics (BIOS 40411)<sup>4</sup>  
Ecology (BIOS 30312 and 31312)<sup>5</sup>  
Chemistry Elective<sup>6</sup>  
Current Topics in Environmental Science (SC 40491)

Students also will choose science electives chosen from an approved list,<sup>7</sup> completing a required minimum total of 69 credits in science.

Also required for the major are the following non-science courses:

An ethics course with emphasis on environmental biology or life science issues, i.e., Environmental Ethics or Science, Technology, and Society, or other approved arts and letters courses.<sup>8</sup>

Introduction to Microeconomics (ECON 10010 or 20010)<sup>9, 10</sup>

Students are also urged to choose their electives from a recommended list of arts and letters courses.<sup>11</sup>

Requirements for the program are summarized in the table in this section.

#### Notes:

- Equivalent or higher-level sequences in science may be substituted, e.g., MATH 10850–10860 for MATH 10350–10360.*
- Students interested in the area of ecological modeling are strongly urged to take MATH 10550–10560 for their mathematics requirement. Other mathematics courses should be taken as science electives.*
- Students who have completed only six hours of mathematics in their first year may transfer into the program, but they will be required to complete a mathematics sequence equivalent to MATH 10350–10360 or MATH 10550–10560. Students having taken MATH 10250, 10110 (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. (See also the discussion on science degree credit found later in this section of the Bulletin.)*
- Students transferring into the ES or ES2 major, or transfer students who have previously taken a statistics course equivalent to MATH 20340, are not required to take BIOS 40411 (Biostatistics). Students will be allowed to substitute MATH 20340, or an equivalent statistics course (e.g., PSY 30100) as ES or ES2 majors in exceptional cases with the permission of the director of their major and the associate dean of the College of Science.*
- While General Ecology (BIOS 30312 and BIOS 31312) is normally required for ES and ES2 majors, students may substitute an alternative ecology lecture and laboratory course (e.g., BIOS 30420 Aquatic Ecology) when their career interests indicate the alternative is a more appropriate introductory ecology course as determined by the director of their major and approved by the associate dean of the College of Science.*
- The 4-credit chemistry elective requirement is satisfied by either one additional course in organic chemistry (CHEM 20273) or Inorganic Chemistry (CHEM 20243) or by Analytical Chemistry (CHEM 30333, 31333) or by an alternative 4-credit CHEM course as approved by the director of their major and by the associate dean of the College of Science. Students are also allowed to take the 3-credit CHEM 10122 lecture with the understanding that if/when a laboratory is*

## ENVIRONMENTAL SCIENCES

established for that course, they will be required to take that lab prior to graduation.

7. The following are examples of many approved science electives for this program:

Botany (BIOS 30304) or at St. Mary's  
Evolution (BIOS 30305)  
The History of Life (BIOS 30310)  
Genetics (BIOS 20250 or 20303)  
Principles of Microbiology (BIOS 30401)  
Animal Behavior (BIOS 30407)  
Aquatic Ecology (BIOS 30420)  
Stream Ecology (BIOS 60527)  
Numerous other BIOS courses as designated by the ES director, including 60000-level graduate courses are accepted.  
Environmental Chemistry (CHEM 20204)  
Further chemistry electives (from Note 6 above)  
Second course in general chemistry (CHEM 20274)  
Principles of Biochemistry (CHEM 40420)  
Computer Programming and Problem Solving (MATH 20210)  
Calculus III (MATH 20550)  
Introduction to Linear Algebra and Differential Equations (MATH 20580)  
Differential Equations (MATH 30650)  
Topics in Computing  
Historical Geology (SC 20120)  
Environmental Geosciences (SC 10100 or 20100)  
Mineralogy and Optical Mineralogy (SC 20220)  
Environmental Geology (SC 30111)  
Sedimentation and Stratigraphy (SC 30230)  
Geochemistry  
Paleontology (SC 40350)

*Other SC courses as approved by the ES director may be included as they become available. Select courses offered in International Studies Programs (UC-Dublin, UWA-Perth) also may be counted toward the ES science electives as well as select ENVG courses not cross-listed with SC, with permission of the ES director.*

*Students interested in attending graduate school in environmental sciences should consider taking science electives beyond requirements of this major. For example, for admission into some graduate programs, a year of organic chemistry would be a requirement. Deviations from the approved list of science electives must be approved by the advisor for the major.*

8. For this major, the University requirement of a second philosophy or theology or other University-required course may be fulfilled by one of these courses.

9. The economics requirement for this major is fulfilled by taking Introduction to Economics (Microeconomics) either in the first year (ECON 10010) or in the second through fourth years (ECON 20010). Note, the course ECON 13181 (Social Science University Seminar) will not fulfill the economics requirement for this major.

10. For this major, the University social science requirement will be fulfilled by the required microeconomics course.

11. Numerous STV courses are recommended as electives, including Environment and Environmentalism in History (STV 30175); Self, Society and the Environment (STV 40319) and others as approved by the ES director. The STV courses may be taken either under the STV label or from the primary departmental cross-list.

**Sample Curriculum (B.S. Degree Majors):****First Year**

*First Semester\**  
Biological Sciences I and lab 4  
Calculus A 4  
General Chemistry I and lab 4  
FYC 13100 or History\*\* 3  
Theology I\*\* or Philosophy I\*\* 3  
Physical Education I or ROTC I —  
18

*Second Semester*

Biological Sciences II and lab 4  
Calculus B 4  
Organic Chemistry I and lab 4  
FYC 13100 or History\*\* 3  
Theology I\*\* or Philosophy I\*\* 3  
Physical Education II or ROTC II —  
18

**Sophomore Year**

*First Semester*  
Physical Geology and lab 4  
Ecology and lab 4  
Language I 4  
Microeconomics 3  
—  
15

*Second Semester*

Chemistry II and Lab 4  
Science Elective #1 3  
Language II 4  
General Elective<sup>11</sup> 3  
—  
14

**Junior Year**

*First Semester*  
Physics I and Lab 4  
Theology II<sup>8</sup> or Philosophy II<sup>8</sup> 3  
Language III (intermediate level) 3  
Science Elective #2 3  
Science Elective #3 3  
—  
16

*Second Semester*

Physics II and Lab 4  
Biostatistics 4  
Theology II<sup>8</sup> or Philosophy II<sup>8</sup> 3  
General Elective<sup>11</sup> 6  
—  
15

**Senior Year**

*First Semester*  
Current Topics (SC 40491) 3  
Science Elective #4 3  
Science Elective #5 3  
Fine Art/Literature 3  
General Elective<sup>11</sup> 3  
—  
15

*Second Semester*

Science Elective #6 3  
General Elective<sup>11</sup> 3  
General Elective<sup>11</sup> 3  
General Elective<sup>11</sup> 3  
General Elective<sup>11</sup> 1  
—  
13

*\*Ideally, students who decide to major in environmental sciences before beginning their first year should take BIOS 10161–10162. This will allow for an additional year of relevant science and other electives to be included in their total curriculum. See notes accompanying BIOS 10161–10162 and BIOS 20201–20202 for additional information.*

\*\* One of these must be a University Seminar (13180–13189).

**ENVIRONMENTAL SCIENCES AS A SECOND MAJOR**

Most students in the College of Arts and Letters or in the Mendoza College of Business may participate in the Environmental Sciences Program as second majors. Students who are considering the environmental sciences second major must have a first major in one of the departments of the College of Arts and Letters or the Mendoza College of Business. Because of the sizable overlap in requirements, students in the College of Arts and Letters who have a second major in preprofessional studies will not be allowed to add this second major program.

The requirements for second majors consist of the following science courses:<sup>12</sup>

General Biology (BIOS 10161, 11161 and 10162, 11162 or BIOS 20201–20202 and 21201, 21201 and 21202, 21202)

Ecology (BIOS 30312, 31312)<sup>5</sup>

Chemistry (CHEM 10171, 10172) or (CHEM 10171, 10122)

Environmental Chemistry (CHEM 20204) or approved alternative

Geology (SC 20100)

Biostatistics (BIOS 40411)<sup>13</sup>

Biology or Geology elective (3 or 4 credits)<sup>14</sup>

*The total required course work requires a minimum total of 32 credits in science beyond the University math requirement.*

Note, the same policy applies for Environmental Sciences first and second majors: All College of Science courses specified by the major program

## MATHEMATICS

must be taken at the University of Notre Dame. (An exception is made for any science courses taken for this major through an approved Notre Dame International Studies Program.)

**Notes** (a continuation from above):

12. As is the case for science first majors, six credits of the science course work in this program may also be counted toward the student's university science requirement.

13. While Biostatistics (BIOS 40411) is the preferred course, other 3- or 4-credit statistics courses required for completion of a first major (i.e., economics, psychology) may be substituted for BIOS 40411 with the permission of the ES2 director. MATH 101430 is not an acceptable substitute for BIOS 40411 or other statistics course, however. Although mathematics course work is not specifically required of this program, several required courses (BIOS 40411 or some of the first courses in physics) do have a prerequisite of one year of calculus (MATH 10350–10360 or equivalent). For all students in the College of Arts and Letters or the Mendoza College of Business, the mathematics sequence MATH 10350–10360 is acceptable for completion of the university mathematics requirement; thus, this sequence is recommended for students considering Environmental Sciences as a second major. Students lacking this mathematics background may have to take further course work in mathematics to meet the prerequisites in mathematics of courses in this program.

14. Chosen from approved biology or geology electives listed in note 7 above or one first course in physics (PHYS 10111 or 10310 or 10411 or 30210) or an approved survey course: Concepts of Energy and the Environment (PHYS 10052) or Energy and Society (PHYS 20051) and others as designated.

**Sample Curriculum (Second Majors):**

Students should remember that all science major programs require course work that builds upon prerequisites and thus require careful planning. A **sample curriculum** for second majors is given below. Note: Only the courses for the second major are listed.

**First Year\****First Semester*

CHEM 10171. Chemical Principles and Lab 4

*Second Semester*

CHEM 10122 or CHEM 10172 3/4

**Sophomore Year***First Semester*

General Biology I (10161 or 20201) 3

General Biology Lab (11161 or 21201) 1

*Second Semester*

General Biology II (10162 or 20202) 3

General Biology Lab (11162 or 21202) 1

**Junior Year***First Semester*

SC 20110. Physical Geology 4

*Second Semester*

Statistics or Biostatistics 3/4

CHEM or SC/ENVG requirement\*\* 3

**Senior Year***First Semester*

BIOS 30312, 31312. General Ecology 4

BIOS or ENVG or PHYS or SC Elective\*\*\* 3

*Second Semester*

Course selection(s) to complete second major, as needed

\*MATH 10350–10360 or equivalent are **not** included in the minimum total of 37 credits in this sequence; satisfies the University math requirement.

\*\*Students may take CHEM 20204 (Environmental Chemistry) or SC 20100 (Environmental Geosciences) or SC 30111 (Environmental Geology) or other approved CHEM, ENVG, or SC electives.

\*\*\*Students whose final requirement is a three-credit class in BIOS, ENVG, or SC may take SC 40491 to complete the major with the permission of the director of the ES major.

### SUMMARY OF REQUIREMENTS FOR GRADUATION FOR ENVIRONMENTAL SCIENCES MAJOR

	Credits
Biological Sciences	16
Chemistry	12
Geology	4
Mathematics	8
Physics	8
SC 40491	3
Science Electives	18
Total Science	69
Language	Intermediate-Level Competency (3)
FYC 13100	3
Philosophy*	6
Theology*	6
History*	3
Social Science	3
Literature/Fine Arts*	3
Free Electives	28**
	124
* One of these courses must be a University Seminar 13180–13189	
** Assumes intermediate-level competency in language was achieved by taking a minimum of one three-credit course	

## Mathematics

*Chair:*

Bei Hu

*Associate Chair:*

Juan Migliore

*Director of Graduate Studies:*

Julia Knight

*Director of Undergraduate Studies:*

Michael Gekhtman

*William J. Hank Family Professor of Mathematics:*

William G. Dwyer

*Charles L. Huisiking 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 Sommesse

*Vincent J. Duncan Family Professor of Applied Mathematics:*

Mark S. Alber

*John A. Zahm, C.S.C., Professor of Mathematics*

Stephen A. Stolz

*Rev. Howard J. Kenna, C.S.C., Professor of Mathematics*

Karsten Grove

*Professors:*

Steven A. Buechler; Jianguo Cao; Peter A. Cholak; Francis X. Connolly; Leonid Faybusovich; Michael Gekhtman; Matthew Gursky; Alexander J. Hahn; Brian C. Hall; Qing Han; Alex A. Himonas; Alan Howard (emeritus); Bei Hu; Xiabo Liu; Juan Migliore; Timothy O'Meara (Kenna Professor of Mathematics, emeritus, and provost emeritus); Richard R. Otter (emeritus); Claudia Polini; Barth Pollak (emeritus); Mei-Chi Shaw; Brian Smyth; Dennis M. Snow; Nancy K. Stanton; Sergei Starchenko; 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; Abraham Goetz (emeritus); Richard Hind; Gerard K. Misiolek; Liviu Nicolaescu; Vladeta Vuckovic (emeritus)

*Assistant Professors:*

Katrina D. Barron; Nero Budar; David Galvin; Zhiliang Xu; Yongtao Zhang

*Assistant Special Professional Faculty:*

Arthur Lim; Annette Pilkington

**Program of Studies.** Mathematics has had a profound effect upon civilization since ancient times, when the legend originally inscribed on the entrance to Plato's academy was "Let no one ignorant of geometry enter here." It was equally true during the medieval period, when arithmetic and geometry constituted two of the seven subjects considered essential for a liberal education. It has been said

## MATHEMATICS

that the second most influential book in the span of Western civilization—after the Bible—is Euclid's *Elements*. Although mathematics is usually associated with science and technology in the modern mind, it seems apparent from the writings of the great mathematicians of the 17th and 18th centuries that religious belief played a great role in their pursuit of mathematics. They saw the “system of the world” obeying mathematical laws and as a consequence felt impelled to study mathematics so as to better appreciate the world's Creator.

Mathematics continues to have a profound influence in our century. From the theory of relativity, with its applications to the study of the large-scale structure of the universe, to the development of the modern computer, with its manifold applications in science, technology and business, mathematics has played a fundamental role. It is surely the most universal of all scientific tools, and the student equipped with a strong mathematical background will be in the enviable position of being able to employ his or her expertise in any area in which rigorous thought and precision of results are mandated.

The department is dedicated to the development of undergraduate studies, to the teaching of mathematics to scientists, engineers and teachers, to graduate education and research, and to the discovery of new mathematics. The entire faculty is involved with undergraduate affairs, and students have the opportunity of associating with scholars of international repute. Mathematics at Notre Dame provides students with a discipline of the mind and a stimulation of the imagination par excellence.

Programs in mathematics prepare students for graduate studies or for professional work in fields in which mathematics plays a dominant role. They provide an excellent preparation for law school, medical school, business school and secondary school teaching. Graduates may enter careers in research institutes or industrial or government positions.

In addition to its undergraduate programs, the department offers programs of graduate study leading to the degree of doctor of philosophy, as described in the Graduate School *Bulletin of Information*.

The department recognizes that, besides those students who wish to pursue a career devoted primarily to mathematical research and teaching, many will wish to take positions in business, industry or government where they will be using their mathematical skills in close collaboration with engineers as well as biological, physical and social scientists. These students will find among the listed programs one well suited to their needs. Besides these programs a student may, in consultation with the director of undergraduate studies and the department chair, create a program especially tailored to his or her career goals.

### BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS

The mathematics curriculum at Notre Dame includes nine course sequences or areas of concentration within the College of Science. These programs are designed to accommodate the academic and professional interests of all mathematics majors. Brief descriptions are given below, and more detailed descriptions of these programs are available on request from the Department of Mathematics.

*College Requirements.* All must take the following College of Science courses: (CHEM 10171, 10172) or (CHEM 10171, 10122); PHYS 10310, 10320; and an additional science elective.

A student who takes two semesters of organic chemistry or two semesters of general biology is only required to take PHYS 30210-30220.

#### Mathematics Honors Program

This program is suited to students who are interested in graduate work in one of the mathematical sciences and to those whose career plans require a strong background in modern mathematics.

Honors Calculus I (MATH 10850)  
 Honors Calculus II (MATH 10860)  
 Honors Calculus III (MATH 20850)  
 Honors Calculus IV (MATH 20860)  
 Honors Algebra I (MATH 20810)  
 Honors Algebra II (MATH 20820)  
 Honors Algebra III (MATH 30810)  
 Honors Algebra IV (MATH 30820)  
 Honors Analysis I (MATH 30850)  
 Honors Analysis II (MATH 30860)  
 Electives (12 credit hours with six at the 40000 level)

#### Mathematics Courses for the Other Programs

All other mathematics programs (except the computing program) require the following mathematics core courses:

Calculus I (MATH 10550)  
 Calculus II (MATH 10560)  
 Calculus III (MATH 20550)  
 Ordinary Differential Equations (MATH 20750)  
 Linear Algebra (MATH 20610)  
 Introduction to Math Reasoning (MATH 20630)  
 Algebra (MATH 30710)  
 Real Analysis (MATH 30750)  
 Computer Programming (MATH 20210)

In addition to this basic sequence, the following courses are required for each program:

#### Mathematics Career Program

This program is designed to give students a general background in mathematics. In addition to the basic sequence of courses listed above, 12 hours of mathematics electives are required, at least three of which are at the 40000 level.

#### Applied Mathematics Program

This program is designed for students interested in the broader area of applied mathematics. In addition to taking the core mathematics courses, the student

is required to take 15 credits from the following list of courses, six credits of which must be at the 40000 level: MATH 30210, MATH 30390, MATH 30530, MATH 30540; MATH 40210, MATH 40390, MATH 40480, MATH 40730, MATH 40750, and MATH 40710.

#### Mathematics and Life Sciences Program

This program is designed for mathematics majors who are interested in life-science-oriented careers.

The following mathematics courses are required in addition to the basic sequence of courses listed above:

Introduction to Probability (MATH 30530)  
 Mathematical Statistics (MATH 30540)  
 Elective in Mathematics (three credit hours at the 40000 level)

The following College of Science courses are required:

Chemistry (CHEM 10171, 10172, 20273, 20274)  
 General Biology (BIOS 20201, 21201; 20202, 21202)  
 Genetics (BIOS 20303, 21303)

#### Mathematics and Computing Program

This program is designed for students who plan to pursue graduate study or industrial careers in computing science. All of the mathematics core courses listed above except MATH 20210 are required, as well as 15 hours of mathematics electives, at least three hours of which are at the 40000 level.

In addition, the student must complete one of the following sequences of computing courses:

Software design option: CSE 20211, CSE 20212, CSE 20110, CSE 30331, CSE 30246, fourth elective  
 Theory option: CSE 20211, CSE 20212, CSE 20110, CSE 30331, CSE 30151, CSE 40113  
 Theory and compilers option: CSE 20211, CSE 20212, CSE 20110, CSE 30331, CSE 301351, CSE 40243  
 Computer architecture option: CSE 20211, CSE 20212, CSE 20221, CSE 30321, CSE 30322, fourth elective

#### Mathematics Education Program

This program is designed for students who plan a career in secondary education. The following mathematics courses are required in addition to the basic sequence listed above:

Introduction to Probability (MATH 30530)  
 Mathematical Statistics (MATH 30540)  
 Elective in Geometry (three credit hours)  
 Elective in Mathematics (three credit hours)

(One of these classes must be at the 40000 level)

The following education courses are to be taken at Saint Mary's College: EDUC 201, 220, 340, 350, 356, 404, 451, and 475.

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**Mathematics and Business Administration Program**

This program is designed to prepare students for a career in business or in the actuarial profession. The following mathematics courses are required in addition to the basic sequence:

Introduction to Probability (MATH 30530)  
 Mathematical Statistics (MATH 30540)  
 Introduction to Operations Research (MATH 30210)  
 Elective in Mathematics (three credits at -the 40000 level)

Also required are ECON 20010 or its equivalent and the following courses from the College of Business: ACCT 20100, FIN 20100, MARK 20100, MGT 20200, and one course from the following list: ACCT 20200, FIN 30210, FIN 30220, FIN 30600, MGT 30610, MGT 40750, MARK 30110.

**Mathematics and Engineering Science Program**

This program is designed for students interested in applied or industrial mathematics. In addition to the mathematics core courses, the student is required to take one of MATH 40480, MATH 40390 or MATH 40750, and nine more credits of mathematics electives. The student must also complete one of the following two sequences of engineering classes:

Thermal option: AME 20221, AME 20222, AME 30031, AME 20231, AME 30334  
 Structures and design option: AME 20221, CE 20170, AME 20231, CE 30200, CE 30356

**Mathematics and Social Science Program**

This program is designed for students planning graduate school or a career in one of the social sciences with a strong mathematics and statistics background. In addition to the basic sequence, the following mathematics courses are required:

Introduction to Probability (MATH 30530)  
 Mathematical Statistics (MATH 30540)  
 Introduction to Operations Research (MATH 30210)  
 Elective in Mathematics (three credits at the 40000-level)

Moreover, the student must elect introductory courses in three of the social sciences, SOC 30902 and two courses at the 30000 or 40000 level in one of the social sciences.

**Mathematics as a Second Major**

Students in the Mendoza College of Business or the College of Arts and Letters may pursue a second major in mathematics by completing all mathematics courses required for the career mathematics concentration. See the list below. To list mathematics as a second major on the transcript, the student must satisfy all of the requirements for a major in some department of the Mendoza College of Business or the College of Arts and Letters.

MATH 10550–10560–20550. Calculus I-III	11.5
MATH 20750. Ordinary Differential Equations	3.5
MATH 20210. Computer Programming and Problem Solving	3
MATH 20610. Linear Algebra	3
MATH 20630. Introduction to Abstract Math	3
MATH 30710. Algebra	3
MATH 30750. Real Analysis	3
Mathematics Electives	9*
Mathematics Elective at the 40000 Level	3*
	42credits

\* Students majoring in finance and business economics may reduce the number of mathematics electives to nine credits total by taking the following courses: MATH 30530, MATH 30540, and MATH 60850. Sample Curriculum

**(Mathematics Career Program):****First Year***First Semester*

MATH 10550. Calculus I	4
CHEM 10171. Chemical Principles	4
PHYS 10310. General Physics I	4
History or Social Science <sup>1</sup>	3
FYC 13100	3
Physical Education or ROTC	—
	18

*Second Semester*

MATH 10560. Calculus II	4
CHEM 10172 or 10122	4
PHYS 10320. General Physics II	4
History or Social Science <sup>1</sup>	3
Philosophy or Theology	3
Physical Education or ROTC	—
	18

**Sophomore Year***First Semester*

MATH 20610. Linear Algebra	3
MATH 20550. Calculus III	3.5
--Language	3
Philosophy or Theology	3
Science Elective	3
	15.5

*Second Semester*

MATH 20210. Computer Programming and Problem Solving	3
MATH 20630. Introduction to Abstract Math	3
MATH 20750. Ordinary Differential Equations	3.5
Language	3
Philosophy or Theology	3
	15.5

**Junior Year***First Semester*

MATH 30710. Algebra	3
Mathematics Elective	3
Language	3
Philosophy or Theology	3
Elective	3
	15

*Second Semester*

MATH 30750. Real Analysis	3
Literature or Fine Arts	3
Electives	9
	15

**Senior Year***First Semester*

Mathematics Electives	6
Electives	9
	15

*Second Semester*

Mathematics Elective	3
Electives	9
	12

<sup>1</sup> The student should take three general requirement courses during the first year, including one course that is designated a University Seminar. It is recommended that one course in history or social science be taken in the first year and one philosophy and one theology course be taken by the end of the sophomore year.

**The Senior Thesis for Mathematics Majors**

Students in the mathematics program have the option of writing a thesis on a subject in mathematics, or in an interdisciplinary area connected to mathematics. Such a thesis is strongly encouraged for math honors students and required of students in the SUMR program. This project is intended to give the student a better sense of how mathematics is done and used, and to develop in the student the habit of learning mathematics and its applications in an independent setting. In most cases, this work would be expected to be expository, but based on advanced-level readings. It should represent an effort that goes beyond what is found in an undergraduate course. It is especially desirable for a student to present a somewhat novel approach to an established subject, or to explore one of the many interesting connections that mathematics has with other disciplines.

During the second semester of the junior year and the first semester of the senior year, the student will work closely with a faculty advisor on a program of readings in preparation for the thesis, receiving 1 credit for each of these two semesters of work, under MATH 48800.

The thesis is to be crafted during the second semester of the senior year. The thesis must be submitted to the director of undergraduate studies by April 15 of the senior year. If the thesis is approved, the student will receive 1 credit under MATH 48900 and the

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citation of "Graduation with Senior Thesis" will appear on the transcript.

Students interested in writing a senior thesis should contact the director of undergraduate studies in the Department of Mathematics.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section under the [Department of Mathematics](#) heading.

Certain graduate courses in mathematics are open to qualified advanced undergraduates, subject to the approval of the director of undergraduate studies. Other graduate courses are described in the *Graduate School Bulletin of Information*.

## Physics

### Chair:

Mitchell R. Wayne

### Director of Graduate Studies:

Kathie E. Newman

### Director of Undergraduate Studies:

Christopher F. Kolda

### Frank M. Freimann Professor of Physics:

Michael C.F. Wiescher

### Aurora and Tom Marquez Professor of Physics:

Jacek K. Furdyna

### Grace-Rupley II Professor of Physics:

Ikaros I. Bigi

### Professors:

Mark Alber; Ani Aprahamian; Gerald B. Arnold; H. Gordon Berry; Howard A. Blackstead; Samir K. Bose (emeritus); Cornelius P. Browne (emeritus); Bruce A. Bunker; Neal M. Cason (emeritus); Paul R. Chagnon (emeritus); Sperry E. Darden (emeritus); Margaret Dobrowolska-Furdyna; Stefan G. Frauendorf; Emerson G. Funk (emeritus); Umesh Garg; Peter M. Garnavich; Anthony K. Hyder; Boldizsar Jank—; Walter R. Johnson (emeritus); Gerald L. Jones (emeritus); V. Paul Kenney (emeritus); James J. Kolata; A. Eugene Livingston; John M. LoSecco; Eugene R. Marshalek (emeritus); Grant Mathews; William D. McGlenn (emeritus); James Merz; John W. Mihelich (emeritus); Kathie E. Newman; John A. Poirier (emeritus); Terence W. Rettig; Randal C. Ruchti; Steven T. Ruggiero; Jonathan R. Sapirstein; William D. Shephard (emeritus); Carol E. Tanner; Walter J. Tomasch (emeritus); Mitchell R. Wayne

### Associate Professors:

Dinshaw Balsara; Philippe Collon; Morten Eskildsen; Michael D. Hildreth; Colin Jessop; Christopher F. Kolda; Paul E. Shanley (emeritus); Zoltan Toroczka

### Assistant Professors:

Mark A. Caprio; Antonio Delgado; J. Christopher Howk; Xiaodong Tang

**Program of Studies.** Physics is the study and description of the structure and behavior of the physical universe. As such, it is fundamental to all physical sciences, pure and applied. A knowledge of physics is basic to an understanding of astronomy, chemistry, geology and even biology in that physics contributes to the interpretation and detailed description of many of the natural phenomena which constitute the proper subjects of investigation in these sciences.

In addition to the undergraduate curricula, the Department of Physics offers programs for graduate study leading to the degrees of master of science and doctor of philosophy, as described in the *Graduate School Bulletin of Information*.

## BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICS

Science undergraduates may choose from three different majors within the Department of Physics: **physics**, **physics-in-medicine**, and **physics education**. The course sequences in these three programs are designed to accommodate the academic and professional interests of the majority of physics majors.

The basic **physics** major is a particularly flexible option for students, and is the one that will be chosen by the majority of undergraduates majoring in the department. Students following the physics major program will gain a broad understanding of physics. Depth is gained through the addition of one or more supplemental concentration programs offered through the department. Two of these concentration programs, **advanced physics** and **astrophysics**, help to prepare the student for graduate work in physics and astronomy or astrophysics. The **computing** concentration prepares the student for professions requiring working knowledge of various computer languages and experience using current computer technology. Students with interests in other areas have time to explore second-major, minor, or concentration options offered through departments in the College of Arts and Letters. The department expects to develop more concentration options as needed; students with alternative interests are encouraged to discuss these with the director of undergraduate studies.

The **physics-in-medicine** major is designed for those students planning to attend medical school after completion of their degree, or who intend to work or study in the fields of biophysics or biomedical technology. The degree contains a core set of requirements in physics, augmented with courses in organic chemistry, biochemistry, biology, and biophysics.

The **physics education** major is primarily intended for students wishing to pursue careers in secondary science education, and combines courses in physics with other general sciences, as well as education courses and student teaching through the Education Department at Saint Mary's College.

No supplemental concentration is required of **physics** majors, but interested students are allowed and encouraged to follow as many concentrations as their schedules and interests allow. Students following either the **physics-in-medicine** or **physics education** major programs are not allowed to add concentrations; their major programs are designed to accommodate the special interests of students intending careers in medicine, medical technology, or high school teaching.

**Physics as a second major** is an option for students in the colleges of engineering, arts and letters, or business.



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**Requirements for the Physics Major**

A total of 60.5 credits in science and mathematics is required for the **physics** major. The following outlines the course requirements:

General Physics A-M, B-M, C-M (PHYS 10411<sup>1</sup>, 10424, 20435<sup>2</sup>)  
 Intro to Chemical Principles (CHEM 10171<sup>3</sup>) and General Chemistry Biological Processes (CHEM 10122<sup>3</sup>)  
 Calculus I, II, III (MATH 10550,<sup>4</sup> 10560,<sup>4</sup> 20550<sup>4</sup>)  
 Sophomore Seminar (PHYS 23411)  
 Mathematical Methods in Physics I, II (PHYS 20451, 20452)  
 Intermediate Mechanics (PHYS 20454)  
 Electricity and Magnetism (PHYS 30471)  
 Modern Physics I (PHYS 20464)  
 Topics in Modern Physics II (PHYS 30465)  
 Modern Physics I Laboratory (PHYS 40441) or 40000-level Math elective  
 Thermal Physics (PHYS 30461)

Quantum Mechanics I (PHYS 40453)  
 Physics majors may add as many of the following concentrations as their interests and schedules allow. Completion of these concentrations is indicated on the student's final transcript.

**Concentration in Advanced Physics**

The following outlines the course requirements (totaling 14 credits) for the **advanced physics** concentration:

Junior Seminar (PHYS 33411)  
 Electromagnetic Waves (PHYS 30472)  
 Quantum Mechanics II (PHYS 40544)  
 Senior Seminar (PHYS 43411)  
 Modern Physics II Laboratory (PHYS 40442) or 40000-level math elective  
 Physics Elective<sup>5</sup>

**Concentration in Astrophysics**

The following outlines the course requirements (totaling 14 credits) for the **astrophysics** concentration:

Junior Seminar (PHYS 33411)  
 Intro. Astronomy and Astrophysics M (PHYS 20481)  
 Modern Observational Techniques (PHYS 30481)  
 Senior Seminar (PHYS 43411)  
 Astrophysics (PHYS 50445)  
 Relativity: Special and General (PHYS 50472)

**Concentration in Computing**

The requirements are that the student completes 14-15 credits of computer science engineering courses, chosen with the aid of the Director of Undergraduate Studies.

**Requirements for the Physics-in-Medicine Major**

A total of 77.5 credits in science and mathematics is required for the **physics-in-medicine** major. The following outlines the course requirements:

General Physics A-M, B-M, C-M (PHYS 10411<sup>1</sup>, 10424, 20435<sup>2</sup>)  
 General Chemistry I-IV (CHEM 10171, 10172, 20273, 21273, 20274, 21274)<sup>13</sup>  
 Calculus I, II, III (MATH 10550<sup>4</sup>, 10560<sup>4</sup>, 20550<sup>4</sup>)  
 Sophomore Seminar (PHYS 23411)  
 Mathematical Methods in Physics I, II (PHYS 20451, 20452)  
 Intermediate Mechanics (PHYS 20454)  
 Electricity and Magnetism (PHYS 30471)  
 Modern Physics I (PHYS 20464)  
 Topics in Modern Physics II (PHYS 30465)  
 General Biology A, B (BIOS 20201<sup>6</sup>, 21201, 20202<sup>6</sup>, 21202)  
 Three science electives (9 credits total)<sup>7</sup>

**Requirements for the Physics Education Major**

A total of 61.5 credits in science and mathematics and 27 credits in education are required for the **physics education** major. The following outlines the course requirements:

General Physics A-M, B-M, C-M (PHYS 10411<sup>1</sup>, 10424, 20435<sup>2</sup>)  
 Intro to Chemical Principles (CHEM 10171<sup>3</sup>) and (General Chemistry Biological Processes (CHEM 10122<sup>3</sup>) or Organic Structures and Reactivity (CHEM 10172))  
 Calculus I, II, III (MATH 10550<sup>4</sup>, 10560<sup>4</sup>, 20550<sup>4</sup>)  
 Mathematical Methods in Physics I, II (PHYS 20451, 20452)  
 Intro Astronomy & Astrophysics M (PHYS 20481)  
 Intermediate Mechanics (PHYS 20454)  
 Electricity and Magnetism (PHYS 30471)  
 Modern Physics I (PHYS 20464)  
 Topics in Modern Physics II (PHYS 30465)  
 Advanced physics laboratory<sup>8</sup>  
 Science elective (4 credits)<sup>9</sup>  
 Teaching in a Multicultural Society (EDUC 201F)<sup>10</sup>  
 Applied Media and Instructional Technology (EDUC 220)  
 Curriculum and Assessment in the High School Setting (EDUC 345)  
 Instructional Strategies and Classroom Management in the High School Setting (EDUC 346)  
 Educational Psychology: Human Growth and the Development of the Adolescent (EDUC 350)  
 Educational Psychology: Educating Exceptional Learners (EDUC 356)  
 Teaching Science in the Middle School and High School (EDUC 475)

**Requirements for Physics as a Second Major**

The requirements for physics as a second major, for students in the colleges of engineering, arts and letters or business, consists of the physics and mathematics courses listed above for the **physics** major, except the chemistry sequence. To list physics as a second major on the transcript, the student must

satisfy all of the requirements for a major in some department and college of the university.

**Sample Curricula**

Major: Physics

**First Year**

*First Semester*

MATH 10550, 12550	4
PHYS 10411, 11411	4
CHEM 10171, 11171	4
PHYC 13100	3
History or Social Science <sup>11</sup>	3
Physical Education or ROTC	0
	<hr/>
	18

*Second Semester*

MATH 10560, 12560	4
PHYS 10424, 11424	4
CHEM 10122 or 10172, 11172	3
History or Social Science <sup>11</sup>	3
Philosophy or Theology <sup>11</sup>	3
Physical Education or ROTC	0
	<hr/>
	17

**Sophomore Year**

*First Semester*

MATH 20550, 22550	3.5
PHYS 20435, 21435	4
PHYS 20451, 22451	3.5
PHYS 23411	1
Language	3
Philosophy or Theology	3
	<hr/>
	18

*Second Semester*

PHYS 20454	3
PHYS 20464	4
PHYS 20452, 22452	3.5
Language	3
Philosophy or Theology	3
	<hr/>
	16.5

**Junior Year**

*First Semester*

PHYS 30461	3
PHYS 30471	3
PHYS 40453	3
Language	3
Elective	3
	<hr/>
	15

*Second Semester*

[Semester Abroad]	
or	
Literature or Fine Arts	12
Electives	3
	<hr/>
	15

## PHYSICS

**Senior Year***First Semester*

PHYS 30465	3
PHYS 40441, 41441	3
Philosophy or Theology	3
Elective	3

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12*Second Semester*

Electives	12
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12
**MAJOR: PHYSICS CONCENTRATION:  
ADVANCED PHYSICS****First Year** (See core physics major)**Sophomore Year** (See core physics major)**Junior Year***First Semester*

PHYS 30461	3
PHYS 30471	3
PHYS 33411	1
PHYS 40453	3
Language	3

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13*Second Semester*

[Semester Abroad]

or	
PHYS 30472	3
PHYS 40454	3
Physics Elective	3
Literature or Fine Arts	3
Elective	3

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15**Senior Year***First Semester*

PHYS 30465	3
PHYS 40441, 41441	3
PHYS 43411	1
Philosophy or Theology	3
Elective	3

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13*Second Semester*

PHYS 40442, 41442 or 40000-level MATH	3
Electives	12

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15

Major: Physics

Concentration: Astrophysics

**First Year** (See core physics major)**Sophomore Year***First Semester*

MATH 20550, 22550	3.5
PHYS 20435, 21435	4
PHYS 20451, 22451	3.5
PHYS 20481 <sup>12</sup>	3
PHYS 23411	1
Language	3

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18*Second Semester*

PHYS 20454	3
PHYS 20464	4
PHYS 20452, 22452	3.5
Language	3
Philosophy or Theology	3

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16.5**Junior Year***First Semester*

PHYS 30461	3
PHYS 30471	3
PHYS 30481	3
PHYS 33411	1
PHYS 40453	3
Language	3

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16*Second Semester*

[Semester Abroad]

or	
Theology/Philosophy	6
Literature or Fine Arts	3
Electives	6

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15**Senior Year***First Semester*

PHYS 30465	3
PHYS 40441, 41441	3
PHYS 43411	1
PHYS 50445	3
Elective	3

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13*Second Semester*

PHYS 50472	3
Electives	9

---

12
**MAJOR: PHYSICS-IN-MEDICINE****First Year***First Semester*

MATH 10550, 12550	4
PHYS 10411, 11411	4
CHEM 10171, 11171	4
FYC 13100	3
History or Social Science <sup>11</sup>	3
Physical Education or ROTC	0

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18*Second Semester*

MATH 10560, 12560	4
PHYS 10424, 11424	4
CHEM 10172, 11172	4
History or Social Science <sup>11</sup>	3
Philosophy or Theology <sup>11</sup>	3
Physical Education or ROTC	0

---

18**Sophomore Year***First Semester*

BIOS 20201, 21201	4
MATH 20550, 22550	3.5
PHYS 20435, 21435	4
PHYS 23411	1
CHEM 20273, 21273	4

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16.5*Second Semester*

BIOS 20202, 21202	4
PHYS 20464	4
CHEM 20274, 21274	4
Philosophy or Theology	3

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15
**Junior Year***First Semester*

BIOS 20303 <sup>7</sup>	3
BIOS 30344 <sup>7</sup>	3
PHYS 20451, 22451	3.5
Language	3

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12.5*Second Semester*

BIOS 30341 <sup>7</sup>	3
PHYS 20454	3
PHYS 20452, 22452	3.5
Literature or Fine Arts	3
Language	3

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15.5**Senior Year***First Semester*

PHYS 30465	3
PHYS 30471	3
PHYS 40371 <sup>7</sup>	3
Philosophy or Theology	3
Language	3

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15*Second Semester*

Philosophy or Theology	3
PHYS 40432 <sup>7</sup>	3
Electives	6

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12

Major: Physics Education

**First Year***First Semester*

MATH 10550, 12550	4
PHYS 10411, 11411	4
CHEM 10171, 11171	4
FYC 13100	3
History or Social Science <sup>11</sup>	3
Physical Education or ROTC	0

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18

## PHYSICS

<i>Second Semester</i>	
MATH 10560, 12560	4
PHYS 10424, 11424	4
CHEM 10122 or 10172, 11172	3
History or Social Science <sup>11</sup>	3
Philosophy or Theology <sup>11</sup>	3
Physical Education or ROTC	0
<hr/>	
	17
<b>Sophomore Year</b>	
<i>First Semester</i>	
MATH 20550, 22550	3.5
PHYS 20435, 21435	4
PHYS 20451, 22451	3.5
Language	3
EDUC 201F	3
<hr/>	
	17
<i>Second Semester</i>	
PHYS 20454	3
PHYS 20464	4
PHYS 20452, 22452	3.5
Language	3
EDUC 220	3
<hr/>	
	16.5
<b>Junior Year</b>	
<i>First Semester</i>	
BIOS 20201, 21201 <sup>9</sup>	4
PHYS 20481	3
PHYS 30471	3
EDUC 345	3
Language	3
<hr/>	
	16
<i>Second Semester</i>	
EDUC 346	3
EDUC 350	3
Philosophy/Theology	6
Literature or Fine Arts	3
<hr/>	
	15
<b>Senior Year</b>	
<i>First Semester</i>	
PHYS 30465	3
PHYS 40441, 41441 <sup>8,12</sup>	3
EDUC 449	3
EDUC 356	3
Philosophy or Theology	3
<hr/>	
	15
<i>Second Semester</i>	
EDUC 475	12
<hr/>	
	12

**Notes**

1. Alternatively, PHYS 10310 and its laboratory and tutorial.
2. Alternatively, PHYS 10320 and its laboratory and tutorial.

3. Alternatives for CHEM 10171 and 10122 include CHEM 10171–10172 or CHEM 10181–10182 plus the associated laboratories and tutorials.

4. Honors Calculus I through IV (MATH 10850, 10860, 20850, and 20860) may substitute for Calculus I to III.

5. Options include PHYS 20421 (Scientific Programming), PHYS 20481 (Introduction to Astronomy and Astrophysics), PHYS 30481 (Modern Observational Techniques), PHYS 30405 (Numerical Methods), PHYS 30432 (Lasers and Modern Optics), PHYS 48480 (Undergraduate Research: The student must take at least 3 credits in research with one advisor and the credits taken must be distributed over at least two semesters), PHYS 50445 (Astrophysics), PHYS 50472 (Relativity: Special and General), MATH 40480 (Complex Variables). Physics electives cannot be double counted with requirements for the Astrophysics concentration.

6. BIOS 10161, 11161, 10162, 11162 may substitute for BIOS 20201, 21201, 20202, 21202.

7. Students take three from the following: CHEM 40420 (Principles of Biochemistry), BIOS 20303 (Fundamentals of Genetics), BIOS 30344 (Vertebrate Physiology), BIOS 30341 (Cellular Biology), PHYS 40371 (Medical Physics), PHYS 40432 (Biological Physics).

8. Students choose one course from PHYS 30432, 31432 (Lasers and Modern Optics), PHYS 30481 (Modern Observational Techniques), and PHYS 40441, 41441 (Modern Physics I Laboratory).

9. The 4-credit science elective is a biology or geology course which includes a laboratory. Allowed choices include BIOS 20201, 21201 (General Biology A and its lab) or SC 20110, 21110 (Physical Geology and its lab). See the Director of Undergraduate Studies to discuss alternative choices.

10. All Education courses are taken through the co-exchange agreement with Saint Mary's College.

11. One of these courses must be a University Seminar.

12. PHYS 20481 (Introduction to Astronomy and Astrophysics) is offered in the fall of even years; PHYS 30481 (Modern Observational Techniques) is offered in the fall of odd years.

13. Alternatives for CHEM 10171–10172 and 20273–20274 are CHEM 10181–10182 and CHEM 20283–20284.

**COURSE DESCRIPTIONS**

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section under the [Department of Physics](#) heading.

**SUMMARY OF REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS**

	Physics	Physics in Medicine	Physics Education
Mathematics	11.5	11.5	11.5
Physics	42	33	39
Chemistry	7	16	7
Biology	—	8	—
Science Electives	—	9	4
Language	Intermediate-Level		
FYC 13100	3	3	3
Philosophy*	6	6	6
Theology*	6	6	6
History*	3	3	3
Social Sciences*	3	3	3
Literature/Fine Arts*	3	3	3
Education	—	—	33
Free Electives	28.5**	11.5**	0**
	124	124	129.5

\* One of these courses must be a University Seminar.  
 \*\* Assumes intermediate-level competency in language was achieved by taking two 4-credit courses at the introductory level and one 3-credit course at the intermediate level.

## PREPROFESSIONAL STUDIES

## Preprofessional Studies

### Chair and Assistant Dean:

Rev. James K. Foster, C.S.C., M.D.

### Associate Dean:

Sr. Kathleen Cannon, O.P.

### Assistant Dean:

Kathleen J.S. Kolberg, Ph.D.

**Program of Studies.** The Department of Preprofessional Studies offers several programs in the two major sequences, namely the program sequence in premedical science studies and the programs in the Collegiate Sequence.

All of the programs are quite flexible and allow the student to design a curriculum, in consultation with the chair or the associate dean in the College of Science, to enable the student to enter the profession best suited for his or her talents. The program in premedical science studies enables the student to obtain an excellent preparation to enter any of the professions of medicine, dentistry or the other ancillary fields of the healing professions. The interdisciplinary programs of the collegiate sequence have been designed to offer significant flexibility to prepare students for the professions of science-education, science-business, and science-computing. All of the programs allow for a strong science background while also allowing a diverse background in the arts and humanities for individuals with a desire to obtain a broad educational background.

The major goal of this department is to provide an education in the best of liberal traditions of scientific thought and analysis, which the student can utilize for career opportunities in a variety of fields.

The program sequence in premedical science studies is a special program within the Department of Preprofessional Studies for students preparing to enter the professions of medicine, dentistry, osteopathy, veterinary medicine, podiatry, optometry, or other allied-health professions.

Notre Dame has been recognized as an accredited institution for premedical studies for more than 100 years. A proper selection of courses leading to the degree of bachelor of science will qualify the student for admission to any medical or dental school. The year before his or her expected entrance to medical school, the student takes the Medical College Admission Test or Dental Admission Test. Students taking this test should have completed the basic courses in chemistry, biology and physics. The curricula leading to the degree of bachelor of science in other departments in the College of Science also satisfy the requirements for admission to medical or dental school.

Information concerning the requirements for admission to schools of medicine, dentistry, osteopathy, veterinary medicine, optometry and podiatry, as well as information on several ancillary health careers, is available from the new office in the Center for Health Science Advising, 219 Jordan Hall of Science.

Bachelor of Science with a  
Major in Preprofessional Studies

### PREMEDICAL SCIENCE SEQUENCE

(124 semester hour credits; 64 science hour credits, minimum)

#### First Year

##### First Semester

FYC 13100 English Composition	3
MATH 10350	4
CHEM 10171	4
History or Social Science*	3
Philosophy or Theology*	3
Physical Education or ROTC	—
	17

##### Second Semester

Philosophy or Elective*	3
MATH 10360	4
CHEM 10172	4
History or Social Science*	3
University Seminar	3
Physical Education or ROTC	—
	17

#### Sophomore Year

##### First Semester

CHEM 20273	4
BIOS 20201. General Biology A	3
BIOS 21201. General Biology A Lab	1
Elective	3
Language	3
	14

##### Second Semester

CHEM 20274	4
BIOS 20202. General Biology B	3
BIOS 21202. General Biology B Lab	1
Elective	3
Language	3
	14

#### Junior Year

##### First Semester

Science Elective** (Note 3)	4
Physics (PHYS 30210, 31210)	4
Language or Elective	3
Philosophy or Elective	3
Science Elective	3
	17

##### Second Semester

Science Elective** (Note 3)	3
Physics (PHYS 30220, 31220)	4
Electives	9
	16

#### Senior Year

##### First Semester

Science Elective** (Note 3)	3
Science Elective** (Note 3)	4
Philosophy or Theology or upper-level English Literature (Note 6)	3
Electives	6
	16

##### Second Semester

Science Elective** (Note 3)	4
Theology	3
Elective	3
Science Elective** (Note 3)	3
	13

\* One of these courses must be a University Seminar; the literature University Seminar in English 13186 is recommended (see note 6).

\*\* See note 3.

#### Notes:

1. Most of the course instruction in the curricula of the Department of Preprofessional Studies is provided by other departments in the College of Science and other colleges of the University.

2. The elective courses in the senior year may include a thesis based on laboratory work performed in a registered course in a given department with the approval of the head of that department, who will specify the number of credits assigned to the thesis.

\*\* 3. The choice by the student of elective courses in science for the program in preprofessional studies will be based upon the requirements of the professional schools and upon the lists of courses suggested or recommended by those schools in which the student is interested; the choice will be based also upon the advice and counseling of the chair of the department. From the Medical and Dental School Requirements Books, the following courses would be the most highly recommended in addition to the five basic science courses, giving the student applicant the best science background to be a most attractive candidate to any school to which he or she wishes to apply: biochemistry, genetics, physiology, cell biology, developmental biology, and microbiology. Additional courses in higher mathematics, statistics and computer science are recommended for qualified students. Students not only must fulfill their requirements but, in the case of the sciences (mathematics, chemistry, biology and physics), also are strongly encouraged to follow the sequence of courses as listed. This sequence is designed in the light of health-related professional school requirements so that one course builds on knowledge gained from a prior course, even one from a different department; it is also structured to maintain a rigorous course load of at least two such courses per semester, with some adjustment possible in the senior year. Summer sessions, transfer credits and other modification in the regular curriculum should not be allowed to disturb this sequence of courses in the sciences without good reason.

4. For the selection of non-science electives for the programs, students should know that medicine and

## PREPROFESSIONAL STUDIES

the other healing professions need individuals with a diversity of educational backgrounds and a wide variety of talents and interests. All of these schools recognize the desirability of a broad education—a good foundation in the sciences (mathematics, chemistry, biology and physics), highly developed communication skills and a solid background in the social sciences and humanities.

5. Recommendation 1 of the recent Report of the Association of American Medical Colleges titled “Physicians for the 21st Century” encourages a broadening of preparation. The department continues to encourage students to follow that recommendation by using the requirements of history and social science, English and the general elective credits “to be an informed participant in contemporary society by understanding its politics, history and economics. To appreciate the many dimensions of human experience requires informed reflection upon the literature, the philosophy and the arts... of all people in our society.”

6. To fulfill the medical school requirements of two semesters of English, students are required to take FYC 32000-level composition and one literature course taught in English. The literature course can be either a literature University Seminar in English 13186 or an upper-level literature course offered by the English Department and approved by the Department of Preprofessional Studies. Thus, if a student’s University Seminar requirement is met by one of the literature options (in English), then the student will not be required to take upper-level English literature. Note, for this major only, a course in fine arts is not acceptable for the University literature/fine arts requirement. (A fine arts course will count as a general elective.)

7. In the curriculum for the program, there are listed the several courses required for the degree, including one semester each of history and social science, a course in literature, two courses in philosophy and two courses in theology. Students should remember that none of the required courses can be taken as a pass-fail option.

8. Students who have completed only six hours of mathematics in the first year of studies may transfer into the program but they will be required to complete a mathematics sequence equivalent to MATH 10350, 10360, or MATH 10550, 10560. Students having taken MATH 10250 (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. Those students should see also the discussion on degree credit found later in this section of the Bulletin.

9. PHYS 10310–10320 or PHYS 10411, 20435 may be substituted for PHYS 30210–31210.

10. Undergraduate Research (BIOS 48498 or SC 48100), Teaching Practicum (BIOS 37495), and Directed Readings (BIOS 48497) count toward the 64-hour preprofessional studies major science requirement; however, a maximum of two credits per semester and a combined total of six credit hours may be counted in fulfilling the 64-credit-hour science requirement

as well as the maximum credit hours counted toward graduation. Directed Readings (SCPP 46397) counts as general elective credit.

11. All students are welcome to join the Preprofessional, Premedical or Pre dental Societies. In addition, premedical students are encouraged to join AMSA, the American Medical Student Association.

12. All students who have had previous exposure to language will be required to take a placement examination in that language for placement in the proper course if the student wishes to continue in that language for the college requirement. If a student wishes to take a new language, of course, he or she must start from the beginning.

13. Interested parties may obtain additional information including various statistics from the department Web page. See [preprofessional.nd.edu](http://preprofessional.nd.edu).

### Summary of Requirements for the Degree of Bachelor of Science in Preprofessional Studies

	Credits
Biological Sciences	8
Chemistry	16
Mathematics	8
Physics	8
FYC 13000 level	3
Language, Intermediate-level Competency	**11
Philosophy*	6
Theology*	6
History*	3
Social Science*	3
Literature (University Seminar 13186 or upper-level English literature; see note 6)	3
Science Electives	24
General Electives	**25
	124

\* One of these courses must be a University Seminar.

\*\* Assumes Intermediate-level Competency in Language was achieved by taking two four-credit and one three-credit courses.

### COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section under the [Preprofessional Studies](#) heading.

### COLLEGIATE SEQUENCE PROGRAMS

The three collegiate sequence programs, science-business, science-computing, and science-education, were instituted in 1987. These three programs allow students to obtain a strong science background while simultaneously preparing them for professions in health care, business, computing or education.

### SCIENCE-BUSINESS COLLEGIATE SEQUENCE

The Science-Business Collegiate Sequence in the Department of Preprofessional Studies is an individualized course of study which incorporates courses from the basic areas of business along with the four basic areas of science. The major prepares students to pursue health care professional education such as medical school, dental school, public health, or health care administration. It also enables students to attain a diversified background to enter an MBA program leading to a position in the scientific or health professions business area. It is also a complete and sufficient program to enable the B.S. graduate of the sequence to enter the scientific business market immediately upon graduation.

Information on the areas of public health and hospital administration, as well as the business needs of the pharmaceutical, biological and chemical industries are available in the office of the Department of Health Professions, 219 Jordan Hall of Science.

The other departments in the College of Science as well as the colleges of arts and letters and business administration provide all course instruction in the curricula of the Science-Business Collegiate Sequence.

### BACHELOR OF SCIENCE WITH A MAJOR IN SCIENCE-BUSINESS

All science-business majors take the following basic sequence of science courses:

General Biology (BIOS 20201–20202 and 21201 and 21202)<sup>1</sup>

CHEM 10171 and 11171 and (10172 and 11172 or 10122) and two of the following: 20273 and 21273, 20274 and 21274, ENVG 20110

Calculus (MATH 10350–10360 or 10550–10560)<sup>1,2</sup> Physics (PHYS 30210–30220)<sup>3</sup> and 31210, 31220 Statistics (MATH 20340 or BIOS 40411)

They also are required to take 20–21 credits of science electives,<sup>4</sup> completing a minimum of 64 credits of science courses.

Also required for the major are the following business and economics courses:

Principles of Microeconomics (ECON 10010 or 20010)<sup>5,6</sup>

Accountancy I (ACCT 20100)

Corporate Finance Essentials (FIN 20100)

Principles of Management (MGT 20200)

Principles of Marketing (MARK 20100)

One upper-level business elective for which prerequisites are completed.

Requirements for the program are summarized in the table following this section.

## PREPROFESSIONAL STUDIES

**Notes:**

1. Equivalent or higher-level sequences in science may be substituted, e.g., BIOS 10161–10162 for BIOS 20201–20202 or MATH 10850–10860 for MATH 10550–10560.

2. Students who have completed only six hours of mathematics in their first year may transfer into the program, but they will be required to complete a mathematics sequence equivalent to MATH 10350, 10360 or MATH 10550, 10560. Students having taken MATH 10250, (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. (See also the discussion on science degree credit, found later in this section of the Bulletin.)

3. PHYS 10310–10320 or PHYS 10411, 20435 may be substituted for PHYS 30210–30220.

4. The choice by the student of the elective courses in science for the program will be discussed with the student and will be based on the future industrial or health professions business interests of the student. Any major-level College of Science courses (i.e., those taken to meet science-major requirements and not those designated as “Recommended University electives”) and that are not being used to fulfill other specific graduation requirements can be used to satisfy the “Science Elective” requirement. Major-level geology courses cross-listed as science courses may be taken as science electives. Students are restricted to no more than two credits per semester (six total) for science credit and three credits per semester (nine total) for graduation credit of courses such as Undergraduate Research or Directed Readings.

5. The economics requirement for this major is fulfilled by taking Principles of Microeconomics either in the first year (ECON 10010) or in the sophomore year (ECON 20010). Note: The course ECON 13181 (Social Science University Seminar) will not fulfill the economics requirement for this major.

6. For this major, the University social science requirement will be fulfilled by the required economics course. Additional social science courses are recommended and will count toward the student’s general electives.

**Suggested Curriculum for the Degree of Bachelor of Science in the Science-Business Collegiate Sequence (124 semester hour credits: 64 science hour credits, minimum)**

**First Year***First Semester*

CHEM 10171, 11171	4
MATH 10350 or 10550. Calculus (Note 2)	4
FYC 13100	3
Theology*	3
History*	3
Physical Education/ROTC	0
	<hr/>
	17

*Second Semester*

CHEM 10172, 11172 or 10122	4(3)
MATH 10360 or 10560 Calculus	4
Fine Arts or Literature*	3
Philosophy*	3
ECON 10010*	3
Physical Education/ROTC	0
	<hr/>
	17

**Sophomore Year***First Semester*

BIOS 20201 General Biology A	3
BIOS 21201 General Biology A Lab	1
CHEM 20273, 21273	4
Language	3
Elective	3
	<hr/>
	14

*Second Semester*

BIOS 20202 General Biology B	3
BIOS 21202 General Biology B -Lab	1
CHEM 20274, 21274 or Science Elective	4 (3)
Language	3
Philosophy	3
	<hr/>
	13 (12)

**Junior Year***First Semester*

Science Elective or	
ENVG 20110 Physical Geology	3 (4)
PHYS 30210, 31210 General Physics I	4
MGT 20200	3
Theology	3
Elective (or Language)	3
	<hr/>
	16 (17)

*Second Semester*

BIOS 40411. Biostatistics or	
MATH 20340 Statistics for Life Sciences	4 (3)
PHYS 30220, 31220 General Physics II	4
ACCT 20100	3
Elective	3
MARK 20100	3
	<hr/>
	17 (16)

**Senior Year***First Semester*

Science Electives	9
Elective	3
FIN 20100	3
	<hr/>
	15

*Second Semester*

Science Electives	6
Electives	6
Business Elective	3
	<hr/>
	15

\* One of these courses must be a University Seminar.

**SCIENCE-COMPUTING COLLEGIATE SEQUENCE**

The science-computing collegiate sequence in the Department of Preprofessional Studies is an individualized course of study which incorporates courses from the four basic areas of science along with a sequence of computing courses. The program will give the student working knowledge of various computer languages and experience using current computer technology. By choosing science electives appropriately, the student has the option of focusing in an area in science of particular interest. Graduates of this program earn a B.S. degree and are able to enter the scientific computing job market immediately upon graduation.

The other departments in the College of Science as well as the colleges of arts and letters and engineering provide all course instruction in the curricula of the Science-Computing Collegiate Sequence.

**BACHELOR OF SCIENCE WITH A MAJOR IN SCIENCE-COMPUTING**

All science-computing majors take the following basic sequence of science courses:

General Biology (BIOS 20201–20202 and 21201 and 21202)<sup>1</sup>  
 CHEM 10171 and 11171, 10172 and 11172 or 10122 and two of (CHEM 20273 AND 21273, 20274 AND 21274, SC 20110)  
 Calculus (MATH 10350–10360 or 10550–10560)<sup>1,2</sup>  
 Physics (PHYS 30210–30220 and 31210–31220)<sup>3</sup> and 3121, 31220

Statistics (MATH 20340 or BIOS 40411)

They also are required to take 20–21 credits of science elective,<sup>4</sup> completing a minimum of 64 credits of science courses.

They also are required to complete 14–15 credits in computing courses.

Please see advisor for information on possible sequences in computing.

Requirements for the program are summarized in the table on the following page.

**Notes:**

1. Equivalent or higher-level sequences in science may be substituted, e.g., BIOS 10161–10162 for BIOS 20201–20202 or MATH 10850–10860 for MATH 10550–10560.

2. Students who have completed only six hours of mathematics in their first year may transfer into the program, but they will be required to complete a mathematics sequence equivalent to MATH 10350, 10360 or MATH 10550, 10560. Students having taken MATH 10250 (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. (See also the discussion on science degree credit found later in this section of the Bulletin.)

## PREPROFESSIONAL STUDIES

3. *PHYS 10310–10320 or PHYS 10411, 20435 may be substituted for PHYS 30210–30220.*

4. *The choice by the student of the elective courses in science for the Science-computing program will be based on the student's scientific interest as developed during his or her studies of the four basic areas of science. Any major-level College of Science courses (i.e., those taken to meet science-major requirements and not those designated as "Recommended University electives") and that are not being used to fulfill other specific graduation requirements can be used to satisfy the "Science Elective" requirement. Major-level geology courses cross-listed as science courses may be taken as science electives. Students are restricted to no more than two credits of courses such as Undergraduate Research or Directed Readings in the science elective total.*

Suggested Curriculum for the Degree of Bachelor of Science in the Science-Computing Collegiate Sequence (124 semester hour credits: 64 science hour credits, minimum)

**First Year***First Semester*

CHEM 10171 and 10172	4
MATH 10550 Calculus (Note 2)	4
FYC 13100	3
Theology*	3
History*	3
Physical Education/ROTC	—
	17

*Second Semester*

CHEM 10172 and 11172 or 10122	4(3)
MATH 10560 Calculus	4
Fine Arts/Literature*	3
Philosophy*	3
Social Science*	3
Physical Education/ROTC	—
	17

**Sophomore Year***First Semester*

BIOS 20201 General Biology A	3
BIOS 21201 General Biology A Lab	1
CHEM 20273 and 21273 or SC 20110	4
Language	3
CSE 20232 (Advanced Programming)	4
	15

*Second Semester*

BIOS 20202 General Biology B	3
BIOS 21202 General Biology B Lab	1
CHEM 20274 21274	4
Language	3
Elective	3
	14

**Junior Year***First Semester*

Science Elective	3
CSE 20211 Fundamentals of Computing	4
PHYS 30210, 31210 General Physics I	4
Theology	3
Elective (or Language)	3
	17

*Second Semester*

BIOS 30411 Biostatistics or	
MATH 20340 Statistics for Life Sciences	4 (3)
PHYS 30220, 31220 General Physics II	4
CSE 20212 Fundamentals of Computing II	4
Philosophy	3
	15 (14)

**Senior Year***First Semester*

Science Electives	9
CSE 30331 Data Structures or	
CSE 20110 Discrete Mathematics	3
Electives	3
	15

*Second Semester*

Science Electives	8
CSE 30246 Database Concepts	3
Electives	3
	14

\* One of these must be a University Seminar.

**SCIENCE-EDUCATION COLLEGIATE SEQUENCE**

The science-education collegiate sequence in the Department of Preprofessional Studies is an individualized course of study which incorporates many courses from the four basic areas of science along with education courses that most states require to give the student the background necessary to receive a certificate to teach in a secondary education system. Information concerning the requirements for secondary education in the various states, as well as the general course requirements for a certificate necessary to teach science in a secondary education program, is available in the College of Science office, 174 Hurley Hall.

The other departments in the College of Science and the other colleges of the University, as well as the Education Department at Saint Mary's College, provide all course instruction in the curricula of the Science-Education Collegiate Sequence.

**BACHELOR OF SCIENCE WITH A MAJOR IN SCIENCE-EDUCATION**

All science-education majors take the following basic sequence of science courses:

General Biology (BIOS 20201–20202 and 21201 and 21202)<sup>1</sup>

CHEM 10171 and 10172 and [CHEM 20273 and 21273, CHEM 20274 and 21274] or (CHEM 20273 AND 21273, ENVG 20110) OR (ENVG 20110, ENVG 20120)]

Calculus (MATH 10350–10360 or 10550–10560)<sup>1,2</sup>  
Physics (PHYS 30210–30220)<sup>3</sup> AND 31210, 31220

They also are required to take 20 credits of science electives,<sup>4,5</sup> completing a minimum of 60 credits of science courses.

Also required for the major are the following education courses taught by Saint Mary's College:

EDUC 201 Teaching in a Multicultural Society
EDUC 220 Applied Media and Instructional Technology
EDUC 345 Curriculum and Assessment in the High School Setting
EDUC 346 Instructional Strategies and Classroom Management in the High School Setting
EDUC 350 Educational Psychology: Human Growth and Development of the Adolescent
EDUC 356 Educational Psychology: Educating Exceptional Learners
EDUC 449 Teaching Science in the Secondary School
EDUC 475 Student Teaching in the Secondary School (spring of senior year)

The education courses are those required in the State of Indiana but are also those that are required most often by the educational accrediting agencies of most states. The practical teaching experience which is required will also be arranged through the Education Department at Saint Mary's College.

Requirements for the program are summarized in the table found two pages back.

**Notes:**

1. *Equivalent or higher-level sequences in science may be substituted, e.g., BIOS 10161–10162 for BIOS 20201–20202 or MATH 10850–10860 for MATH 10550–10560.*

2. *Students who have completed only six hours of mathematics in their first year may transfer into the program, but they will be required to complete a mathematics sequence equivalent to MATH 10350, 10360 or MATH 10550, 10560. Students having taken MATH 10250 (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. (See also the discussion on science degree credit found in this section.)*

3. *PHYS 10310–10320 or PHYS 10411, 20435 may be substituted for PHYS 30210–30220.*

4. *The choice by the student of the elective courses in science for the Science-education program will be based upon the requirements and list of courses suggested by the various state educational systems. Since the timing*

## PREPROFESSIONAL STUDIES

of the course work is particularly constrained for this major, the student should work closely with his or her advisors: an associate dean in the College of Science and an assigned advisor in the Education Department at Saint Mary's College.

5. Any major-level College of Science courses (i.e., those taken to meet science-major requirements and not those designated as "Recommended University electives") and that are not being used to fulfill other specific graduation requirements can be used to satisfy the "Science Elective" requirement. Major-level geology courses cross-listed as science courses may be taken as science electives. Students are restricted to no more than two credits of courses such as Undergraduate Research or Directed Readings in the science elective total.

Suggested Curriculum for the Degree of Bachelor of Science in the Science-Education Collegiate Sequence (124 semester hour credits: 60 science hour credits, minimum)

**First Year***First Semester*

CHEM 10171 and 11171	4
MATH 10350 or 10550. Calculus (Note 2)	4
FYC 13100	3
Theology*	3
History*	3
Physical Education	—
	17

*Second Semester*

CHEM 10172 and 11172	4
MATH 10360 or 10560. Calculus Elective*	4
Philosophy*	3
Social Science*	3
Physical Education	—
	17

**Sophomore Year***First Semester*

BIOS 20201 General Biology A	3
BIOS 21201 General Biology A Lab	1
ENVG 20110 Physical Geology	
or	
CHEM 20273 and 21273	4
Language	3
Education 201F (SMC)	3
Elective	3
	17

*Second Semester*

BIOS 20202 General Biology B	3
BIOS 21202 General Biology B Lab	1
Historical Geology (ENVG 20120)	
or	
CHEM 20274 and 21274	4
Language	3
Fine Arts/Literature	3
EDUC 220 (SMC)	3
	17

**Junior Year***First Semester*

PHYS 30210, 31210 General Physics I	4
Science Electives	6
EDUC 345 (SMC)	3
EDUC 356 (SMC)	3
	16

*Second Semester*

PHYS 30220, 31220 General Physics II	4
Science Electives	8
EDUC 350 (SMC)	3
EDUC 346 (SMC)	3
	18

**Senior Year***First Semester*

Science Electives	6
EDUC 449 (SMC)	3
Philosophy	3
Theology	3
	15

*Second Semester*

EDUC 475 (SMC)	12
	12

\* One of these must be a University Seminar

SUMMARY OF MINIMAL REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN A COLLEGIATE SEQUENCE MAJOR			
	Science-Business	Science-Computing	Science-Education
Biological Sciences	8	8	8
Chemistry	8	8	8
Organic Chemistry/Geology	8	8	8
Mathematics	8	8	8
Physics	8	8	8
Statistics: MATH 20340 or BIOS 40411	3-4	3-4	0
Science Electives	20-21	20-21	20
<b>Total Required Science</b>	<b>64</b>	<b>64</b>	<b>60</b>
Business Courses	15	0	0
Computing Courses	0	14-15	0
Education Courses	0	0	33
Language	Intermediate Level Competency		
FYC 110	3	3	3
Philosophy*	6	6	6
Theology*	6	6	6
History*	3	3	3
Social Sciences	3	3	3
Literature/Fine Arts	3	3	3
Free Electives	10**	10**	0**
<b>Total</b>	<b>124</b>	<b>124</b>	<b>128</b>
* One of these courses must be a University Seminar.			
** Assumes intermediate-level competency in language achieved by taking two 4.0 -credit- and one 3.0-credit courses.			



## Special Programs

### DOUBLE MAJORS IN SCIENCE

In certain instances, students have the option of pursuing majors in two departments in the College of Science. Combinations that are normally approved include: Biological Sciences with Chemistry, Biological Sciences with Mathematics, Biological Sciences with Physics, Biochemistry with Mathematics, Biochemistry with Physics, Chemistry with Mathematics, Chemistry with Physics, Environmental Sciences (first major) with Mathematics, and Mathematics with Physics. Examples of combinations that are normally forbidden include: Preprofessional Studies and any of the Collegiate Sequence majors with one another or with any other science major, parallel subprograms such as Mathematics and Life Sciences with Physics-in-Medicine and either of those with Biological Sciences or Biochemistry. All requirements of each major must be met, with no exceptions. Failing to complete a required course terminates that major for a student. Every student who wishes to major in two departments in the College of Science must prepare an agenda of specific courses to be taken, which both advisors and the dean must approve. This should be done as early as possible, but absolutely no later than the seventh day of the senior year. In certain instances, a student may possibly receive approval of a normally forbidden combination of majors, but only if a specific program has been set up by the seventh day of the sophomore year.

All double major programs in science are extremely challenging programs that require that the student take four or five science courses at a time. Thus, only students of superior scholastic ability should consider this as an option.

Students are warned that it is almost certain that completing a double major in two sciences will require total credits well over the college minimum of 124. Conflicts in scheduling of required courses may occur; neither the college nor the departments undertake to reschedule courses for the sake of double majors. For these reasons, it must be emphasized that completing a double major may well require more than four years. Only one degree is awarded (degrees in science do not specify a field).

## Dual Degree Program with the Mendoza College of Business

### Coordinators:

Mary Goss

### Director of Admissions

Master of Business Administration Program

### Steven Buechler

Associate Dean, College of Science

**Program of Studies.** The dual degree five-year program in the Mendoza College of Business and the College of Science enables the student to earn the master of business administration and bachelor of science degrees in a major in one of the five undergraduate departments in the College of Science.

This program, instituted in 1994, offers students the opportunity to better integrate studies in science and in management. The student completing this program will have a background in management as well as the first professional degree in one of the undergraduate majors of the College of Science. Because it is a demanding program, only those students of superior scholastic ability who have the aptitude, motivation and maturity necessary for the combined graduate and undergraduate program should apply. Those with outstanding internship experiences in business will be looked upon favorably. Advisors for the program are available for consultation about the advisability of applying for the program and about meeting the particular needs of students pursuing this program.

The program is open only to those currently enrolled Notre Dame students who have completed three years of an undergraduate science first major. Students interested in making application for the MBA/Science program should apply to the MBA program during their junior year. They should take the GMAT by December of their junior year. All candidates must schedule a personal interview as a part of the MBA admissions process. Students must also declare their intentions to the dean's office in the College of Science and request that a dean's eligibility letter be sent to the MBA Office for them.

An applicant who is not admitted to the dual degree MBA/Science program continues in the undergraduate program and completes his or her science major in the usual four-year period.

As a general guide, it is expected that a student accepted to this program will take two courses for the undergraduate degree during the summer session following his or her junior year. Every dual-degree student is also expected to participate in the orientation for the MBA program. This program will occupy the entire day for the two weeks prior to the first day of classes. Orientation is mandatory for all students beginning the MBA program.

Students in the five-year science/MBA program are also required to:

- (1) Complete a minimum of 48 MBA credit hours and maintain a GPA of at least 3.0 to successfully complete the program.
- (2) Take all MBA courses in their fourth year.
- (3) Maintain full-time student status (minimum course load of 12 credit hours per semester). Credit hours can come from science or MBA programs.

**The MBA curriculum divides each semester into two modules. In addition to the courses required to complete undergraduate and University requirements, students must complete the following MBA course work:**

Summer Session Following Junior Year:	
Math Review Workshop*	0
Accit Review Workshop*	0
(Science Undergraduate Requirements	6)

### Senior Year—(Science Undergraduate Requirements Each Semester 3–7)

<i>First Semester, Module 1:</i>	
ACCT 60100. Financial Accounting	2
MBET 60340. Conceptual Foundation of Business Ethics	2
MGT 60100. Statistics	2
MGT 60300. Organizational Behavior	2
<i>First Semester, Interterm Week:</i>	
Professional Development Seminar	0
Communications Seminar**	1
<i>First Semester, Module 2:</i>	
ACCT 60200. Cost Accounting	2
FIN 60400. Finance I	2
FIN 60210. Microeconomic Analysis	2
MARK 60100. Marketing Management	2
<i>Second Semester, Module 3:</i>	
FIN 70600. Finance II	2
FIN 60220. Macroeconomic Analysis	2
MGT 60900. Strategic Decision Making	2
Free Elective	2
<i>Second Semester, Interterm Week:</i>	
Values in Decision Making	1
Elective Course	1
<i>Second Semester, Module 4:</i>	
MGT 60400. Leadership and Teams	2
MGT 60700. Operations Management	2

### Fifth Year—(Science Undergraduate Requirements Each Semester 3–7)

<i>First Semester, Module 1:</i>	
MGT 60200. Problem Solving	2
Management Communication Elective I	2
Free Elective*	2
<i>Interterm Week:</i>	
OPTIONAL: Two one-credit-hour electives (TBD) OR	
Corporate Case Studies OR	
Offshore Program: China or Brussels	2
<i>First Semester, Module 2:</i>	
Ethics Elective	2
Management Communication Elective II	2

## NONDEPARTMENTAL COURSES

<i>Second Semester, Module 3:</i>	
Free Electives	4
(Floating Optional Elective	2)
*Students have the option to take one additional two-credit-hour elective now or in any remaining module.	
<i>Second Semester, Interterm Week:</i>	
(OPTIONAL: Two one-credit-hour electives OR	
Corporate Case Studies OR	
Offshore Program: China or Brussels	2)
<i>Second Semester, Module 4:</i>	
Free Electives	4
(Floating Optional Elective	2)

\*See "Arts and Letters Core" on the first page of the College of Engineering section.

\*\*Special one/two-week courses. All other MBA courses are seven weeks in length.

\*Occurs during August Orientation

Total for both degrees: 126–132 undergraduate, 48 MBA

Students involved in the MBA/Science program will complete their undergraduate program while completing MBA requirements. MBA course work will not apply to the undergraduate degree. Sample schedules for particular majors are available from advisors or the dean's office. Students who are behind in the completion of their major requirements are strongly recommended to obtain permission and advising *before* applying to the joint program.

## Nondepartmental Courses

### Director:

Steven Buechler  
Associate Dean, College of Science

### COURSE DESCRIPTIONS

**The complete descriptions for all of the courses associated with this academic program can be found on the enclosed compact disc within the [College of Science](#) section under the [Nondepartmental](#) heading.**

## Science Degree Credit

Courses are generally taken in the College of Science for one of three reasons: (1) for students in either the College of Arts and Letters, or the Mendoza College of Business, or the School of Architecture, to fulfill a University requirement; (2) for students in either the College of Engineering or the College of Science to fulfill a college requirement; and (3) for students in the College of Science, to fulfill a major requirement. As a result, the College of Science offers different sequences of courses which overlap considerably in content but not level. Thus it is possible for a student who has changed his or her college or major to have taken two courses which overlap in content. Both courses will appear on the student's transcript, but only one will count for degree credit.

As a guideline for the student and the student's advisors, listed below are the groups of courses that overlap considerably in content. (Courses within the same group are shown in the same row and are also enclosed within parentheses; courses listed within the same column generally show a typical normal progression through course work.) In every case, only one course per group should be counted for degree credit. Generally, only the course taken last should be counted. Students and advisors are warned not to use these groups when moving between course sequences but rather to seek advice from the offering department or the College of Science office.

For overlap with courses no longer taught in the year of publication of this *Bulletin*, please refer to previous editions of this *Bulletin*.

## SCIENCE DEGREE CREDIT

<b>Biological Sciences</b>						
(10101 10110	10156	10161		10191	10098	20201)
(10107 10117 10118 10119	10155	10162			10099	20202)
(		20241	30341)			
(		20250	20303)			
(			40342)			
<b>Chemistry and Biochemistry</b>						
(10101 10113	10115	10117	10121	10125	10171	10181)
(10102 10114	10116	10118	10122	10126)		
(			20223	20235	20247	10172 10182)
(			20224	20236	20248	20273 20283)
(						20274 20284)
(			40420	30341	60521)	
(				30342	60522)	
<b>Mathematics</b>						
(10120 10110)						
(10250 10240		10350	10550	10850	10450)	
(	10260	10270	10360	10560	10860	10460)
(				20610	20580	20810)
(				20610	20580	20570)
(				20550		20850)
(				20750	30650)	
(10140		20340		30540)		
(					30390	40390)
<b>Physics</b>						
(10111 10310		10411	30210)			
(10122 10320	10422	20435	30220)			
(		20431	10424)			
(	20330		20464)			
(10052	20051)					
(10140	20140)					
(20451	MATH 20570	MATH 20610	MATH 20580)			
(20452 MATH 20571	MATH 20750	MATH 30650				
<i>Note also that no degree credit is given to any students for MATH 10101; additionally, science majors will not receive degree credit for MATH 10120 or MATH 10110.</i>						

## Officers of Administration

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### In the College of Science

GREGORY P. CRAWFORD, Ph.D.

*Dean of the College of Science*

STEVEN A. BUECHLER, Ph.D.

*Associate Dean of the College of Science*

SR. KATHLEEN CANNON, O.P., DMin.

*Associate Dean of the College of Science*

RICHARD E. TAYLOR, Ph.D.

*Associate Dean of the College of Science*

REV. JAMES K. FOSTER, C.S.C., M.D.

*Assistant Dean of the College of Science*

KATHLEEN J.S. KOLBERG, Ph.D.

*Assistant Dean of the College of Science*

### In the Departments and Programs

GARY A. LAMBERTI, Ph.D.

*Chair of the Department of Biological Sciences*

KASTURI HALDER, Ph.D.

*Director of the Center for Rare and Neglected Diseases*

BEI HU, Ph.D.

*Chair of the Department of Mathematics*

MITCHELL R. WAYNE, Ph.D.

*Chair of the Department of Physics*

REV. JAMES K. FOSTER, C.S.C., MD

*Chair, Preprofessional Studies*

MORRIS POLLARD, Ph.D.

*Director of the Lobund Laboratory*

IAN CARMICHAEL, Ph.D.

*Director of the Radiation Laboratory*

ANDREW J. SOMMESE, Ph.D.

*Director of the Center for Applied Mathematics*

MARK S. ALBER, Ph.D.

*Director of the Center for Study of Biocomplexity*

FRANK H. COLLINS, Ph.D.

*Director of the Eck Family Center for Global Health  
and Infectious Diseases*

DAVID R. HYDE, Ph.D.

*Kenna Director of the Center for Zebrafish Research*

MARK A. SUCKOW, D.V.M.

*Director of the Freimann Life Sciences Center*

RUDOLPH M. NAVARI, M.D., Ph.D.

*Director of the Walther Cancer Research Center*

FRANCIS J. CASTELLINO, Ph.D.

*Director of the W.M. Keck Center for Transgene  
Research*

## ADVISORY COUNCIL

## Advisory Council

---

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*Concord, Massachusetts*

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DR. JOHN C. YORK II  
*Canfield, Ohio*

# Faculty

*The following is the official faculty roster for the 2009–10 academic year as of June 11, 2009. This roster includes faculty members who are on leave during the academic year. The date in parentheses at the close of each entry is the year the individual joined the Notre Dame faculty.*

**Carl B. Ackermann.** *Associate Professional Specialist of Finance.* A.B., Amherst College, 1984; Ph.D., University of North Carolina at Chapel Hill, 2000 (1998)

**Mary Jo Adams Kocovski.** *Assistant Professional Specialist of Alliance for Catholic Education and Fellow, Institute for Educational Initiatives and Senior Associate Director, ACE Program.* BFA, Saint Mary's College, 1994; BFA, University of Notre Dame, 1997 (2008)

**Steven G. Affeldt.** *Assistant Professor of Program of Liberal Studies and Fellow, Nanovic Institute for European Studies.* A.B., University of California Berkeley, 1984; Ph.D., Harvard University, 1996 (2000)

**John F. Affleck-Graves.** *Professor of Finance and Executive Vice President of the University.* B.School., University of Cape Town, South Africa, 1972; M.School., *ibid.*, 1974; Ph.D., *ibid.*, 1977; B.comm, *ibid.*, 1982 (1986)

**Asma Afsaruddin.** *Associate Professor of the Classics and Fellow, the Joan B. Kroc Institute for International Peace Studies.* A.B., Oberlin College, 1982; M.A., Johns Hopkins University, 1985; Ph.D., *ibid.*, 1993 (1996)

**Maurizio Albahari.** *Assistant Professor of Anthropology and Fellow, Nanovic Institute.* B.A., Università Degli Studi, 2000; M.A., University of California Irvine, 2002; Ph.D., *ibid.*, 2006 (2008)

**Mark S. Alber.** *Professor of Mathematics and Concurrent Professor, Physics and Director, Center for Biocomplexity and the Notre Dame Chair in Applied Mathematics.* M.S., Moscow Institute of Technology, 1983; Ph.D., University of Pennsylvania, 1990 (1990)

**Thomas E. Albrecht-Schmitt.** *Professor of Civil Engineering/Geological Sciences and Concurrent Professor, Chemistry and Biochemistry.* B.S., Southwest State University, 1993; M.S., Northwestern University, 1994; Ph.D., *ibid.*, 1997 (2009)

**Joan Aldous.** *Professor of Sociology and the William R. Kenan Jr., Chair.* B.S., Kansas State

University, 1948; M.A., University of Texas-Austin, 1949; Ph.D., University of Minnesota at Duluth, 1963 (1976)

**Robert L. Alworth.** *Assistant Professional Specialist of Dean's Office - Engineering.* BSME, University of Notre Dame, 1972; M.S., Cornell University, (2009)

**Samuel Amago.** *Assistant Professor of Romance Languages and Literatures and Fellow, Nanovic Institute for European Studies and Fellow, Kellogg Institute for International Studies.* B.A., University of California San Diego, 1996; M.A., University of Virginia, 1999; Ph.D., *ibid.*, 2003 (2003)

**Joseph P. Amar.** *Professor of the Classics and Concurrent Professor of Theology.* Ph.D., Catholic University of America, 1988 (1988)

**Geraldine A. Ameriks.** *Associate Professional Specialist of Romance Languages and Literatures.* B.A., Smith College, 1969; M.A., Stanford University, 1971 (1980)

**Karl P. Ameriks.** *Professor of Philosophy and Fellow, Nanovic Institute for European Studies and the McMahon-Hank Chair in Philosophy.* B.A., Yale University, 1969; Ph.D., *ibid.*, 1973 (1973)

**Robert L. Amico.** *Professor of Architecture.* B.Ar., University of Illinois Urbana-Champaign, 1961; M.Arch., Harvard University, 1965 (1978)

**Jose Anadon.** *Professor of Romance Languages and Literatures.* B.A., Albion College, 1968; M.A., University of Michigan, 1970; Ph.D., *ibid.*, 1974 (1975)

**Gary A. Anderson.** *Professor of Theology.* B.A., Albion College, 1977; M.Div., Duke University, 1981; Ph.D., Harvard University, 1985 (2003)

**Thomas F. Anderson.** *Associate Professor of Romance Languages and Literatures and Fellow, Institute for Latino Studies and Fellow, Kellogg Institute for International Studies.* B.A., Bowdoin College, 1992; M.A., University of Pennsylvania, 1994; Ph.D., *ibid.*, 1998 (1998)

**Corey M. Angst.** *Assistant Professor of Management.* BSME, Western Michigan University, 2001; MBA, University of Delaware, 2006; Ph.D., University of Maryland, 2007 (2007)

**Panos J. Antsaklis.** *Professor of Electrical Engineering and Concurrent Professor, Computer*

*Science and Engineering and H. Clifford and Evelyn A. Brosey II Chair.* DIPL, National Technical University of Athens, 1972; M.S., Brown University, 1974; Ph.D., *ibid.*, 1977 (1980)

**Robert S. Appleby.** *Professor of History and Fellow, Kellogg Institute for International Studies and the John M. Regan Jr. Directorship and Fellow, the Joan B. Kroc Institute for International Peace Studies and Director, the Joan B. Kroc Institute for International Peace Studies.* B.A., University of Notre Dame, 1978; M.A., University of Chicago, 1979; Ph.D., *ibid.*, 1985; Ph.D., *ibid.*, 1985 (1994)

**Ani Aprahamian.** *Professor of Physics.* B.A., Clark University, 1980; Ph.D., *ibid.*, 1986 (1989)

**Francisco J. Aragon.** *Assistant Professional Specialist of Institute for Latino Studies.* B.A., University of California Berkeley, 1989; M.A., New York University, 1990; M.A., University of California Davis, 2000; MFA, University of Notre Dame, 2003 (2003)

**J. Douglas Archer.** *Librarian of University Libraries.* B.A., Duke University, 1968; M.Div., Colgate Rochester Divinity Sch, 1972; M.O., Western Michigan University, 1981 (1978)

**Heidi L. Ardizzone.** *Assistant Professor of American Studies and Concurrent Assistant Professor History.* B.A., Cornell University, 1989; M.A., University of Michigan, 1991; Ph.D., *ibid.*, 1997 (1999)

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**Klaus-Dieter Asmus.** *Professor Emeritus of Chemistry and Biochemistry* (1995)

**Yves L. Auriol.** *Associate Professional Specialist Emeritus of Physical Education* (1985)

**Rev. Robert J. Austgen, C.S.C.** *Professional Specialist Emeritus of Political Science.* A.B., University of Notre Dame, 1955; S.T., Pontifical Gregorian University, 1959; D.Y., University of Fribourg, 1963 (1983)

**Rev. Nicholas R. Ayo, C.S.C.** *Professor Emeritus of Theology.* B.P., Holy Cross College; C.S., Duke University; E.B., University of Notre Dame (1981)

**Reginald F. Bain.** *Associate Professor Emeritus of Film, Television, and Theatre.* A.B., University of Notre Dame, 1957; M.A., University of Arizona, 1961; Ph.D., University of Minnesota, 1972 (1966)

**Larry G. Ballinger.** B.S., Eastern Illinois University, 1959; MSACC, University of Notre Dame, 1970 (1)

**Rev. Leonard N. Banas, C.S.C.** *Assistant Professor Emeritus of the Classics.* B.A., University of Notre Dame, 1949; C2, Pontificia Universita

Gregorian, 1953; M.A., Princeton University, 1961 (1960)

**Rev. Ernest J. Bartell, C.S.C.** *Professor Emeritus of Economics and Emeritus Fellow, Kellogg Institute for International Studies.* B.P., University of Notre Dame, 1953; M.A., University of Chicago, 1954; M.T., Holy Cross College, 1961; Ph.D., Princeton University, 1966 (1979)

**Steven C. Bass.** *Professor Emeritus of Computer Science and Engineering.* BSEE, Purdue University, 1966; MSEE, *ibid.*, 1968; Ph.D., *ibid.*, 1971 (1991)

**Subhash C. Basu.** *Professor Emeritus of Chemistry and Biochemistry and Professor Emeritus.* B.S., University of Calcutta, 1958; M.S., *ibid.*, 1960; Ph.D., University of Michigan, 1966; CP, University of Calcutta, 1976 (1970)

**Frederick S. Beckman.** *Professor Emeritus of Art, Art History, and Design.* BFA, University of Notre Dame, 1942; M.A., Columbia University, 1949 (1946)

**Salvatore J. Bella.** *Professor Emeritus of Management.* B.S., Boston University, 1947; M.A., *ibid.*, 1948; Ph.D., Cornell University, 1962 (1958)

**Jaime J. Bellalta.** *Professor Emeritus of Architecture.* BAR, Catholic University of Chile, 1949; CERT, University of London, 1961 (1976)

**James O. Bellis.** *Associate Professor Emeritus of Anthropology and Associate Professor Emeritus.* B.A., Indiana University-Bloomington, 1964; M.A., *ibid.*, 1965; Ph.D., *ibid.*, 1972 (1970)

**Edgar D. Berners.** *Research Professor Emeritus of Physics.* B.S., College of the Holy Cross, 1949; M.S., University of Wisconsin-Milwaukee, 1952; Ph.D., *ibid.*, 1957 (1967)

**William B. Berry.** *Professor Emeritus of Electrical Engineering* (1963)

**John G. Beverly.** *Associate Professor Emeritus of Accountancy* (1967)

**Urszula I. Bindley.** *Professional Specialist Emeritus of Physics* (1988)

**James M. Bishop.** *Research Professor Emeritus of Physics* (1972)

**Joseph Blenkinsopp.** *Professor Emeritus of Theology* (1970)

**Mario Borelli.** *Associate Professor Emeritus of Mathematics* (1965)

**Paul F. Bosco.** *Associate Professor Emeritus of Romance Languages and Literatures* (1947)



## FACULTY

- Samir K. Bose.** *Professor Emeritus of Physics* (1966)
- Raymond M. Brach.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1965)
- Joseph X. Brennan.** *Professor Emeritus of English* (1955)
- Sheilah O. Brennan.** *Associate Professor Emeritus of Philosophy* (1971)
- Roger K. Bretthauer.** *Professor Emeritus of Chemistry and Biochemistry* (1964)
- George A. Brinkley.** *Professor Emeritus of Political Science* (1963)
- Thomas F. Broden.** *Professor Emeritus of Law School.* B.L., University of Notre Dame, 1949; J.D., University of Chicago, 1950 (1950)
- Edith M. Bruckner-Kardoss.** *Associate Professional Specialist Emeritus of Biological Sciences* (1952)
- Gerald L. Bruns.** *Professor Emeritus of English and Fellow, Nanovic Institute for European Studies and the William P. and Hazel B. White Chair in English (II) and Professor Emeritus.* B.A., Marquette University, 1960; M.A., *ibid.*, 1962; Ph.D., University of Virginia, 1966 (1985)
- Robert E. Burns.** *Professor Emeritus of History* (1957)
- Rev. David B. Burrell, C.S.C.** *Professor Emeritus of Philosophy and Fellow, the Joan B. Kroc Institute for International Peace Studies.* B.A., University of Notre Dame, 1954; C1, Pontifical Gregorian University, 1960; Ph.D., Yale University, 1965 (1964)
- Neal M. Cason.** *Professor Emeritus of Physics and Emeritus Faculty, Professor.* B.A., Ripon College, 1959; M.S., University of Wisconsin-Madison, 1961; Ph.D., *ibid.*, 1964 (1965)
- William J. Cerny.** *Professor Emeritus of Music* (1972)
- Paul R. Chagnon.** *Professor Emeritus of Physics* (1963)
- Bakshy A. Chibber.** *Research Associate Professor of Chemistry and Biochemistry.* Ph.D., University of Waterloo, 1972 (1982)
- Elizabeth A. Christman.** *Associate Professor Emeritus of American Studies* (1976)
- Granville E. Cleveland Sr.** *Assistant Librarian Emeritus of Library Law.* B.S., Central State University, (1969)
- Dorothy Coil.** *Associate Librarian Emeritus of University Libraries* (1973)
- Sr. Regina A. Coll CSJ.** *Professional Specialist Emeritus of Theology* (1984)
- Paul F. Conway.** *Associate Professor Emeritus of Finance* (1956)
- Donald P. Costello.** *Professor Emeritus of English* (1960)
- Frederick J. Crosson.** *Professor Emeritus of Program of Liberal Studies* (1953)
- Michael J. Crowe.** *Professor Emeritus of Program of Liberal Studies and Professor Emeritus.* Ph.D., University of Wisconsin-Madison, 1965; B.A., University of Notre Dame, (1961)
- Norman A. Crowe.** *Professor Emeritus of Architecture and Professor Emeritus.* BAR, University of Oregon, 1964; MARCH, Cornell University, 1970 (1974)
- Roberto A. DaMatta.** *Professor Emeritus of Anthropology and Fellow, Helen Kellogg Institute for International Studies* (1987)
- Fred R. Dallmayr.** *Professor Emeritus of Political Science and Fellow, the Joan B. Kroc Institute for International Peace Studies and Fellow, Nanovic Institute for European Studies* (1978)
- Sperry E. Darden.** *Professor Emeritus of Physics* (1957)
- Fabio B. Dasilva.** *Professor Emeritus of Sociology* (1967)
- William E. Dawson.** *Associate Professor of Psychology.* B.S., Wayne State University, 1961; M.A., *ibid.*, 1963; Ph.D., Harvard University, 1968 (1969)
- Vincent P. DeSantis.** *Professor Emeritus of History.* S3, West Chester University; D.X., Johns Hopkins University, (1982)
- Seamus F. Deane.** *Professor Emeritus of English and the Donald R. Keough Family Chair in Irish Studies and Fellow, Keough Institute for Irish Studies and Emeritus Professor in English.* B.A., Queens University of Belfast, 1961; M.A., *ibid.*, 1963; Ph.D., University of Cambridge, 1966 (1993)
- John E. Derwent.** *Associate Professor Emeritus of Mathematics* (1960)
- Sr. Elaine V. DesRosiers OP** (1976)
- Leo A. Despres.** *Professor Emeritus of Anthropology* (1974)
- Bernard E. Doering.** *Professor Emeritus of Romance Languages and Literatures* (1965)
- Jay P. Dolan.** *Professor Emeritus of History* (1971)
- James P. Dougherty.** *Professor Emeritus of English* (1966)
- Alan K. Dowty.** *Professor Emeritus of Political Science* (1975)
- Rev. Clarence R. Durbin, C.S.C.** *Assistant Professor Emeritus of Economics* (1601)
- William F. Eagan.** *Associate Professor Emeritus of Management* (1956)
- Rev. Carl F. Ebey, C.S.C.** *Emeritus Faculty.* M.A., Holy Cross College, 1968; MBA, University of Notre Dame, 1972; DBA, Indiana University, 1980 (1997)
- Norbert Engels.** *Professor Emeritus of English* (1986)
- Harald E. Esch.** *Professor Emeritus of Biological Sciences* (1964)
- Michael J. Etzel.** *Professor Emeritus of Marketing and Professor Emeritus.* BBA, University of Portland, 1964; MBA, Kent State University, 1966; D.B., University of Colorado-Boulder, 1970 (1980)
- William M. Fairley.** *Associate Professor Emeritus of Civil Engineering/Geological Sciences* (1958)
- Kenneth Featherstone.** *Professor Emeritus of Architecture* (1961)
- Richard W. Fessenden.** *Professor Emeritus of Chemistry and Biochemistry* (1976)
- Josephine M. Ford.** *Professor Emeritus of Theology* (1965)
- Michael J. Francis.** *Professor Emeritus of Political Science* (1966)
- Jeremiah P. Freeman.** *Professor Emeritus of Chemistry and Biochemistry* (1964)
- Morton S. Fuchs.** *Professor Emeritus of Biological Sciences* (1966)
- Emerson G. Funk Jr.** *Professor Emeritus of Physics* (1958)
- Yusaku Furuhashi.** *Professor Emeritus of Marketing* (1961)
- Joseph A. Gatto.** *Associate Professor Emeritus of the Classics* (1963)
- John J. Gilligan.** *Professor Emeritus of Law School* (1979)
- J. Philip Gleason.** *Professor Emeritus of History* (1959)
- Maureen L. Gleason.** *Librarian Emeritus of University Libraries* (1968)
- Edward A. Goerner.** *Professor Emeritus of Political Science* (1960)

## FACULTY

- Abraham Goetz.** *Associate Professor Emeritus of Mathematics* (1965)
- Alan Gunn.** *Professor Emeritus of Law School* (1989)
- Robert J. Havlik.** *Librarian Emeritus of University Libraries* (1973)
- Robert G. Hayes.** *Professor Emeritus of Chemistry and Biochemistry* (1961)
- W. Phillip Helman Sr.** *Associate Professional Specialist of Radiation Laboratory and Associate Professional Specialist Emeritus* (1966)
- Eugene W. Henry.** *Professor Emeritus of Computer Science and Engineering* (1960)
- Rev. Theodore M. Hesburgh, C.S.C.** *President Emeritus and Professor Emeritus.* Ph.B., Gregorian University, Rome, 1939; STL, Catholic University, 1944; STD, Catholic University (1945)
- Emil T. Hofman.** *Professor Emeritus of Chemistry and Biochemistry* (1953)
- Joseph C. Hogan.** *Professor Emeritus of Electrical Engineering* (1967)
- Patrick Horsbrugh.** *Professor Emeritus of Architecture* (1984)
- James E. Houghton.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1952)
- Alan Howard.** *Professor Emeritus of Mathematics* (1968)
- Nai-Chien Huang.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1969)
- Joseph H. Huebner.** *Librarian Emeritus of University Libraries* (1967)
- J. William Hunt.** *Associate Professor Emeritus of the Classics* (1971)
- Robert L. Irvine.** *Professor Emeritus of Civil Engineering/Geological Sciences* (1974)
- Thomas J. Jemielity.** *Professor Emeritus of English* (1963)
- Edward W. Jerger.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1955)
- Ruthann K. Johansen.** *Professor Emeritus of Program of Liberal Studies and Fellow, Kellogg Institute for International Studies and Fellow, Joan B. Kroc Institute for International Peace and Professor Emeritus.* B.S., Manchester College, 1964; M.A., Columbia University Teachers College, 1966; Ph.D., Drew University, 1983 (1993)
- Walter R. Johnson.** *Professor Emeritus of Physics and the Frank M. Freimann Chair in Physics (II) and Emeritus Professor.* B.S., University of Michigan, 1952; M.S., *ibid.*, 1953; Ph.D., *ibid.*, 1957 (1958)
- Gerald L. Jones.** *Professor Emeritus of Physics* (1963)
- Conrad L. Kellenberg.** *Professor Emeritus of Law School* (1955)
- V. Paul Kenney.** *Professor Emeritus of Physics* (1963)
- Rev. Robert L. Kerby.** *Professor Emeritus of History* (1972)
- Douglas Kinsey.** *Professor Emeritus of Art, Art History, and Design* (1968)
- Randolph J. Klawiter.** *Professor Emeritus of German/Russian Language and Literature* (1961)
- Edward A. Kline.** *Professor Emeritus of English* (1966)
- Francis M. Kobayashi.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1948)
- Donald P. Kommers.** *Professor Emeritus of Political Science and Fellow, Nanovic Institute for European Studies and Concurrent Professor, Law School and the Joseph and Elizabeth Robbie Chair in Political Science and Professor Emeritus.* B.A., Catholic University of America, 1954; M.A., University of Wisconsin-Madison, 1957; Ph.D., *ibid.*, 1962 (1963)
- Richard A. Lamanna.** *Associate Professor Emeritus of Sociology* (1964)
- James R. Langford.** *Assistant Professor Emeritus of University Press* (1974)
- Klaus Lanzinger.** *Professor Emeritus of German/Russian Language and Literature* (1967)
- Kenneth R. Lauer.** *Professor Emeritus of Civil Engineering/Geological Sciences* (1956)
- Trai T. Le.** *Professor Emeritus of Law School* (1976)
- David C. Leege.** *Professor Emeritus of Political Science* (1976)
- David T. Link.** *the Joseph A. Matson Dean Emeritus of Law and Professor Emeritus of Law.* B.S., University of Notre Dame, 1958; J.D., *ibid.*, 1961 (1970)
- Louise Litzinger.** *Professional Specialist Emeritus of Dean's Office - First Year of Studies* (1990)
- Ruey-Wen Liu.** *Professor Emeritus of Electrical Engineering* (1960)
- Gilbert D. Loescher.** *Professor Emeritus of Political Science* (1975)
- Clara A. Lonie.** *Librarian Emeritus of University Libraries* (1965)
- Robert J. Lordi.** *Professor Emeritus of English* (1958)
- John W. Lucey.** *Assistant Professor Emeritus, Aerospace and Mechanical Engineering* (1965)
- Phyllis H. Luckert.** *Associate Professional Specialist Emeritus of Biological Sciences* (1962)
- Rev. Patrick H. Maloney, C.S.C.** *Associate Professor Emeritus of Music* (1956)
- Jerry J. Marley.** *Professor Emeritus of Civil Engineering/Geological Sciences* (1969)
- George M. Marsden.** *Professor Emeritus of History and the Francis A. McAnaney Chair in History and Professor Emeritus.* B.A., Haverford College, 1959; M.A., Yale University, 1960; B.D., Westminster Theological Semina, 1963; Ph.D., Yale University, 1966 (1992)
- Lawrence C. Marsh** (1975)
- Eugene R. Marshalek.** *Professor Emeritus of Physics* (1965)
- Ward C. Martin.** *Professor Emeritus of English* (1966)
- John E. Matthias.** *Professor Emeritus of English and Fellow, Nanovic Institute for European Studies* (1967)
- Sheridan P. McCabe.** *Associate Professor Emeritus of Psychology* (1967)
- Stuart T. McComas.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1964)
- William D. McGlinn.** *Professor Emeritus of Physics* (1965)
- Rev. James J. McGrath, C.S.C.** *Professor Emeritus of Biological Sciences* (1965)
- Robert P. McIntosh.** *Professor Emeritus of Biological Sciences* (1958)
- Vaughn R. McKim.** *Associate Professor Emeritus of Philosophy and Associate Professor Emeritus.* B.A., Oberlin College, 1962; M.A., Yale University, 1964; Ph.D., *ibid.*, 1966 (1966)
- William O. McLean.** *Professor Emeritus of Law School* (1975)
- Rev. Ernan McMullin.** *Professor Emeritus of Philosophy* (1954)
- W. T. McNeill.** *Associate Professional Specialist Emeritus of Dean's Office - First Year of Studies* (1978)
- Rev. Matthew M. Miceli, C.S.C.** *Associate Professor Emeritus of Theology* (1954)

## FACULTY

- Anthony N. Michel.** *Professor Emeritus of Electrical Engineering* (1984)
- John W. Mihelich.** *Professor Emeritus of Physics* (1954)
- Kenneth E. Moore.** *Associate Professor Emeritus of Anthropology* (1970)
- Thomas J. Mueller.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1965)
- Rev. Michael J. Murphy, C.S.C.** *Associate Professor Emeritus of Civil Engineering/Geological Sciences* (1981)
- Victor W. Nee.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1965)
- Lewis E. Nicholson.** *Associate Professor Emeritus of English.* BBA, University of Iowa; MMI, Harvard University; DM, *ibid.*; MBA, University of Iowa, (1958)
- Walter Nugent.** *Professor Emeritus of History* (1984)
- Marvin R. O'Connell.** *Professor Emeritus of History* (1972)
- Rev. Edward D. O'Connor, C.S.C.** *Guest Associate Librarian of Theology* (1952)
- Guillermo A. O'Donnell.** *Professor of Political Science and the Helen Kellogg Chair in Government and International Studies (III) and Fellow, Kellogg Institute for Intrnl Studies and the Helen Kellogg Chair in Political Science and Professor Emeritus.* B.L., University Nacional De Buenos Aires, 1957; C6, Yale University, 1971; Ph.D., *ibid.*, 1985 (1982)
- Katherine O. O'Keeffe.** *Professor of English and the Notre Dame Chair, English and Timothy O'Meara Professor of English and Professor Emeritus.* B.A., Fordham University, 1970; Ph.D., University of Pennsylvania, 1975 (1992)
- O. Timothy O'Meara.** *Professor Emeritus of Mathematics* (1962)
- Rev. Thomas F. O'Meara, O.P.** *Professor Emeritus of Theology* (1981)
- Carl W. O'Neill.** *Professor Emeritus of Anthropology* (1967)
- Noel B. O'Sullivan.** *Assistant Professor of Physical Education.* B.S., University of Notre Dame, 1960; M.A., *ibid.*, 1961 (1960)
- Richard R. Otter.** *Professor Emeritus of Mathematics* (1947)
- Larry K. Patterson.** *Research Professor Emeritus of Radiation Laboratory* (1976)
- James S. Phillips.** *Associate Professor Emeritus of Music* (1965)
- Fredrick B. Pike.** *Professor Emeritus of History* (1953)
- Julian R. Pleasants.** *Associate Professor Emeritus of Biological Sciences* (1983)
- John A. Poirier.** *Professor Emeritus of Physics* (1964)
- Barth Pollak.** *Professor Emeritus of Mathematics* (1963)
- Dean A. Porter.** *Professor Emeritus of Art, Art History, and Design* (1966)
- Ray M. Powell.** *Professor Emeritus of Accountancy* (1959)
- Irwin Press.** *Professor Emeritus of Anthropology* (1965)
- Karamjit S. Rai.** *Professor Emeritus of Biological Sciences* (1962)
- Charles E. Rice.** *Professor Emeritus of Law School.* A.B., College of the Holy Cross, 1953; B.L., Boston College, 1956; LLM, New York University, 1959; J.D., *ibid.*, 1962 (1969)
- Alberta B. Ross.** *Professional Specialist Emeritus of Radiation Laboratory* (1978)
- John F. Santos.** *Professor Emeritus of Psychology* (1965)
- Konrad J. Schaum.** *Professor Emeritus of German/Russian Language and Literature* (1974)
- Allan H. Schell.** *Associate Librarian Emeritus of University Libraries* (1963)
- Thomas J. Schlereth.** *Professor Emeritus of American Studies.* B.A., University of Notre Dame, 1963; M.A., University of Wisconsin-Madison, 1965; Ph.D., University of Iowa, 1969 (1972)
- Roger A. Schmitz.** *Professor Emeritus of Chemical and Biomolecular Eng* (1979)
- Robert H. Schuler.** *Professor Emeritus of Chemistry and Biochemistry* (1976)
- Maurice E. Schwartz.** *Professor Emeritus of Chemistry and Biochemistry* (1968)
- Thomas L. Shaffer.** *Professor Emeritus of Law School.* J.D., University of Notre Dame, 1961; S3, University of New Mexico Main, (1988)
- Paul E. Shanley.** *Associate Professor Emeritus of Physics* (1968)
- William D. Shephard.** *Professor Emeritus of Physics* (1963)
- Herbert E. Sim.** *Professor Emeritus of Finance* (1958)
- Daniel T. Simon.** *Professor Emeritus of Accountancy* (1989)
- Roger B. Skurski.** *Professor Emeritus of Economics* (1968)
- Luther M. Snavelly Jr.** *Professor Emeritus of Music* (1987)
- Donald C. Sniogowski.** *Associate Professor Emeritus of English* (1961)
- Donald E. Sporleder.** *Professor Emeritus of Architecture* (1963)
- Dennis J. Stark.** *Assistant Professor Emeritus of Physical Education* (1956)
- Richard Stevens.** *Associate Professor Emeritus of Art, Art History, and Design* (1955)
- Wilhelm F. Stoll.** *Professor Emeritus of Mathematics* (1960)
- William G. Storey.** *Professor Emeritus of Theology* (1967)
- Thomas R. Swartz.** *Professor Emeritus of Economics and Director, Summer London Program* (1965)
- Frederic W. Syburg.** *Associate Professor Emeritus of Film, Television, and Theatre* (1954)
- Albin A. Szewczyk.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1962)
- William F. Tageson.** *Associate Professor Emeritus of Psychology* (1969)
- Dolores W. Tantoco-Stauder.** *Librarian Emeritus of University Libraries* (1957)
- Lee A. Tavis.** *Professor Emeritus of Finance and Fellow, Joan B. Kroc Institute for International Peace Studies and Fellow in the Kellogg Institute for International Studies.* D.B., Indiana University-Bloomington; MBA, Stanford University; B.S., University of Notre Dame, (1976)
- James I. Taylor.** *Professor Emeritus of Civil Engineering/Geological Sciences* (1976)
- John K. Thomas.** *Professor Emeritus of Chemistry and Biochemistry* (1970)
- Mary Katherine Tillman.** *Professor Emeritus of Program of Liberal Studies* (1973)
- Walter J. Tomasch.** *Professor Emeritus of Physics* (1968)
- Elaine W. Tracy.** *Associate Professional Specialist Emeritus of Dean's Office - First Year of Studies* (1988)

## FACULTY

**Anthony M. Trozzolo.** *Professor Emeritus of Chemistry and Biochemistry* (1975)

**Edward R. Trubac.** *Associate Professor Emeritus of Finance* (1960)

**Kenyon S. Tweedell.** *Professor Emeritus of Biological Sciences* (1958)

**John J. Uhran Jr.** *Professor of Computer Science and Engineering and Associate Dean, College of Engineering.* BSEE, Manhattan College, 1957; MSEE, Purdue University, 1963; Ph.D., *ibid.*, 1967 (1966)

**Edward A. Ulicny.** *Staff Professional Specialist Emeritus of Radiation Laboratory* (1976)

**Edward Vasta.** *Professor Emeritus of English* (1958)

**Donald G. Vogl.** *Associate Professor Emeritus of Art, Art History, and Design* (1963)

**Vladeta D. Vuckovic.** *Associate Professor Emeritus of Mathematics* (1963)

**Andrzej S. Walicki.** *Professor Emeritus of History* (1986)

**Rev. Joseph L. Walter, C.S.C.** *Associate Professor Emeritus of Chemistry and Biochemistry* (1961)

**James H. Walton.** *Professor Emeritus of English.* A.B., University of Notre Dame, 1962; M.A., Northwestern University, 1964; Ph.D., *ibid.*, 1966 (1963)

**F.E. Weaver-Laporte.** *Professor Emeritus of Theology* (1976)

**H. Ronald Weber.** *Professor Emeritus of American Studies* (1963)

**Rev. Charles F. Weiher, C.S.C.** *Assistant Professor Emeritus of Philosophy* (1982)

**Charles K. Wilber.** *Professor Emeritus of Economics and Policy Studies and Emeritus Professor, Economics and Emeritus Fellow, Institute for International Peace Studies.* B.P., University of Portland; D.X., University of Maryland; M.H., University of Portland, (1975)

**Robert W. Williamson.** *Professor Emeritus of Accountancy* (1967)

**Warren J. Wong.** *Professor Emeritus of Mathematics* (1964)

**Stephen T. Worland.** *Professor Emeritus of Economics* (1957)

**Kwang-Tzu Yang.** *Professor Emeritus of Aerospace and Mechanical Engineering* (1955)

# Course Listings

**School of Architecture**

**College of Arts and Letters**

**Mendoza College of Business**

**College of Engineering**

**College of Science**

**The University**

# School of Architecture

## **ARCH 01110. Career Discovery: Architecture at Notre Dame**

(3-6-0)

Two-week summer program for high school students interested in architecture.

## **ARCH 10311. Analysis of Architectural Writing**

(4-0-4) Economakis

This course examines concepts of architecture within writings about architecture. It explores universal issues of function, strength, and beauty, along with the interactions between theory and practice and the tensions between tradition and innovation. The coursework consists of analytical drawings, design exercises, and exams. It is open to all students. Required for those intending to enter the architecture program. Spring.

## **ARCH 11011. Graphics I: Drawing**

(3-0-3)

*Corequisite:* ARCH 12011

Instruction and practice in drawing as a means of exploring and communicating formal and theoretical concepts. Aspects of freehand drawing in pencil, charcoal, and watercolor are taught with subjects from buildings, nature, and the human figure. The course is open to all students. Studio format. Strongly recommended for those entering the architecture program. Fall.

## **ARCH 11021. Graphics II: Drafting**

(3-0-3)

Instruction and practice in the skills necessary to draw and think as an architect. The course emphasizes mechanical drawing with exercises that include descriptive geometry, perspective, and other means of representing three-dimensional architectural problems with two-dimensional techniques, including those using computers. The course is open to all students. Studio format. Required for those intending to enter the architecture program. Spring.

## **ARCH 12011. Graphics I: Drawing—Tutorial**

(0-1-0)

Tutorial supplement to ARCH 11011

## **ARCH 20211. Architectural History I**

(3-0-3) Stamper

This course provides a survey of architectural history from the Egyptian, Greek, and Roman civilizations to Europe during the Romanesque and Gothic periods. Also included are Islamic, pre-Columbian, and Far Eastern building traditions. Each period is studied in relation to physical determinants, such as climate, materials, technology, and geography, and historical determinants such as economics, religion, politics, society, and culture. Fall.

## **ARCH 20221. Architectural History II**

(3-0-3) Doordan

*Prerequisite:* (ARCH 20211 OR ARCH 247)

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. It extends to the modern movement as it affected countries as far-reaching as Japan and Australia.

## **ARCH 20411. Building Technology I**

(3-0-3) Buccellato

Exploration and application of qualitative principles and theory of building construction to the design process. Fall.

## **ARCH 20511. Principles of Structural Engineering**

(3-0-3) DeFrees

Principles of statics, force, and moment equilibrium; area properties; stress and strain; beam and column analysis. Spring.

## **ARCH 21111. Design I**

(0-12-6)

This studio and lecture course introduces students to design beginning with the classical elements of architecture. It proceeds to the design of components of buildings. Fall.

## **ARCH 21121. Design II**

(0-12-6)

*Prerequisite:* (ARCH 21111 OR ARCH 243)

Principles of planning, design, and construction are developed in urban contexts and in complex building programs. The concentration on classical paradigms as a basis for architecture and urban design is continued. Spring.

## **ARCH 30211. Etruscan and Roman Art and Architecture**

(3-0-3)

Roman art of the Republic and the 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 and influences on Rome. The origins and development of monumental architecture, painting, portraiture, and historical relief sculpture are isolated and traced from the early first millennium BCE through the early fourth century of the modern era.

## **ARCH 34012. Advanced Graphics: Freehand Drawing**

(3-0-3)

Freehand graphic communication with pencil, pen, and charcoal, drawing a variety of subjects, such as exteriors and interiors of architecture and the human form. Consideration of light, shade, and form. Fall and spring.

## **ARCH 34022. Advanced Graphics: Watercolor**

(3-0-3)

Freehand graphic communication with watercolor, painting a variety of forms, such as still life, exteriors and interiors of architecture and the human form. Fall and spring.

## **ARCH 34112. Design III**

(0-12-6)

Architectural and urban design relating to Rome and its environs, with an emphasis on the urban scale. Fall.

## **ARCH 34122. Design IV**

(0-12-6)

Architectural and urban design relating to Rome and its environs, with an emphasis on building scale.

## **ARCH 34212. Roman Urbanism and Architecture I**

(3-0-3)

Examines the essential elements of Roman urbanism, architectural composition, and tectonic considerations over time, through extensive analysis and direct on-site experience with an emphasis on composition and formal order.

## **ARCH 34222. Roman Urbanism and Architecture II**

(3-0-3)

Examines the essential elements of Roman urbanism, architectural composition, and tectonic considerations over time, through extensive analysis and direct on-site experience with an emphasis on tectonics.

**ARCH 34312. Architectural History III**

(3-0-3)

Structured field study and lecture presentations analyzing buildings and urban complexes in Italy from antiquity through the Middle Ages.

**ARCH 34322. Architectural History IV**

(3-0-3)

Structured field study and lecture presentations analyzing buildings and urban complexes in Italy from the Renaissance to the present.

**ARCH 36111. Directed Readings**

(3-0-3)

Directed readings on a topic serving the student's particular academic project.

**ARCH 37011. Special Studies: Drawing**

(0-3-3)

Freehand drawing and watercolor.

**ARCH 37211. Research Assistance—Graphic Documentation of Historic Buildings**

(V-0-V)

Student assists instructor in academic research of historic buildings through graphic documentation.

**ARCH 37411. Directed Research in Building Technology**

(3-0-3)

Research on a topic in building technology, proposed by the student and agreed with the instructor and dean.

**ARCH 40211. Greek Architecture**

(3-0-3)

Cross-listing of ARHI 40121

**ARCH 40221. 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 B.C., 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.

**ARCH 40411. Environmental Systems I**

(3-0-3) DeFrees

This course investigates the relationship between architecture and environmental systems. Lectures, readings, and exercises probe topics that include passive energy design, safety systems, water conservation and usage, vertical transportation, heating, ventilating, and air conditioning. Special emphasis is placed on sustainability issues, energy conservation, and public health and safety.

**ARCH 40421. Building Technology II**

(3-0-3) DeFrees

A study of building construction methods and materials.

**ARCH 40511. Structural Design-for Architect**

(3-0-3) DeFrees

*Prerequisite:* (ARCH 20511 OR ARCH 256)

The application of the principles of mechanics to the stress and deformation analysis and design of reinforced concrete structural elements and framing systems. Fall.

**ARCH 40521. Applied Structural Systems**

(3-0-3) Lowing

*Prerequisites:* (ARCH 40511 OR ARCH 446) AND (ARCH 20511 OR ARCH 256)

Application of structural systems in relation to architectural concepts meeting economic and building-code requirements. Spring.

**ARCH 41011. Graphics V: Computers**

(3-0-3)

Study of basic skills necessary for the analysis and representation of architectural form through the medium of the computer. Students will study drafting as well as three-dimensional modeling.

**ARCH 41111. Design V**

(0-12-6)

*Prerequisite:* ARCH 34122

Design V involves the design of buildings within urban settings, with a special emphasis on building types in relation to cultural, ethnic, and civic priorities.

**ARCH 41121. Design VI**

(0-12-6)

*Prerequisite:* (ARCH 41111 OR ARCH 443)

Design VI presents students with the opportunity to select one among a number of studio options. Specific focus of studios varies from year to year and is designed to address needs and specific to each fourth-year class.

**ARCH 41811. Beginning Furniture**

(3-0-3)

Students gain an understanding of scale, proportion, and construction of furniture. Lectures and demonstrations expose students to the history of furniture, properties of wood, and the use of woodworking equipment. Fall.

**ARCH 41821. Advanced Furniture**

(3-0-3)

*Prerequisite:* (ARCH 41811 OR ARCH 481)

Students construct furniture of original design. They learn to understand furniture's relationship to architectural context. Spring.

**ARCH 41831. Introduction to Carving Classical Elements**

(3-0-3)

In this introductory course students are instructed in the fundamental issues of woodworking power equipment, hand tools, carving tools and the physical properties of wood. The emphasis is on design and shaping of classical architectural elements and ornamentation. Working as a team, students will construct a full-scale architectural element, such as the corner condition of a Doric entablature.

**ARCH 41841. Advanced Carving of Classical Elements**

(0-6-3)

*Prerequisite:* ARCH 41831

Continuation of ARCH 41831.

**ARCH 42011. Graphics V: Computers-Tutorial**

(0-0-0)

*Corequisite:* ARCH 41011

Tutorial for ARCH 41011.

**ARCH 43211. Topics in Greek and/or Roman Art**

(3-0-3)

Topics course on special areas of Greek and/or Roman art.

**ARCH 43221. The Effect Christianity Has Had on Architecture**

(3-0-3)

A survey of the effect Christianity has had on architecture, including its spatial, representational, symbolic, and moral content, from architecture's theoretical foundations in Vitruvius through to the present day.

**ARCH 43851. Space, Place, and Landscape**

(3-0-3) Rotman

In this course, we will explore human relationships to the built environment and the complex ways in which people consciously and unconsciously shape the world

around them. Cultural landscapes are not empty spaces, but rather places we imbue with meaning and significance. We are particularly interested in the ways in which the built environment has worked as an agent of cultural power as well as how social relations (notably class, gender, and ethnicity) have been codified and reproduced through landscapes. We will examine how people perceive, experience, and contextualize social spaces at the intersection of symbolic processes, senses of place, memory, and identity formation, as well as how these change through time and across space. As an interdisciplinary endeavor, we will draw from history, geography, art, environmental science, architecture, landscape studies, anthropology, and urban planning, among other disciplines. Students will undertake a significant original research project that investigates the human experience through space, place, and landscape.

### **ARCH 44111. Summer Design Studio: Bath, England**

(6-12-6)

Design studio in the heart of the historic city of Bath in England. The course will begin with the study of the city's Roman, medieval, and 18th-century architecture and urbanism, with a special focus on building typology. Areas of the city that are yet to be developed, or which suffered in the post-World War II period, will be studied with a view to producing design proposals sympathetic to the city's historic fabric.

### **ARCH 47211. Japanese and Chinese Architecture and Urbanism: Traditional and Modern**

(3-0-3)

Exploration of traditional and modern Japanese and Chinese architecture and urbanism, including gardens. The program begins in Japan with visits to Kyoto, Takayama, Shiragawa, and Tokyo. The three-week visit in China will concentrate on Hong Kong, Nanjing, and Beijing with visits to Shanghai and the water towns and gardens in the Yangtze River basin. The program's principal activities will involve looking, listening, drawing, and sketching. There will be a brief design segment. This is the third year the school has conducted this program. The program's host institution is the Graduated School of Architecture at the University of Nanjing, which will supply members of its faculty to present lectures in Nanjing, and graduate architecture students who will accompany us on our post Hong Kong itinerary. Tentatively, the program begins with students arriving in Japan on June 7 and ends in China on July 1. Architecture students enrolling in the summer session course must attend all of the class meetings of ARCH 46211 during the spring semester, 2007. Students enrolled only in this summer session course will be required to complete a special study project based on work done in China and approved during the spring semester. A minimum number of students is required if the program is to be conducted; the maximum number is 8–10. The cost of the program is \$4,500, not including the cost of travel to and from China and the cost of visas (approximately \$50 per person). This figure includes all lodging, most meals, and air and mini bus transportation within Japan and China during the program, as well as most admission fees to sites being visited, etc., but excludes incidental personal expenses. Architecture students must commit to their going by making a deposit (nonrefundable to students canceling) of \$500 by April 2, with the final balance due May 4, 2007. Norman Crowe will direct the program in Japan, and Michael Lykoudis and Zhao Chen will direct the China portion of the program.

### **ARCH 50211. Grecian Architecture and Furniture I**

(3-0-3) Smith

Students explore Notre Dame's holdings of British and American architectural books that introduced "Greek" architecture to the English-speaking world.

### **ARCH 50218. Teaching Concepts/History of Architecture I**

(3-0-3) Stamper

Teaching assistants aid professor in grading examinations and preparing lectures for ARCH 20211. Fall.

### **ARCH 50221. Architecture-Twentieth Century**

(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. It extends to the modern movement as it affected countries as far-reaching as Japan and Australia.

### **ARCH 50228. Teaching Concepts/History of Architecture II**

(3-0-3) Doordan

Teaching assistants aid professor in grading examinations and preparing lectures for ARCH 20221. Spring.

### **ARCH 50311. Proportion in Architecture**

(3-0-3)

The course will study, proportion, the use of number and geometry as design tools, beginning with Pythagorean and Platonic concepts of symbolic number, harmony, beauty, and unity, with a focus on their application to architecture. We will review the four ancient sciences of number, the Quadrivium—arithmetic, geometry, music, and astronomy—and the Aristotelian concept of mimeses of nature. The ancient relationship of cosmology to aesthetics through number will form the background and context for interpreting traditional numerical and geometrical design methods as transmitted through architectural literature and built work. The goal of the course is to integrate such methods into current design practice. The first sessions will present the theoretical aspects in the form of lecture—demonstrations and readings. Remaining sessions will explore various historical periods through analysis of built work of the era and demonstration of possible methods of recapitulating such work in the present. Students will analyze historical examples and produce sketch designs using numerical and geometrical design methods.

### **ARCH 50318. Teaching Concepts/Architectural Writings**

(3-0-3) Economakis

*Prerequisite:* ARCH 10311 OR ARCH 144

Teaching assistants aid in seminar sessions and provide guidance in drawing for ARCH 10311. Spring.

### **ARCH 50411. Restoration and Historic Preservation**

(3-0-3)

America is slowly developing the taste of saving old heritage and increasing interest is being placed on restoration and preservation of buildings. This is a relatively new field and advance methods are being generated everyday which could help in betterment of preservation of old structures. Restoration and Historic Preservation course is needed to help architectural students understand the need of preserving traditional architecture and in some cases studying the art of restoration of traditional building that have degenerated for various reasons. The course provides a detailed reference to the recording methods and techniques that are fundamental tools for examining any existing structure. It also includes information on recent technological advances such as laser scanning, new case studies, and material on the documentation of historic monuments.

### **ARCH 50418. Teaching Concepts/Building Technology I**

(3-0-3) Buccellato

Teaching assistants guide second-year students taking ARCH 20411 in developing technical solutions to architectural studies. They assist in evaluation of submitted work and prepare and deliver short presentations on current building techniques. Fall.

### **ARCH 50419. Environmental Systems II**

(3-0-3) DeFrees

Study of the basic concepts that lead to the design of the mechanical, acoustical, and illumination services for the control of the architectural environment.



**ARCH 50428. Teaching Concepts/Building Technology II**

(3-0-3) DeFrees

Teaching assistants guide second-year students taking ARCH 20419 and students in ARCH 20411 in developing technical solutions to architectural studies. They assist in evaluation of submitted work and prepare and deliver short presentations on current building techniques. Spring.

**ARCH 50438. Teaching Concepts: Environmental Systems I**

(3-0-3) DeFrees

*Prerequisite:* ARCH 40411

Teaching assistance in ARCH 40411, Environmental Systems I, guiding students in projects and assisting in grading.

**ARCH 50518. Teaching Concepts/Structural Design**

(3-0-3) DeFrees

Teaching assistants aid professor in grading examinations, assigning homework, and preparing lectures for ARCH 40511. Fall.

**ARCH 50528. Teaching Concepts/Structural Mechanics**

(3-0-3) DeFrees

Teaching assistances in structures

**ARCH 50711. Professional Practice**

(3-0-3) Eide

Lecture and assignments covering professional services, marketing, economics of practice, programming, design drawing development, contracts, and project management. Spring.

**ARCH 50811. History of Design: Form, Values, and Technology**

(3-0-3) Doordan

This course will provide a historical perspective on the development of industrial and product design in the modern era. In the modern era, design has been a powerful tool for shaping the development of technology and articulating the values of modern culture. The role of the modern designer as both a facilitator and a critic of industrial technology will be examined.

**ARCH 51018. Teaching Concepts/Drawing**

(3-1-3)

Assist professor in demonstrating techniques and critiquing student work for ARCH 11011. Fall.

**ARCH 51021. Traditional Architectural Rendering in India Ink Wash**

(1-2-1)

This course introduces the student to the traditional architectural rendering media of India ink and toned ink, and the various ways in which they can be used to create non-perspectival wash renderings of architectural subjects. Among the topics covered are materials, India ink wash, toned ink wash, casting of shades and shadows, atmospheric perspective, sheet composition, and the production of the Beaux-Arts drawing type called the analytique. Classes are conducted primarily in a studio format, with formal lectures and instruction provided at the beginning of each session.

**ARCH 51028. Teaching Concepts/Graphics II**

(0-6-3)

Teaching assistant in the first-year drafting course.

**ARCH 51058. Teaching Concepts/Graphics V**

(3-0-3)

Teaching assistants for ARCH 41011 provide instructional support to students in the computer cluster during class and help with grading.

**ARCH 51068. Teaching Concepts/Computers**

(3-0-3)

Teaching assistant for advanced computer drawing.

**ARCH 51111. Design VII**

(0-12-6)

*Prerequisite:* ARCH 41121

Integrates the students' previous study of building design and construction in thematic studios.

**ARCH 51121. Design VIII Thesis**

(0-12-6)

*Prerequisite:* (ARCH 51111 OR ARCH 543)

Required of all students in architecture. Students devote the semester to the preparation and presentation of an independent architectural project fulfilling the NAAB criteria of a "comprehensive project." Spring.

**ARCH 51368. Teaching Concepts: Introduction to CAD**

(3-0-3)

*Prerequisite:* ARCH 41011 OR ARCH 445

Teaching assistance for ARCH 61021.

**ARCH 51411. Research and Documentation of Historical Buildings**

(0-3-3)

The course provides a detailed reference to the recording methods and techniques that are fundamental tools for examining any existing structure. It also includes information on recent technological advances such as laser scanning, new case studies, and material on the documentation of historic monuments. The students will get to work on a live project and help serve in saving a historic building in the city of South Bend.

**ARCH 51811. Design and Construction of Architectural Elements**

(0-6-3)

Working as a team, the class will study precedents for an architectural element determined by the instructor and design and build an example of the element.

**ARCH 51818. Teaching Concepts/Advanced Furniture**

(0-6-3)

Teaching assistant in advanced furniture design

**ARCH 51828. Teaching Concepts: Beginning Furniture**

(0-6-3)

*Prerequisite:* ARCH 41811

Teaching assistant in beginning furniture design

**ARCH 53111. The Classical Interior**

(3-0-3)

The aim of the course is to direct the same sort of attention to the design of interior spaces that is typically directed to the design of building exteriors. The principles of designing classical rooms have historically not been emphasized in the literature of classical architecture; for example, these issues have received scattered and secondary attention from the treatises. Since the ascendancy of modernism, our understanding of classical design has had to be reconstructed in terms relevant to our contemporary experience, and this course aims to provide a suitable theoretical framework for the specific issues raised by the design of interior spaces. The class explores the design of rooms in the classical tradition, ranging historically from antiquity to the present, and typologically from private residences to public monuments.

**ARCH 53221. Chicago Architecture**

(3-0-3)

This lecture/seminar on Chicago architecture will introduce the built environment of America's third largest city, commonly referred to as the "Birthplace of Modern Architecture." Weekly class sessions will comprise three parts—an art historical slide lecture unfolding the chronological development of Chicago's architecture and urban habitat, a short critical exposition that links material from the lecture to contemporary work in Chicago, and a seminar discussion relating the historical

topics to the practical and theoretical concerns of today. Readings will supplement the class presentations with architectural, political, and literary writings that demonstrate Chicago's unique self-identity.

### **ARCH 53231. History and Theory of Preservation**

(3-0-3)

This class will introduce students to the history, theory, and practice of architectural historic preservation in Europe and the United States, beginning with the origins of the movement in the late 18th century, classic theoretical statements of the 19th, and its application by means of legislation and regulation worldwide in the 20th. Required for students in the preservation/restoration concentration in the B.Arch. degree. Open to all juniors, seniors, fifth-year, and graduate students.

### **ARCH 53311. Issues in Sacred Architecture**

(3-0-3) Stroik

An upper-level seminar exploring themes related to issues in sacred architecture. The course is open to architecture students and students in other disciplines.

### **ARCH 53321. Principles of Architectural Composition**

(3-0-3)

Seminar format with studio component. The objective is to identify a theory of composition applicable to traditional and classical architecture and urbanism, with emphasis on paired principles like symmetry and asymmetry, repetitions and punctuation, alternation and juxtaposition, framing and bookending, repose and contraposition, foregrounding and backgrounding, figure-ground relationships, etc.

### **ARCH 53331. Architectural Journalism**

(3-0-3)

In a weekly lecture, discussion, and workshop, this course will survey architectural journalism as it developed in the past century; consider the different media that have defined architecture and urban design for the public; and introduce some vocabulary and communication skills toward the end of improving the quality of contemporary architectural criticism and analysis.

### **ARCH 53341. Architectural Theory**

(3-0-3) Westfall

This course reviews, through lectures, discussions, analysis of assigned texts, and the writing of research papers, what theories of architecture from antiquity to the present day say about the intersection of the religious, civil, architectural, and urban characteristics of the built world within the Western tradition.

### **ARCH 53411. History of American Architecture 1630–1915**

(3-0-3)

*Prerequisite:* (ARCH 20211 OR ARCH 20221) OR (ARCH 60211 OR ARCH 60221)

This course is seminar on the history of architecture in the United States from the colonial period in the 1600s until World War I. The purpose of this course is to introduce some of the formative ideas, major monuments, and characteristic experiences of different building cultures in the United States and to investigate various problems of interpretation raised by the material under review. Architecture will be defined in the broadest possible terms to include vernacular as well as high architecture examples of buildings, distinctive urban configurations, and landscape design. Architectural history will be defined as the record of the rich diversity of human experiences evident in the different ways Americans have shaped the built environment to pursue social, civil, and religious ends. By the end of the semester, students should have an understanding of the cultural and historical factors that shaped American architecture from 1630 to 1915 and should have the ability to identify and distinguish between the different styles and periods of architecture from this period. They should have the research skills to prepare scholarly and theoretical papers and essays on the subject, and they will have experience with in-class presentations on topics related to their research. Course requirements consist of attendance at seminars, completion of required readings, and writing assignments.

### **ARCH 53421. Historic Construction and Preservation**

(3-0-3) DeFrees

This course explores the materials, methods and resources available to American architects of the 18th through the early 20th centuries, and the means to preserve their structures today. Historic Construction and Preservation will provide preservation professionals with information needed to analyze, modify, and certify historic buildings for modern use. A survey of data on period structural components, such as foundations, masonry walls, and wood, wrought-iron, and cast-iron columns and beams will provide a basis to determine loads that structural components were originally designed to bear and methods to determine if they are still capable of performing as intended. Demonstrations of production or fabrication methods for stone, brick, mortar, paints and wood framing and trim will give first-hand knowledge to preservation specialists. Acceptable practices for structural rehabilitation will be discussed and evaluated. Students completing this course will have the basis for understanding the process used to build historic structures and the means to preserve them.

### **ARCH 53621. Nature and the Built Environment**

(3-0-3) Salden

This course explores the evolutionary roots of form and order in the built environment and the means to more sustainable approaches to design in architecture and urbanism. While grounded in scientific evidence, a broad perspective of humanism is emphasized, with discussions of how ideas, beliefs, experience, ideals, and human nature affect actions and decisions by individuals and societies and thereby affect the form of the things they make.

### **ARCH 57011. Advanced Studies in Computers**

(3-0-3)

*Prerequisite:* (ARCH 41011)

In ARCH 57011, students pursue specific interests in computer applications to architecture. Spring.

### **ARCH 57021. Advanced Wash Rendering**

(0-1-3)

An independent study, using a single large, formal wash as subject, of the composition and techniques of architectural wash rendering.

### **ARCH 57111. Special Studies in Design and Presentation—Taiwan**

(0-3-3)

Research project involving design and language skills based on independent summer research in Taiwan, to develop a architectural/design project and create a bilingual website for presentation. Graded S/U.

### **ARCH 57121. Special Studies**

(0-6-3)

Special studies in high-rise building design.

### **ARCH 57131. Special Studies in Accessibility**

(0-6-3)

Special studies in handicapped-accessible architecture through a group design project.

### **ARCH 57141. Competitions and Independent Studio**

(3-0-3)

Students have the option of selecting either a national or international design competition or a design project of special interest to them. Spring.

### **ARCH 57211. Research on an Architectural Element**

(0-0-3)

Research into the canons for and variations on a traditional architectural element, chosen by the student and the instructor, and the design of an example of the element.

**ARCH 57319. Topics in Design Studies**

(0-0-3)

Special studies in design issues.

**ARCH 57421. Special Studies: Building Documentation and Preservation**

(3-0-3)

Special studies in documenting and preserving of historical buildings.

**ARCH 57611. Special Studies: Historical Approaches to Environmental Issues in Architecture**

(3-0-3)

Special studies of approaches to environmental issues in historical architecture and their application to current conditions.

**ARCH 57811. Special Projects in Furniture I**

(3-0-3)

*Prerequisite:* (ARCH 41821 OR ARCH 482 OR ARCH 484)

Students pursue specific interests in design and construction of furniture. Fall.

**ARCH 57821. Special Studies in Furniture Design II**

(3-0-3)

*Prerequisite:* (ARCH 57811)**Continuation of ARCH 57811. Spring.****ARCH 57831. Special Projects in the Carving of Classical Elements**

(3-0-3)

*Prerequisite:* ARCH 41841

Carving of classical elements selected by instructor and student.

**ARCH 57841. Special Projects in the Carving of Classical Elements II**

(3-0-3)

*Prerequisite:* ARCH 57831

Carving of classical elements selected by instructor and students, level two.

**ARCH 57851. Special Projects in Carving Classical Elements III**

(0-6-3)

Carving of classical elements selected by instructor and students, level three.

**ARCH 57861. Special Projects in Carving Classical Elements IV**

(0-6-3)

Carving of classical elements selected by instructor and students, level four.

# College of Arts and Letters

## Department of Africana Studies

### AFST 10401. Introduction to Jazz

(3-0-3)

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.

### AFST 13275. The Bible the Black Church and the Blues

(3-0-3) Page

This class will examine three historical matrices that have had a decided impact on the development of Africana identity and culture in the North American diaspora. The first centers on the reception, interpretation, and appropriation of the Christian Bible by peoples of African descent. The second focuses on the evolution of the Black Church, the collective body of adherents in traditionally African American and other Christian faith communities. The third consists of the emergence of blues music, artists, and performance spaces as non-ecclesial loci of protest and crucibles in which Africana spiritualities of resistance were forged. Thus, the course will, in effect, introduce students to the essential sources—both primary and secondary—methodologies, animating questions, and debates crucial to three historically based subfields within Africana studies: (1) the history of Africana biblical interpretation in North America; (2) black church studies; and (3) blues studies. By the end of the class, students will be able to identify the core texts essential in each of these subfields; discuss the major periodization schemes proposed by scholars for African American biblical hermeneutics, the development of the black church in the Americas, and the growth of blues; discuss the methodological paradigms employed in each of the aforementioned research domains; explain cogently some of the major issues and debates that drive each of these subfields; and offer a reasoned explanation as to why the Bible, the black church, and the blues can be construed as symbiotic matrices in which historical memories are preserved, individual and corporate identities are formed, institutional life is preserved, and social traumas are ameliorated.

### AFST 20082. Introduction to Africana Studies

(3-0-3) Page

Through a multidisciplinary and cross-cultural exploration, this course will (1) introduce students to key concepts, themes, and theories in the field of Africana studies; and (2) introduce students to the identities and experiences of black populations throughout the global African diaspora. Over the course of the semester, we will tackle the following questions: What is Africana studies? What are the historical, intellectual, and political origins of Africana studies? What are race and ethnicity? What is blackness? What roles do class, culture, gender, nationality, and religion, play in blackness? What is the African diaspora? What role does Africa play in blackness? How do the arts, humanities, and social sciences help us investigate, analyze, conceptualize, represent, and understand this thing we refer to as “blackness?” What are some of the historical geographical, socio-political, and cultural points of divergence observable between populations of African descent throughout the diaspora and what, if any, are the points of commonality that unite these dispersed populations?

### AFST 20109. Literature of Sport

(3-0-3) Benedict

Sports and athletics have held prominent roles in human societies since the beginnings of civilization. Across centuries, nation states have used athletic competition for a variety of purposes, from paying homage to distant gods to demonstrating superiority over neighboring tribes/cultures. And the individuals, the “warriors,” who excel on those “fields of battle” are venerated as heroes, champions, “gods.” In this course, we’ll look at a variety of literature (fiction, nonfiction, poetry, film,

broadcasts of athletic events, etc.) related to sports and athletics. From depictions of wrestlers on temple walls in Ancient Egypt to Grantland Rice’s *New York Herald Tribune* “Four Horsemen” article to podcasts of ESPN’s *SportsCenter*, our investigation of the literature of sport will cover a range of topics—race, gender, class, globalization, and the purposes and functions of athletic competition, to name a few—including the rise of the “super star” athlete as a “god.” Required work: quizzes, two essays, midterm, final examination.

### AFST 20110. The Real Contemporary Novel: American Fiction 2000—Present

(3-0-3)

Many “Contemporary Fiction” classes conclude with works published around the time that you were born in the mid- to late-1980s. This course focuses on novels published during the decade in which you are living and examines the interpretive difficulties raised by such works. Without being able to rely on an established history of scholarly criticism or their place among the so-called “great books” of civilization, the reader of contemporary novels must actively consider why these works are worth studying as well as how they function. The major aims of this course are to introduce you to these exciting novels and to provide you with the critical and interpretive framework for determining what contemporary literature is and why it matters. We will focus on eight novels and novellas examining the intersections between self and society and between literary art and the popular cultures of film, television, hip-hop, rock, and comic books. Readings include novels and novellas by Paul Auster, Don DeLillo, Dave Eggers, Jonathan Safran Foer, Nicole Krauss, Jonathan Lethem, David Markson, and Toni Morrison. The course also includes a screening of the film adaptation of Foer’s *Everything is Illuminated*. Because this course is intended for non-majors, each unit will include introductions to the basic tools of literary study including close reading, how to write a literary argument, how to incorporate secondary criticism and theory, and the basic principles of film and television. Course requirements include two 5–7-page papers and one 7–10-page paper.

### AFST 20111. Chicago in Words

(3-0-3)

Early 20th-century Chicago was famous for its railways and stockyards, jazz, and gangsters. The city saw the creation of great industrial fortunes and the birth in 1905 of the Industrial Workers of the World. The literature taken up in this class brings the dynamic contradictions of the Chicago experience to life. We will look at work by Jane Addams, Nelson Algren, Sherwood Anderson, Gwendolyn Brooks, John Dos Passos, Carl Sandburg, Upton Sinclair, Theodore Ward, and Richard Wright, covering a range of literary expression from impassioned journalism to poetry, novels, and drama. We will consider the relation of modernism to realism. We will look at the ways in which Chicago capitalism altered nature, challenged traditional forms of identity, and created new forms of urban community. We will spend a week exploring Chicago’s jazz and blues, while we will also look at the 1932 gangster screenplay *Scarface* by Chicago journalist and Oscar winner Ben Hecht. Chicago is a city of tremendous vitality and shocking brutality that has reinvented itself time and again, and the writers we will read have taken up this task of urban invention with a shared urgency and a wide range of voices. Course requirements: Active class participation, short response papers, creative responses (poems), a class presentation of a scene from *Big White Fog* by Theodore Ward, and an 8–10 page paper. Many “Contemporary Fiction” classes conclude with works published around the time that you were born, in the mid- to late-1980s. This course focuses on novels published during the decade in which you are living and examines the interpretive difficulties raised by such works. Without being able to rely on an established history of scholarly criticism or their place among the so-called “great books” of civilization, the reader of contemporary novels must actively consider why these works are worth studying, as well as how they function.

**AFST 20112. American Novel**

(3-0-3) Staud

We will read, discuss, and study selected novels of significant importance within the American literary tradition. As we explore these novels within their historical and cultural context, we will consider the various reasons for their place within the canon of American literature. Indeed, we will scrutinize the very nature of this literary canon and self-consciously reflect on the inevitably arbitrary nature of this, or any, reading list. Even so, we will see that these authors share deep engagement with ideas and themes common to American literature and do so, through their art, in ways that both teach and delight. Required Texts: *Moby-Dick*, *The Adventures of Huckleberry Finn*, *The Awakening*, *The Great Gatsby*, *Invisible Man*, *The Old Man and the Sea*, and *The Bluest Eye*.

**AFST 20201. 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.

**AFST 20275. Some Other Mess: The Role of Black Outsiders in the African Diaspora**

(3-0-3)

They go by many names: bohos, artists, radicals, intellectuals, TRAs, mixies, and punks. They are members of the African diaspora who defy the stereotypical construction of black people that the media and a history of marginalization by the "mainstream" culture have created. People who look like them and with whom they share the same politicized racial identity often ostracize them. Are these individuals dangerous outsiders who, by eschewing the communal traditions that led to the securing of civil rights for a united African American population, are imperiling black identity with a quest for individual freedom? Or are they renegades, whose explorations outside of accepted constructions of black identity challenge entrenched ideas of race, class, sexuality, and gender, not only for African Americans, but also for everyone living in a postmodern, multicultural world? Are they part of a long and illustrious history of identity exploration by African Americans who helped to shape and change American culture? These are some of the questions we will explore in this course. It is an investigation into the lives, work, and legacies of members of the African diaspora who are clearly into "some other mess"; that is, those who insist on doing their own thing in a world that still takes issue with individual freedom of expression for some marginalized peoples. The assertion of the right to individual expression raises questions that are at the heart of the American ideal of integration and the African American construct of community. By critically engaging the works of artists such as Jean-Michel Basquiat, writings by generations of cultural critics, the stories of adoptees and multiracial African Americans, the music of progressive musicians, scholarship by black feminists of both genders, and the media representations of African Americans in the postwar United States, we will begin to understand the role of people of African descent in America as outsiders.

**AFST 20582. Women in Islamic Societies**

(3-0-3) Afsaruddin

This course is a broad survey of women's and gender issues in various Islamic societies, with a focus on the Arab Middle East. The first half of the semester will concentrate on the historical position of women in Islamic societies, defined by the normative values of Islam and by cultural traditions and norms. We will discuss how the interpretations of these values in diverse circumstances and who gets to do the interpreting have had an important impact on women's societal roles. The second half of the course will privilege women's voices and agency in articulating their gendered identities and roles in a number of pre-modern and modern Islamic

societies. Our sources for discovering these voices are women's memoirs, fiction, magazine articles, and public speeches. We will also focus on how historical phenomena such as Western colonialism, nationalist liberation movements, and civil and other forms of war have given rise to women's organized movements and a feminist sociopolitical consciousness in many cases.

**AFST 20600. Comparative Politics**

(3-0-3) Gould

*Corequisite:* POLS 22400

In this course, students learn to think more clearly about politics, especially about how and why political life takes place as it does around the world. We study why nation-states are the dominant form of political organization today and why nation-states differ, especially in their economic and political development. Why are some countries democracies? Why are others dictatorships? Why do political movements participate in elections, start civil wars, or engage in terrorism? We develop answers to these questions by focusing on the experiences of Britain, France, Germany, Japan, Russia, China, Iran, India, Mexico, and South Africa.

**AFST 20613. African American Politics**

(3-0-3) Pinderhughes

This course explores the basic elements associated with black politics in the United States: the role of black institutions such as the black church, the importance of the Civil Rights Movement in challenging barriers to black political participation, the mid-20th-century legal framework created to create access to the political system, and an exploration of black political participation in northern cities, where there are also increasing numbers of Latinos and other nonwhite groups. Since the course will be taught in spring 2009 immediately after the 2008 Presidential campaign, we will also have the chance to explore the impact of Illinois Senator Obama's campaign on national politics, whatever the outcome, and to consider the impact on African American politics itself.

**AFST 20716. Introduction to Social Problems**

(3-0-3) Thomas

Today's society is beset by many serious social problems; for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways do one's own social background and role in society affect his/her views of these problems? In this course, students will learn to take a sociological perspective, not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problem.

**AFST 20770. Business, Economics, and Culture**

(1.5-0-3) Oka

Economic, political, and cultural interactions between geographically distant groups have been intensifying over the past century and the 21st century is being seen as the global century. In this rapidly changing world, it is becoming increasingly important to understand the role of cultural (religious, ethnic, and political/socioeconomic) factors in determining and shaping interactions. In this course, we will use an ethnographic-focused approach to explore the impact of cultural variations on many issues that have arisen or will potentially arise in the course of contemporary global economic interactions. These include the relationships between reciprocity, redistribution and market behaviors, cultural differences in business strategies, relationship building and formation of partnerships, marketing techniques, consumer behavior, and political and environmental situations. We will also look at the impact of business interaction on regional and local economies in Asia (India), Africa (Kenya and the Sudan), and Latin America (Mexico and Guatemala). Course work will include discussions based on readings, documentaries, an individual ethnographic project and report, and a final paper on the application of cultural factors for global interactions.

**AFST 20801. Intensive Language Study: Uganda**

(2-0-2)

Working with Prof. Richard Pierce in the Department of Africana Studies, this course offers students the opportunity to research and study the language of

Uganda. At the University of Notre Dame, the Department of Africana Studies stands at the center of the study of the African American experience, Africa, and the African Diaspora—the global dispersion of peoples of African descent.

### **AFST 30103. “Black Arts”: Figuring the African Diaspora**

(3-0-3)

This course offers a survey of black diasporic artistry. At the same time, it is an ongoing analysis of how these artists asked, “what constitutes the African Diaspora?” in divergent and convergent ways. The main goal of the course is not simply to label certain artists as part of this diasporic formation, but also to understand how artists reflected upon their participation in it (and, in some ways, outside of it). We will focus primarily on this conversation’s development from the interwar period of the 20th century to the turn of the 21st century through poetry, prose fiction and nonfiction, film, television, and dance. From the United States, we will look at how creative intellectuals such as the poet Langston Hughes, dancer and anthropologist Katherine Dunham, novelist and anthropologist Zora Neale Hurston, fiction writer and essayist Richard Wright, and journalist Alex Haley used art to understand their relationship to black peoples in the Caribbean, Europe, and Africa, along with key events impacting those different geographies. But the course will also consider how black creative intellectuals outside the United States reflected on their relationship to the diaspora. These will include Algerian philosopher Frantz Fanon, Cuban poet Nicolás Guillén, Nigerian musician Fela Kuti, and Pulitzer Prize-winning poet Derek Walcott. In exploring different conceptions of diaspora, we will encounter other themes including the idea of overlapping diasporas, Black Nationalism, the body, and the significance of translation to cultural solidarity and difference.

### **AFST 30204. U.S. Civil War and Reconstruction, 1848–77**

(3-0-3)

Through intensive reading and writing, students will explore the social and cultural history of America’s most costly war. We will focus on various topics as they relate to the war: antebellum origins, religion, gender, Lincoln’s reasons for waging war, dead bodies, freedmen’s families, black soldiers, and the uses of war memory. This will not be a guns-and-generals-smell-the-smoke course, though knowledge of military matters can be helpful. We will ask and try to answer who really “won” and “lost” the war.

### **AFST 30205. U.S. Labor History**

(3-0-3)

*Corequisite:* HIST 32618

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.

### **AFST 30206. The United States Since WWII**

(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 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 postwar era, and the presidencies of Gerald Ford

through George H.W. Bush. There will be a required reading list of approximately six books, two smaller writing assignments, and three examinations.

### **AFST 30214. Labor and America Since 1945**

(3-0-3) Graff

This course explores the relationship between workers and the labor movement to American politics and culture since 1945. The United States emerged from World War II as the strongest global power, and its citizens subsequently enjoyed a long postwar economic boom that created what we might call the first truly middle-class society in world history. At the heart of that new society was the American labor movement, those unions such as the United Auto Workers and the United Steel Workers who ensured that at least some of the postwar profits made it into the wallets of workers and their families. Today, however, unions represent only 8 percent of workers in the private sector. What accounts for the decline of organized labor since the 1950s? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the Civil Rights Movement, feminism, and modern conservatism? What is “globalization,” and what has been its impact on American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and Hollywood films, this course will try to answer these questions. Students interested in politics, economic development, international relations, social justice, human rights, peace studies, or mass culture are particularly welcome.

### **AFST 30215. Witnessing the Sixties**

(2.5-0-3) Giamo

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. Much that was written during the period was ephemeral. There are, however, certain lasting accounts of the ’60s 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 ’60s, 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, and documentary film.

### **AFST 30216. 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 interwar 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.

### **AFST 30217. Sport in American History**

(3-0-3) Soares

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 horseracing and games of chance in the colonial period through 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.

**AFST 30219. Race and Culture in the American South to 1865**  
(3-0-3)

This course traces the roots of southern American culture by exploring the centrality of the relationships between sex, manliness, and slavery in the development of the U.S. South from 1619 to 1865. By examining how European men viewed their own sexuality and that of European women in contrast to that of African men and women, this course seeks to examine the complex racial and gendered identities at the center of southern culture. The underlying current of the class is to understand the complexity with which racial and gendered identities defined all relationships and culture in the South. Using primary and secondary sources, we will critically engage the debates about slavery, racism, gender, and class in southern culture. We will reevaluate the historiographic arguments on American racism. We will take the notion of "southern gentlemen" to task, juxtaposing their responsibility as patriarchs to the ugly underbelly of slavery, race, and sexual exploitation. Our efforts in this class will be to understand the contours of the relationships between sexual control, manliness, and racism. We will explore the daily lives of men and women who lived during the time. A variety of perspectives will constitute our sources about slavery, including those of blacks, free and enslaved, as well as planters, abolitionists, women, and yeomen.

**AFST 30222. The United States During the 1960s**  
(3-0-3) Swartz

Few periods in American history have been as controversial as the 1960s. Sometimes called the "Long Sixties," it runs conceptually from the mid-1950s to the early 1970s and was a turbulent time. Concentrating on politics and society, this course explores the major personalities and events, including Martin Luther King; John F. Kennedy; Lyndon Johnson; Richard Nixon; the New Frontier; the Great Society; the Vietnam War; the breakdown of the liberal consensus; the rebirth of the conservative movement; and national movements led by youths, women, and African Americans. Although the emphasis is on the United States, the course also visits several major international issues. There are two goals for students: acquiring knowledge about the period, and developing analytical tools to form their own judgments about it. Toward the first goal, students will encounter a combination of readings, videos, mini-lectures, and class discussions. Toward the second, they will be exposed to four different approaches: (1) discussing primary documents and writing a paper on some of them; (2) studying three small-scale case studies; (3) examining the large-scale phenomenon of protest; and (4) reading the memoirs of a Cabinet member, hence gaining an insider's view of the life and activities in the White House.

**AFST 30223. The Great Depression in U.S. History**  
(3-0-3) Gloege

This course explores the political, economic, cultural, and social history of the Great Depression and New Deal years in the United States, from the stock market crash of 1929 to the beginning of World War II in 1941.

**AFST 30251. 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.

**AFST 30253. History of South Africa**  
(3-0-3)

This course offers an overview of modern South Africa from the perspective of radical social history, a major intellectual tradition in South African studies. It will

begin by identifying processes of dispossession, urbanization, and proletarianization set in train by South Africa's mineral revolution. It will then look at the clash between imperial and Boer interests, and the South African war. The Union of South Africa in 1910 represented a reorganization of white power, and the course will turn to the experiences of union for both black and white, including the emergence of African nationalism and other, culturally-located, forms of resistance. The apartheid state was inaugurated in 1948, and the course will examine the consolidation of the state, how it sought to control black and white citizens and subjects, and the accelerating politics of defiance. There will be particular emphasis on Black Consciousness and its role in the 1976 Soweto revolt. By way of conclusion, the course will turn to the culture and politics of resistance in the 1980s up to the initial dismantling of apartheid in 1990.

**AFST 30274. Slavery in the Atlantic World**  
(3-0-3) Challenger

This survey course explores the role of coerced African labor in the birth of the Atlantic World. What do we mean by Atlantic World? What do we mean by slavery? What varied and nuanced claims to humanity did Africans make against a dehumanizing labor system? How did sexuality and gender norms shape the experiences of slavery for men and women? Together, we will examine slave autobiographies, travel diaries, and pictorial sources to address these questions. We will focus on the peoples of West Africa, Brazil, and the Caribbean who were enslaved from the 15th to the 19th century. This course fulfills the degree requirements of history, gender studies, American studies, and Africana studies majors and minors.

**AFST 30575. Islam and Modernity**  
(1.15-0-3)

Islam and its compatibility with modernity is a much-debated issue in the contemporary period. The course will address this timely topic and discuss the most important "hot-button" issues involved: political Islam, democracy, pluralism, rights of women, and secularism. The historical contexts in which these issues have been debated will also receive attention. What internal resources exist within Islamic thought that are being drawn upon by modernists to make a strong case for an essential compatibility between Islam, modernity, and democracy, for example? Is democracy (or Islam, for that matter) a monolithic concept? Students will be expected to actively take part in discussions centered on such questions, the assigned readings, and class lectures. Prior exposure to at least one class on Islam or the Middle East is strongly recommended.

**AFST 30578. Of Sans-culottes and Saint-Domingue: Revolution in France and Haiti**  
(3-0-3) Douthwaite

This course will take an interdisciplinary literary-historical approach to revolutionary movements that electrified populations around the world: the revolt of the sans-culottes in France (1789–94) and the slave uprisings in colonial Saint-Domingue (1791–1804). Through analysis of short stories and novels by authors such as Condorcet, Balzac, and Hugo, and readings in 19th-century and modern-day historiography by scholars such as Michelet, Soboul, James, and Dubois, students will appreciate the controversies that have perplexed observers for centuries.

**AFST 30603. Contentious Politics and Resistance Movements**  
(3-0-3)

This course analyzes prominent resistance movements in the 20th and 21st centuries. We first examine the conceptual tools of contentious politics, domination and resistance, state-society relations, and violent vs. nonviolent strategies of resistance. We then examine various nationalist independence movements, revolutionary movements, communist insurgencies, civil wars, and peaceful democracy movements. To better understand resistance movements from the perspectives of leaders and participants, we will watch a series of documentaries and read the (auto-)biographies of Mahatma Gandhi, Nelson Mandela, Aung San Suu Kyi, the Dalai Lama, Wei Jingshen, and others. In analyzing democracy movements, we will further examine what the third wave of democracy entails, why some movements succeed while others fail, how new democracies should reconcile with past

dictators, to what extent constitutional engineering can solve past problems and facilitate successful transitions, and why some new democracies remain fragile.

### **AFST 30604. Modern Political Thought**

(3-0-3)

In this course, students will study the focal ideas and arguments that helped shape the development of Western modernity—and its notions of freedom, equality, citizenship, rights, democracy, nationality, justice, and cosmopolitanism—through close readings of classic texts of European and American political thought.

Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, Rousseau's *First Discourse*, *Second Discourse*, and *Social Contract*, plus several historical and political essays by Kant will offer students the opportunity to understand the evolution of the vastly influential "social contract" tradition and the variants of democracy that have sprung from it. In addition, we will read contemporary works of political theory by John Rawls, Anthony Appiah, and Martha Nussbaum that both build on and move beyond the early modern social contract tradition in order to engage pressing issues of global justice that are inflected by race, ethnicity, nationality, class, sex, and gender. Students will participate in an on-campus conference on "Cosmopolitanism: Gender, Race, Class and the Quest for Global Justice," which will feature Appiah and Nussbaum as keynote speakers.

### **AFST 30606. Black Chicago Politics**

(3-0-3)

This course introduces students to the vast, complex, and exciting dimensions of black Chicago politics. First, institutional structures, geographic distribution, and population characteristics will inform students about the sociodemographic background of the African American population in the city. Second, the course explores varying types of political expression that have developed over more than a century, including electoral politics, mass movements, and partisan politics; it will also examine the impact of the Chicago machine, and of the Washington era on the political and economic status of African Americans in the city. Third, public policy developments in housing, education, and criminal justice will be discussed. Fourth, the course also compares black political standing with other racial and ethnic groups in the city. Finally, the course will introduce students to the long tradition of social science research centered on the city of Chicago.

### **AFST 30648. The Politics of Poverty and Social Welfare**

(3-0-3) Flavin

The United States is the wealthiest nation in the world, yet poverty remains a persistent concern. In this course, we will study the sources of poverty and economic inequality and what has and can be done to address the problem. We begin by discussing different theories on to what extent citizens' income and wealth should be equal in a society and the government's prescribed role, if any, in the process. We then trace the history of poverty in the United States and various government efforts to address the problem through social welfare programs. Finally, we will closely study the different forms poverty takes on today and enter the ongoing debate over what public policies should be implemented in response. Throughout the course, we will pay particular attention to the decidedly political dimension of poverty in America.

### **AFST 30707. Multicultural Psychology**

(3-0-3) Park

Given the changing demographics of the U.S. population, it has become increasingly important to understand how culture influences everyday life. This course will examine the impact of culture, ethnicity, and race on human behavior within the framework of psychological theory and research. Using an ecological perspective, the multiple contexts of individual, family, community, and society will inform the study of diverse populations. In particular, there will be an emphasis on ethnic minority groups in the United States, including African Americans, American Indians, Asian Americans/Pacific Islanders, and Latino/a Americans. Within-group variations associated with culture-specific or indigenous concepts, acculturation, and minority identity development will be explored in depth.

### **AFST 30775. Caribbean Diasporas**

(3-0-3) Richman

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. This course will explore the consciousness and experience of Caribbean diasporas through ethnography and history, religion, literature, music, and culinary arts.

### **AFST 30783. Anthropology of Africa**

(1.15-0-3)

Africa is known as the cradle of humanity and has the longest record of "human" activity of any continent. Yet it is also the least understood in terms of its past. The discipline of anthropology has the primary field of study used to understand the development of societies and cultures of Africa. In this course, students will learn and critically apply techniques drawn from biological anthropology, archaeology, ethnography, history, and linguistic anthropology for understanding the evolution of human societies within Africa, and the interconnections between Africa and the rest of the world from the earliest times to the present era. Topics covered in the readings, lectures, practical laboratory work, and assignments will include the beginnings of cultural development (tool-making and social networks), the interactive development of agriculture, pastoralism and foraging, the rise of social complexity, urbanism and states within Africa, colonialism, and post-colonial African states.

### **AFST 30784. Archaeology of the African Diaspora**

(3-0-3)

This course is designed to serve as an in-depth, undergraduate-level introduction to archaeological perspectives on the African Diaspora. In this course, we examine the formation and transformation of the Black Atlantic World beginning with the transatlantic slave trade to the middle of the 19th century through the study of archaeological and historical sources. The emphasis in this course is on English-speaking African America, where the vast majority of archaeological investigations have been undertaken. A major objective of this course is to understand the material world of communities of the African Diaspora within the context of the history and historiography of the Black Atlantic. This course is organized around the following themes: (1) Diaspora and the Atlantic World; (2) Material Life of the Diaspora; (3) Diverse Communities of the Diaspora; and (4) Intersections of Race, Class, Gender, and Representation.

### **AFST 40104. Homeland Security: Surveillance, Terror, and Citizenship in America**

(1.15-0-3)

This course explores the relationship between popular myths about the American experience and the actual experience of marginalized subjects in American society. It serves to make concrete a theoretical discussion of citizenship in the context of American individualism and explores the relationships among social stratification, institutional coercion, and national narratives. As a long view of the last century, this course considers old forms of terror and surveillance evident in African American literature that anticipates and mimics the fear and anxiety in the nation after September 11. We will consider themes such as space, place, border, home, community, protection, and nationalism. The literature and critical essays under consideration straddle regional, class, gender, and social boundaries to facilitate our understanding of how African Americans within the nation create narratives of cultural fragmentation, exile, and alienation. In the process, we will explore the condition of African American migration—from early-20th-century movements to urban centers, to early-21st-century migrations as a result of Katrina—and consider the way mobility may inform new landscapes of hope and displacement. Some of the texts we will read are *Passing*, *The Street*, *Invisible Man*, *I Know Why the Caged Bird Sings*, *The Color Purple*, and *Eva's Man*. These texts may be considered counter-narratives in the way that they stress exploitation, failure, disillusionment, and exile, but they intervene in formative debates about how to define a national identity and, to echo Langston Hughes, they, too, sing America.



Course requirements: one oral presentation (15 percent); three 2-page response papers (10 percent each); one paper proposal; one 10–12 page essay (35 percent); and class participation (20 percent).

### **AFST 40105. The Poetics of Black Popular Culture**

(3-0-3) Irving

This interdisciplinary course focuses on “cultural studies” as a critique of larger systems of domination and will introduce major voices of African American critical theory. Paul Gilroy suggests that, “popular culture always has its base in the experiences, the pleasures, the memories, the traditions of the people.” The field of black cultural studies is interested in the wider sphere of critical practice, national politics, and how popular culture can both resist and perpetuate the idea of America. While visual and literary studies have been seen as historically separate disciplines, we will use theories from each to study those forms of self-representation that defy disciplinary boundaries. With an eye on the way black popular culture is mythologized through commodification and rife with contradictions, we will examine the conflicted ways in which “racial” identities and differences have been constructed throughout U.S. culture. We will consider how new debates about the history of race have changed American literary, historical, and cultural studies. We will put theoretical tracks in conversation with literature, music, visual art, the body, film, and food and use these cultural texts as a method of engaging sustained social and political critique.

### **AFST 40106. Race, Gender, and Women of Color**

(2.5-0-3)

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 United States. 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?

### **AFST 40107. African American Literature**

(3-0-3)

A survey of selected seminal works of African American literature.

### **AFST 40108. Our America: Exploring the Hyphen in African American Literature**

(3-0-3)

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.

### **AFST 40111. Southern Fiction**

(3-0-3)

Readings in 20th-century southern fiction from 1900 to 1960, including Kate Choplin, Jean Toomer, William Faulkner, Richard Wright, Zora Neale Hurston, Ralph Ellison, Flannery O’Connor, and Eudora Welty. We will examine both the recurring subjects of the Jim Crow-era “sin, sex and segregation,” in the old Souther phrase-- and the stylistic innovations of the writers. We’ll pay special attention to contemporary criticism that explores the period from historical, political and cultural perspectives.

### **AFST 40201. Harlem’s Americas**

(3-0-3) Johnson-Roullier

What was the Harlem Renaissance? While traditional notions of this time in literary history have conceived of it as a brief but luminous flowering of the arts in African American culture, not so much attention has been given to the many different voices that contributed to the movement, and that shaped its representations of race in the early 20th century. In this course, we will examine the meaning and significance of the Harlem Renaissance as conventionally understood, then move on to an exploration of Harlem’s Americas, or the many cultural locations from which race and racial representation were being considered

both inside and outside the movement’s accepted parameters. Thus, rather than studying the Harlem Renaissance solely as an African American phenomenon, we’ll also explore the interrelationships between a number of its core works, along with several others from the same period not generally studied in this context. In seeking to understand the writing of Harlem’s Americas, we’ll investigate how all of the texts we examine are engaged in a larger dialogue on the meaning of race in the early 20th century, both in the United States and beyond. In so doing, we’ll try to gain a deeper understanding of the complexity of the Harlem Renaissance, while considering what this may have to tell us about race and racial representation not only in the early 20th century, but on into the 21st. Course Texts: Booker T. Washington, *Up From Slavery*; W.E.B. DuBois, *The Souls of Black Folk*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand and Passing*; Sherwood Anderson, *Dark Laughter*; Jean Toomer, *Cane*; Carl van Vechten, *Nigger Heaven*; Claude McKay, *Home to Harlem*; *Anna Julia Cooper, A Voice from the South*. Course Requirements: Three 5-page essays, in-class writing, 20-minute group presentation.

### **AFST 40208. Men, Women, and Work**

(3-0-3)

The purpose of this interdisciplinary 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 literature, history, documentary nonfiction, and the social sciences. We will focus on the degree of permanence and change in our approach to both traditional and contemporary forms of the social problem. In addition, the causes of extreme poverty and homelessness will be explored, as well as the various cultural representations that work to organize social perceptions of the situation. There will be an experiential or community-service-learning dimension to the seminar as well. All students are required to make at least 10 weekly visits to either the Center for the Homeless or the Hope Rescue Mission in South Bend (30 hours), and complete a systematic documentary journal.

### **AFST 40275. Gandhi’s India**

(3-0-3) Sengupta

The dominant figure in India’s nationalist movement for nearly 30 years, M. K. “Mahatma” Gandhi has also been the 20th century’s most famous pacifist, and a figure of inspiration for peace and civil rights movements throughout the world. This course offers an examination of Gandhi and the nature of his unconventional and often controversial politics. It charts Gandhi’s career against the background of events in London, South Africa, and India. Examines the evolution and practical application of his ideas and techniques of nonviolent resistance, and his attitudes toward the economy, society, and state. Gandhi’s influence on Indian politics and society is critically assessed and his reputation as the “apostle of nonviolent revolution” examined in the light of developments since his death in 1948. Some of the questions that will be discussed are: How far did the distinctive character of Gandhian politics derive from his absolute commitment to India’s nationalist struggle? Was his success due to the force and originality of his political ideas and his advocacy of nonviolent action? Can his achievements be explained by political wiliness and pragmatism, or by willingness to embark on new experiments with the truth? Though helpful, a prior knowledge of Indian history is not required for this course.

### **AFST 40348. Approaches to Black Theology**

(3-0-3) Uzukwu

This is an introductory course to theology from African American perspective. The course will not only open students to Roman Catholic (intellectual) theological traditions but also to the diversity of approaches in theology within which black theology is located. The dialectical engagement of black theology and the methodological and interpretative shifts that account for its emergence and ongoing development are rooted in black history and tradition (African and African American). The course has an added pastoral dimension—the preparation for and enhancement of ministry in the Roman Catholic Church to peoples of African descent.

**AFST 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 U.S. 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 5-page papers.

**AFST 40549. The Ethics of Gender and Race**

(3-0-3)

In this course, we will be concerned with two central ideas—equal opportunity and discrimination. We will focus on what constitutes equal opportunity with respect to gender and race and how best to achieve it, as well as what constitutes sexual and racial discrimination and how best to avoid it. We will begin by considering arguments of those who hold that feminist causes discriminate against men and that affirmative action programs discriminate against whites, and then look at opposing arguments. The goal of the course will be to help students make up their own minds about which views on these topics are most morally defensible. Requirements: Two papers (10–15 pages in length) and participation in class discussions.

**AFST 40705. Men, Women, and Work**

(3-0-3)

Why do Wal-mart's current advertising campaigns idealize the "stay-at-home mom?" Conversely, why does Congress require that mothers on welfare be sent out to work? This course will introduce students to a broad view of American social history that foregrounds the gendered aspects of work and asks students to examine the meaning of work in American history from the colonial period to the 21st century. This broad historical perspective is especially crucial to the examination of the construction of current beliefs about work in the United States since changing gender ideologies dictated the work experience of large race- and class-defined segments of the population. On one level, this approach allows for the recovery of women and girls' contributions to the formal and informal economics, including their work activities within the household. Male work practice will be similarly illuminated through a gender studies approach. Hence, an overarching purpose of the course will be to explore the fluidity and instability of those conceptions of work that were applied alternately to masculine as opposed to feminine occupations just as they were alternately applied to white versus non-white, free versus enslaved, and public versus domestic activities.

**AFST 40780. Slavery and Human Bondage**

(2.5-0-3) Hauser

For many Americans, the history of slavery is synonymous with plantations in the Atlantic world. This course seeks to expand our view of Atlantic slavery by looking to the Ancient World, Africa, Asia and Europe in historic and contemporary contexts. This course examines slavery as a labor system and a social form intimately connected with the political economies and cultural groups within which it arose. It will also examine debates about contemporary forms of bonded labor and slavery emerging from global encounters today. By examining different types of bonded and unfree labor, such as chattel, domestic, and wage slavery, we will form an inquiry about slavery's relationship to the following: personhood and social death; the emergence of market economies; systems of differentiation used to maintain the social condition of the enslaved; and power and violence. This course will take an interdisciplinary approach relying on archaeology, anthropology, and history for our case studies in understanding this particular social form.

**AFST 43216. Between Nature and Culture: The Transformation of American Life**

(2.5-0-3)

All her life Edith Wharton sat on the edge of change. All her life she had one foot in the past and one firmly in the present. Her vision looked ahead to America's transnational and cosmopolitan future as much as it found comforts and recognitions in the country's more provincial past. In her autobiography *A Backward Glance* (1934), Wharton suggested that the "small society into which [she] was born was 'good' in the most prosaic sense of the term, and its only interest, for the generality of readers, lies in the fact of its total extinction, and for the imaginative few, in the recognition of the moral treasures that went with it." A rather ambiguous statement to be sure. Wharton's elegiac lament for the past is always conflicted, both in her fiction and in how she lived her own life. Like her friend Henry James and a number of her other acquaintances, Wharton became one of those transnational, cosmopolitan expatriates who helped shape 20th-century America. She sat in the midst of a broad and influential group of cultural and intellectual figures whose works addressed, contested, fomented, resisted, and embraced the sweeping social changes America underwent in the period following the conclusion of the Civil War and leading up to the onset of World War I. Topics for discussion will include the idea of cosmopolitanism; constructions of citizenship, of race, and of nation; the notion of home and exile; emerging transnationalism—both individual and national; and political imperialism, particularly through the "new" politics of Theodore Roosevelt. This is not a course on Edith Wharton, but an investigation that will use Wharton's writings as a medium through which we will examine some of those cultural changes that revolutionized modern America and changed the world. Readings: selected novels, short stories, and writings of Edith Wharton; selected works of Henry James; selections from Benjamin Franklin, Sigmund Freud, John Dewey, William James, and others.

**AFST 43644. Black Politics in Multiracial America**

(2.5-0-3)

This course undertakes a broad examination of black politics in multiracial America. Racial issues have provoked crises in American politics; changes in racial status have prompted American political institutions to operate in distinctive ways. The course examines the interface of black politics with and within the American political system. How successful have blacks been as they attempted to penetrate the electoral system in the post-civil rights era. What conflicts and controversies have arisen as African Americans have sought to integrate the American system of power. Now that the laws have been changed to permit limited integration, should African Americans integrate politically; that is, should they attempt to "deracialize" their political appeals and strategy, with an effort to "cross over politically"; are some approaches, such as those of Illinois Senator Barack Obama "not black enough?" What internal political challenges do African Americans face? Some, such as the increasing importance of class and socioeconomic factors as well as gender and sexuality, may reshape the definition of the black community. Finally, how stable will the past patterns and political organizations and institutions of African American politics be, as America and American politics becomes increasingly multiracial?

**AFST 43701. Psychology of Race**

(3-0-3) Pope-Davis

The purpose of this course is to examine the psychological aspects of racial and ethnic identity development in the United States. This course will look at the general ideas of identity development from a psychological basis as well as the personal identities of American groups. The main course objectives are to increase students' cultural awareness of their own and others' racial and ethnic identities; to develop relevant knowledge of about identity constructs in understanding different populations; and to develop critical thinking skills in studying and evaluating research on the role of racial and ethnic identity development in psychological processes and human behavior.

**AFST 45100. Internship/Project**

(V-0-V)

A capstone of the AFST 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 AFST director for formal approval. If accepted, the student will be assigned a supervisor/advisor and required to write a 10–15 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.

**AFST 46100. Directed Readings**

(V-0-V)

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.

**AFST 48100. Thesis**

(V-0-V)

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.

**AFST 53200. Jim Crow America**

(2.15-0-3)

*Prerequisite:* AFAM 30202 OR AMST 30341 OR ESS 30306 OR HESB 30458 OR HIST 30800

“Jim Crow” laws barred African Americans from access to employment and to public places such as restaurants, hotels, and other facilities. In the South especially, blacks lived in fear of racially motivated violence. The history of Jim Crow encompassed every part of American life, from politics to education to sports. The emergence of segregation in the South began immediately after the Civil War when the formerly enslaved people acted to establish their own churches and schools separate from whites. Many southern states tried to limit the economic and physical freedom of the formerly enslaved by adopting laws known as Black Codes. In Jim Crow America, we will study the vast literature that encompasses the origination, sustenance, resistance, and eventual defeat of Jim Crow along with the lingering effects of the organized infrastructure of inequality in America.

**Arts and Letters Nondepartmental****AL 23001. Professional Development Seminar**

(1-0-1)

Career development is a lifelong process involving self-assessment, exploration, and career management techniques. Designed for seniors, the seminar allows students to explore self and develop skills they will use as they transition from the undergraduate experience. Topics include assessing your preferences, values, and skills; career exploration; the art of being new; managing expectations in the workplace; managing ambiguity; ethics in the workplace; professional etiquette; and business communication.

**AL 23002. Career Development Seminar**

(1-0-1) Ferguson

This introductory and experiential seminar is designed to meet the career development needs of first-year, sophomore, and junior students interested in self-assessment, career exploration, career decision making, and conducting an effective internship search. Topics include self-assessment inventories; internships search; résumé and cover letter writing; career trends; alumni networking; informational interviewing; developing an action plan; interviewing skills; and career research.

**AL 23101. Philosophy/Literature Colloquium**

(1-0-1) O'Connor

A colloquium devoted to the critical reading of one or two major works, which builds on the esprit de corps and intellectual common ground established in the “Studies in Literature and Philosophy” core course for the minor.

**AL 23200. Research Strategies for the Information Age**

(1-0-1) Smith

This 1-credit course offers an introduction to developing skills for the location, critical evaluation, and ethical use of information in all formats and disciplines. Development of research topics and strategies for finding relevant information will be discussed and practiced. Other topics include the evolution of information throughout history, developing effective research strategies, evaluating information for quality and relevance, organizing information, and ethical issues surrounding the creation and dissemination of information.

**AL 25001. Internship**

(0-0-V)

For internships taken during the regular semester. Credit toward graduation for up to two internships are available for arts and letters students upon approval by a dean in the Office for Undergraduate Studies. Students are required to provide a goals and objectives statement and to obtain a letter of offer for the internship in advance of beginning the internship, to keep a daily journal over the course of the internship, to have a letter of evaluation provided upon completion of duties, and to write a reflection paper.

**AL 25002. Internship: Reflection**

(0-0-V)

For internships taken prior to the semester of registration for the internship. Credit toward graduation for up to two internships are available for arts and letters students upon approval by a dean in the Office for Undergraduate Studies. Students are required to provide a goals and objectives statement and to obtain a letter of offer for the internship in advance of beginning the internship, to keep a daily journal over the course of the internship, to have a letter of evaluation provided upon completion of duties, and to write a reflection paper.

**AL 25003. Internship: Social Entrepreneurship**

(0-0-3)

An internship specially designed for and available only to students who are in the International Studies exchange program with PUC in Brazil.

**AL 25004. Internship Business Practices**

(V-0-V)

The purpose of this course is to combine three areas of knowledge and experience, then present them in an academic format, following a summer internship opportunity. The course is designed for arts and letters students who have secured an internship opportunity that is congruent to their respective majors. Students must meet with the program coordinator before starting the internship. (Up to two 3-credit internships apply toward graduation.)

**AL 27001. Special Studies**

(V-0-V)

A zero-credit course for students engaged in independent research or working with a faculty member or a member of the University staff on a special project. Registration requires a brief description of the research or project to be pursued and the permission of the director of the Summer Session.

**AL 37001. Special Studies**

(V-0-V)

Special Studies offers students the opportunity to pursue an independent reading or research project under the direction of a faculty member. The subject matter must not be duplicated in the regular curriculum.

**AL 40700. Phoenix Institute: Heroism Reconsidered**

(3-0-3) Evans

This Phoenix Institute course is not intended for Notre Dame students. Starting with the heroic quest paradigm that originated with Gilgamesh and Greek mythology, we will explore the attributes and evolution of heroism from ancient to modern times. Because the warrior-heroes of history have often ignored the common good with disastrous consequences, we will look at the various faces of heroism and ask if mankind would profit by loosening the grip that warrior-heroes have on the human imagination. Collaterally, we will explore what can be appropriated from competing models of the hero for personal strength of character, happiness, and humanity's hopes for peace on earth. Texts for this class will include the following: Homer's *Iliad* (Robert Fagles's translation); Plutarch's *Life of Alexander the Great*; the Bible (Moses, David, Jesus); selections from John Milton's *Paradise Lost*; selections from *Early Christian Fathers*; selections from *The Last Letters of Thomas More*; war poetry of World War I (Wilfred Owen, "On Passing the Menin Gate" and Siegfried Sassoon, "*Dulce et Decorum Est*"); World War II war letters from Andrew Carroll's *Behind the Lines*; Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovich*; Viktor Frankl's *Man's Search for Meaning*; and *Schindler's List* (film).

**AL 43001. Interviewing Technique Practicum**

(3-0-3) Brenner

This course is designed for seniors, acting as peer advisors, to meet with first-year students in an attempt to determine how the students are adjusting and progressing. These meetings enable first year students to engage in discussions with reliable and informed upper-class students. The peer advisors try to identify problems, provide information, and exchange knowledge on matters pertaining to academics, study habits, campus life, and dormitory activities while gaining experience with interview skills.

**AL 43002. Great Questions and the Liberal Arts**

(2-0-2)

This course, designed primarily for graduating seniors, will revisit and expand some of the great questions explored in the college seminar on "Faith, Doubt, and Reason," and it will encourage broad reflection on the value of a liberal arts education. The course will be student centered, with considerable focus on discussion. Readings in the humanities will be taken from works by authors such as Plato, Goethe, Hegel, Kafka, and Benedict. Readings from the social sciences will be taken from works by Neil Postman, Christian Smith, and Richard Light. The arts will be included via a campus performance of Marlowe's *Doctor Faustus*; films by Alfred Hitchcock, John Ford, and Woody Allen; and engagement with the works of a contemporary painter, Maria Tomasula. Permission of instructor required.

**AL 43101. PPE Colloquium**

(1-0-1) Roos

A required colloquium devoted to the critical reading and discussion of one or two major works normally taken in the three semesters following the Justice Seminar.

**AL 43102. PPE Colloquium**

(1-0-1) Roos

A one credit colloquium required for the PPE minor devoted to the critical reading and discussion of one or two major works, normally taken each semester for three semesters following the Justice Seminar for a total of 3 credits.

**AL 48001. Area Studies Essay: Africa**

(0-0-3)

A research course for the capstone essay for the minor in African studies. May not be double-counted for thesis credit in a major.

**AL 48002. Area Studies Essay: Asia**

(0-0-3)

A research course for the capstone essay for the minor in Asian studies. May not be double-counted for thesis credit in a major.

**AL 48003. Area Studies Essay: Latin America**

(0-0-3)

A research course for the capstone essay for the minor in Latin American studies. May not be double-counted for thesis credit in a major.

**AL 48004. Area Studies Essay: Russia and East Europe**

(0-0-3)

A research course for the capstone essay for the minor in Russian and East European studies. May not be double-counted for thesis credit in a major.

**AL 48005. Area Studies Essay: Mediterranean Middle East**

(0-0-3)

A research course for the capstone essay for the minor in Mediterranean/Middle Eastern studies. May not be double-counted for thesis credit in a major.

**AL 48006. Area Studies Essay: Irish**

(0-0-3)

A research course for the capstone essay for the minor in Irish studies. May not be double-counted for thesis credit in a major.

**AL 48007. Area Studies Essay: Europe**

(0-0-3)

A research course for the capstone essay for the minor in European studies. May not be double-counted for thesis credit in a major.

**AL 48999. Visiting Scholar Studies**

(0-0-0)

This is a zero-credit course for students engaged in independent research for working with a faculty member or a member of the University staff on a special project. Registration requires a brief description of the research or project to be pursued and the permission of the director of the Summer Session. This course is taken as an indication of the student's status on campus and is meant to allow the registered student to use the University facilities as the summer session permits. No coursework is required.

**ALHN 13950. Honors Seminar**

(3-0-3)

This is a year-long, writing-intensive humanities seminar involving challenging cross-disciplinary readings running from ancient Greece to yesterday. There is an emphasis on critical thinking and informed constructive discussion.

**ALHN 13951. Honors Seminar**

(3-0-3)

*Prerequisite:* ALHN 13950

This is a year-long, writing-intensive humanities seminar involving challenging cross-disciplinary readings running from ancient Greece to yesterday. There is an emphasis on critical thinking and informed constructive discussion.

**ALHN 43950. Senior Honor Thesis Colloquium**

(1-0-1) Delaney; Hahn

*Prerequisite:* ALHN 13950

This is a 1-credit seminar consisting of presentations of ongoing thesis research as a spur to the successful completion of the senior thesis or research project.

**ALHN 43951. Senior Moral Problems Colloquium**

(1-0-1) Delaney; Hahn

*Prerequisite:* ALHN 13950

This is a discussion course on selected reading materials.

**ALHN 46980. Directed Reading**

(0-0-3)

Directed reading honors program senior thesis.

**ALHN 48980. Senior Honors Thesis**

(0-0-3)

*Prerequisite:* ALHN 13950

The capstone requirement for the arts and letters honors students is a substantive two-semester thesis to be completed in April. This project is accorded 3 credits in the fall for the completion of a rough draft and 3 credits in the spring for the polished finished project.

## College Seminar

**CSEM 23101. College Seminar**

(3-0-3)

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 (i.e., there will not be a shared reading list across sections), 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. PLS majors or students who complete a great books seminar in the PLS program are exempt from the College Seminar requirement. All other arts and letters students, without exception, are required to take College Seminar. To learn more about the course and to read the specific course descriptions associated with each section, please visit the college seminar website at [nd.edu/~csem](http://nd.edu/~csem).

**CSEM 23102. College Seminar**

(3-0-3)

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 (i.e., there will not be a shared reading list across sections), 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. To learn more about the course and to read the specific course descriptions associated with each section, please visit the college seminar website at [nd.edu/~csem](http://nd.edu/~csem).

## Department of American Studies

### AMST 13120. American Culture and Community

(3-0-3)

Freshman seminar in American culture and community.

### AMST 13184. 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 accents the organization and expression of arguments suggested by readings in historical topics.

### AMST 13186. Literature University Seminar

(3-0-3)

This seminar will explore the representations of homelessness in American literature from the 1890s to the 1990s. Although we will initially focus on the urban and rural conditions of extreme poverty and homelessness, our interests will broaden to other conceptions—and realities—of what it means to be homeless (whether the foundation is laid by class, race, or existential and spiritual matters). Throughout, we will pay attention to the interaction between text and context, critically examining the strategies employed by an author to encompass a situation—to size it up, define its larger meaning, juggle with the factors of identity, and convey a particular social attitude that relates the individual and group to the dominant culture.

### AMST 20100. Introduction to American Studies

(3-0-3)

This course introduces the interdisciplinary field of American studies, emphasizing key texts and methods for critically understanding what “America” means (and to whom), and what it means to be “American.” How have ideas about race, gender, religion, sexuality, ethnicity, and class shaped the making and meaning of America and Americans? What are the dominant myths and values that Americans seem to share? What is the American dream? In particular, this class considers the ways in which concepts of “America” and “American” are performed: how notions of citizenship and national identity are constructed through particular acts and actions from reciting the Pledge of Allegiance to watching football, going shopping, marching on Washington, and touring America’s National Parks.

### AMST 30101. 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 WWI; 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 30104. The American Scene

(3-0-3) Meissner

“To make 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.” In 1904, after a nearly 30-year absence, Henry James returned to America to examine the country of his birth. His tour left him with impression of an entire society “dancing, all consciously, on the thin crust of a volcano,” and brought him to the above conclusion about money and the American scene. This course tries to contextualize and understand James’s remark by placing it within a broader atmosphere of American culture from the Gilded Age to the current Age of Globalization. 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 he meant, but also how other major thinkers past and present have understood or conceived of an “American formula.” The course moves over a vast period of American history from the Gilded Age to the present. Contemporary works will shape discussion about how globalization and phenomena such as the credit crisis and global financial collapse offer specific challenges to American identity. Students will write a series of short papers, a longer research paper, make class presentations, and take a final exam.

### 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 American civil rights movements; the Americanization of European immigrants; Japanese American internment and redress; and “Rosie the Riveter” and other women’s experiences as paid workers.

### AMST 30108. 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.

### AMST 30109. News in American Life

(3-0-3) Storin

What difference does journalism make? This lecture course traces the impact of news on public policy since the start of World War II. In addition to that period, this course studies the impact of coverage on the civil rights movement of the ‘50s and ‘60s, the era of Sen. Joseph McCarthy’s crusade against communism, the war in Vietnam, the investigation of the Watergate scandal, and, finally, the impact of media on the local 2006 congressional election. Taught by the former editor of *The Boston Globe*.

### 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 ‘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.

### 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)

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 19th- and 20th-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 30132. Men, Women, and Work in American History**

(3-0-3) White

Why do Wal-Mart's current advertising campaigns idealize the "stay-at-home mom"? Conversely, why does Congress require that mothers on welfare be sent out to work? This course will introduce students to a broad view of American social history that foregrounds the gendered aspects of work and asks students to examine the meaning of work in American history from the colonial period to the 21st century. This broad historical perspective is especially crucial to the examination of the construction of current beliefs about work in the United States since changing gender ideologies dictated the work experiences of large race- and class-defined segments of the population. On one level, this approach allows for the recovery of women and girls' contributions to the formal and informal economies, including their work activities within the household. Male work practices will be similarly illuminated through a gender studies approach. Hence, an overarching purpose of the course will be to explore the fluidity and instability of those conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to white versus non-white, free versus enslaved, and public versus domestic activities.

**AMST 30137. Media Criticism**

(3-0-3)

This course will explore the work of such 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 organizations. And it will challenge students to write on a regular basis their own media criticism.

**AMST 30138. Advanced Reporting**

(3-0-3) Colwell

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 30140. Multimedia Journalism**

(3-0-3)

The 21st-century journalist needs to be comfortable with what is called "writing across the media" and can no longer be selective about which form of communication to build a career around. In many newsrooms, print journalists are now expected to perform on radio or in front of TV cameras, while the bylines of electronic journalists are turning up in newspapers and magazines. Such media "convergence" is already more the norm than the exception. On top of that, the Internet has become a major medium in its own right, encompassing different styles of communication. While the focus of this course will be on writing, it will expose students to a variety of media in an effort to prepare them for the reality of modern communications careers.

**AMST 30142. Media Ethics**

(3-0-3) Storin

This course will examine the ethical challenges that newsroom managers face, as well as the issues that reporters in the field must tackle on a daily basis. Much of the course will deal with case studies of actual ethical dilemmas at major news organizations. Also, students will be asked to seek out and bring to class issues dealing with the full range of media from network news to Internet blogs. The course endeavors to teach both the aspiring professional journalist and the non-professional news consumer how to evaluate what they see and read. Taught by the former editor-in-chief of *The Boston Globe*.

**AMST 30143. Fashioning Identities in Colonial America**

(3-0-3) White

Did Puritans really only wear black and white, or did they wear fashionable lace, silk ribbons, and bright colors? Did early settlers wash their bodies to get clean? What role did fashion play in the making of the American Revolution? And how did slaves and Native Americans adorn their bodies? This course will address such questions by focusing on dress and material culture. We will consider the role of dress in the construction of colonial identities, and examine the ways that bodies operated as sites for negotiating class and ethnic encounters.

**AMST 30144. Women and Work in Early America**

(3-0-3) White

What did shopping, tavern-keeping, and midwifery have in common in early America? They could all be considered legitimate forms of "women's work." This course introduces students to early American social history (from colonial settlement to 1820) by considering the dynamic relationship of women and work. We will consider the ways that girls and women helped make the world of pre-industrial America through their contributions both inside and outside of the home. The course will consider different forms of labor: skilled and unskilled, free and enslaved, and paid and unpaid. It will also pay special attention to the ways that women of European, African, and Indian descent wove their own cultural beliefs and social practices into the broader laboring regimes of early America. Throughout, we will explore the changing meanings of "women's work" and "men's work" and assess how these definitions helped to shape boundaries of race and class. We will cover a range of sites from New England to Charleston, Louisiana to Jamaica, and analyze topics such as the gendering of agricultural work; African women's market activities in the New World; women and politics in Washington; and shopping as skilled work.

**AMST 30145. Writing for Publication**

(3-0-3)

This course is designed to improve and extend student skills in writing nonfiction articles, with emphasis on writing for magazines. It will touch on freelancing, researching markets, understanding audience, finding salable topics, writing query letters, and working with editors. But the major emphasis of the course will be on writing: Students will be expected to write several short articles and one major one, and they will be responsible for developing a marketing plan for the long article. The instructor of this course is the editor emeritus of *Notre Dame Magazine*. Open to American studies majors and journalism, ethics, and democracy minors by permission. Other applicants must submit writing samples for review.

**AMST 30146. Persuasion, Commentary, and Criticism**

(3-0-3) Colwell

This course will consider the roles of persuasion, commentary, and criticism in contemporary American culture and will explore the techniques of these forms of expression. Students will prepare and discuss their own writing assignments, including opinion columns, editorials, and critical reviews of performances or books. Ethics and responsibilities in contemporary American journalism in expression of opinions also will be explored. Assignments will serve as the examinations in this course, which is taught by a political columnist for the *South Bend Tribune* who also serves as host of public affairs programs on WNIT-TV, public broadcasting. Open to American studies majors and journalism, ethics, and democracy minors by permission. Other applicants must submit writing samples for review.

**AMST 30147. American Art and Culture 1945–70**

(3-0-3) Doss

This course covers art and culture in the United States of America from pre-World War II through the early 1970s, focusing on art styles and movements ranging from regionalism and abstract expressionism to earthworks and early feminist art. The “triumph of American painting” in the post-World War II era, links between art and politics, development of American art theory, intersections between the avant-garde, popular culture, consumer culture, and institutionalization of art museums and markets will be analyzed in detail.

**AMST 30148. Culture and Society in the Great Depression**

(3-0-3) Giamo

This course explores one of the most turbulent periods in American history. The economic collapse and ensuing national crisis altered the political, social, and symbolic landscape of the country. We will examine the historical context of this period (1929–41), including the conditions and responses of those affected by various hardships. Also, we will be concerned with the political realignment and cultural representation of Depression America. How was the crisis confronted? What ways of seeing and understanding the events, and the people who lived through them, provided value, merit, and worth? In what ways did social positions and cultural values clash? In order to answer these and related questions, we will discuss historical accounts, review the importance of documentary expression (letters, photographs, literary nonfiction), and view the period through its defining literature and film.

**AMST 30152. Visualizing America: Survey of American Art and Culture**

(3-0-3) Doss

This course examines American visual and material cultures from the pre-colonial era to the present day. Providing a broad, historical account and considering a variety of media from paintings and sculptures to quilts, photographs, world’s fairs, and fashion styles, this survey explores American art within the context of cultural, social, economic, political, and philosophical developments. In particular, it considers the role that American art has played in the formation of national identity and understandings of class, race, gender, and ethnicity.

**AMST 30153. Mixed-Race America**

(3-0-3)

Despite popular images of American as a “melting” both of races and ethnicities, our institutions, values, and practices have often tried to create or maintain spatial and social distance between groups defined as racially different. This course will explore that ways in which Americans have transgressed those boundaries or found other ways of interacting across cultural lines, primarily in the 19th and 20th centuries. We will examine popular cultural perceptions of people of mixed ancestry, their social experiences, the development of various mixed-ancestry communities, and historical attempts to limit interracial socializing, relationships, and marriage. These issues were and are deeply imbedded in debates over the meaning of race, gender expectations, and ideas about sex and sexuality. We will also pay close attention to how minority communities have understood people of mixed ancestry in the United States, and how mixed-race identities intersect with African American, Native American, Asian, white, and Latino identities.

**AMST 30154. 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 30155. American Men, American Women**

(3-0-3) Ardizzone

What does it mean to be male or female in America? Where did our ideas about gender come from and how do they influence our lives, institutions, values, and

cultures? In this course we will begin by reviewing colonial and Victorian gender systems in the United States. Our focus, however, is the 20th century, and the development of modern (early 20th c) and contemporary (post-1970s) gender roles and ideas. 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 sex and gender. We will also pay close attention to the roles that race, class, culture, sexuality, marital status, and other key factors play in determining male and female roles and influencing images of femininity and masculinity.

**AMST 30156. The City in American Culture**

(3-0-3) Meissner

Jane Jacobs wrote in *The Death and Life of Great American Cities* that all cities are governed by a marvelous and complex order. This order, she said, is composed of movement and change, and though it is life, not art, we may call it the form of the city, and liken it to the dance. The City in American Culture looks closely at the origins and continuation of that dance as it analyzes some of the forces that have shaped and continue to shape America’s cities and their surrounding metropolitan areas. The course will center on a number of literary and nonliterary texts and be guided by a series of questions such as: Does urbanization thrive on a culture of poverty? Are 20th-century gated communities a continuation of the brownstone mansion? Does the American Dream require vivid urban poverty? Is there such a thing as enough? Who lives in cities today? How are societal changes and the goals of urban development rewriting the role of cities? How has gentrification and evolving patterns of metropolitanism/cosmopolitanism affected the modern city and its composite neighborhoods? Why and how do cities compete for target communities such as arts, gay/lesbian, minority, young, urban, and professional? The course will have a written, research, and a practical/experiential component.

**AMST 30157. Popular Culture and the United States-Mexico Border**

(3-0-3) Ruiz

Drawing upon critical work in history, cultural studies, and American studies, this course will explore the history and meanings of the U.S.-Mexican border since 1848. We will pay special attention to American popular culture (located in film, literature, art, music, and even dime novels) to understand the myriad “often contradictory” roles that the border has played in the popular imagination of the United States.

**AMST 30158. Gender and American Catholicism**

(3-0-3) Cummings

This course surveys gender and American Catholicism, focusing on the following themes: the role of religious belief and practice in shaping Catholics’ understanding of gender differences; gender in the context of family and religious life; masculinity, sport, and American culture; embodiment; gender, education, and work; gender and sainthood; and Catholicism and feminism. The class format will involve discussion of assigned primary and secondary sources, supplemented by occasional background lectures. We will take several “field trips,” including a visit to the Notre Dame Archives for a presentation on Catholic material culture; a tour of the Basilica of the Sacred Heart to enhance our understanding of church architecture and devotional life before the Second Vatican Council; an evening at South Bend’s Catholic Worker House; and a visit to Catholic Chicago, an interactive exhibit at the Chicago History Museum.

**AMST 30161. 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 from several disciplinary perspectives. In the fiction of writers such as Wharton, Fitzgerald, Steinbeck, and DeLillo, the millionaire is an object of envy, intrigue, fear, and even contempt. In looking at the millionaire historically, we will devote special attention to the Gilded Age with its “robber barons” such as Andrew Carnegie, Cornelius Vanderbilt, Jay Gould, and John D. Rockefeller, figures whose industry,



dedication to the making of money, and greed also fueled the establishment of vast charitable enterprises that helped define American culture. With A.G. Gaston's biography, *Black Titan*, we will look at the complex and historically unequal relationship between race and wealth attainment in 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." In contemporary society, we will try to understand how the celebrity millionaire—i.e., Donald Trump, Paris Hilton, Ivan Boesky, Martha Stewart, and the Wall Street/hedge fund manager millionaire—has become a celebrated (and now vilified) cultural icon. And finally, we'll examine the current credit crisis in the context of America's love of money, conspicuous consumption, and belief that anyone can become a millionaire. Students will write a series of short papers, a longer research paper, make class presentations, and take a final exam.

### AMST 30162. Latinos in American Film

(3-0-3) Ruiz

This course will survey the history of representations of Latinos in American cinema from the silent era to the present. We will examine how stereotypes associated with Latinos have been produced, reinforced, and challenged in American films—from "greasers" and "Latin lovers" to gangsters, kingpins, and border crossers. We will explore the fascinating contradiction that, despite a long history of misrepresentation and underrepresentation, Latinos have made significant contributions to Hollywood and independent cinema. We will also examine the rise of Latino directors in recent years and their drive to reframe the Latino image for American audiences. Screenings will range from the silent epic *Martyrs of the Alamo* (1915) to more recent films such as *Maria Full of Grace* (2004). Our interdisciplinary approach to the subject will draw upon readings from history, film theory and criticism, and ethnic/American studies. Students will take a midterm exam and make class presentations.

### AMST 30163. Jack Kerouac, the Beats, and Dylan

(3-0-3) Giamo

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 Allen Ginsberg, Joyce Johnson, 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." Finally, in order to trace the development of the Beat influence, we'll examine Bob Dylan and his songs as the representation of sixties' social consciousness and expressive individualism.

### AMST 30164. Catholics in America

(3-0-3) Cummings

Since 1850, Roman Catholics have constituted the single largest religious denomination in the United States. This course explores what the presence of Catholics has meant for the American experience, focusing on themes of church/state separation, religion and politics, education, and social reform. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, gender, region, race, and class as variables that have shaped the American Catholic experience. Assigned readings range from excerpts of anti-Catholic publications to first-hand accounts written by American Catholics from the colonial period to the present. In addition, we will study the representation of Catholics in American film, themes of Catholic fiction, material culture relating to Catholic devotional life and the sacraments, and the shifting position of American Catholics in the universal Roman Catholic Church.

### AMST 30165. Fashioning American Identities

(3-0-3) White

This course will focus on dress and material culture in Colonial North America. It will provide an introduction to 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.

### AMST 30166. Magazine Writing

(3-0-3) Temple

This course will examine various forms of magazine journalism, from the direct presentation of information to narrative journalism to the art of the first-person essay. The class, requiring students to complete a variety of written assignments while performing in a workshop setting, will emphasize those storytelling techniques essential to writing for publication.

### AMST 30167. The Literature of Fact

(3-0-3)

Nonfiction writers are "artists under oath," according to the luminous definition coined by Desmond McCarthy, British critic and essayist who was a member of the Bloomsbury group of writers and painters in the early 20th century. The phrase is apt because it captures the dual challenge of nonfiction writing that aspires to rise above mere workaday journalism: It must be absolutely truthful and utterly fact-based, but it also should display a literary quality that puts it in the front rank of the very best imaginative works. We will be reading and analyzing books and articles that achieve this rare blend of fact and artistry, from the controversial true-crime chronicle *In Cold Blood* to a book such as *The Devil's Highway*, that helps personalize the debate over immigration policy, to a book such as *Sons of Mississippi*, that traces the complicated question of race as it moves through recent American history. Along with reading and discussing these works and others, we will be attempting our own nonfiction narratives, developing strategies to help turn the reporting of information into works that transcend the limits of daily journalism.

### AMST 30169. Race and American Popular Culture

(3-0-3) Ruiz

While "race" is a notoriously difficult concept to define, it is undoubtedly a powerful force in American life. But how do we know what we know about race? Where do these ideas come from? How will matters of race and representation change in the era of Barack Obama? Focusing on the late 19th century to the present, this course explores the ways in which ideas about race are formed, negotiated, and resisted in the arena of American popular culture. From blackface minstrelsy on the Vaudeville stage to contemporary comedy, television, and music, this course will ask how popular culture actively shapes—rather than merely reflects—American ideas about race and ethnicity. Rather than emphasizing on a particular racial or ethnic group, we will more broadly examine the politics and practices of representing difference in the United States. By engaging with a diverse set of theoretical, historical, and primary texts, students will learn to approach and analyze popular culture with a critical eye.

### AMST 30171. Faith and Feminism in American Culture

(3-0-3) Cummings

This course explores the relationship between religious belief and secular feminism in the United States. Though its primary focus is on Christianity, we will briefly consider feminism in other religious traditions. Themes include religious movements and women's rights; women, work, and vocation; sexuality and the body; and feminist critiques of religion.

### AMST 30172. The United States-Mexico Border in the American Imagination

(3-0-3) Ruiz

The United States-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-19th century. Today, the border remains the source of contentious debates in the United States—from proposed amnesty for undocumented workers and unprecedented activism for migrants' rights to those who argue for a 700-mile fence to physically divide the two

nations—even as Latinos have become America's largest minority group. This course will unpack these varied (and often contradictory) meanings of the border, paying particular attention to the history of representations of Mexico and "Mexican-ness" in the United States and their impact on foreign policy, political organizing, and cultural relations. Our approach will be interdisciplinary, drawing on methods and texts from history, sociology, film studies, critical race theory, cultural studies, and ethnic studies. Together we will read texts as varied as Gloria Anzaldúa's *Borderlands/La Frontera* and Steven Soderberg's *Traffic*.

### **AMST 30173. American Sports, Recreation, and Leisure**

(3-0-3) Coleman

This course will examine sports, recreation, and leisure as forms of American cultural and political expression, identity formation, and as resources for community building through the 19th and 20th centuries. This semester, readings and discussion will focus on the theme of gender, but race and class will also figure prominently, as will politics, the environment, media, consumption, and spectacle.

### **AMST 30174. American Wilderness**

(3-0-3) Coleman

Wilderness is an inherently slippery category, but it has proven vital to Americans' understandings of themselves and their nation. This course will explore the relationship between Americans and the places we have defined as wild. Using approaches from environmental history, cultural geography, and landscape studies, we will consider how understandings of wilderness have changed throughout the 19th and 20th centuries; how race, class, and gender have influenced Americans' interactions with wilderness; and how wilderness has become politicized in different ways.

### **AMST 30177. Civil Rights and Protest Movements**

(3-0-3) Ardizzone

This course will look at protest movements for civil rights and other related issues, focusing on the 20th century, especially the second half. One central theme will be the African American civil rights movement of the 1950s and 1960s. How did race, gender, class, religion, and region impact the strategies, goals, and reception of various threads of black struggles for full citizenship? In addition, we will explore previous and later generations of African American activism, as well as other protest movements in the post-WWII period. How did the civil rights movement that emerged in the 1950s draw on early 20th-century activism and leadership? What directions did African American protest movements take after the late 1960s? How did other civil rights, racial, and ethnic consciousness, and social reform movements in the 1960s, '70s, and '80s develop from their own historical experiences and in relationship to other protest movements?

### **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, Martín 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, Yeziarska, Wright, Paley, and Cisneros, as well as contemporaneous nonfiction and films.

### **AMST 30204. 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.

### **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 U.S. 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. Women in the Americas**

(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? What does it mean to be a race champion? 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 Chicano, 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 materials 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 Frantz Fanon, Edward Said, Gayatri Spivak, and Ngũgĩ 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's and women's places in them), etc. We will not only read several important 20th-century novels, but 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 (4- to 6-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 United States 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 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 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 30219. Contemporary Black Literature**

(3-0-3)

A survey of late-20th-century black literature in the United States and its relation to other ethnic literatures.

**AMST 30220. Latino Literatures**

(3-0-3)

A survey of Latino fiction, poetry, and other literary works.

**AMST 30221. Tropical Heat Waves: Contemporary Latino/a and Caribbean Literature**

(3-0-3)

A review of selected contemporary Latino/a and Caribbean novels.

**AMST 30222. Twentieth-Century American Feminist Fiction**

(3-0-3) Brogan

In this course, we will read a number of works, by both women and men, which may be described as feminist fiction. In so doing, we will raise issues about the relation of aesthetics to politics, about the process of canonization, and about aesthetic integrity. Ultimately, we will also be examining the place of women within American culture during the 20th century—how it has changed, how it has remained the same. At the end of the course, students should feel that they have discovered a new body of exciting literature, as well as new ways of reading some of our best-known literature. Texts: Kate Chopin, *The Awakening*, Edith Wharton, *The Age of Innocence*, Zora Neale Hurston, *Their Eyes Were Watching God*,

William Faulkner, *The Sound and the Fury*; F. Scott Fitzgerald, *The Great Gatsby*; Alice Walker, *The Color Purple* and *The Temple of My Familiar*; Toni Morrison, *Sula* and *Song of Solomon*; possibly Elizabeth Dewberry Vaughn, *Many Things Have Happened Since He Died*. Requirements: Two papers, a midterm, and a final examination (25 percent each).

**AMST 30223. Beats, Rhymes, and Life: An Introduction to Cultural Studies**

(3-0-3)

An introduction to cultural studies using a variety of media: literature, film, and music.

**AMST 30224. Modernism to Punk**

(3-0-3)

In this course, we will be focusing on the significance poetic communities have had on poetry in the 20th century. From the modernists until today, poetic communities have been the primary center of writing, publication, collaboration, and theorizing. We will start from the premise that poets do not work alone, but cultivate a community of poets and artists with whom they write. When we look at poetry through the lens of community, rather than through individual poets, we are able to understand the art worlds they inhabited and the ways in which collaboration with painters, filmmakers, and musicians helped to create a poetry that addressed the needs and ambitions of a particular group. Poetic communities are politically engaged groups that often function as sites of resistance, critique, and exploration. With each poetic community we study, from modernism, to Black Mountain, to the New York school, to minimalism, to the Beat generation, to punk rock, we will be asking what particular historical circumstances enabled the formation of the community: What challenge does each community address? How does one community's concerns differ politically or historically from another community? And how do these group affiliations condition their poetry? By focusing on poetry that is created within and between poetic communities, we will examine how their writing is able to engage the construction of self and other, how modern poetry challenges artistic and academic institutions, and how modern poetry interacts with various media, such as painting, music, and film.

**AMST 30225. 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.

**AMST 30226. Latino/a Poetry, Art, and Film**

(3-0-3) Rodriguez

The literature of Latina/o immigration and migrancy brings together a range of contemporary concerns, from identity, to the transnational, to definitions of the literary. How does international movement inflect notions of American identity? How do writers create and describe communities in constant movement? These are only two questions that can be posed to the literatures of Latina and Latino transnational and intra-national movement. In this course, we will read a range of recent materials dealing with immigration between Mexico and Latin America and the United States, and with intra-national migrancy. Key texts will include, Luis Alberto Urrea's *The Devil's Highway*, Julia Alvarez's *How the Garcia Girls Lost Their Accents*, Cristina Garcia's *Dreaming in Cuban*, Tomas Rivera's ... *And the Earth Did Not Devour Him*, and Elva Treviño Hart's *Barefoot Heart: Stories of a Migrant Child*. In addition, we will draw upon various critical readings focusing on transnationalism, displacement, and new theories about contemporary globalization. Students will write three short essays and a final exam, and will be required to participate actively in class.

**AMST 30227. Harlem's Americas**

(3-0-3) Johnson-Roullier

What was the Harlem Renaissance? While traditional notions of this time in literary history have conceived of it as a brief but luminous flowering of the arts in African American culture, not so much attention has been given to the many different voices that contributed to the movement, and which shaped its

representations of race in the early 20th century. In this course, we will examine the meaning and significance of the Harlem Renaissance as conventionally understood, then move on to an exploration of Harlem's Americas, or the many cultural locations from which race and racial representation were being considered both inside and outside the movement's accepted parameters. Thus, rather than studying the Harlem Renaissance solely as an African American phenomenon, we'll also explore the interrelationships between a number of its core works, along with several others from the same period not generally studied in this context. In seeking to understand the writing of Harlem's Americas, we'll investigate how all of the texts we examine are engaged in a larger dialogue on the meaning of race in the early 20th century, both in the United States and beyond. In so doing, we'll try to gain a deeper understanding of the complexity of the Harlem Renaissance, while considering what this may have to tell us about race and racial representation not only in the early 20th century, but on into the 21st. Course Texts: Booker T. Washington, *Up From Slavery*; W.E.B. DuBois, *The Souls of Black Folk*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand* and *Passing*; Sherwood Anderson, *Dark Laughter*; Jean Toomer, *Cane*; Carl van Vechten, *Nigger Heaven*; Claude McKay, *Home to Harlem*; and Anna Julia Cooper, *A Voice from the South*. Course Requirements: Three 5-page essays, in-class writing, 20-minute group presentation

**AMST 30228. Asian American Sexuality**

(3-0-3)

This course will introduce students to major works of Asian American literature while exploring issues of sexuality and gender in this body of literature. We will focus on race/ethnicity, authenticity, and representation as contested sites in Asian American literature and how these contested sites produce inter/intraracial tensions about the Asian body as it is viewed from within Asian American literature and from without. Primary texts will include novels, short fiction, poetry, film, drama, the graphic novel, and critical essays.

**AMST 30229. Hemingway and Walker**

(3-0-3)

A comparative study of the fiction of Ernest Hemingway and Alice Walker, with particular emphasis on gender, class, and historical issues explored in each author's works.

**AMST 30230. Caribbean Women Writers**

(3-0-3)

A sampling of novels written by Caribbean writers, with a particular emphasis on such themes as colonization, madness, childhood, and memory.

**AMST 30231. Outcasts and Misfits in American Literature**

(3-0-3)

Representations of "black sheep" in selected 20th-century American novels.

**AMST 30232. Native American Perspectives in American Literatures**

(3-0-3)

A survey of Native American "perspective" in selected works of American literature, written by Caucasians and non-Caucasians, dating from the 17th to the 20th century.

**AMST 30233. The Stranger in American Literature**

(3-0-3)

Fictional representations of "strangers" and "outsiders" in American literature from the 18th to the 21st century.

**AMST 30234. Literatures of Immigration**

(3-0-3)

Close reading of recent literature that explores the immigration between Mexico, Latin America, and the United States.

**AMST 30235. American Poetry After 1945**

(3-0-3)

A survey of American poets and poetry after World War II.

**AMST 30237. Literature of the Early Americas**

(3-0-3)

Close examination of selected works written by Americans from the 17th century through the Civil War.

**AMST 30238. African American Literature**

(3-0-3)

A survey of selected seminal works of African American literature.

**AMST 30239. Religious Imagination in American 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.

**AMST 30240. Contemporary American Literature**

(3-0-3) Benedict

What does it mean to write fiction in the “Naughts” (2000–10)? In the age of MySpace, RSS feeds, *American Idol*, and YouTube, is the term “fiction” even valid anymore? Or, for that matter, books? In this class, we will read several novels published since January 2001. In addition to covering the “usual” topics (plot, character relationships, themes, etc.), we’ll also think about what it means to write “fictions,” to write “novels,” in a world, in an “America,” that is increasingly being parsed into smaller and smaller pieces. A partial list of texts include (subject to change): Mark Danielewski, *Only Revolutions: A Novel*; Jennifer Egan, *Look at Me*; Joshua Ferris, *Then We Came to the End*; Dinaw Menegstu, *The Beautiful Things This Heaven Bears*; and Dana Spiotta, *Eat the Document: A Novel*. We’ll also view excerpts of television shows, movies, and other media, as well as attend some campus literary events. Required work: two short essays, midterm, final, occasional quizzes.

**AMST 30241. Homeland Security: Surveillance, Terror, and Citizenship in America**

(3-0-3)

This course explores the relationship between popular myths about the American experience and the actual experience of marginalized subjects in American society. It serves to make concrete a theoretical discussion of citizenship in the context of American Individualism and explores the relationships among social stratification, institutional coercion, and national narratives. As along view of the last century, Homeland Security considers old forms of terror and surveillance evident in African American literature that anticipates and mimics the fear and anxiety in the nation after September 11. We will consider themes such as space, place, border, home, community, protection, and nationalism. The literature and critical essays under consideration straddle regional, class, gender, and social boundaries to facilitate our understanding of how African Americans within the nation create narratives of cultural fragmentation, exile, and alienation. In the process we will explore the condition of African American migration—from early-20th-century movements to urban centers, to early-21st-century migrations as a result of Katrina—and consider the way mobility may inform new landscapes of hope and displacement. Some of the texts we will read are *Passing*, *The Street*, *Invisible Man*, *I Know Why the Caged Bird Sings*, *The Color Purple*, and *Eva’s Man*. These texts may be considered counter-narratives in the way that they stress exploitation, failure, disillusionment, and exile, but they intervene in formative debates about how to define a national identity and, to echo Langston Hughes, they, too, sing America. Course requirements: one oral presentation (15 percent); three 2-page response papers (10 percent each); one paper proposal; one 10- to 12-page essay (35 percent); and class participation (20 percent).

**AMST 30242. Literature of Sport**

(3-0-3)

Sports and athletics have held prominent roles in human societies since the beginnings of civilization. Across centuries, nation states have used athletic competition for a variety of purposes, from paying homage to distant gods to demonstrating superiority over neighboring tribes/cultures. And the individuals, the “warriors”, who excel on those “fields of battle” are venerated as heroes, champions, “gods”.

In this course, we’ll look at a variety of literature (fiction, nonfiction, poetry, film, broadcasts of athletic events, etc.) related to sports and athletics. From depictions of wrestlers on temple walls in ancient Egypt to Grantland Rice’s *New York Herald Tribune* “Four Horsemen” article to podcasts of ESPN’s “SportsCenter”, our investigation of the literature of sport will cover a range of topics—race, gender, class, globalization, and the purposes and functions of athletic competition, to name a few—including the rise of the “super star” athlete as a “god.” Required work: quizzes, two essays, midterm, final examination.

**AMST 30244. The Real Contemporary Novel: American Fiction 2000–Present**

(3-0-3)

Many “contemporary fiction” classes conclude with works published around the time that you were born in the mid- to late-1980s. This course focuses on novels published during the decade in which you are living and examines the interpretive difficulties raised by such works. Without being able to rely on an established history of scholarly criticism or their place among the so-called “great books” of civilization, the reader of contemporary novels must actively consider why these works are worth studying as well as how they function. The major aims of this course are to introduce you to these exciting novels and to provide you with the critical and interpretive framework for determining what contemporary literature is and why it matters. We will focus on eight novels and novellas examining the intersections between self and society and between literary art and the popular cultures of film, television, hip-hop, rock, and comic books. Readings include novels and novellas by Paul Auster, Don DeLillo, Dave Eggers, Jonathan Safran Foer, Nicole Krauss, Jonathan Lethem, David Markson, and Toni Morrison. The course also includes a screening of the film adaptation of Foer’s *Everything is Illuminated*. Because this course is intended for non-majors, each unit will include introductions to the basic tools of literary study, including close reading, how to write a literary argument, how to incorporate secondary criticism and theory, and the basic principles of film and television. Course requirements include two 5- to 7-page papers and one 7- to 10-page paper.

**AMST 30245. Chicago in Words**

(3-0-3)

Early 20th-century Chicago was famous for its railways and stockyards, jazz, and gangsters. The city saw the creation of great industrial fortunes and the birth in 1905 of the Industrial Workers of the World. The literature taken up in this class brings the dynamic contradictions of the Chicago experience to life. We will look at work by Jane Addams, Nelson Algren, Sherwood Anderson, Gwendolyn Brooks, John Dos Passos, Carl Sandburg, Upton Sinclair, Theodore Ward, and Richard Wright, covering a range of literary expression from impassioned journalism, to poetry, novels, and drama. We will consider the relation of modernism to realism. We will look at the ways in which Chicago capitalism altered nature, challenged traditional forms of identity, and created new forms of urban community. We will spend a week exploring Chicago’s jazz and blues, while we will also look at the 1932 gangster film *Scarface*, screenplay by Chicago journalist and Oscar winner Ben Hecht. Chicago is a city of tremendous vitality and shocking brutality that has reinvented itself time and again, and the writers we will read have taken up this task of urban invention with a shared urgency and a wide range of voices. Course requirements: Active class participation, short response papers, creative responses (poems), a class presentation of a scene from *Big White Fog* by Theodore Ward, and an 8- to 10-page paper.

**AMST 30246. American Novel**

(3-0-3) Staud

We will read, discuss, and study selected novels of significant importance within the American literary tradition. As we explore these novels within their historical and cultural context, we will consider the various reasons for their place within the canon of American literature. Indeed, we will scrutinize the very nature of this literary canon and self-consciously reflect on the inevitably arbitrary nature of this, or any reading list. Even so, we will see that these authors share deep engagement with ideas and themes common to American literature and do so, through their art, in ways that both teach and delight. Required Texts: *Moby-Dick*, *The*

*Adventures of Huckleberry Finn, The Awakening, The Great Gatsby, Invisible Man, The Old Man and the Sea, and The Bluest Eye.*

### **AMST 30247. God and Evil in Modern Literature**

(3-0-3) Werge

A study of selected modern writers whose concern with God and evil, faith and despair, and the reality and significance of suffering animates their writings.

### **AMST 30248. Twentieth-Century American Drama**

(3-0-3)

This class is designed to fulfill the University's literature requirement. It will focus on key works of modern and contemporary American drama from three plays by Eugene O'Neill (*Desire Under the Elms, The Iceman Cometh, Long Day's Journey into Night*) to Nilo Cruz's Pulitzer Prize winning 2003 play *Anna in the Tropics*. In addition to critical readings and selected European plays on reserve, focal playwrights include Edward Albee, Sam Shepherd, Paula Vogel, Amiri Baraka, Luis Valdez, David Mamet, August Wilson, Josefina López, Yellow Robe, Anna Devere Smith, Eve Ensler, and Moisés Kaufmann. Requirements will include group-staged scenes, journal entries on selected plays, and three 4-page papers. In addition, students are required to attend one campus play over the course of the semester and write a written critique of the production and performance.

### **AMST 30249. American Modernisms**

(3-0-3) Johnson-Roullier

Discussions of the late-19th-, early-20th-century literary and cultural movement of modernism often center on those qualities of the movement described in the work of early modernist literary critics, such as Harry Levin or Edmund Wilson. Such examinations emphasize the modern movement's experiments in form, structure, linguistic representation, characterization, etc., while paying much less attention to the role of the modernist movement in the larger context of a given culture. In this course, we will explore the significance of the modern movement from the perspective of American culture, as well as the manner and meaning of American literary participation in the movement. To that end, we will consider not only the work of authors generally accepted as modernists, such as F. Scott Fitzgerald, Ernest Hemingway, and Gertrude Stein; we will also consider the role of authors such as Sherwood Anderson and Waldo Frank, of the early Chicago Renaissance (1910–25), and a number of authors from the Harlem Renaissance. We will examine the work of these authors, not only in the context of modernism, but also as it relates to many issues of the day, including progressivism, primitivism, race and ethnicity, immigration, cosmopolitanism vs. regionalism, and the importance of the vernacular, in addition to the question of "American-ness" and its importance to an understanding of American literature during this time. Considering these different vantage points in American literary modernism, we will try to imagine the contours of "American modernisms," and draw some conclusions about their significance within the larger modernist context. In so doing, we'll seek to arrive at a more comprehensive, more nuanced perspective on the meaning of the modern in American literature and culture. Course texts include Edith Wharton, *Age of Innocence*; Willa Cather, *O Pioneers!*; Sherwood Anderson, *Dark Laughter*; Waldo Frank, *Holiday*; Theodore Dreiser, *Sister Carrie*.

### **AMST 30250. The Poetics of Black Popular Cultures**

(3-0-3) Irving

This interdisciplinary course focuses on "cultural studies" as a critique of larger systems of domination and will introduce you to major voices of African American critical theory. Paul Gilroy suggests that, "popular culture always has its base in the experiences, the pleasures, the memories, the traditions of the people." Black cultural studies is interested in the wider sphere of critical practice, national politics, and how popular culture can both resist and perpetuate the idea of America. While visual and literary studies have been seen as historically separate disciplines, we will use theories from each to study those forms of self-representation that defy disciplinary boundaries. With an eye on the way black popular culture is mythologized through commodification and rife with contradictions, we will examine the conflicted ways in which "racial" identities and differences have been constructed throughout U.S. culture. We will consider how new debates about the history of

race have changed American literary, historical, and cultural studies. We will put theoretical tracks in conversation with literature, music, visual art, the body, film, and food, and use these cultural texts as a method of engaging sustained social and political critique.

### **AMST 30251. Contemporary American Women Poets**

(3-0-3) Brogan

Although the range and productivity of American women writers over the last two centuries has been enormous, the proliferation of extremely accomplished and important women writers has virtually mushroomed in the last few decades, embracing leading poets (such as Elizabeth Bishop and Adrienne Rich), leading novelists (such as Alice Walker, Joyce Carol Oates, and Toni Morrison) and altogether new voices such as the Chicana poet Lorna Dee Cervantes, the Asian American novelist Amy Tan, and the Native American Susan Power (to name only a few). To narrow the range of this explosive development in American literature, we will primarily focus on the work of women written in this country after WW II, with special interest on the last two decades. In addition to a small sampling of a number of different writers to be found in our class reader, we will ultimately focus on seven writers: Elizabeth Bishop (poetry), Adrienne Rich (poetry and essays), June Jordan (poetry and essays), Amy Tan (fiction), Lorna Dee Cervantes (poetry), Susan Power (fiction), and Sandra Gilbert (poetry and essays).

### **AMST 30252. From Work to Text: Representing Labor in Twentieth-Century America**

(3-0-3) McCormick

This course is designed to introduce you to the ways in which American novelists, poets, artists, musicians, and filmmakers have attempted to represent labor and labor issues throughout the 20th century. In traditional approaches to literary studies, labor is often subsumed within broader discussions of class or literature's general engagement with political or social questions. This course, on the other hand, will focus as much as possible on direct representations of actual laboring bodies and the labor movement and their evolution throughout the 20th century. Our engagement with these issues will focus specifically on the relationship between labor and American identity and the ways in which representations of labor raise questions about the literary treatment of race and gender throughout the same time period. Although the primary objective of the class will be to get you to bring these issues to bear on literary interpretation, the course will also have to include a very basic introduction to American labor history. This will include a discussion of recent phenomena, such as the WGA strike, which bring the relationship between labor and culture into sharp relief, as well as the cultural repercussions of labor in its current form under globalization. The texts we will look at will include novels by Upton Sinclair, John Steinbeck, Jack London, and Richard Wright; labor songs by Joe Hill, Woody Guthrie, and Pete Seeger; films such as *Harlan County U.S.A.* and *Modern Times*; and poetry by Langston Hughes and Tillie Olsen.

### **AMST 30253. Contemporary Women Writers**

(3-0-3) Sayers

We will read, discuss, and write about a wide range of contemporary writing by women, with a particular concentration on the short story and the writers visiting Notre Dame's Women Writers Festival. Our readings will include realistic fiction as well as innovative and experimental work, including graphic fiction; some of our readings will focus on women's experiences and perspectives, but some will "make the leap" to imagine men's consciousness and reality. We'll also read critical essays and reflections by the writers themselves to situate the work within the history of women writers; we'll be especially interested in the publishing and critical realities facing women writers today. Reading journal, midterm and final, brief presentation, and 8- to 10-page critical paper.

### **AMST 30254. American Fiction Since 1945**

(3-0-3) Krier

Many contemporary writers began long and productive careers during the decades after the second world war. In this course we will study some of them, using representative texts to try to work out an aesthetic of the time. We will need to look at

questions of personal identity, as they embrace spiritual, sexual, social, and racial dimensions. And we will also give close attention to the elasticity of the novel form itself. A very tentative reading list: Ralph Ellison—*The Invisible Man*; Richard Brautigan—*Trout Fishing in America*; Kurt Vonnegut—*Slaughterhouse-Five*; Saul Bellow—*Herzog*; John Barth—*Lost in the Funhouse*; John Updike—*Rabbit Run*; Anne Tyler—*Dinner at the Homesick Restaurant*; and Walker Percy—*The Second Coming*. There will be a midterm and final as well as an independent paper on a novel selected by each student.

### AMST 30255. Literatures of the American Hemisphere

(3-0-3)

National borders mark our Americas today, but for the first European explorers the landscapes of their “new world” were uncharted and unbounded. The newly encountered land invited utopian dreams even as it became the arena for genocidal violence. To reconsider these moments of violence and possibility, we will approach early American literature intra-hemispherically, reading not just from the British colonial record, but also Spanish documents in English translation. We will read comparatively in order to ask key questions about American identity both then and now. For example, what do we learn when we juxtapose Cortés’ invasion of the Mexican empire to King Philip’s War in the New England colonies? To what degree do these legacies of imperialism still shape our modern world? What comparisons arise between the poetry of Anne Bradstreet and Sor Juana Inés de La Cruz; between the captivity adventures of Cabeza de Vaca and Mary Rowlandson? How might these contact points continue to shape our views of “others”? How have native nations across the Americas written or spoken the loss of worlds? The authors and subjects noted above will serve as key markers, but we will also read primary works by William Bradford, Bernal Díaz, John Smith, William Apess, and others as we reconsider the literatures and histories of the Americas in a cross-national paradigm. Students will be expected to write three short papers, take a final exam, and participate actively in class.

### 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 U.S. 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 United States, we will explore the following key topics: historical roots of “Latinos/as” in the United States; the evolution of a Latino/a ethnicity and identity within the United States; 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 U.S. History

(3-9-3)

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 U.S. Civil War 1846–77

(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. U.S. Presidents: FDR to Clinton

(3-0-3)

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 30306. Women and American Catholicism

(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 of 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.

### AMST 30307. 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 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.

### AMST 30308. Women and Religion in U.S. 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 of 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?

### **AMST 30309. U.S. Labor History**

(3-0-3)

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.

### **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:* 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 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.

### **AMST 30313. U.S. 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.

### **AMST 30314. Jacksonian United States: Politics/Culture/Society** (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 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.

### **AMST 30316. U.S. Foreign Policy Since 1945**

(3-0-3)

This course covers the main developments in American foreign policy from World War II through the Bush presidency. The principal topics of investigation 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 common 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 constructed idea. However, for all its genetic invisibility, race and racial identity have produced visible consequences 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 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 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. U.S.-Native American Relations: Revolution to Removal**

(3-0-3)

Native Americans in the Eastern United States remain obscure in the historical imaginations of most Americans. Theirs 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 United States, from European colonization to the 1840s.

**AMST 30321. Environmental History**

(3-0-3)

This course is an introduction to the new field of environmental history. While many people think “the Environment” suddenly became important with the first “Earth Day” in 1970 (or a few years earlier), environmental issues have, in fact, long been of central importance. In recent decades historians have begun actively to 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 history: the effects of the distribution of water, foodstuffs, wood, minerals, and of changes in climate or endemic disease. This course will range 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. Lecture discussion format.

**AMST 30322. Colonial America**

(3-0-3)

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)

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 U.S. “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.

**AMST 30324. History of the American West**

(3-0-3)

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. U.S. 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 American foreign policy and the ways in which these traditions influenced policy makers in the early years of the “American Century.”

**AMST 30327. 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 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.

**AMST 30328. American Intellectual History I**

(3-0-3)

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.

**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 horseracing 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 U.S. History**

(3-0-3)

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. U.S. Civil War and Reconstruction, 1848–77**

(3-0-3) Przybyszewski

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.

**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 30334. U.S. Civil War Era**

(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 30335. The United States Since WWII**

(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 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 smaller writing assignments, and three examinations.

**AMST 30336. Mexican American History**

(3-0-3) Rodriguez

*Corequisite:* HIST 32621

This course is an introductory survey of Mexican American history in the United States. Primarily focused on events after the Texas Revolution, and annexation of the American Southwest we will consider the problems the Spanish and Mexican settlers faced in their new homeland, as well as the mass migration of Anglo-Americans into the region following the annexation. Throughout the course, we will explore the changing nature of Mexican American U.S. citizenship. Other themes and topics examined will include immigration, the growth of agriculture in Texas and California, internal migration, urbanization, discrimination, segregation, language and cultural maintenance, and the development of a U.S.-based Mexican American politics and culture. Although primarily focused on the American Southwest and California, this course also highlights the long history of Mexican American life and work in the Great Lakes and Midwestern United States. We will conclude with the recent history of Mexican and Latin American

migration to the United States after 1965, and the changing nature of Mexican American identity and citizenship within this context.

**AMST 30337. History of American West**

(3-0-3)

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 30338. Morality and Social Change in U.S. History**

(3-0-3)

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 30339. Sport in American History**

(3-0-3) Soares

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 horseracing 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 30340. U.S. Environmental History**

(3-0-3)

This course is an introduction to the new field of environmental history. While many people think "the Environment" suddenly became important with the first "Earth Day" in 1970 (or a few years earlier), environmental issues have in fact long been of central importance. In recent decades historians have begun actively to 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 history: the effects of the distribution of water, foodstuffs, wood, minerals, and of changes in climate or endemic disease. This course will range 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. Lecture discussion format.

**AMST 30341. African American History II**

(3-0-3) Pierce

*Corequisite:* 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 30342. U.S. Foreign Policy Since 1945**

(3-0-3)

This course offers an overview of U.S. foreign policy since World War II, focusing on the major crises and conflicts that have occurred since then—the United States and Soviet Union, Korea, Vietnam, Gulf War, and Kosovo.

### **AMST 30344. American Intellectual History II**

(3-0-3)

This lecture course will survey major developments in American thought from the later 19th century to the end of the 20th 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 present ways of thinking.

### **AMST 30345. 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 United States was involved or that had a significant impact on the United States, 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.

### **AMST 30348. U.S. South Since 1865**

(3-0-3)

Popular notions of the South tend to portray it as a region lost in time, trapped within backwards traditions and a hostile view of the modern world. Yet, no region of the country has experienced such sweeping social, cultural and economic changes as the American South between the Civil War and the 1980s. Over the course of that period, southerners witnessed rapid economic transformation from plantation economy to Sunbelt industrialism; the rise and fall of Jim Crow and the tremendous racial strife that accompanied these changes; a literary flourishing brought on by what writers called the region’s unique sense of tragedy and loss; the movement of southern folk life away from the farms and mill towns into urban areas; and the rising appeal of southern politics and culture to a larger national community in the modern day. This course will examine these and other developments in the context of American history, casting a comparative eye toward how other societies have sought to embrace modernization while clinging to a variety of traditions, real and imagined.

### **AMST 30350. 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.

### **AMST 30351. U.S. Civil War Era**

(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 30352. 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.

### **AMST 30353. Women and American Catholicism**

(3-0-3)

This course is a survey of the history of American Catholic women from the colonial period to the present. Through a combination of lectures, reading and discussion, we will explore the following themes and topics: the role of religious belief and practice in shaping Catholics’ understanding of gender differences; the experience of women in religious communities and in family life; women’s involvement in education and social reform; ethnic and racial diversity among Catholic women; devotional life; the development of feminist theology; and the emergence of the “new feminism” as articulated by Pope John Paul II. We will seek to understand how Catholic women, both lay and religious, contributed to the development of Church and nation, and examine how encounters with the broader American society have shaped Catholic women’s relationship to the institutional church over the last three centuries.

### **AMST 30356. American Religious History**

(3-0-3) Swartz

This course will examine religion in American life from the encounter between Europeans and Native Americans in the 16th century to the present. We will explore the ways in which religion has shaped American society, culture, and politics, and in turn how the U.S. setting has shaped religious expression. Themes will include the rise of religious diversity and ideas of religious freedom; the interactions between the American religious “mainstream” and minority religious traditions; the relationship between religion in the United States and its international setting; and the diversity and persistence of religion in American culture.

### **AMST 30358. African American to 1877**

(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.

**AMST 30359. Sex, Sexuality, and Gender in the United States to 1900**

(3-0-3)

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.

**AMST 30360. American Intellectual History to 1870**

(3-0-3) Turner

The first half of a two-semester sequence surveying the American intellectual history.

**AMST 30361. U.S. Presidents, FDR to Clinton**

(3-0-3)

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 30362. Labor and America Since 1945**

(3-0-3)

This course explores the relationship between workers and the labor movement to American politics and culture since 1945. The United States emerged from World War II as the strongest global power, and its citizens subsequently enjoyed a long postwar economic boom that created what we might call the first truly middle-class society in world history. At the heart of that new society was the American labor movement, those unions like the United Auto Workers and the United Steel Workers who ensured that at least some of the postwar profits made it into the wallets of workers and their families. Today, however, unions represent only 8 percent of workers in the private sector. What accounts for the decline of organized labor since the 1950s? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, and modern conservatism? What is "globalization" and what has been its impact on American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and Hollywood films, this course will try to answer these questions. Students interested in politics, economic development, international relations, social justice, human rights, peace studies, or mass culture are particularly welcome.

**AMST 30363. Imagining America: Encounters, Expectations, and Perceptions in Early America**

(3-0-3)

The European encounter with America brought the peoples of Africa, America, and Europe into close contact and intertwined their fates. What happened to Europeans' conceptions of the world and their place in it as they became aware of the existence of America? How did they view the land and the peoples of Africa and America? Conversely, how did the Africans and the Indians perceive the Europeans? This course surveys the responses of Africans, Indians, and Europeans to the social, economic, and intellectual changes wrought by their mutual encounter from their first contact to the 18th century. Europeans projected their best hopes and worst nightmares on to the New World. Some imagined it to

be a paradise populated by noble savages. Others believed Indians and Africans were barbaric pagans, devoid of humanity. The close contact between Europeans, Africans, and Indians prompted new discussions of the differences between what we now call "races." Many Europeans came to the Americas for economic profit. Yet others saw the new world as a mission field or a land in which they could build a new, pristine, Christian civilization, free from the corruptions of Europe. The course will be divided into three broad categories: empire, anthropology, and religion.

**AMST 30364. Early American Empires**

(3-0-3)

Between 1400 and 1750, a fierce battle for empire was waged between and among the Spanish, French, and British nations and the peoples they sought to control, particularly Africans and Amerindians. The result of this fateful encounter would determine the political, economic, cultural, racial, and ecological character of what became the United States of America. Students will engage with this momentous event in several ways: through select readings in the theoretical and historiographical literature; by using primary sources written by the colonizers and the colonized; and by reading important secondary works. The themes we will explore include the symbols used by the various empires to establish rights to the land; the different patterns of settlement; the various European interactions with Africans and Amerindians; the effect that contestants for empire had on the land; and the response of Africans and Amerindians to European attempts at subjugation.

**AMST 30365. Religion and American Politics**

(3-0-3) Noll

*Corequisite:* HIST 32630

Since the early 1950s, religion has been an obviously major factor in American political life, driven first by the African American leaders of the civil rights movement and then, in more recent decades, by the concerns of the religious right. Especially after the election of John F. Kennedy in 1960, Catholics have also been fully recognized participants in the nation's political uses of religion—as well as in debates over whether and how religion should be used politically. This class tries to show that modern political-religious connections are but new instances of what has always gone on in the American past. The shape of contests over religion and politics may have changed considerably over time, but not the fact of dense connections between the two spheres. Readings for the course include primary and secondary accounts that treat notable incidents, problems, debates, and controversies from the colonial period to the present. Lectures spotlight major issues of historical interpretation, like religion and the Constitution, religion and antebellum debates over slavery, religion and Reconstruction, Catholic versus Protestant understandings of liberty, civil rights, and the new Christian right.

**AMST 30366. Consumerism in Twentieth-Century United States**

(3-0-3)

By 1900, the development of mass production made the possibility of consumption for private enjoyment available to increasing numbers of Americans. This course will explore the creation of contemporary consumer culture beginning with the advent of mass production and mass marketing in the 19th century, including the rise of advertising and the growth of department stores. We will then examine how the ideas and institutions associated with consumerism changed throughout the 20th century during times of depression, war, and into the present. Additional topics will include how consumers have used consumption to fashion individual and group identities, as well as how Americans have embraced or challenged consumerism over time.

**AMST 30367. The New American Nation, 1787–1848**

(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.

### **AMST 30369. African American Women's History**

(3-0-3)

This course will trace the cultural, economic, and political history of African American women in the United States from slavery to the present. Through a combination of books, primary sources and film, we will explore how African American women have addressed what is referred to as the "double burden" of sexism and racism while seeking to define their own identities as individuals, wives, mothers, workers and citizens. Major themes will include labor, family, social movements, and civil rights.

### **AMST 30372. Medicine and Public Health in U.S. History**

(3-0-3)

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 a 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.

### **AMST 30373. The American Revolution**

(3-0-3)

*Corequisite:* HIST 32602

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 also in a new society and culture—changes that in varying degrees are still with us today and of which contemporary Americans are the inheritors.

### **AMST 30374. Caribbean Historiography**

(3-0-3)

This class will introduce students to major events in Caribbean history and the various ways in which these histories have been represented. This course will present a picture of the Caribbean very different from that held by many North Americans. For 500 years, this region has been the site of encounters and clashes among Native Americans, Europeans, Africans, and Asians. For three centuries,

Europe's leading states fought each other to control these islands, which were the most valuable real estate in the Atlantic world. At the same time Dutch, English, French, and Spanish colonists imported millions of enslaved men, women, and children from Africa to work on the sugar and coffee plantations that made the region so profitable for its masters. Supported by racism and colonialism, plantation slavery left its mark on the Caribbean long after emancipation and independence. We will be emphasizing recent, representative texts, monographs, and essays but placing them in the context of early research.

### **AMST 30375. Archaeology of the African Diaspora**

(3-0-3)

This course will introduce students to organizations and movements arising from and on behalf of black populations in the Diaspora, including the United States and various nations in Latin America and the Caribbean. "Movements" is defined broadly in this course to include both historical and contemporary instances of collective resistance, revolt, and rebellion, as well as sustained collective activism and organizing around artistic, cultural, social, intellectual, political, and/or religious agendas aimed at bringing about black liberation, social justice, and cultural/ethnic/racial awareness and pride. Among the topics to be considered are varying expressions of black nationalism within the United States, Rastafarianism in Jamaica, black identity groups in Brazil, and black organizational presence and community building on the Internet. Readings and class discussions will encourage students to think about blackness (and identity and mobilization more generally) in global terms, searching for points of connection across international borders along with points of disconnect based on differing historical, cultural, and socio-political realities and differing local understandings of race and ethnicity.

### **AMST 30376. What's Love Got to Do with It? Marriage and the Family in American History**

(3-0-3) DeGrucio

From the heated trenches of America's "culture wars," few things are as polarizing as marriage and the family. At the extremes, some hearken back to less-troubled days when one man and one woman made enduring commitments to each other; others imagine a narrative of progress with women throwing off the shackles of patriarchy, as both men and women forged new kinds of relationships informed by individual needs. Through intensive reading and writing, students will grapple with these conflicting narratives of decline and triumph. We will explore Native American families, polygamy, free-love communities, Cold War homemakers, the black family, and gay marriage. In all of these, we will flesh out the ways in which defining "the family" has always been entangled with citizenship, national politics, and religious intolerance.

### **AMST 30377. The United States in the 1960s**

(3-0-3)

Few periods in American history have been as controversial as the 1960s. Sometimes called the "Long Sixties," it runs conceptually from the mid-1950s to the early 1970s and was a turbulent time. Concentrating on politics and society, this course explores the major personalities and events, including Martin Luther King, John F. Kennedy, Lyndon Johnson, Richard Nixon, the New Frontier, the Great Society, the Vietnam War, the breakdown of the liberal consensus, the rebirth of the conservative movement, and national movements led by youths, women, and African Americans. Although the emphasis is on the United States, the course also visits several major international issues. There are two goals for students: acquiring knowledge about the period and developing analytical tools to form their own judgments about it. Toward the first goal, students will encounter a combination of readings, videos, mini-lectures, and class discussions. Toward the second, they will be exposed to four different approaches: (1) discussing primary documents and writing a paper on some of them; (2) studying three small-scale case studies; (3) examining the large-scale phenomenon of protest; and (4) reading the memoirs of a Cabinet member, hence gaining an insider's view of the life and activities in the White House.

**AMST 30378. The U.S. Civil War Era, 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 30379. American Catholic Experience**

(3-0-3)

*Corequisite:* HIST 32615

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.

**AMST 30380. U.S. Labor History**

(3-0-3)

*Corequisite:* HIST 32618

The labor questions “Who does the work? Who reaps the rewards? And who makes the decisions?” are central to any society, and this course explores how those questions have been answered throughout the history of the United States of America. This class will introduce you to the major themes, events, organizations, individuals, and scholarly controversies in American labor history, from 1776 to the present. We will study the diversity of the working-class experience in the United States by exploring the past from multiple perspectives, and we will analyze competing interpretations put forth by labor historians over the past half-century. The workers, workplaces, communities, institutions, and issues will range widely over the semester, but we will investigate some core themes for the duration: issues of power, structure, and agency, from the workplace to Washington, D.C.; workers’ wide-ranging efforts to forge organizations, namely labor unions, to represent their collective interests; intersections between class, race, and gender at work, at home, at play, and in politics; and tensions between capitalism, industrialization, and democracy in U.S. history.

**AMST 30381. The Religious Factor in American Culture**

(3-0-3)

This course is about understanding American culture and its history, taking religion into account as one important factor among many—but one often neglected. Subjects include how religion has interacted with just about everything else in the culture, from politics and warfare to intellectual life, ideals, morality, science, schooling, race, immigration, ethnicity, family, sexuality, and so forth.

**AMST 30382. Slavery, Captivity, and the Company Store in American History**

(3-0-3)

What does it mean to be a slave in America? Were African Americans the only slaves in America? Are indentured servants, captives, or laborers in company towns free? Are they slaves? This course examines slavery and other forms of unfree labor in the United States. Through lectures and discussions, the class will investigate unfree labor in American history—chattel slavery in the South and New England, Puritan captives in French Canada, Indian slave trade in the South and Southwest, indentured servants in Virginia, and company towns in the post-war South and West. By the end of the course, students will be equipped to explore how chattel slavery in America fit into a global context, how modernity was related to slavery, and how the experiences of African American slaves differed by time and region in the United States. After a broad survey of slavery and unfree labor in the United

States, students will be prepared to tackle the following questions: What does it mean to be free in America? What was the impact of slavery and unfree labor on American politics and society?

**AMST 30383. Race and Culture in the American South to 1865**

(3-0-3)

This course traces the roots of southern, antebellum culture by exploring the centrality of the relationships between sex, manliness, and slavery in the development of south from 1619 to 1865. By examining how European men viewed their own sexuality and that of European women in contrast to that of African men and women, this course seeks to examine the complex racial and gendered identities at the center of southern culture. The underlying current of the class is to understand the complexity with which racial and gendered identities defined relationships and culture in the South. Using primary and secondary sources, we will critically engage the debates about slavery, racism, gender, and class in southern culture. We will reevaluate the historiographic arguments on American racism. We will take the notion of “southern gentlemen” to task, juxtaposing their responsibility as patriarchs to the ugly underbelly of slavery, race, and sexual exploitation. Our efforts in this class will be to understand the contours of the relationships between sexual control, manliness, and racism. We will explore the daily lives of men and women who lived during the time. A variety of perspectives will constitute our sources about slavery, including those of blacks, free and enslaved, as well as planters, abolitionists, women, and yeomen.

**AMST 30384. The Great Depression in the United States**

(3-0-3) Gloege

This course explores the political, economic, cultural, and social history of the Great Depression and New Deal years in the United States, from the stock market crash of 1929 to the beginning of World War II in 1941.

**AMST 30386. United States in the 1960s**

(3-0-3)

Few periods in American history have been as controversial as the 1960s. Sometimes called the “Long Sixties,” it runs conceptually from the mid-1950s to the early 1970s and was a turbulent time. Concentrating on politics and society, this course explores the major personalities and events, including Martin Luther King, John F. Kennedy, Lyndon Johnson, Richard Nixon, the New Frontier, the Great Society, the Vietnam War, the breakdown of the liberal consensus, the rebirth of the conservative movement, and national movements led by youths, women, and African Americans. Although the emphasis is on the United States, the course also visits several major international issues. There are two goals for students: acquiring knowledge about the period and developing analytical tools to form their own judgments about it. Toward the first goal, students will encounter a combination of readings, videos, mini-lectures, and class discussions. Toward the second, they will be exposed to four different approaches: (1) discussing primary documents and writing a paper on some of them; (2) studying three small-scale case studies; (3) examining the large-scale phenomenon of protest; and (4) reading the memoirs of a Cabinet member, hence gaining an insider’s view of the life and activities in the White House.

**AMST 30387. History of Consumerism in the Modern United States, 1880s to the Present**

(3-0-3)

This course will explore the creation of contemporary consumer culture in the United States. Beginning in the late 1880s, the nature of buying, selling, and consuming was fundamentally transformed in the United States. After a brief examination of the broader history of consumption, this course will explore the changes in production, marketing, retailing, and consumption from the Gilded Age to the present. Next, it will trace the ways in which those changes have influenced broader cultural, institutional, and political developments throughout the 20th century. A particular emphasis will be placed on the ways in which patterns of consumption helped define and redefine categories of race, class, and gender.

**AMST 30388. Slavery in the Atlantic World**

(3-0-3) Challenger

This survey course explores the role of coerced African labor in the birth of the Atlantic World. What do we mean by Atlantic World? What do we mean by slavery? What varied and nuanced claims to humanity did Africans make against a dehumanizing labor system? How did sexuality and gender norms shape the experiences of slavery for men and women? Together we will examine slave autobiographies, travel diaries, and pictorial sources to address these questions. We will focus on the peoples of West Africa, Brazil and the Caribbean who were enslaved from the 15th to the 19th century. This course fulfills the degree requirements of history, gender studies, American studies, and Africana studies majors and minors.

**AMST 30389. Irish American History**

(3-0-3) Griffin

*Corequisite:* HIST 32610

This course explores the history, politics, and culture of Irish Americans from the colonial era to the near present.

**AMST 30390. United States During the 1960s**

(3-0-3) Swartz

Few periods in American history have been as controversial as the 1960s. Sometimes called the “Long Sixties,” it runs conceptually from the mid-1950s to the early 1970s and was a turbulent time. Concentrating on politics and society, this course explores the major personalities and events, including Martin Luther King, John F. Kennedy, Lyndon Johnson, Richard Nixon, the New Frontier, the Great Society, the Vietnam War, the breakdown of the liberal consensus, the rebirth of the conservative movement, and national movements led by youths, women, and African Americans. Although the emphasis is on the United States, the course also visits several major international issues. There are two goals for students: acquiring knowledge about the period and developing analytical tools to form their own judgments about it. Toward the first goal, students will encounter a combination of readings, videos, mini-lectures, and class discussions. Toward the second, they will be exposed to four different approaches: (1) discussing primary documents and writing a paper on some of them; (2) studying three small-scale case studies; (3) examining the large-scale phenomenon of protest; and (4) reading the memoirs of a Cabinet member, hence gaining an insider’s view of the life and activities in the White House.

**AMST 30392. Some Other Mess: The Role of Black Outsiders in the African Diaspora**

(3-0-3)

They go by many names: bohos, artists, radicals, intellectuals, TRAs, mixies, and punks. They are members of the African Diaspora who defy the stereotypical construction of black people that the media and a history of marginalization by the “mainstream” culture have created. People who look like them and with whom they share the same politicized racial identity often ostracize them. Are these individuals dangerous outsiders who, by eschewing the communal traditions that led to the securing of civil rights for a united African American population, are imperiling black identity with a quest for individual freedom? Or, are they renegades whose explorations outside of accepted constructions of black identity challenge entrenched ideas of race, class, sexuality, and gender, not only for African Americans, but also for everyone living in a postmodern multicultural world? Are they part of a long and illustrious history of identity exploration by African Americans who helped to shape and change American culture? These are some of the questions we will explore in this course. It is an investigation into the lives, work, and legacies of members of the African Diaspora who are clearly into “some other mess”; that is, those who insist on doing their own thing in world that still takes issue with individual freedom of expression for some marginalized peoples. The assertion of the right to individual expression raises questions that are at the heart of the American ideal of integration and the African American construct of community. By critically engaging the works of artists such as Jean-Michel Basquiat, writings by generations of cultural critics, the stories of adoptees and multiracial African Americans, the music of progressive musicians, scholarship by black feminists of both genders, and the media representations of

African Americans in the postwar United States, we will begin to understand the role of people of African descent in America as outsiders, both communally and individually.

**AMST 30395. Reagan’s America: The 1980s**

(3-0-3) Strauss

In his campaign for re-election to the presidency in 1984, Ronald Reagan released a television commercial that began with the line, “It’s morning in America again.” The ad suggested the many ways in which President Reagan and the Republican Party were improving the economy and bringing optimism back to America. “Under the leadership of President Reagan,” the commercial concluded, “our country is prouder and stronger and better.” Reagan’s campaigns for the nation’s highest office stressed the themes of patriotism and individual responsibility, while his presidential administrations oversaw an economic agenda that privileged corporate America and wealth production and a foreign policy that justified extreme measures by citing the dangers posed by the Soviet Union and communism. The United States in the 1980s was dominated by the presidency and personality of Ronald Reagan. His aggressive economic and foreign policies influenced the major events of the decade, while his politics helped to shape the wider culture, a period often characterized as “the me decade” (and one Madonna called “a material world” in a hit song). In this course, students will explore the 1980s and assess the conventional wisdom about Reagan and the decade he dominated. Were Americans too blinded by greed to confront the nation’s social problems, or was there a serious debate going on about individual conscience and social responsibility? Students will debate these and other questions as they explore several of the major themes of 1980s America: the Cold War, the Christian right, progressivism, conservatism, popular culture, and the media. In addition to probing political speeches, congressional testimony, the Reagan diaries, pop music, and sitcoms, students will also examine some of the new books by historians, who are just now beginning to come to grips with this pivotal recent time in American history.

**AMST 30396. Abraham Lincoln’s America, 1809–65**

(3-0-3) Graff

This course explores the social, economic, intellectual, cultural, and political history of the early- to mid-19th-century United States through the prism of Abraham Lincoln’s biography. Topics may include trans-Appalachian migration and settlement, U.S.-Native American relations, race and slavery, gender and family, market developments and labor relations, formal and informal politics, the law, and the promise and limits of studying history through singular lives.

**AMST 30397. Natives and Newcomers to 1815**

(3-0-3) Coleman

This course explores settler and Native American relations from contact until the end of the American War of 1812.

**AMST 30401. American Congress**

(3-0-3)

This class will expose the student to the practical workings of the U.S. 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 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?

### **AMST 30403. Constitutional Interpretation**

(3-0-3)

*Prerequisite:* (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A) OR (GOVT 10100 OR GOVT 140) OR (GOVT 20100 OR GOVT 240 OR GOVT 240A)

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.

### **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 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 30409. Latin American International Relations**

(3-0-3) Hagopian

This course examines the international relations of Latin America with an emphasis on what determines U.S. 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 U.S.-Latin American relations, including the response of the United States to dictatorships, expropriations of U.S.-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 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.

### **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 30418. Introduction to Public Policy**

(3-0-3)

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 30419. Constitutional Law**

(3-0-3) Kommers

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 30420. 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. After analyzing the factors that influence the formation of individuals' political preferences, and their propensity to undertake various forms of political participation, we will focus on the historical developments and reforms that have fundamentally shaped the institutions that connect constituents to their government representatives. We will also review the uses of public opinion polls, and end the class by discussing 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 30423. American Congress**

(3-0-3)

This class will expose the student to the practical workings of the U.S. 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 30425. 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 30426. 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 30427. American Foreign Policy**

(3-0-3)

The United States is the most powerful state in the world today. Its actions are important not just for U.S. 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 U.S. foreign policy? What is the national interest? When do we go to war? Would you send U.S. 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 U.S. economy and its citizens? We first study several theories about foreign policy. We then examine the U.S. 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 U.S. 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.

### **AMST 30428. Introduction to U.S. Foreign Policy**

(3-0-3) Desch

The United States is the most powerful state in the world today. Its actions are important not just for U.S. 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 U.S. foreign policy? What is the national interest? When do we go to war? Would you send U.S. 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 U.S. economy and its citizens? We first study several theories about foreign policy. We then examine the U.S. 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 U.S. 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. This course requires papers about the history of American foreign policy and about a current policy problem, as well as a comprehensive final. Participation, debate, and oral presentation skills are also important.

### **AMST 30429. Black Chicago Politics**

(3-0-3)

This course introduces students to the vast, complex and exciting dimensions of black Chicago politics. First, institutional structures, geographic distribution, and population characteristics will inform students about the sociodemographic background of the African American population in the city. Second, the course explores varying types of political expression that have developed over more than a century, including electoral politics, mass movements, and partisan politics; it will also examine the impact of the Chicago machine, and of the Washington era on the political and economic status of African Americans in the city. Third, public policy developments in housing, education, and criminal justice will be discussed. Fourth, the course also compares black political standing with other racial and ethnic groups in the city. Finally, the course will introduce students to the long tradition of social science research centered on the city of Chicago.

### **AMST 30431. Race and Ethnicity in 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?

### **AMST 30432. American Foreign Policy in the Middle East**

(3-0-3)

This course provides an in-depth analysis of the causes, conduct, and consequences of American foreign policy towards the Middle East since World War II. We will look at the origins of the American foreign policy, and explore the domestic and international factors that shape the policymaking process toward this region, including the roles of several American policy institutions such as the departments of state and defense and the Central Intelligence Agency. We will specifically focus on the evolution of American policy toward a number of major countries in the region, including Israel, Iran, Turkey, Saudi Arabia, Egypt, and Lebanon.

**AMST 30433. Latino Politics**

(3-0-3)

This course will examine the history and diversity of Latinos in the United States and how Latinos related to the U.S. political system. We will review the extent to which Latinos are incorporated into the political landscape and the degree to which they are adequately represented in the U.S. government. The course will emphasize the multiple pathways of Latino political assimilation and the ways in which Latinos become involved in politics, including electoral and non-electoral participation and partisanship acquisition.

**AMST 30434. Public Opinion and Political Behavior**

(3-0-3)

A principal tenet underlying democratic governance is the belief that public opinion or the “will of the people” should dictate governmental behavior. To the extent this belief is a realistic consideration, difficult questions remain concerning the capacity for citizens to develop reasoned opinions and how to conceptualize and measure opinion. This course explores the foundations of political and social attitudes and the methodology used to observe what people think about politics.

**AMST 30435. Political Psychology**

(3-0-3)

Political psychology is a multidisciplinary field of study concerned with how psychological processes are influenced by and inform political behavior of individual citizens, groups, political leaders, and behavior within political institutions. This class explores some of the major lines of political psychology theory and research, and their application to political life. These applications include the role of personality in the formation of political attitudes and democratic values; racism, stereotyping, ethnocentrism, and nationalism; the influences of emotion and cognition on voting decisions; social identity theory; information processing and political decision making; inter-group conflict; political intolerance; and methodological approaches in political psychology. This course will attempt to answer the following questions: What is racism and where does it come from? Is political intolerance an automatic response to objective stimuli, or is intolerance functional? To what extent are political attitudes and values ingrained in personality? Is the support for democracy, political trust, and support for the political system linked to personality? How do individuals utilize and process information in political campaigns? Is negative campaigning effective? How did a heightened sense of fear and anxiety, following the September 11 terrorist attacks on America, influence political decisions, the support for President Bush's policies, and intolerance toward social groups? How does social group identity form? Does linking or identifying with one group leads to the rejection of other groups? What motivates George Bush? To what extent are personality theories useful in explaining the behavior of presidents and other political leaders? What are the political psychological underpinnings of inter-group conflict, mass violence, and genocide? Is the truth and reconciliation movement an effective means of recovering from genocide and violence?

**AMST 30436. State of American States**

(3-0-3)

This course provides a “critical” and comprehensive examination of politics in the states of the United States, 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.

**AMST 30437. Church and State in American Constitutional Law and Politics**

(3-0-3) McCumbers

This course analyzes different approaches to understanding the separation of church and state, and examines how these approaches have played out in political practice and Supreme Court decisions.

**AMST 30438. Environmental Politics**

(3-0-3) Doppke

The first half of the course provides an overview of major American environmental policies such as regulating land use and preservation, water, air, and endangered species. The second half of the course deals more directly with issues of policy formulation, implementation, and enforcement.

**AMST 30439. International Environmental Politics**

(3-0-3) Connolly

This course examines the responses of nations and international organizations to the environmental challenges of the present and future, including pollution, depletion of natural resources, and global warming.

**AMST 30440. Intelligence and National Security Decision Making**

(3-0-3)

The purpose of this class is to introduce students to the role of intelligence (collection, analysis, and covert action) in U.S. national security decision making. The course will begin with a discussion of the evolution of U.S. national security decision-making apparatus and the intelligence community. It will then explore major issues of intelligence in U.S. history since the Second World War. Finally, it will conclude with a discussion of some of the future intelligence challenges the United States is likely to face in coming years.

**AMST 30441. African American Politics: The End or the Beginning?**

(3-0-3) Pinderhughes

This course explores the basic elements associated with black politics in the United States: the role of black institutions such as the black church, the importance of the civil rights movement in challenging barriers to black political participation, the mid-20th-century legal framework created to create access to the political system, and an exploration of black political participation in northern cities, where there are also increasing numbers of Latinos and other nonwhite groups. Since the course will be taught in spring 2009 immediately after the 2008 presidential campaign, we will also have the chance to explore the impact of Illinois Senator Obama's campaign on national politics, whatever the outcome, and to consider the impact on African American politics itself.

**AMST 30442. Original Intent and Freedom of Religion**

(3-0-3)

This course is designed to help students understand the original intent behind the meaning of the First Amendment's two religion clauses: the Establishment Clause and the Free Exercise Clause. It also explores the role that the intent of the founders plays in interpreting freedom of religion cases today.

**AMST 30443. Domestic Sources of U.S. Foreign Policy**

(3-0-3) Lavallee

This course provides students with the analytical tools to understand and critically analyze the impact of domestic actors within the U.S. 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 policy-making 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. Students will be required to integrate the conceptual and theoretical material presented in class discussions

and readings with the case studies presented. In addition to improving students' understanding of how domestic actors impact foreign policy choices, this course is also designed to enhance analytical thinking and problem-solving skills. Short research assignments, especially preparation for case memos, will increase students' "information literacy" or research skills. Because all students will be expected to participate in class discussions and debates, the course should also improve communication skills.

#### **AMST 30444. Democracy and Its Critics**

(3-0-3)

Most Americans and, increasingly, most people around the world, would agree that democracy is the only legitimate and feasible form of government. But what exactly does "democracy" mean? And is democracy always good, or can this form of government also be a source of problems? In this class, we will try to answer these questions by studying both the historical and contemporary debates about the meaning of democracy. We will begin the course with a brief look at the debate about democracy in ancient Athens. We will then examine the debate about democracy in early modernity. This is the period in which the main principles of modern democratic theory, such as consent, equality, majority rule, and representation, received their theoretical defense. This is also the period in which democracy came under attack from liberal, conservative, and radical thinkers. In the last part of the course, we will discuss several competing 20th-century models of democracy. The purpose of this class is to provide the students with an increased historical awareness about the value of democracy, and to facilitate critical reflection about the meaning and limitations of democratic government.

#### **AMST 30500. 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.

#### **AMST 30501. Social Movements**

(3-0-3)

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, 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.

#### **AMST 30503. 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.

#### **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)

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.

#### **AMST 30507. Religion and Social Life**

(3-0-3) Christiano

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.

#### **AMST 30508. Sociology of Deviance**

(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 and the remainder of the course focuses on deviant acts and deviants. Various responses are explored to such questions 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 utilized to aid in constructing a sociological understanding of deviance, the analysis of deviant acts and the formation of deviant careers or roles.

#### **AMST 30509. Race and Ethnicity**

(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 United States; 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.

#### **AMST 30510. 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.

#### **AMST 30511. Social Movements**

(3-0-3)

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 30513. 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.

### **AMST 30514. Popular Culture**

(3-0-3)

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-modernism. 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 African music, using recordings of chants and celebratory music, and will explore the music of American 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.

### **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 offer 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 entered America and spread throughout its vast area. The course will then move on to consider the many different cultural adaptations 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 on particular groups (i.e., Eskimo, Cahuilla, Dakota, Navajo, etc.). The course will also be concerned with the cultural changes that 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 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 demonstrate 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 autobiographies

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, technology, and other aspects of material culture.

### **AMST 30607. Native Peoples of North America**

(3-0-3)

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 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 entered America and spread throughout its vast area. The course will then move on to consider the many different cultural adaptations 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 that 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 Native American cultures. Lectures, films, 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 demonstrate their understanding of the basic information and issues.

### **AMST 30608. Infancy: Evolution, History, and Development**

(3-0-3)

This course explores aspects of infant biology and socio-emotional development in relationship to Western childcare 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.

### **AMST 30609. Caribbean Diasporas**

(3-0-3) Richman

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. This course will explore the consciousness and experience of Caribbean Diasporas through ethnography and history, religion, literature, music, and culinary arts.

### **AMST 30610. Immigration in Comparative Perspective**

(3-0-3)

How do people in immigrant-receiving countries form their attitudes toward immigrants? What are the unintended consequences of increased governmental investments in border and immigration control? What are the differences between refugees and other migrants? How is immigration related to the 2005 riots in France? In this course we will be able to examine such questions, and more generally to understand the causes, experiences, and consequences of transnational migration. We will acquire a sound interdisciplinary understanding of migration in its historical, social, political, and cultural facets. Diverse aspects of immigration history, policy implementation, and migrants' lives will be examined, with

fieldwork accounts from countries of origin and from the United States, Europe, and Japan. Issues to be addressed include ethnic neighborhood formation; gender and class differences in migration and settlement; religion; identity formation; border enforcement; racism; and mass-media representation.

**AMST 30611. Intermediate Creole Language and Culture**  
(1.5-0-1.5)

This intermediate level course is intended for students who have taken beginning-level Creole. In small-group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques. Our study of Kreyòl is closely linked to our exploration of how the language is tied to Caribbean society and culture. Evaluation of student achievement and proficiency will be conducted both informally and formally during and at the conclusion of the course. Those looking to develop or improve their language skills are welcome to the class. The program is designed to meet the needs of those who plan to conduct research in Haiti or in the Haitian Diaspora, or who intend to work in a volunteer or professional capacity either in Haiti or with Haitians abroad.

**AMST 30612. Mestizo Stories**  
(2-0-2)

Mestisaje (racial-cultural blending) is a foundational paradigm for understanding Latino history, culture and politics. The course Mestizo Stories provides students a wide-ranging, inter-discipline introduction to the subject of mestisaje. Jose Vasconcelor's influential book *La Raza Còsmica* (The Cosmic Races) will be the conceptual anchor for analysis and interpretation. The book will be augmented by films, videos, recordings, and assigned readings exploring three core areas of concerns: (1) the historical origins of mestizo/a identity and cultural production; (2) the experience and narratives of mestisaje in the United States; and (3) the global implications of mestisaje as a transcendent social and cultural manifestation. Students are expected to be critical readers of the assigned texts, which will be primarily in English though some will be in Spanish or bilingual. Active participation in class discussions is also essential. Students are also expected to present a PowerPoint presentation on a selected aspect of mestisaje from a wide range of humanities and social science topics to be investigated. The oral-visual presentation will become the basis for a written research paper. Mestizo stories will explore visual, musical, literary and performative texts of human agency, resistance and survival.

**AMST 30615. Anthropology of Race**  
(3-0-3)

While issues of race and racism are pervasive in our society, most people know surprisingly little about the social, biological, political, and historical factors at play. Race is simultaneously a very real social construct and a very artificial biological one. How can this be? Why do we care so much about classifications/divisions of humanity? This course will tackle what race is and what it is not from an anthropological perspective. We will learn about the biology of human difference and similarity; how societies view such similarities and differences; how our social and scientific histories create these structures; and why this knowledge is both extremely important and too infrequently discussed.

**AMST 30616. Critical Approaches to the Anthropology of Race**  
(3-0-3)

While issues of race and racism are pervasive in our society, most people know surprisingly little about the social, biological, political, and historical factors at play. Race is simultaneously a very real social construct and a very artificial biological one. How can this be? Why do we care so much about classifications/divisions of humanity? This course will tackle the anthropology of race from a critical perspective. We will learn about the biology of human difference and similarity; how societies view such similarities and differences; how our social and scientific histories create these structures; and why this knowledge is both extremely important and too infrequently discussed.

**AMST 30617. "Black Arts": Figuring the African Diaspora**  
(3-0-3)

This course offers a survey of black diasporic artistry. At the same time, it is an ongoing analysis of how these artists asked what constitutes the African diaspora in divergent and convergent ways. The main goal of the course is not simply to label certain artists as part of this diasporic formation, but to understand how artists reflected on their participation in it (and, in some ways, outside of it). We will focus primarily on this conversation's development from the interwar period of the 20th century to the turn of the 21st century through poetry, prose fiction and nonfiction, film, television, and dance. From the United States, we will look at how creative intellectuals such as the poet Langston Hughes, dancer and anthropologist Katherine Dunham, novelist and anthropologist Zora Neale Hurston, fiction writer and essayist Richard Wright, and journalist Alex Haley used art to understand their relationship to black peoples in the Caribbean, Europe, and Africa, along with key events impacting those different geographies. But the course will also consider how black creative intellectuals outside the United States reflected on their relationship to the diaspora. These will include Algerian philosopher Frantz Fanon, Cuban poet Nicolás Guillén, Nigerian musician Fela Kuti, and Pulitzer-Prize winning poet Derek Walcott. In exploring different conceptions of diaspora, we will encounter other themes including the idea of overlapping diasporas, black nationalism, the body, and the significance of translation to cultural solidarity and difference.

**AMST 30618. Black Arts**  
(3-0-3) Ford

This course offers a survey of black diasporic artistry. At the same time, it is an ongoing analysis of how these artists asked, what constitutes the African diaspora in divergent and convergent ways. The main goal of the course is not simply to label certain artists as part of this diasporic formation, but to understand how artists reflected upon their participation in it (and, in some ways, outside of it). We will focus primarily on this conversation's development from the interwar period of the 20th century to the turn of the 21st century through poetry, prose fiction and nonfiction, film, television, and dance. From the United States, we will look at how creative intellectuals such as the poet Langston Hughes, dancer and anthropologist Katherine Dunham, novelist and anthropologist Zora Neale Hurston, fiction writer and essayist Richard Wright, and journalist Alex Haley used art to understand their relationship to black peoples in the Caribbean, Europe, and Africa, along with key events impacting those different geographies. But the course will also consider how black creative intellectuals outside the United States reflected on their relationship to the diaspora. These will include Algerian philosopher Frantz Fanon, Cuban poet Nicolás Guillén, Nigerian musician Fela Kuti, and Pulitzer-Prize winning poet Derek Walcott. In exploring different conceptions of diaspora, we will encounter other themes including the idea of overlapping diasporas, black nationalism, the body, and the significance of translation to cultural solidarity and difference.

**AMST 30619. Slavery and Human Bondage**  
(3-0-3) Hauser

For many Americans, the history of slavery is synonymous with plantations in the Atlantic world. This course seeks to expand our view of Atlantic slavery by looking to the ancient world, Africa, Asia, and Europe in historic and contemporary contexts. This course examines slavery as a labor system and a social form intimately connected with the political economies and cultural groups within which it arose. It will also examine debates about contemporary forms of bonded labor and slavery emerging from global encounters today. By examining different types of bonded and unfree labor, such as chattel, domestic, and wage slavery, we will form an inquiry about slavery's relationship to the following: personhood and social death; the emergence of market economies; systems of differentiation used to maintain the social condition of the enslaved; and power and violence. This course will take an interdisciplinary approach relying on archaeology, anthropology and history for our case studies in understanding this particular social form.

**AMST 30620. Anthropology of Globalization**

(3-0-3) Albahari

This course analyzes contemporary patterns of globalization drawing on recent ethnographies. We will briefly overview the historical antecedents of globalization, and then proceed to analyze globalization's cultural, socio-political, and economic complexity, often resulting in urbanization. In particular, we will tackle the global circulation of food, entertainment, fashion, capital, ideologies, violence, religious practice, migrant/trafficked labor, and even of so-called "anti-globalization" movements. Examples of specific topics include youth and free trade in Latin America; cyber-politics among transnational Chinese, Eritreans, and others; McDonald's and consumerism in Moscow; Indian cinema; and global media. By locating global processes in everyday practice, we will come to understand the interconnectivity sustaining globalization, and the resulting practices of resistance. More broadly, we will appreciate on the one hand how various cultures and societies become increasingly interconnected, and on the other how people around the world appropriate large-scale processes in culturally specific ways. The course emphasizes anthropology's role as a discipline that is globally relevant and publicly "engaged." Accordingly, we will focus on the discipline's methodological and theoretical contributions in the study of globalization and its inequalities, and toward a more socially just world. The course will also equip you to design and implement an original research project, and to write an ethnographic account based on such project.

**AMST 30621. Material Life of Africans in the Americas**

(3-0-3)

This course will provide the student with a sampling of the diversity of experiences of people of African descent in the Americas as viewed from the archaeologist's and historical anthropologist's perspectives. Because the language of archaeology is material culture, we'll be exploring how people have used crafts, goods, and space to communicate and negotiate identities and relationships with one another in the contexts of colonization, the birth of new nations, industrialization, and modernization. The experiences of colonizers and colonized, enslaved people, and post-colonial immigrant peoples and their families will be discussed. Due to the breadth and diversity of the material to be covered, the course will have both a loosely chronological and topical structure, but will not adhere formally to either.

**AMST 30701. Media and the Presidency**

(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 U.S. 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.

**AMST 30702. The Hyphenated American**

(3-0-3) Prizant

This course will engage theatrical works for, by, and about hyphenated Americans (African Americans, Asian Americans, etc.) Students will see live theatre, theatre on video, and interviews with dramatists and performers. Reading and understanding plays and various theoretical materials on race, culture, and immigration will also be vital components of the course. The course will require a large research project based on a topic of the students' choosing.

**AMST 30703. History of Television**

(3-0-3) Ohmer

Television has been widely available in the United States for only half a century, yet already it has become a key means through which we understand our culture. Our course examines this vital medium from three perspectives. First, we will look

at the industrial, economic, and technological forces that have shaped U.S. television since its inception. These factors help explain how U.S. television adopted the format of advertiser-supported broadcast networks and why this format is changing today. Second, we will explore television's role in American social and political life: how TV has represented cultural changes in the areas of gender, class, race, and ethnicity. Third, we will discuss specific narrative and visual strategies that characterize program formats. Throughout the semester we will demonstrate how television and U.S. culture mutually influence one another, as television both constructs our view of the world and is affected by social and cultural forces within the United States.

**AMST 40100. Writing Nonfiction**

(5-0-3)

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 40200. African American Literature**

(3-0-3)

A historical and thematic account of the rise and achievement of African American authors over several centuries.

**AMST 40201. American War Literature**

(3-0-3)

American war literature is multifaceted, highly charged with personal agonies and national interrogations. 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 violence? What kinds of analysis and historical recovery bring us to points of understanding and meaning? Our panoramic explorations will include the canonically 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 *Slaughterhouse-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 contradictory 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 limitations 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), *Absalom, Absalom!* (William Faulkner), *George Washington Gomez* (Americo Paredes), *Black Like Me* (John Griffin), and *Caucasia* (Danzy Senna). Films may include *The Jazz Singer*, *Six Degrees of Separation*, *Imitation of Life*, and *Bamboozled*. Requirements: active participation, group presentation, short paper (5–6 pages), final exam, and final research paper (10 pages).

**AMST 40203. African American Poetry and Poetics**

(3-0-3)

An examination of poetry and poetics by black Americans from the beginnings to the present. 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. Shakespeare and Melville**

(3-0-3)

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 40205. American Film**

(3-0-3) Krier

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)

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 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 hail 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 40211. 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*

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, Puertorriquenos, 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-à-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 America**

(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)

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 (5-page) essay (15 percent) and two longer (8- 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 Addams'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 Chesnut'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.

### **AMST 40217. Literature and Democracy in the Nineteenth-Century United States**

(3-0-3)

A survey of 19th-century American literature, emphasizing the efforts of American writers to identify and define “democracy” and the “democratic citizen.”

### **AMST 40219. Writing Harlem: Race, Renaissance, and the Modern**

(5-0-3)

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 40220. Poetry and Painting in Manhattan 1950–65**

(3-0-3) Wilkinson

This course approaches the poetry and painting of Manhattan during its rise to international pre-eminence as an artistic center through the work and friendships of Frank O'Hara (1926–66), poet and curator at the Museum of Modern Art. It introduces the New York School of poetry, referring to visual art from de Kooning to Warhol and with side-glances at film, photography, music, and dance. The course will develop primarily through reading poems, although students will be directed to the critical and historical context. Readings will draw on *The Collected Poems of Frank O'Hara* (ed. Donald Allen); John Ashbery, *The Mooring of Starting Out*; Ted Berrigan, *The Sonnets*; and a course pack. Course requirements are

written analyses of poems (every two weeks), a final exam, and a 5- to 7-page paper.

### **AMST 40221. Great American Novels**

(3-0-3)

Close readings of selected classic American novels.

### **AMST 40222. Class, Labor, and Narrative**

(3-0-3)

This course explores the works of selected American writers addressing class and labor.

### **AMST 40223. 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 40225. “Our America”: Exploring the Hyphen in African American Literature**

(3-0-3)

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 40226. Strains in Twentieth-Century American Fiction**

(3-0-3)

Beginning with F. Scott Fitzgerald's “Jazz Age” and ending with Toni Morrison's *Jazz*, a study of thematic commonalities and dissonances in selected 20th-century American novels.

### **AMST 40227. Latino/a 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.

### **AMST 40228. American Literature and Visual Culture**

(3-0-3)

From early national fiction and portraiture to American modernist poetry and painting, an exploration of the relationships between American literature and the visual arts.

### **AMST 40229. African American Poetry**

(3-0-3)

Close readings of selected contemporary African American poets.

### **AMST 40230. Grand Collage: California Poetry, Arts and Culture at Mid-Century**

(3-0-3)

An exploration of the ways that poetry took a leading role among the arts in California, creating a California culture that through the Beats and the hippies became a national and international phenomenon.

### **AMST 40231. American Novel**

(3-0-3)

A survey of selected 19th- and 20th-century American novels.

### **AMST 40232. Early American Literature**

(3-0-3)

Close readings of selected 17th- and 18th-century American literature.

### **AMST 40233. Our America: African American Literature**

(3-0-3)

Close readings of selected classic American novels.



**AMST 40235. Great American Novels**

(3-0-3)

Close readings of selected classic American novels.

**AMST 40236. The Fictions of Nonfiction and Fiction**

(3-0-3)

An advanced course in fiction and nonfiction prose.

**AMST 40237. Literature Across the Americas**

(3-0-3)

National borders mark our Americas today, but for the first European explorers, the landscapes of their “new world” were uncharted and unbounded. The newly encountered land seemed to invite utopian dreams even as it became the arena for genocidal violence. It also invited the act of writing as one mode of inscribing narratives of order and cultural continuity, texts that today retain their power to convey scenes of intense emotional and existential crisis. To reconsider these moments of violence and possibility, we will approach early American literature intra-hemispherically, primarily in English and English translation, although bilingual students participating in the Language Across the Curriculum Program will read selected texts in Spanish. We will read comparatively in order to ask trans-American questions. For example, what do we learn when we juxtapose Cortés’s invasion of the Mexican empire to King Philip’s war in the New England colonies? What comparisons arise between the poetry of Anne Bradstreet and Sor Juana Inés de La Cruz; between the captivity adventures of Cabeza de Vaca and Mary Rowlandson? How have Native Nations across the Americas written or spoken the loss of worlds? How have revolutionaries imagined new ones in Latin America and in the United States? At what point do separate histories and literatures reveal commonality, and when and how do they point to distinctions? Perhaps most crucially, how might such cross-cultural readings intimate a new dissolution, or re-alignment, of national boundaries in the American hemisphere? The authors and subjects noted above will serve as key markers, but we will also read primary works by William Bradford, Gaspar Peréz de Villagrà, El Inca Garcilaso de la Vega, Sarah Kemble Knight, William Apess, and others as we reconsider the literatures and histories of the Americas in a cross-national paradigm.

**AMST 40238. Class, Labor, and Narrative**

(3-0-3)

This course explores the works of selected American writers addressing class and labor.

**AMST 40239. American Novel**

(3-0-3)

A survey of selected 19th- and 20th-century American novels.

**AMST 40241. Latino/a Literature and Visual Culture**

(3-0-3)

In this course, students will study traditional, folkloric, biographic, and religious texts alongside contemporary Latino/a visual and literary texts that offer new versions of old tales. In thinking about how texts exist in relation to other texts, students will consider the “newness” and “Latino/a-ness” of Latino/a literature, as well as its emergence amidst the social, cultural, artistic, and political shifts in the latter half of the 20th century.

**AMST 40242. War, Peace, and the Literary Imagination**

(3-0-3)

In this seminar-style course, we will investigate the nature of war and peace through literature, principally 20th-century fiction and poetry. Through texts drawn from various regions of the world, we will (1) examine the metaphors and themes which unmask the realities of war and present struggles for peace; (2) explore the ways the literary works themselves—through language, rhythms, and images—become battlegrounds, as it were, on which the human imagination creates individual identities, links individuals to communities, constructs, deconstructs, and reconstructs cultural ideologies; and (3) consider the role human imagination plays in moral and civic life. In addition to the literary works, participants in the class become a rich resource for our investigation.

**AMST 40243. Twentieth-Century American Novel**

(3-0-3)

This course is a close analysis of 20th-century American novels.

**AMST 40244. Our America: African American Literature**

(3-0-3)

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 40245. African American Poetry and Poetics**

(3-0-3)

An examination of poetry and poetics by black Americans from the beginnings to the present.

**AMST 40247. Homes and Haunts in Twentieth-Century American Literature**

(3-0-3)

This course is designed for English majors. It will examine plays, novels, short stories, and poetry set in tenements, asylums, prisons, boarding houses, and haunted houses, and will attend to these texts alongside contemporaneous U.S. social and political ideologies of home. Focal authors include Crane, James, Wharton, Hemingway, Faulkner, Nabokov, Morrison, O’Neill, Plath, Kesey, Welty, McCullers, Malamud, Brooks, Cunningham, Alexie, and Alvarez. Students will write one 5- to 6-page paper and one 12- to 15-page research paper, which will be designed in consultation with the instructor over the course of the semester.

**AMST 40248. Caribbean Voices**

(3-0-3)

An introduction to the literature of Anglophone Caribbean.

**AMST 40249. American Literature in the World**

(3-0-3) Gustafson

In this course, we will consider the place of American literature in global society. Our readings will span from the Puritans through the present, and we will focus our interpretations around the theme of conversation.

**AMST 40250. Literatures of Immigration**

(3-0-3)

Close reading of recent literature that explores the immigration between Mexico, Latin America, and the United States.

**AMST 40251. American Women Writers**

(3-0-3) Irving

A survey of American women writers from Chopin to present.

**AMST 40252. New African American Poetry**

(3-0-3) Eady

This course is designed as an exploration and showcase of African American poetry and poetics, as seen through the poetry and essays of the post-civil rights/black arts movement generation of poets. Although this course will also examine the historical elements of the African American voice, the main focus of our reading and discussions will concentrate on the different and various facets of present day African American poetry. While some of the writers we encounter during the semester may be known to many—Elizabeth Alexander, Terrance Hayes, Harryette Mullen—many more will prove to be poets with only first or second books under their belts. Though their pages, we will attempt to trace the path their poetry leads: What is their sense of voice? What obligations (if any) do they feel with the writing that’s come before them? What new territories do they claim? It is hoped that the student will come away with a deeper understanding of what elements and issues define the 21st-century African American poetic voice.

**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 instable 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)

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 U.S. South**

(3-0-3)

This course introduces students to the historical study of women in the U.S. 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. All are welcome.

**AMST 40304. Labor Movements in Twentieth-Century United States**

(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 such as the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important

sectoral actors such as 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.

**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 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 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 U.S. 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 culture wars of the 1980s and 1990s.

**AMST 40307. Sex, Sexuality, and Gender in the United States to 1890**

(3-0-3)

*Corequisite:* 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 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.

**AMST 40308. Latinos and Religion**

(3-0-3)

This course examines the unique religious history of U.S. 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 U.S. Latino Christianity. Other important themes include the changing role of Latinos in the U.S. immigrant church, the impact

of Latin American liberation theology on U.S. 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 United States. 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. U.S. 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 and Public Health in U.S. 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.

### **AMST 40311. 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, 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 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.

### **AMST 40312. Consumers and Culture in U.S. 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 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 nationality.

### **AMST 40316. Women and War in U.S. 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 United States**

(3-0-3)

Cuba's national hero, Jose 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 U.S. 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.

### **AMST 40320. 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.

### **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 U.S. 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 40324. United States and the Vietnam War**

(3-0-3) Brady

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.

### **AMST 40325. Technology in History**

(3-0-3)

A thematic survey of the history of technology from the neolithic discovery of agriculture to the information age. Topics include the chemistry and metallurgy of antiquity (high-tech c. 1000 BCE); technology in Christian theology; the power revolution of 1200; arms races from the 15th century onward, the marriage of art and science; the industrial, agricultural, transport, and communications revolutions; the American system of manufactures; the evolution of the engineering profession; and modern efforts to plan the technological future. These topics form the basis for exploring the following themes: How does technology change? How did we get where we are? Do we have the technology now that we must have, should have, or need to have? What guides technical creativity? How have social effects of technologies been assessed and dealt with? How have technologies fundamentally changed ordinary life and societal organization? This course format includes lectures, two exams, exercises, and a paper.

### **AMST 40326. African American Resistance**

(3-0-3)

An exploration of a series of cases of African American resistance throughout U.S. history.

### **AMST 40327. 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 40328. The History of Sport and the Cold War**

(3-0-3) Soares

This course will explore the ways that sport reflected the political, ideological, social, economic and military struggle known as the Cold War. Sport permitted opportunities to defeat hated rivals or to develop competition more peacefully. It reflected the internal politics and societies in nations, and also illuminated relations among allies. Using a variety of readings, media accounts, and film clips, this course will look at a number of crucial teams, athletes and events from the Cold War, including the 1980 U.S. Olympic hockey team, the controversial 1972 Olympic basketball final, "ping pong diplomacy," Olympic boycotts, Martina Navratilova and other Eastern European tennis stars, East German figure skater Katarina Witt, Romanian gymnast Nadia Comaneci, the ferocious Soviet-Czechoslovakian hockey rivalry following the Soviet invasion of 1968, and more.

### **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 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.

**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 40410. Interest Group Politics**

(3-0-3)

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.

**AMST 40411. Civil Liberties and the Constitution**

(3-0-3)

Most courses in constitutional law narrate the Supreme Court's evolving positions on constitutional rights and institutions. This course starts not with the Supreme Court but with *The Federalist Papers*, from which it develops a general theory of the social and economic goals or ends of constitutional government in America. It then uses this theory as a framework for assessing the Supreme Court's position on property rights, race relations, personal privacy, and the place of religion in American life. This exercise can yield results that make for lively class discussion,

not only about the Court, but also about the adequacy of the Constitution itself. Grades will be based on a midterm and a final exam, with a paper option in lieu of the final.

#### **AMST 40412. Schools and Democracy**

(3-0-3)

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)

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)

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 U.S. overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted U.S. 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.

#### **AMST 40415. Religion and Politics: Comparative Perspective**

(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.

#### **AMST 40416. 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 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.

#### **AMST 40418. Development of American Political Institution**

(3-0-3)

The U.S. 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 U.S. 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.

#### **AMST 40419. Civil Liberties**

(3-0-3)

Most courses in constitutional law narrate the Supreme Court's evolving positions on constitutional rights and institutions. This course starts not with the Supreme Court but with the *Federalist Papers*, from which it develops a general theory of the social and economic goals or ends of constitutional government in America. It then uses this theory as a framework for assessing the Supreme Court's position on property rights, race relations, personal privacy, and the place of religion in American life. This exercise can yield results that make for lively class discussion, not only about the Court, but also about the adequacy of the Constitution itself. Grades will be based on a midterm and a final exam, with a paper option in lieu of the final.

#### **AMST 40420. Black Politics in Multiracial America**

(3-0-3)

This course undertakes a broad examination of black politics in multiracial America. Racial issues have provoked crises in American politics; changes in racial status have prompted American political institutions to operate in distinctive ways. The course examines the interface of black politics with and within the American political system. How successful have blacks been as they attempted to penetrate the electoral system in the post civil rights era. What conflicts and controversies have arisen as African Americans have sought to integrate the American system of power. Now that the laws have been changed to permit limited integration, should African Americans integrate politically; that is, should they attempt to "deracialize" their political appeals and strategy, with an effort to "crossover politically"? Are some approaches, such as those of Illinois Senator Barack Obama "not black enough"? What internal political challenges do African Americans face? Some, such as the increasing importance of class and socioeconomic factors, as well as gender and sexuality, may reshape the definition of the black community. Finally, how stable will the past patterns and political organizations and institutions of African American politics be, as America and American politics become increasingly multiracial.

#### **AMST 40421. American Political Parties**

(3-0-3) Wolbrecht

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.

#### **AMST 40422. Judicial Politics**

(3-0-3) Colucci

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), abortion, 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.

#### **AMST 40500. 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; and in-depth study of one ethnic group of choice.

### **AMST 40501. Theorizing Popular Culture**

(3-0-3)

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—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 U.S. 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 U.S. population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the U.S. 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 U.S. population profile different from the U.S. 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**

(3-0-3)

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 *Touching: 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 technoculture 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 U.S. 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 U.S. population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the U.S. 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 U.S. population profile different from the U.S. population of the past century. Thus, the course is relevant in contemporary discussions of immigration policy, globalization, and environment.

### **AMST 40510. Race Relations in the United States**

(3-0-3)

This course focuses on racism and race relations in the United States. Current cases involving racial issues will be presented and discussed in class. Readings, discussion, and lectures will examine the background and current status of the dominant ethnic minority groups in the United States today. The issue of race will also be viewed in relationship to police practices, housing patterns, economic opportunities, gender relations, and politics. Class participation and student experiences will be emphasized.

**AMST 40511. Aesthetics of Latino Culture**

(3-0-3) Cardenas

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.

**AMST 40512. Building Democratic Institutions**

(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.

**AMST 40513. Theorizing Popular Culture**

(3-0-3)

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. 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.

**AMST 40514. Ethnicity in American Society**

(3-0-3)

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.

**AMST 40515. Population Dynamics**

(3-0-3) Williams

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.

**AMST 40516. Cultural Sociology**

(3-0-3)

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.

**AMST 40518. Materializations of America**

(3-0-3)

Industrialization in the 20th century resulted in a mega-technic America problematically related to materialism and to earlier visions of the New World. The course will consider a variety of materializations of America.

**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. Coursework will include research papers and the production of a short visual narrative piece representing students' conceptualizations of a theme.

**AMST 40601. 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.

**AMST 40602. Native Americans Fact/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 that reveal more realistically the diversity of Native American culture.

**AMST 40603. 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."

**AMST 40604. Terrorism**

(3-0-3)

This course questions basic assumptions of the "war on terror," using ethnographic literature to challenge conceptions and policies on terrorism today. Is "terrorism," in fact, a definable term? How can we use the experience-near methods of anthropology to study people cognitively and politically placed as irretrievably distant? Differences among terrorism, crime, and revolution are explored through examination of specific cases. Building peace in a climate of violence is the ultimate aim of our study.

**AMST 40605. Native North American Art**

(3-0-3)

Native North American art existed for thousands of years and continues to be created today. Its original context was often sacred (both public and private) and/or political or decorative. Contact with Western Europeans and their art traditions along with the art traditions of Africans, Asians, and South Americans beginning about 1600 A.D. and thereafter modified form, technique, and context of Native North American art. However, traditional form, techniques, and



context continued through the centuries since 1600. The perception of this art also changed. Most frequently until into the 20th century, the art of Native North Americans was viewed as craft by non-native North Americans and Europeans, but during the 20th century, that view was modified. Native American artists also began to view their own art differently. This change occurred among artists working in traditional mediums as well as those producing art using non-traditional mediums. The collections of Native North American art curated at the Snite Museum exemplify the changing content, techniques, and contexts of this art. This course will allow students to work with our collections under direct supervision. The use of our collections will permit students to observe some of the changes in art which have occurred in the last 150 years. The students' final projects will include a visual presentation of a particular change in material, context, or technique that they have determined through research and direct examination of selected pieces from our collections. For this reason, the course will be limited to 15 students and will be sometimes held in the Snite Museum, during hours when the museum is not usually open to the public. The culminating activity will be to create a small exhibit that will be displayed at the Snite opening at the end of the semester.

#### **AMST 40606. Documentary: Critical Analysis and Method**

(3-0-3)

We see documentaries in many different forms every day via journalism, reality television, the Discovery channel, and nonfiction film. This course turns a critical, anthropological, and methodological eye toward interpreting, constructing, and contextualizing the documentary.

#### **AMST 40607. Cultures of Fear: Horror Film**

(3-0-3)

This course will examine the construction and application of central themes in the scope of international horror cinema and how they reveal salient aspects of cultural similarities and differences including gender, sexuality, violence and socio-political climates.

#### **AMST 40608. Historical Archaeology**

(3-0-3) Rotman

This course examines the methodological and theoretical foundations for the archaeology of European colonization and the post-colonial material world. Course materials focus on material life and the diversity of sociocultural experiences in North America since 1492. The class examines how historical archaeologists have interpreted life in the world of global capitalism and colonization over the last half millennium and how archaeological insights can be used to understand and critique our own world. The distinctive analytical techniques of historical archaeology will be studied, including documentary research, artifact analysis methods, and field excavation techniques. The course will probe the interdisciplinary nature of historical archaeology, assess the social significance of archaeological knowledge, and scrutinize cultural, class, and gendered influences on archaeological interpretation.

#### **AMST 40609. Native Americans in Fact and Fiction**

(3-0-3) Mack

*Prerequisite:* (ANTH 10109 OR ANTH 10195 OR ANTH 30104 OR ANTH 30102 OR ANTH 30103 OR ANTH 30101 OR ANTH 13181 OR ANTH 20105)

This course focuses on images of Native Americans and how these images may have been shaped by popular and scientific writing, fine art, advertisement, and film. Using an anthropological perspective, the student reads fictitious and factual accounts of Native Americans and their cultures, both past and present, allowing them to build a more accurate image of Native Americans. The course uses books and film to broaden the understanding of Indian stereotypes, and the student will compare them to ethnographic studies that use a scientific approach to Native American beliefs, life styles, and material culture. Some of the literature will be from Native American authors and the art from contemporary Native American artists. Together the readings, artworks, and films will also reveal the great diversity of both people and ideas that all too often are lumped under one category, which

we label "Native American." Writing-intensive course for the College of Arts and Letters.

#### **AMST 40611. Prehistory of the American Southwest**

(3-0-3)

This course introduces students to the diversity of cultures living in the American Southwest from the earliest Paleoindians (11,500 years ago) to European contact, the establishment of Spanish Missions, and the Pueblo Revolt of 1680–92. Most of the course is devoted to learning about the complex cultural developments in the Mimbres Valley, Chaco Canyon, Mesa Verde, the Rio Grande, and the Phoenix Basin. Class work and discussions will focus on important issues such as the adoption of agriculture, the development of villages, the transformation of ideological beliefs and political organization, the importance of migration, and the impact of warfare using information on environmental relationships, technology, and other aspects of material culture. Students will also learn about descendant populations living in the Southwest today including the Pueblo peoples (e.g., Hopi, Santa Clara, Acoma) and Tohono O'odham.

#### **AMST 40612. Genocide, Witness, and Memory**

(3-0-3) Mahmood

How are episodes of mass killing experienced, survived, and remembered? In this course we consider political, social and cultural trauma as expressed in memoir, documentary, fiction, and academic text. Witness as an ethical stance is examined; the role of memory in shaping morality is questioned. (Does "Never Again" actually work?) We also look at the perpetrators of genocidal killing: Who are they? What prompts their actions? Moreover, are any of us incapable of this kind of violence?

#### **AMST 43102. Confronting Homelessness in American Culture and Society**

(3-0-3) Giamo

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 on 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.

#### **AMST 43103. Race, Gender, and Women of Color**

(3-0-3) Ardizzone

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 United States. 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?

#### **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 43121. American Spaces**

(3-0-3)

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), U.S. 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 43123. Jack Kerouac, the Beats, and Dylan**

(3-0-3) Giamo

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.”

### **AMST 43128. Limitless Desire: Literature and the Creation of Consumer Culture in America**

(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 why 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 43135. Women and Work in Early America**

(3-0-3) White

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, Indian, 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 instable 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. This course fulfills the humanities requirement and the diversity requirement for second majors.

### **AMST 43137. The Meaning of Things**

(3-0-3) White

“The Meaning of Things” asks how objects as diverse as a ND class ring, a pair of jeans, a lava lamp, or an iPod acquire meaning and value. This seminar will introduce students to a range of practices relating to consumption in American history. We will investigate the gendered aspects of production, marketing, buying, and using goods as these impact not only on gender, but also on the construction of a range of identities. This will lay the foundation for students to write substantive individual research papers on a “thing” of their choice.

### **AMST 43139. Between Nature and Culture: the Transformation of American Culture**

(3-0-3) Meissner

All her life, Edith Wharton sat on the edge of change. All her life, she had one foot in the past and one firmly in the present. Her vision looked ahead to America's transnational and cosmopolitan future as much as it found comforts and recognitions in the country's more provincial past. In her autobiography *A Backward Glance* (1934), Wharton suggested that the “small society into which [she] was born was ‘good’ in the most prosaic sense of the term, and its only interest, for the generality of readers, lies in the fact of its total extinction, and for the imaginative few, in the recognition of the moral treasures that went with it.” A rather ambiguous statement to be sure. Wharton's elegiac lament for the past is always conflicted, both in her fiction and in how she lived her own life—like her friend Henry James and a number of her other acquaintances—Wharton became one of those transnational, cosmopolitan, America expatriates who helped shape 20th-century America. She sat in the midst of a broad and influential group of cultural and intellectual figures whose works addressed, contested, fomented, resisted, and embraced the sweeping social changes America underwent in the period following the conclusion of the Civil War and leading up to the onset of World War I. Topics for discussion will include the idea of cosmopolitanism; constructions of citizenship, of race, of nation; the notion of home and exile; emerging transnationalism both individual and national; and political imperialism. This is not a course on Edith Wharton, but an investigation that will use Wharton's writings as a medium through which we will examine some of those cultural changes that revolutionized modern America and changed the world.

### **AMST 43140. Post-9/11 American Fiction and Culture**

(3-0-3) Meissner

In speaking of the after-effects of the first World War, the American novelist Henry James said: “The war has used up words; they have weakened, they have deteriorated like motor car tires; they have, like millions of other things, been more overstrained and knocked about and voided of the happy semblance during the last six months than in all the long ages before, and we are now confronted with a depreciation of all our terms, or, otherwise speaking, with a loss of expression through increase of limpness, that may well make us wonder what ghosts will be left to walk.” Writers such as Don DeLillo, Cormac McCarthy, and Phillip Roth, the authors of the *9/11 Commission Report*, filmmakers, politicians, and intellectuals have all portrayed the post-9/11 world in language similar to James's post-apocalyptic vision. This course looks at contemporary American culture and society and asks whether or not there is a definable post 9/11 narrative and aesthetic. We'll address the ways in which the world has changed since 9/11 and how those changes have impacted daily life, local communities, the national consciousness, and global affairs. Discussion of these changes will be situated in our examination of major, post-9/11 novels, works of art, film and other media, formal governmental publication and policies, and religious writings. This course will have some short writing assignments, class presentation, and a final research paper.

### **AMST 43142. Death in America**

(3-0-3) Doss

This senior seminar will focus on changing understandings of death, dying, and mourning in America. Until recently, the United States was often characterized as a death-denying society, and death, itself, was relegated to the institutional, private, setting of the hospital. Contemporary debates about abortion, euthanasia, gun

control, organ transplantation, and stem cell research, as well as popular interests in “good death,” the afterlife, bereavement therapy, funeral preplanning, and cyber memorials suggest new concepts of death and dying. Examining different visual and material cultures—including memorials, roadside shrines, cemeteries, obituaries, TV shows such as *CSI*, online tributes, and death-related rituals—this seminar considers how, and why, death has been “reclaimed” in contemporary America. Field trips and guest lecturers included.

### **AMST 43143. American Travels**

(3-0-3) Ruiz

What does it mean to travel or to call oneself a traveler? This and several other deceptively simple questions will frame this senior seminar: What do we want when we travel? What is travel’s significance to American cultures, places, and identities? Rather than a traditional history of American travel, this course will challenge students to explore travel’s power to transform landscapes, cultures, and practices. We will consider, for example, the invention of Las Vegas in the 1950s and the fact that we can now visit “Paris” in the Nevada desert; similarly, we will explore what it means to visit “Main Street USA” at a giant theme park in suburban Paris. From destinations such as beaches to ski slopes to urban centers, this course will also explore the intimacies between travel and various modes of identity—including race, class, gender, sexuality, and nation. Students will write short reflection papers and will produce a final research project.

### **AMST 43144. Fieldwork and Nonfiction**

(3-0-3) Giamo

Participants in this seminar will define, design, and carry out a project of field research and will engage in extensive discussions of their work in progress, including ethnographic method, ethical concerns, and the craft of nonfiction

### **AMST 43145. Explornography**

(3-0-3) Meissner

In 1998, *New York Times* reporter John Tierney coined the word “explornography” to explain the phenomenal increase in demand for adventure literature, outdoor gear sales, *Crocodile Hunter* and *Survival*-type television shows, and exploration-oriented trips and vacations. Explornography, Tierney said, was “the vicarious thrill of exploring when there is nothing left to explore.” This course takes Tierney at his word. We’ll read a number of modern and classic explorer accounts of successful and failed expeditions. We’ll ask what those expeditions meant in their time and what they mean in ours. We’ll ask what modern versions of the traditional explorer expedition can mean in a world that is thoroughly mapped, covered by GPS technology, and always accessibly by cell and satellite phone service, and filled with X-Box, Halo, and other video gaming thrills. We’ll ask why there’s been such an explosion of interest in explorer, adventure, and survival experience, and why, in a modern, commodity-saturated culture, the consumer has turned to explornography for vicarious thrills and adventure. We’ll look at how explornography has been commodified, marketed, and sold. We’ll distinguish between hard-core and soft-core explornography, between those who watch and those who do, and between experiences that build the self and those that do little more than serve the narcissistic ego. And finally, we’ll ask what’s next, or whether explornography is indeed the final frontier.

### **AMST 43146. Memorial Mania: History, Memory, and Contemporary American Culture**

(3-0-3) Doss

Focusing on the great variety—and great numbers—of memorials erected in recent decades, this seminar explores how cultural memory is created and what it has come to mean in terms of national identity in modern and contemporary America. The definition of “memorial” is purposely broad: from statues and monuments to parks, public squares, cemeteries, public ceremonies, and moments of silence. Memorials can be permanent or temporary—such as roadside shrines. Understandings of “memory” are also broad, ranging from subjects of local and civic memory to those of national and/or collective memory, and including popular interests in autobiography, memoirs, and family genealogy. Understandings of “America” are similarly wide-ranging, often conflicted, and always in flux.

Recognizing the broad definitions of the key terms “memorial,” “memory,” and “America,” this seminar considers the following: What does memory mean in America today, and in American memorial culture? What is driving the urgency to “memorialize” and who or what, in fact, is being remembered? Who and what are memorable in American history, and in terms of American national identity? Potential subjects are vast and include war memorials, Holocaust memorials, presidential commemoration, memorials erected at sites of tragedy and trauma (Oklahoma City, World Trade Center, Columbine), ritualistic memorial practices (such as pilgrimage and gift-giving), issues of public response, different styles of memorials and monuments (figurative v. abstract memorials), and the role of the National Park Service, the nation’s primary “keeper” of historical and cultural memory. Course readings will include selections by contemporary historians, art historians, and theorists engaged in issues of memory, history, and material/visual culture, as well as films.

### **AMST 45900. Publishing Internship**

(3-0-3)

Apprentice training with *Notre Dame Magazine*.

### **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.

## Gallivan Program in Journalism, Ethics, and Democracy

### 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

*Prerequisite:* JED 30100

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) Storin

*Prerequisite:* JED 30100

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 30106. Witnessing the Sixties

(3-0-3) Giamo

*Prerequisite:* (AMST 30100 OR AMST 301)

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 '60s 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 '60s 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, and documentary film.

### JED 30107. Media Ethics

(3-0-3) Storin

This course will examine the ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Much of the course will deal with case studies of actual ethical dilemmas at major news organizations. Also, students will be asked to seek out and bring to class issues dealing with the full range of media from network news to Internet blogs. The course endeavors to teach both the aspiring professional journalist and the non-professional news consumer how to evaluate what they see and read. Taught by the former editor-in-chief of *The Boston Globe*.

### JED 30108. Advanced Reporting

(3-0-3) Colwell

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. Open to American studies majors and journalism, ethics, and democracy minors by permission. Other applicants must submit writing samples for review.

### JED 30109. Multimedia Journalism

(3-0-3) Schmuhl

The 21st-century journalist needs to be comfortable with what is called "writing across the media" and can no longer be selective about which form of communication to build a career around. In many newsrooms, print journalists are now expected to perform on radio or in front of TV cameras, while the bylines of electronic journalists are turning up in newspapers and magazines. Such media "convergence" is already more the norm than the exception. On top of that, the Internet has become a major medium in its own right, encompassing different styles of communication. While the focus of this course will be on writing, it will expose students to a variety of media in an effort to prepare them for the reality of modern communications careers.

### JED 30112. Persuasion, Commentary, and Criticism

(3-0-3) Colwell

*Prerequisite:* JED 30100

This course will consider the roles of persuasion, commentary, and criticism in contemporary American culture and will explore the techniques of these forms of expression. Students will prepare and discuss their own writing assignments, including opinion columns, editorials, and critical reviews of performances or books. Ethics and responsibilities in contemporary American journalism in expression of opinions also will be explored. Assignments will serve as the examinations in this course, which is taught by a political columnist for the *South Bend Tribune* who also serves as host of public affairs programs on WNIT-TV, public broadcasting. Open to American studies majors and journalism, ethics, and democracy minors by permission. Other applicants must submit writing samples for review.

### JED 30116. Media and the Presidency

(3-0-3)

*Prerequisite:* JED 30100

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 U.S. 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 40301. News Internship

(3-0-3)

Apprentice training with newspapers. Satisfactory/unsatisfactory credit only.

## Department of Anthropology

### **ANTH 10109. Introduction to Anthropology**

(3-0-3) Kuijt; Lende; McKenna

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 socio-cultural 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)

*Prerequisite:* (ALHN 13950 OR ALHN 195)

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) McKenna; Albahari

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.

### **ANTH 20105. Introduction to Human Ethology**

(3-0-3) McKenna

Human ethology studies various aspects of human development, not just within our own culture, but also across diverse cultures. This science is most unique because it looks at both evolutionary processes and the behavior of monkeys and apes to more holistically understand contemporary human behavior. For example, using cross-cultural and cross-species data, this course conducts an exploration of the cultural and evolutionary origins of language, nonverbal communication, laughter, sleep, deception, morality, infant behavior, parenting, human aggression, sexual behavior, gender development, and human courtship rituals.

### **ANTH 20109. Introduction to Anthropology**

(11.5-0-3)

An introduction to one of the most exciting of the social sciences. Anthropology helps answer some of the most basic questions about ourselves and others—How and why did humans evolve? How did human culture develop, and why does there appear to be so many differences between cultures? How did human communication come about? Is language understood only in terms of words? How does it affect our ability to perceive the “real” world? Why are there so many different cultures? Are human behavior and human nature best explained by reference to genes, race, adaptation to environment, or to the symbolic nature of culture itself? Exploring the answers to these questions offers students a fascinating opportunity to learn more about their own as well as other cultures. Regardless of whether the student’s major is science, engineering, business or the liberal arts, ANTH 20109 is an elective of significance to a liberal education.

### **ANTH 20111. Anthropology of Human Sexuality**

(3-0-3) Fuentes

Sexuality is a complex and multifaceted suite of biological and cultural/behavioral components. It is an important part of the human existence, especially in modern day North American society. This course seeks to examine human sexuality in an anthropological context. We will review sexuality in an evolutionary perspective via a comparison of nonhuman 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 20120. Current Topics in Bioanthropology**

(3-0-3)

This course explores the latest developments in biological anthropology such as, but not limited to, aggression and cooperation in human and nonhuman primates, population genetics, human diversity, the concept of race, primate evolution and behavior, patterns of adaptation, and evolutionary medicine. Emphasis will be on the role of biological systems and evolutionary theory.

### **ANTH 20220. Alcohol and Drugs: Anthropology of Substance Use and Abuse**

(3-0-3) Lende

This class will cover biological, cultural, and applied aspects of how anthropology approaches the diversity of substance use practices around the world, as well as resultant social problems and social reactions. The course will draw on both historical and ethnographic analyses to situate alcohol and drug use in the realm of human behavior and experience. Addiction as a concept will be critically analyzed from both biological and cultural perspectives. Policy implications of an anthropological understanding of substance use and abuse will be developed in the later part of the course.

### **ANTH 20305. Political Anthropology**

(3-0-3)

This course explores how anthropologists approach the study of political phenomena. What exactly constitutes “the political” will be one of our initial concerns. First, we will review the intellectual history of political anthropology in order to contextualize current paradigms. Second, we will read key texts that have influenced how anthropologists think about the state, nation, and political struggles. Finally, we will explore how anthropological analyses can help us reframe contemporary political debates by scrutinizing the assumptions that political actors make about socio-political orders. Throughout the course, we will read various ethnographies that illustrate current trends and future possibilities in the field of political anthropology.

### **ANTH 20325. Business, Economics, and Culture**

(3-0-3) Oka

Economic, political and cultural interactions between geographically distant groups have been intensifying over the past century and the 21st century is being seen as the global century. In this rapidly changing world, it is becoming increasingly important to understand the role of cultural (religious, ethnic and political/socio-economic) factors in determining and shaping interactions. In this course, we will use an ethnographic focused approach to explore the impact of cultural variations on many issues that have arisen or will potentially arise in the course of contemporary global economic interactions. These include the relationships between reciprocity, redistribution, and market behaviors; cultural differences in business strategies, relationship building, and formation of partnerships, marketing techniques, consumer behavior, and political and environmental situations. We will also look at the impact of business interaction on regional and local economies in Asia (India), Africa (Kenya and the Sudan), and Latin America (Mexico and Guatemala). Coursework will include discussions based on readings, documentaries, an individual ethnographic project and report, and a final paper on the application of cultural factors for global interactions.

**ANTH 20350. Chinese Society and Culture**

(3-0-3)

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**

(3-0-3) Smith-Oka

This course is a broad introduction to the societies and cultures of Latin America. We will cover the history of the region—from the colonial past, independence movements and revolutions, post-colonialism and race relations—as well as the current events, trends, and cultures that have been shaped by this history. The latter will include important present-day issues such as power relations and class, violence and politics, secular and religious ideologies, family and gender relations, migration and transnationalism, ethnic relations, art and literature, and globalization and change. Students are expected to understand and appreciate the diversity of cultures in Latin America as well as to explore how the current societies and events have been shaped by the unique histories of the region. Students who have completed the Notre Dame language requirements in Spanish are eligible to register for an additional 1-credit discussion section as part of the Languages Across the Curriculum (LAC) initiative in the College of Arts and Letters, ANTH 22360.

**ANTH 20390. Societies and Cultures of Africa**

(3-0-3) Oka

Sub-Saharan Africa is a geographically massive territory distinguished by a tremendous diversity of cultures, customs, languages, histories, identities, and experiences. In this course, we explore this wealth of diversity, alongside a survey of some of the broad historical and contemporary trends and movements that have characterized the subcontinent. A brief introduction to African geography is followed by an overview of African history in the pre-colonial, colonial, and post-colonial eras. The remainder of the course is devoted to the study of present-day Africa, including readings on social organization, religion, music, art, popular culture, politics, and economics, as well as on the contemporary crises and challenges of warfare, poverty, and HIV/AIDS and other diseases. Readings will include historical, ethnographic, literary, and autobiographical texts, and will be supplemented by a number of African-directed films.

**ANTH 20520. Archaeology of Egypt**

(3-0-3) Chesson

The course focuses on key anthropological concepts, such as kinship, ritual, political economy, mortuary practices, cultural contact, and the future of Egyptian archaeology, by exploring case studies that highlight the extraordinary archaeological heritage of Egypt.

**ANTH 20550. Archaeology of Israel, Palestine, and Jordan**

(3-0-3) Chesson

This course introduces students to the rich prehistoric and early historic archaeology of the southern Levant, the region encompassing modern Israel, Palestine, and Jordan. The course will explore the archaeology of the region chronologically, and topics will include the origins of agriculture, the emergence of towns and cities, international seafaring and exchange, the Philistines and Sea Peoples, and the influence of neighboring empires.

**ANTH 22360. Societies and Cultures of Latin America Discussion (LAC)**

(1-0-1) Smith-Oka

*Corequisite:* ANTH 20360

Students who are enrolled in ANTH 20360 and have completed the Notre Dame language requirements in Spanish are eligible to register for this additional 1-credit discussion section as part of the Languages Across the Curriculum (LAC) initiative in the College of Arts and Letters. Students will carry out additional reading in Spanish (approximately 10 to 15 pages a week) and meet once a week with the

professor in a Spanish-language discussion. There will be additional brief writing assignments.

**ANTH 30001. Mesoamerican Art: Olmec and Their Legacy**

(3-0-3) Bradley

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 30007. Exploring Society Photographically: Sharing, Voicing, and Healing in Times of Crisis**

(3-0-3) Turok Wallace

Students will work with internationally known documentary photographer to achieve a body of images along with text to express the issues that we are facing today. Students will be asked to use photography as a means to document the current economic realities that we are facing today, such as home foreclosures, loss of jobs, businesses closing, cost increases in gasoline and food, etc. These images will be used in a final exhibition at the end of the semester and it is the hope of the instructor that a catalog can be published to distribute to the community at-large as well as the local, state, and new federal administration. This class will engage students in a positive and creative manner as to how to make a difference in society through their reflective images and words for change.

**ANTH 30012. Creole Language and Culture**

(1.5-0-1.5) Richman

This course introduces students to the vivid, sonorous language of Kreyòl, or Creole, and to the fascinating culture of its speakers. This intensive, beginning-level course is intended for students with no knowledge of Creole. In small-group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques. Our study of Kreyòl is closely linked to our anthropological exploration of how the language is tied to Caribbean society and culture. The course takes a holistic, anthropological approach to the history, political economy, and religion of Haiti. In addition to class work, audiotapes, music and film enhance the study of the Haitian language and culture.

**ANTH 30013. Caribbean Diasporas**

(3-0-3) Richman

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. This course will explore the consciousness and experience of Caribbean Diasporas through ethnography and history, religion, literature, music, and culinary arts.

**ANTH 30023. Introduction to Irish Folklore**

(3-0-3)

This course will discuss the 19th-century concept of folklore and its application in Ireland. "Irish folklore" is usually understood in terms of three main and related domains: "folk narrative" (or oral literature), "folk belief" (or popular religion) and "material folk culture." These will be examined with special emphasis placed on narrative. Representative oral narrative texts from the Gaelic tradition will be studied in translation.

**ANTH 30101. Fundamentals of Biological Anthropology**

(3-0-3) Sheridan

This course approaches human evolution from a theoretical point of view that combines both biological and cultural processes into a cohesive bio-cultural model. It begins by tracing the development of modern evolutionary theory and the place of evolutionary studies in anthropology, especially in the sub-field of bioanthropology. These concepts provide the framework for understanding the many lines of evidence that anthropologists use to explore and explain human evolution. These

include studies of our primate relatives, through the intricacies of the fossil record, to archaeological evidence for the invention of material culture from the simplest stone tools to the complex cultural world that we live in today. Modern human variation can only be explained as the result of evolutionary forces acting on the complex interplay of biology and culture over millions of years. We continue to be affected by these forces, and this course not only provides information about where we came from, it also provides the scientific backgrounds to help us understand where we might be going as our species continues to evolve.

### **ANTH 30102. Fundamentals of Archaeology**

(3-0-3) Chesson; Glowacki

This course is an introduction to the methods, goals, and theoretical concepts of archaeology, with a primary focus on anthropological archaeology practiced in the Middle East, North America, and Europe. The field of archaeology is broadly concerned with material culture (at times combined with textual information) that can be employed to generate interpretations about past human societies. The challenge of this social science is to interpret past societies and anthropological behavior using the fragmentary, but nonetheless rich and complex, database of the archaeological record. Lecture topics will include the methods and goals of archaeological excavation; analytical techniques employed in material studies; and the problems and challenges in the interpretation of past human behavior. Case studies of survey, excavation, and analytical techniques will focus on recent or ongoing investigations of archaeological sites in North America, Central America, Europe, Africa, and the Middle East.

### **ANTH 30103. Fundamentals of Social and Cultural Anthropology**

(3-0-3) Albahari; Smith-Oka

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.

### **ANTH 30104. Fundamentals of Linguistic Anthropology**

(3-0-3) Blum

Language is fully embedded in human culture and society. It has both meaning and efficacy; that is, it both means things and does things. Our goal in this course is to become aware of some of the ways language functions in social life, often below the level of awareness of its users. Students will engage in a number of practical exercises that demonstrate some of the more astonishing features of language all around us. Topics include the nature of language, including language origins, nonverbal communication, and electronic communication; language, culture, and thought (linguistic relativity); speech acts and what we do with words; conversational analysis; language and identity (class, race, gender); and language in the world (multilingualism, language endangerment and revitalization, language and education).

### **ANTH 30140. Primatology: Ecological, Evolutionary, and Conceptual Insights into the Human Species**

(3-0-3) Malone

This course will examine not only the diversity of nonhuman primate species, including their behavior, ecological context, and evolution, but also the importance and implication of primatology's role in understanding our own species. Primates live in communities with other species. Therefore, they must be considered as a part of a broader ecological system that includes both animal and plant species. We will explore the various interactions that primates have with these other species and the various roles that they play in the larger ecological community. Using the comparative approach, this course will demonstrate that

many facets of human evolution are basically elaborations of (albeit nuanced) general trends in primate evolution. In addition, despite the fact that nearly half of all known primate species are threatened with the possibility of extinction, our genetic next-of-kin are routinely displaced from their habitats, hunted for meat, captured for trade, housed in zoos, made to perform for our entertainment, and used as subjects in biomedical testing. We will examine the general pattern of processes related to impending extinction crisis, and discuss the specific conservation strategies and tactics, including the impacts (both positive and negative) of primate field research, eco-tourism, and ex-situ approaches such as captive breeding programs. Finally, students will critically examine the notion that successfully understanding what it means to be human is only possible through knowing what it means to be nonhuman. This very endeavor, however, will be shaped by how we proceed, how we perceive our place in nature, and how we will treat the subjects of our inquiries.

### **ANTH 30160. Anthropology of Race**

(3-0-3)

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

While issues of race and racism are pervasive in our society, most people know surprisingly little about the social, biological, political, and historical factors at play. Race is simultaneously a very real social construct and a very artificial biological one. How can this be? Why do we care so much about classifications/divisions of humanity? This course will tackle what race is and what it is not from an anthropological perspective. We will learn about the biology of human difference and similarity, how societies view such similarities and differences, how our social and scientific histories create these structures, and why this knowledge is both extremely important and too infrequently discussed.

### **ANTH 30170. Introduction to Anthropological Genetics**

(3-0-3) Benn Torres

In this course, students will explore central questions within biological anthropology from a genetic perspective. The class will cover basic principles of molecular and population genetics. Additionally, students will learn how molecular and population genetics are applied to anthropological issues. Topics to be covered include human origins and peopling of world, as well as human genetic diversity and disease.

### **ANTH 30190. Infancy: Evolution, History, and Development**

(3-0-3) McKenna

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. Not open to students who have had ANTH 30194.

### **ANTH 30305. Immigration in Global Perspective**

(3-0-3)

*Prerequisite:* ANTH 30103 OR ANTH 30104

How do people in immigrant-receiving countries form their attitudes toward immigrants? What are the unintended consequences of increased governmental investments in border and immigration control? What are the differences between refugees and other migrants? How is immigration related to the 2005 riots in France? In this course, we will be able to examine such questions, and more generally to understand the causes, experiences, and consequences of transnational migration. We will acquire a sound interdisciplinary understanding of migration in its historical, social, political, and cultural facets. Diverse aspects of immigration history, policy implementation and migrants' lives will be examined, with fieldwork accounts from countries of origin and from the United States, Europe, and Japan. Issues to be addressed include ethnic neighborhood formation; gender and class differences in migration and settlement; religion; identity formation; border enforcement; racism; and mass-media representation.

**ANTH 30320. Native Peoples of North America**

(3-0-3) Mack

*Prerequisite:* ANTH 10109 OR ANTH 10195 OR ANTH 30103 OR ANTH 30104

This course offers a survey of the major groups with an emphasis on their forms of social organization; their political and economic patterns; and their technological, religious, and artistic realms. Beginning with archaeological 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 30390. European Cultures and Societies**

(3-0-3) Albahari

This course offers an ethnographically grounded understanding of contemporary European cultures and societies. We start by presenting a brief history of the idea of Europe. Then, we define its geographical focus: Where are the boundaries of Europe? Are Israel and Turkey part of Europe? Who gets to decide? Are there European Muslims? We will then read recent works focusing on selected regions and on diverse urban populations. We will explore and discuss socio-cultural facets of European everyday life; trends and challenges in technology, the environment, popular culture, demography, and politics; and the diversity of urban/rural, north/south, and more generally intra-European ways of life. The course will be of interest to students of contemporary global issues, and in particular to students who intend to spend a semester in Europe; are back from the field; or intend to write a related senior thesis.

**ANTH 30395. Russian Realms: Societies/Cultures of Eastern Europe and Beyond**

(3-0-3) Gaffney

This course explores the social structures, the historical contexts, and the symbolic universes of the peoples who either identify themselves as Russian or whose way of life has come to be deeply affected by the Russian tradition.

**ANTH 30580. The Forager/Farmer Transition**

(3-0-3) Kuijt

*Prerequisite:* ANTH 30102 OR ANTH 30101

This course explores the transition from hunting and gathering ways of life to agricultural societies and systems of food production in the Old and New Worlds and the origins of food production in diverse areas as a long-term social, conceptual, and economic process.

**ANTH 30592. Prehistory of the American Southwest**

(3-0-3)

This course introduces students to the diversity of cultures living in the American Southwest from the earliest Paleoindians (11,500 years ago) to European contact, the establishment of Spanish Missions, and the Pueblo Revolt of 1680–92. Most of the course is devoted to learning about the complex cultural developments in the Mimbres Valley, Chaco Canyon, Mesa Verde, the Rio Grande, and the Phoenix Basin. Class work and discussions will focus on important issues such as the adoption of agriculture, the development of villages, the transformation of ideological beliefs and political organization, and the importance of migration, and the impact of warfare using information on environmental relationships, technology, and other aspects of material culture. Students will also learn about descendant populations living in the Southwest today including the Pueblo peoples (e.g., Hopi, Santa Clara, Acoma) and Tohono O'odham.

**ANTH 30610. Kinship and Comparative Social Organization**

(3-0-3) Rotman

The course uses a broad cross-cultural comparative perspective to identify and analyze the major forms of human social organization. Emphasis is on kinship terminology, descent, marriage, residence units, economic exchange, political structure, and social inequality, among other topics.

**ANTH 30620. Mortuary Practices Across Cultures**

(3-0-3) Rotman

This course explores how death is treated or has been treated in diverse world cultures and time periods, including how culture affects our beliefs and experiences of death. A central theme of this course is the dynamic relationship between the deceased and the community of the living. Topics to be covered include material manifestations of status, class, gender, and ethnicity as reflected in funerary treatment; symbolic dimensions of dead bodies and mortuary ritual; ancestors and kinship; emotions, mourning, and commemoration; and ritual violence (e.g., cannibalism, sacrifice).

**ANTH 33100. Career Skills Proseminar**

(3-0-3)

The goal of this proseminar is to engage students in their own professional development, be it either towards traditional academic career or some other applied career. There are two key components to this course: individual projects and group projects of their own choosing. Individual projects center on technical development (such as the use of PowerPoint and graphics programs), and the development of other professional skills. This includes practical skills such as creating résumés, applying for employment, writing statements of purpose for graduate school or some other professional organization, writing abstracts for professional meetings, and writing grant applications. Group projects vary with the interest of class members, but can include attending professional meetings, presenting group papers and organizing departmental or university events. This might include organizing speakers and international visits.

**ANTH 33300. Social Concerns Seminar: Introduction to Community-Based Participatory Research Methods**

(1-0-1)

This interdisciplinary seminar focuses on the ways in which researchers and community members collaborate to conduct research that leads to community change and improvement in the quality of community life. The purpose of this seminar is to introduce students to community-based participatory research as a means to examine community challenges through quantitative and qualitative research methods. The seminar is offered through the collaboration of the Center for Social Concerns and the Department of Anthropology.

**ANTH 35110. Primate Behavior and Ecology**

(3-0-3) Fuentes

This course will give students an understanding of primate social systems and the factors that influence their maintenance and evolution. The course will begin with a brief overview of primate natural history (taxonomy of major primate groups and primate evolution). The remainder of the course will use various primate examples to explore the core topics of primate behavior and ecology, including diet and nutrition, predation, social structure, kinship, mating behavior, social dominance, and cognition. Students will also have the opportunity to learn some of the basic data collection techniques used when studying non-human primate behavior, and a trip to the zoo will be scheduled so that they can practice these techniques. Throughout the semester, the students will be asked to read several relevant books/articles (primate case-studies) and write reaction papers on their readings.

**ANTH 35210. Health, Healing, and Culture**

(3-0-3) Lende

This course provides an introduction to the field of medical anthropology. Medical anthropology examines beliefs, practices, and experiences of illness, health, and healing from a cross-cultural perspective to show that illness, health, medicine, and the body are shaped by social relationships and cultural values from the local level of the family and community to the global level of international development



and transnational capitalism. 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. Some of the key issues we will explore are medical pluralism and therapeutic choice; biocultural studies; medicalization; the political economy of health and disease; the anthropology of the body; the role of medicine and disease in colonialism and postcolonial movements; and applied medical anthropology.

### **ANTH 35250. Cultural Aspects of Clinical Medicine**

(3-1-4) Woosin

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 ombudsman in a local hospital emergency room 4 hours per week. Students **MUST** have access to transportation to participate in the ER internships. *Students are required to sign a waiver, to present evidence of immunizations, and to receive a TB skin test.*

### **ANTH 35340. Anthropology of Globalization**

(3-0-3) Albahari

*Prerequisite:* ANTH 13181 OR ANTH 10109 OR ANTH 10195 OR ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

This course analyzes contemporary patterns of globalization drawing on recent ethnographies. We will briefly overview the historical antecedents of globalization, and then proceed to analyze globalization's cultural, socio-political, and economic complexity, often resulting in urbanization. In particular, we will tackle the global circulation of food, entertainment, fashion, capital, ideologies, violence, religious practice, migrant/trafficked labor, and even of so-called "anti-globalization" movements. Examples of specific topics include youth and free trade in Latin America; cyber-politics among transnational Chinese, Eritreans, and others; McDonald's and consumerism in Moscow; Indian cinema and global media; outsourcing and the labor market. By locating global processes in everyday practice, including in our own communities, we will come to understand the interconnectivity sustaining globalization, and the resulting practices of resistance. More broadly, we will appreciate on the one hand how various cultures and societies become increasingly interconnected, and on the other how people around the world appropriate large-scale processes in culturally specific ways. The course emphasizes Anthropology's role as a discipline that is globally relevant and publicly "engaged." Accordingly, we will focus on the discipline's methodological and theoretical contributions in the study of globalization and its inequalities, and toward a more socially just world. The course will enable you to participate in community-based-learning, orienting and equipping you to design and implement an original research project, and to write an ethnographic account based on such project.

### **ANTH 35510. Museum Internship: Northern Indiana Center for History**

(V-V-V)

A museum internship is available to anthropology majors and minors at the Northern Indiana Center for History (NICH), South Bend, Indiana. This internship will teach students about the array of documentary and other resources that archives curate, including issues of acquisition, conservation, proper care and handling, systems of organization and management, etc. The facility's association with an historic museum will also familiarize students with the varied constituencies served by NICH, gain experience with public education and outreach, and develop other valuable skills. The intern will work with the archivist to prepare digital versions and transcriptions of early historic records, especially those pertaining to the fur trade and the founding of South Bend. Interns will also observe and learn about the operation of an archive and a historical museum. They will also have the opportunity to conduct their own research project in conjunction with the archival work. The internship is unpaid and can be taken during either semester of the academic year. Grading will be S/U with variable credit (from 1 to 3 credits; interns are expected to commit at least 3 hours for every hour of credit given).

The interns' work at the NICH will be supervised by Mr. Scott Shuler, archivist, and a course grade will be assigned by the supervising Notre Dame professor after consultation with the archivist. Interns must provide own transportation.

### **ANTH 35582. Archaeology of Ireland**

(3-0-3) Kuijt

*Prerequisite:* ANTH 30102

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.

### **ANTH 35588. Archaeology Field School**

(3-0-3) Schurr

Theory of archaeological survey, excavation and analysis. 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 by working with artifacts collected during the field course. In addition to the basic archaeological techniques, the class will introduce modern remote-sensing methods, including lessons on how to use a total station (laser transit) and equipment for magnetic and resistivity surveys. Student teams will learn how to operate the geophysical survey instruments and will use the instruments to conduct geomagnetic and soil resistivity surveys of a portion of the archaeological features present, and the field school excavations will be designed to evaluate their theories. There are no prerequisites for this course, but prior exposure to an introductory course in anthropology or archaeology is helpful. In addition to tuition, this course requires payment of a laboratory/transportation fee.

### **ANTH 40005. Migration, Markets, and Entrepreneurships**

(3-0-3) Richman

This course combines methodological tools from business and anthropology for analyzing the impact of migration movements on local socio-economic conditions and on the markets and the economy. This joint approach will focus on the study of the economic, social, and cultural dimensions of Mexican migration—the largest contemporary source of migration to the United States—with a particular emphasis on two economic aspects, namely (1) entrepreneurial traits and skills of the migrant population, and (2) the pattern and level of remittances by the migrant sector residing in the United States. The course also considers how transnational social, cultural, political, and religious networks and institutions affect and are affected by Mexicans' activities as workers, consumers, entrepreneurs, and general economic agents. The course will examine the following topics: the role of remittances in the Mexican economy, local business partnerships between migrant organizations and the state, Mexican transnational households' financial structure, characteristics of the Mexican migrant labor force, consumption patterns and savings behavior, and the study of a Latino/Hispanic market segment in the United States, which includes the production and/or sales of Mexican products, special advertising, and promotion techniques specifically targeted for that market. Comparative case studies of entrepreneurs based in central Mexico and those of Mexican immigrants in the U.S. Midwest complete the course and seek to understand how these economic agents and community leaders build economic, social, and cultural capital in the context of the communities where they reside.

### **ANTH 40333. Gender and Violence**

(3-0-3) Mahmood

*Prerequisite:* ANTH 30103

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.

#### **ANTH 40340. Native Americans in Fact and Fiction**

(3-0-3) Mack

*Prerequisite:* (ANTH 10109 OR ANTH 10195 OR ANTH 30104 OR ANTH 30102 OR ANTH 30101 OR ANTH 30103 OR ANTH 13181) AND ALHN 13950

This course focuses on images of Native Americans and how these images may have been shaped by popular and scientific writing, fine art, advertisement, and film. Using an anthropological perspective, the student reads fictitious and factual accounts of Native Americans and their cultures, both past and present, allowing them to build a more accurate image of Native Americans. The course uses books and film to broaden the understanding of Indian stereotypes, and the student will compare them to ethnographic studies, which use a scientific approach to Native American beliefs, life styles, and material culture. Some of the literature will be from Native American authors and the art from contemporary Native American artists. Together the readings, artworks, and films will also reveal the great diversity of both people and ideas that all too often are lumped under one category, which we label "Native American." Writing-intensive course for the College of Arts and Letters.

#### **ANTH 40400. Perspectives in Anthropological Analysis**

(3-0-3) Blum; Oka

*Prerequisite:* (ANTH 30103) OR (ANTH 30104)

Anthropology attempts to make sense of an infinitely complicated world by organizing its observations, inquiries, and explanations. Some of these are grand, while others are modest. Still, all anthropological work involves some kind of analysis. All analysis stems from a view of what is basic and of what is related most centrally. This course introduces the most powerful analytic perspectives in the four subdisciplines of anthropology, preparing students to encounter and situate anthropological works of all sorts. The seminar format encourages student involvement, not only in reading and writing, but also in discussion and analysis of the works under consideration. Written and spoken assignments will permit students to try their hand at a wide range of anthropological practice. **REQUIRED OF ALL ANTHROPOLOGY MAJORS.**

#### **ANTH 40805. Humans and the Global Environment: Co-Evolution or Mutual Destruction?**

(3-0-3) Hellmann; Schurr

All human populations, from the simplest to the most complex, interact with their natural environment. Humans alter the environment, and are, in turn, altered by it through biological or cultural adaptations. Global environmental changes helped to create and shape our species, and modern industrial societies are capable of altering the environment on scales that have never been seen before, creating many questions about the future of human-environmental coexistence. This course explores the ways that humans are altering the global environment and the ways that global environmental changes alter humans in return. Four major topics are examined: global climate change, alterations of global nutrient cycles, biodiversity and habitat loss, and ecosystem reconstruction. Students will complete the course with an understanding of the metrics and physical science associated with each type of change, their ecological implications, and the ways in which environmental changes continually reshape human biology and culture. This course is for graduate students and upper-division undergraduates. This course meets a core requirement for GLOBES students.

#### **ANTH 40810. Human Diversity**

(3-0-3) Sheridan

*Prerequisite:* ANTH 30101

Issues concerning the nature of human diversity (race, intelligence, sex, gender, etc.) are a continuing source of social and scientific debate. This course is designed to present the issues and methods used by physical anthropologists to study both the biological basis of human differences, as well as the ongoing process of human adaptation and evolution in response to climate, nutrition, and disease. Integration of the social, biological, and medical sciences will be employed to investigate modern human variation.

#### **ANTH 40825. Gender and Health**

(3-0-3) Smith-Oka

*Prerequisite:* ANTH 30103

This course looks at the intersection of gender, health policy, and health care organization around the world. Some of the issues to be discussed include medicalization of the female body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; and national and international health and development policies.

#### **ANTH 40855. Cultural Difference and Social Change**

(3-0-3) Smith-Oka

Research or service in the developing world can generate questions about our own role as "the elite" and "privileged" in contexts where our very presence marks us as "outsiders." In such situations, we frequently grapple with balancing our research objectivity with the oftentimes stark realities we have witnessed and experienced. This course is designed especially for students returning from service projects or study-abroad programs in the developing world to help make sense of these experiences. This process will be achieved through additional scholarly research (frequently self-directed) to better understand the sites that the students visited during their overseas projects, orienting them in relation to broader global, regional, and national patterns; the eventual outcome will be the analysis of each student's data that is framed by the larger context. Course readings will cover such topics as world systems theory, globalization, development, NGOs, various understandings of "human rights," applied anthropology, activism, and the relation between cultural relativism and service. Through discussions, readings, presentations, and writing students will develop an analysis based on their overseas experience, and will focus on the site where they worked, a problem that they observed in cross-cultural perspective, and an examination of strategies for redressing this sort of problem. The overall goal of the course will be for students to gain an understanding of how social science analysis might help to understand and confront problems in cross-cultural contexts. Students can only enroll with the permission of the instructor.

#### **ANTH 40860. Genocide, Witness, and Memory**

(3-0-3) Mahmood

How are episodes of mass killing experienced, survived, and remembered? In this course, we consider political, social, and cultural trauma as expressed in memoir, documentary, fiction, and academic text. Witness as an ethical stance is examined; the role of memory in shaping morality is questioned. (Does "Never Again" actually work?) We also look at the perpetrators of genocidal killing: Who are they? What prompts their actions? Moreover: Are any of us incapable of this kind of violence?

#### **ANTH 40870. Indian Ocean: Trade and Interaction**

(3-0-3)

*Prerequisite:* ANTH 10109 OR ANTH 10195 OR ANTH 30102 OR ANTH 30103

This course offers a multidisciplinary approach to studying one of the oldest forums for intercontinental trade and interactions: the Indian Ocean. This geographic entity has linked peoples of Africa, Europe, and Asia through the exchange of technology, ideas, goods, and peoples from the dawn of the first systematic intercontinental trade between the Bronze Age polities of Egypt, Mesopotamia, and India-Pakistan, ca (4th millennium B.C.) to the present era. The class has two objectives: (1) to understand the nature of trade and exchange mechanisms in the Indian Ocean world from both temporal and spatial perspectives, and (2) to underscore the interdependency between trade/exchange and political-economy,

climate, society, and history. The required readings include works from various disciplines, including economics, history, political sciences, and geography, as well as archaeology and cultural anthropology. Students will be encouraged to add to the broader understanding of Indian Ocean trade provided by the course by undertaking comparative research projects that examine two periods, two areas or two processes within this larger interactional complex.

### **ANTH 40885. Environmental Archaeology**

(3-0-3) Glowacki

Environments and human use of them have both changed dramatically over time. This course explores the relationships between past societies and the ecosystems they inhabited and constructed. It will show how archaeologists investigate the relations between past societies and their environments using concepts from settlement archaeology, human geography, and paleoecology (the study of ancient ecosystems). We will review theories and techniques used in environmental archaeology and will learn about new approaches for the study of prehistoric human ecology. Modern data processing techniques (such as geographical information systems, database software, spatial statistics, and computer-aided mapping programs) will be introduced along with new theoretical approaches that attempt to decode the social meanings of built environments. The materials will be presented through a mixture of lectures, demonstrations, and assignments designed to introduce you to the basic concepts and techniques presented in the course. The term paper will explore some aspects of environmental archaeology of interest to the student.

### **ANTH 40895. The World at 1200**

(3-0-3) Glowacki

The 12th and 13th centuries were a dynamic period in world history as civilizations across the globe experienced significant growth, reorganization, and even collapse. Trade, wars, missionary work, and exploration fostered extensive and far-reaching interactions among neighboring and more distant cultures. Genghis Khan, the Crusades, the Khmer Empire, the end of the Toltec Empire, and the peak of the ancestral Pueblo occupation of the Mesa Verde cliff dwellings are but a few of the forces and civilizations shaping the world at A.D. 1200. Traditionally, these civilizations and events are studied diachronically and in relative isolation from contemporaneous global developments. This course departs from tradition and adopts a synchronic analysis of the dramatic changes experienced across the globe during the 12th and 13th centuries. By examining these cultural shifts in light of simultaneous transitions in other areas of the world, new questions and answers can be generated concerning the activities and processes that shape people's lives in past and present civilizations.

### **ANTH 45105. Advanced Human Ethology**

(3-0-3) McKenna

*Prerequisite:* ANTH 20105

This class is intended for students who completed Human Ethology, a prerequisite for enrollment. It provides the opportunity to discuss the material and topics presented in the lecture course and will culminate with each student choosing a research topic and presenting it in the form of PowerPoint to the class. A second requirement in addition to weekly readings, discussion and or reviews of many articles read previously will be the completion of a significant observational study of some aspect of human behavior covered by class material. The topics to be investigated include but are not limited to the evolutionary and cultural perspectives on human aggression, sleep, laughter, grief, sex differences in behavior, institutional sports, play, parenting, infant care practices, or communication (especially nonverbal). The class fulfills a methods requirement for the anthropology major.

### **ANTH 45308. Native North American Art**

(3-0-3) Mack

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

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.

### **ANTH 45390. Ethnographic Method and Writing for Change**

(3-0-3) Mahmood

*Prerequisite:* ANTH 30103 OR ANTH 30104

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 polyvocality and inclusivity. Ethnography as a nexus of theory and practice, of scholarship and action, emerges from our work in the course.

### **ANTH 45510. Historical Archaeology**

(3-0-3) Rotman

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104 OR ANTH 10109 OR ANTH 10195

This course examines the methodological and theoretical foundations for the archaeology of European colonization and the post-colonial material world. Course materials focus on material life and the diversity of sociocultural experiences in North America since 1492. The class examines how historical archaeologists have interpreted life in the world of global capitalism and colonization over the last half millennium and how archaeological insights can be used to understand and critique our own world. The distinctive analytical techniques of historical archaeology will be studied, including documentary research, artifact analysis methods, and field excavation techniques. The course will probe the interdisciplinary nature of historical archaeology, assess the social significance of archaeological knowledge, and scrutinize cultural, class, and gendered influences on archaeological interpretation.

### **ANTH 45817. Human Osteology**

(3-1-4) Sheridan

*Prerequisite:* ANTH 30101 OR ANTH 30102

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. NSF-REU Biocultural Research Program**

(V-0-V) Sheridan

*Prerequisite:* ANTH 30101

The 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 and participate in a lecture program delivered by top scholars in the fields of biological anthropology, classics, and Near Eastern studies.

### **ANTH 45820. Researching Disease: Methods in Medical Anthropology**

(3-0-3) Lende

*Prerequisite:* ANTH 30103

This class will provide extensive classroom and hands-on training in research methods for medical anthropology. It will place slightly greater emphasis on qualitative methods, such as participant observation and interviewing, but will provide an overview of quantitative methods (including building surveys and some basic statistical analysis). Students will learn by conducting original research on contemporary health issues in the local community (such as HIV/AIDS and substance abuse).

**ANTH 45832. Anthropology of War and Peace**

(3-0-3) Nordstrom

*Prerequisite:* ANTH 30103 AND (ANTH 30101 OR ANTH 30102 OR ANTH 30104)

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) Nordstrom

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

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 "out-laws." For example, internationalization has influenced crime in much the same ways that it has multinationals and nongovernmental organizations: Criminal networks now span continents, forge trade agreements, and hone 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.

**ANTH 45837. Anthropology for the Twenty-First Century**

(3-0-3) Nordstrom

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

Anthropology enters a 21st century filled with far-reaching possibilities and dangerous new problems. To meet these challenges, to stay relevant, and to offer new understandings and solutions, anthropology needs to both assess its classic approaches and develop new innovative ones. Globalization. New forms of political and economic power and poverty. Changing patterns and crises of health, environment, and development. Violence, and novel ways of belonging. Transformations in our very sense of identity (from gender through belief to ethnicity), and perhaps our thinking, our epistemes. Sheer complexity. Theoretical breakthroughs. Schepher-Hughes calls for an engaged anthropology; Paul Farmer for a meaningful one. Bourgois delves into the raw realities of life with dignity; and Mbembe into emerging values of self and society. Das calls for vibrant theory—one that senses as well as has sense; and Rabinow and Marcus for an anthropology of the contemporary—How do we as anthropologists best meet the changing terrains of self and world unfolding today?

**ANTH 45842. Doing Things with Words**

(3-0-3) Blum

*Prerequisite:* (ANTH 30104) OR (ANTH 30103)

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 45850. Archaeology of Everyday Life**

(3-0-3) Chesson

While archaeology is most famous for investigating the temples and tombs of "lost civilizations," the vast majority of the archaeological record encompasses the material traces of ordinary people in their everyday lives. In this course, students will explore the archaeological remains of peoples' houses, daily tasks, deaths, jobs, communities, and religions. We will pay particular attention to how archaeologists reconstruct the social, economic, ritual, and political fabric of daily life in the archaeological past, and thus will be drawing on anthropological frameworks for understanding issues of identity, gender, sexuality, race, mortuary practices, constructing communities, and social differentiation.

**ANTH 45851. Space, Place, and Landscape**

(3-0-3) Rotman

*Prerequisite:* ANTH 10109 OR ANTH 10195 OR ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

In this course, we will explore human relationships to the built environment and the complex ways in which people consciously and unconsciously shape the world around them. Cultural landscapes are not empty spaces, but rather places we imbue with meaning and significance. We are particularly interested in the ways in which the built environment has worked as an agent of cultural power as well as how social relations (notably class, gender, and ethnicity) have been codified and reproduced through landscapes. We will examine how people perceive, experience, and contextualize social spaces at the intersection of symbolic processes, senses of place, memory, and identity formation as well as how these change through time and across space. As an interdisciplinary endeavor, we will draw from history, geography, art, environmental science, architecture, landscape studies, anthropology, and urban planning, among other disciplines. Students will undertake a significant original research project that investigates the human experience through space, place, and landscape.

**ANTH 45854. Museum Anthropology: An Introduction**

(3-0-3) Mack

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

An introduction to the history, philosophy, and professional practices of museums. It includes an examination of the ethical and practical issues of museum work, including current controversies, through readings, discussions, and hands-on experience. Emphasis is on the role of anthropologists in museums and the exhibition of non-Western European art in museums, which focus on art, ethnography, or history. Students will work individually and collaboratively on projects, including an exhibition for display within the anthropology department.

**ANTH 45855. Archaeology and Material Culture**

(3-0-3)

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103

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) Chesson

*Prerequisite:* ANTH 10109 OR ANTH 10195 OR ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

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**

(1-3-4) Kuijt

Prehistoric stone tools represent the oldest form of human technology. Much of human prehistory worldwide and throughout ancient times is decipherable primarily through stone tools. In this class, experimental replication of stone technologies is viewed as an essential method to understanding past technologies. Organized as a series of practical laboratory exercises, in this class, we deal with a broad survey of the fundamental concepts of stone tool technology, including mechanical properties of tool stone; stone heat treatment; prehistoric quarrying and mining strategies and elementary concepts of flaking stone. Students gain familiarity with these topics in a laboratory context by participating in flint knapping practice and working intensively with several archaeological collections. In addition to the laboratory exercises, students will present the results of a team project based on hands-on manufacture of tools, or analysis of materials from 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 45860. Food and Culture**

(3-0-3) Blum

*Prerequisite:* ANTH 30103 OR ANTH 10109 OR ANTH 10195

All humans eat, but the variations in what, how, and why we eat are dazzling. 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.

**ANTH 45865. Anthropology of Childhood and Education**

(3-0-3) Blum

*Prerequisite:* ANTH 30103 OR ANTH 30104

Concepts of human growth vary extraordinarily across time and space. When children become full-fledged persons, when they can reason, when or whether they should be independent from their parents, and how all this happens are variable and illuminating. Education—either formal or informal—reflects and also constitutes a society's view of childhood. This course provides a (selective) cross-cultural survey of childhood and education, looking at stages from pregnancy and infancy to late adolescence. Students will devise and conduct projects of their own.

**ANTH 45875. Anthropology of Poverty**

(3-0-3) Oka

What is poverty? What does it mean to be poor, destitute, and powerless? Does poverty in the developed world refer to the same conditions and factors that determine poverty in developing and undeveloped countries? What does genteel poverty mean? Does the ability to possess material goods and to consume indicate lack of poverty? What is the cycle of poverty? Can one break out of it? This course will address these and other questions on poverty through anthropological analysis. The course is divided into two parts: (1) poverty in the pre-industrial era, and (2) poverty in contemporary societies. Topics covered in Part 1 include the beginnings of poverty and social inequality in the earliest complex urban societies of the Middle East, Africa and South Asia; urbanism production, distribution and poverty in various time periods, including classical Greece and Rome, the Middle Ages and the Early Modern Era; and slavery, colonialism, and poverty. Part 2 will address issues such as the relationship between industrialism, colonialism, and poverty in 19th and 20th centuries; instituted poverty in post-colonial and post-industrial societies; and global manifestations of poverty in the 21st century.

The course materials include readings from anthropology (archaeology, cultural anthropology, and biological anthropology), history, economics, theology, and political science, as well as documentaries and films.

**ANTH 45880. Gender and Archaeology**

(3-0-3) Chesson

*Prerequisite:* ANTH 30101 OR ANTH 30102 OR ANTH 30103 OR ANTH 30104

In this course, students will explore the potential for studying and reconstructing a prehistory of people through archaeology. We 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. Topics for consideration include feminist perspectives on science, anthropology, and archaeology; concepts of gender in prehistory and the present; women's and men's relations to craft production, state formation, and space; and the complex relationship between feminism, archaeology, and the politics of women and men in archaeology and the archaeological past. Under the broad theoretical, political and historical umbrella of feminism, archaeologists today are negotiating their own paths toward an engendered past from multiple directions, and this course will explore the diversity of these approaches toward creating a prehistory of people.

**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 46200. Directed Readings in Medical Anthropology**

(V-V-V)

Intensive independent readings on a special problem area in medical anthropology 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 46400. Directed Readings in Linguistic Anthropology**

(V-V-V)

Intensive independent readings on a special problem area in linguistic 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 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 48120. Directed Research at the Sleep Lab**

(V-0-V)

Intensive independent research at the Mother-Baby Behavioral Sleep Laboratory about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

**ANTH 48200. Directed Research in Medical Anthropology**

(V-V-V)

Intensive independent research on a special problem area in medical anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

**ANTH 48300. Directed Research in Sociocultural 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 48310. Directed Research in Visual Anthropology**

(V-V-V)

Intensive independent research on a special problem area in visual anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper or produce a video.

**ANTH 48400. Directed Research in Linguistic Anthropology**

(V-V-V)

Intensive independent research on a special problem area in linguistic 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**

(3-0-3)

This course 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.

**ANTH 56100. Directed Readings in Biological Anthropology**

(V-V-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.

## Department of Art, Art History, and Design

**ARHI 13182. Fine Arts University Seminar**

(3-0-3)

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, and Egypt**

(3-0-3) Rhodes

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 C.E. 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 Aycanae, 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 20250. Introduction to Early Christian and Byzantine Art**

(3-0-3) Barber

This course will introduce students to the visual arts of the period ca. A.D. 200 to ca. A.D. 1600. Our work will take us from the first fashioning of an identifiable Christian art through to the remarkable poetics of Late Byzantine painting. In so doing, the student will be introduced to the full array of issues that arise around the question of there being a Christian art. Working from individual objects and texts, we will construct a variety of narratives that will reveal a vital, complex, and rich culture that, in a continuing tradition, has done so much to shape the visual imagination of Christianity.

**ARHI 20260. Art of the Medieval Codex**

(3-0-3) Joyner

In classical times text and image were applied to papyrus and scrolls, in the mid-15th century, movable type and woodcuts printed text and images into paper books. During the intervening millennium text and images written, drawn, and painted by multiple hands onto the bound parchment of medieval codices. As an introduction to the study of medieval manuscripts, this class will begin with an overview of codicological methods and then move through a series of thematic questions as they relate to specific manuscripts made in Western Europe between the fifth and 15th centuries. We will consider production methods, text-image relationships, issues of patronage and use, and many other questions as we examine the central role manuscripts played in the evolution of medieval European culture.

**ARHI 20300. Introduction to Renaissance Art**

(3-0-3) Rosenberg

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 Eighteenth 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 expansionism.

**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, Georgia O'Keeffe, Alexander Rodchenko, Max Ernst, Jackson Pollock, Andy Warhol, Judy Chicago, Cindy Sherman, and others. Lectures, class discussions of assigned readings, and museum visits are key components of the course.

**ARHI 20441. Twentieth-Century Art I: 1900–55**

(3-0-3)

This course will introduce students to major developments in 20th-century art, primarily in Europe and the United States. Emphasis will be placed on modernist and avant-garde practices and their relevance for art up to the present. The first half of the course will trace modernism's unfolding in the avant-garde practices of the late-19th and early-20th centuries, ending with modernism's eventual destruction in the authoritarian politics of the '30s, World War II, and the Holocaust. The second half of the course will address art production after this chasm: the neo-avant-gardes in Europe and the United States will be considered in their attempts to construct continuity and repetitions of the heroic modernist legacies of the past. Among the movements analyzed: cubism, Dada and surrealism, Russian constructivism, abstract expressionism, pop art, minimalism, and conceptual art.

**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 A.D. 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 helped shape 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 30101. Hellenistic and Roman Art and Architecture**

(3-0-3)

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 C.E. 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 B.C., 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 and 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 B.C. through the early fourth century of the modern era.

**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 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 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 in this course.

### **ARHI 30220. Kingdom, Empire, and Devotion: Art in Anglo-Saxon and Ottonian Europe**

(3-0-3) Joyner

Although the Anglo-Saxon Kingdom and Ottonian Empire overlap in time during the 10th and 11th centuries, the images and objects produced by both cultures manifest the different political, social, and religious identities being deliberately constructed. By the mid-11th century, the Normans had invaded England, the Salian emperors had succeeded the Ottonians, and European art is more cohesively and problematically labeled as Romanesque. This class will examine Anglo-Saxon and Ottonian art as individual visual traditions. We will explore various cultural, political, and religious issues as they are worked through and revealed in the images and objects that survive from these regions.

### **ARHI 30240. Romanesque Art**

(3-0-3)

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 and Architecture**

(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, Medician patronage, and art for the Renaissance courts of northern Italy and Naples.

### **ARHI 30312. 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, and Parma also provide insight into the traditions of the local schools and their patronage.

### **ARHI 30313. Art of the High Renaissance in Florence and Rome**

(3-0-3) Coleman

Leonardo, Michelangelo, Bramante, and Raphael provide the basis for a study of one of the most impressive periods of artistic activity in Italy—the High Renaissance in Florence and Rome. It was Leonardo da Vinci's revolutionary example that imposed extraordinary artistic and intellectual changes on an entire generation of painters, sculptors, and architects. Ludovico Sforza, duke of Milan, the new Republic of Florence, and the imperial papacy of Julius II recognized that the genius of Leonardo, Bramante, Michelangelo, Raphael, and others, could be brought into the service of the State. Under Julius, the papal states became the supreme state in Italy, and for the first time in centuries, the papacy ranked as a great European power. With the ceiling of the Sistine Chapel, St. Peter's (redesigned on a colossal scale by Bramante), the Vatican Palace (its city facade and Belvedere by Bramante, and papal apartments decorated by Raphael), and the papal tomb (designed by Michelangelo), Rome, for the first time since the time of the Caesars, became the center of Western art.

### **ARHI 30320. Northern Renaissance Art**

(3-0-3)

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, Heironymous Bosch, and Albrecht Dürer. 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 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 Zurbarán and Diego Velázquez. 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 Guarini**

(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, Baciccio, Pozzo, and Tiepolo.



**ARHI 30360. The Age of Rembrandt: Northern Baroque Painting**  
(3-0-3)

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, Velazquez, Zurbaran, Leyster, 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 and religion and spirituality.

**ARHI 30417. English Art and Society**

(3-0-3) Pyne

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 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 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 30480. Topics in Contemporary Art: Art Now**

(3-0-3) Speaks

This course will examine contemporary artistic developments in order to begin to address the multifaceted, international field that is contemporary art. Focused on a series of case studies that stretch across the diverse media used today—digital film, installation, painting, photography, video, and sculpture—this course will address those themes that gained currency as the driving forces of modernism waned, such as aesthetic activism, pastiche, simulation, the return of the readymade, and the reinterpretation of genre. Special attention will be paid to the way that new formats and media change the scope, audience, and reception of art now.

**ARHI 30550. History of Photography**

(3-0-3) Moriarty

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 30551. History and Photography**

(3-0-3)

Both history and photography were practices invented and developed in the 19th century, and they share a capacity to illuminate events in the past. Both history and photography can depict human suffering and point to political practices that might alleviate that suffering. Both must grapple with the nature of time. Both, in odd ways, transcend, but also cement, the finality of death. Both promise a form of truthfulness which they do not always achieve. Given these similarities, it is no wonder that so many writers have considered them together. Often however, when compared, the distinctive qualities of each come to the fore. By reading about photography and history and by looking at images, students in this course will explore the limits and possibilities of each modern pursuit.

**ARHI 30555. History of Photography: The Nineteenth Century**

(3-0-3)

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 30560. History and Theory of Twentieth-Century Photography**

(3-0-3)

This course seeks to introduce students to the difficulties of writing the history and criticism of photography as a separate discipline that operates simultaneously outside and inside the history of modernism: since photographic practices are defined by an extraordinary diversity of social functions and institutions (e.g. fashion and political documentary, advertisement, and avant-garde art), the impossibility of such a cohesive approach clearly poses a central methodological problem. This condition has been confronted by photographers, artists, and photography historians and critics with a wide range of responses.

**ARHI 30565. Visualizing America: Survey of American Art and Culture**

(3-0-3)

This course examines American visual and material cultures from the pre-colonial era to the present day. Providing a broad, historical account and considering a variety of media from paintings and sculptures to quilts, photographs, world's fairs, and fashion styles, this survey explores American art within the context of cultural, social, economic, political, and philosophical developments. In particular, it considers the role that American art has played in the formation of national identity and understandings of class, race, gender, and ethnicity.

**ARHI 30801. Mesoamerican Art: Olmec and Their Legacy**

(3-0-3)

The Olmec civilization was the mother culture of Mesoamerica, and beginning in 1500 B.C. 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 30831. Images of Mexico: A Photographic Journey**

(3-0-3)

This course on Mexican photography is taught from the lens of Mexican documentary photographer, Antonio Turok. We will explore key themes and struggles in Mexican society and culture through the visual legacy of Mexico's photographers, domestic and foreign, past and present. The primary goal of the course is to analyze photography as a means of understanding Mexico's complex diversity of peoples, landscapes and history. The goal of the course is not only to

motivate students to learn about Mexican photography but also to analyze the political, social, economic, cultural and religious contexts informing the work in order to formulate a broader understanding of Mexico and Mexicans. Among the questions we will be asking in our exploration of the photography of Mexico are what motivated the photographer to create the images; how did the photographer shape the images to become visual symbols? Materials for the course include the visual legacies of photographers, photographic criticism and recorded interviews with the photographers talking about their work.

### **ARHI 33312. 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 and Parma also provide insight into the traditions of the local schools and their patronage.

### **ARHI 40120. Greek Art and Architecture**

(3-0-3) Rhodes

This course analyzes and traces the development of Greek architecture, painting, and sculpture in the historical period, from the eighth through the second centuries B.C., 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 40121. Greek Architecture**

(3-0-3) Rhodes

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 eighth to the second centuries B.C., 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 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.

### **ARHI 40255. The World at 1200**

(3-0-3) Glowacki

Our species is unique because it is the only species that deliberately buries its dead. Mortuary analysis (the study of burial patterns) is a powerful approach that archaeologists use for the study of prehistoric social organization and ideology. 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 complex societies such as ancient Egypt and megalithic Europe. We will also examine the theoretical and practical aspects of the archaeology of death, including the applications of various techniques ranging from statistics to ethnography, and the legal and ethical issues associated with the excavation and scientific study of human remains.

### **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, Medician patronage, and art for the Renaissance courts of northern Italy and Naples.

### **ARHI 40312. 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.

### **ARHI 40313. High Renaissance in Rome and Florence**

(3-0-3)

This course will focus on the major artistic developments in Rome and Florence from 1480 to 1520. We will begin with the revolutionary works of Leonardo da Vinci in Florence and Milan, and will return to Florence to witness the emerging geniuses of Michelangelo and Raphael. In Rome during the pontificates of Julius II and Leo X, Bramante, Michelangelo, and Raphael will reach full maturity with their papal projects as in the radical new design for St. Peter's, Pope Julius's tomb, the fresco and tapestry decorations for the Sistine Chapel, and the frescoes in the papal apartments in the Vatican Palace. Additional discussion will be devoted to the artistic achievements of such artists as Andrea del Sarto, Luca Signorelli, Andrea and Jacopo Sansovino, and Sebastiano del Piombo.

### **ARHI 40320. Northern Renaissance Art**

(3-0-3)

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, Heironymus Bosch, and Albrecht Dürer. 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. Age of Rembrandt: North Baroque**

(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, Leyster, 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 aesthetical, 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 40416. American Art**

(3-0-3)

This course examines American painting, architecture, and sculpture from Puritan culture to the end of World War I. The approach is to examine the development of American art under the impact of social and philosophical forces in each historical era. The course explores the way in which artists and architects give expression to the tensions and sensibilities of each period. Among major themes of the course are the problem of America's self-definition, the impact of religious and scientific thought on American culture, Americans' changing attitudes toward European art, and the American contribution to modernism.

**ARHI 40470. Architecture of the Twentieth Century**

(3-0-3)

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.

**ARHI 40490. Architecture Now: Trends in Contemporary Architecture**

(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 40580. History of Design: Form, Values, and Technology**

(3-0-3) Doordan

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 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 Pheidias in the mid-fifth century B.C. 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, free-standing 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 43200. Seminar: Topics in Early Christian and Byzantine Art**

(3-0-3)

Topics course in special areas of early Christian and Byzantine art.

**ARHI 43205. Seminar: Topics in Medieval Art**

(3-0-3)

The topic and format of this course will vary from year to year.

**ARHI 43305. Seminar: Topics in Renaissance and Baroque Art**

(3-0-3)

The specific topic of this course varies with each section and changes each semester. However, the following course descriptions provide a good guideline. In fall 2008, ARHI 43305 Section 01 is described as follows: For most people, the art of Michelangelo Buonarroti defines what is meant by the Renaissance. He was an artist who created images, which are both universal and unique. This seminar will trace Michelangelo's career, with special attention to the *David*, the Sistine Chapel decorations, the Medici Chapel, his pietas, the Pauline Chapel frescoes, and the rebuilding of St. Peter's Cathedral. We will consider his art in the context of the principal aesthetic, cultural, political and religious issues of his day and look at other broader issues such as attribution (the Fifth Avenue Cupid) and preservation (the cleaning of the Sistine Ceiling). In fall 2008, ARHI 43305 Section 02 is described as follows: 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; and 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 aesthetical, 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.

**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. 1580), 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 maniera artists 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's 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: Courts of Renaissance Italy**

(3-0-3)

Seminar on specific subjects in Renaissance art.

**ARHI 43340. Topics in Baroque Art**

(3-0-3)

Topics course on special areas of baroque art.

**ARHI 43341. Seminar in Italian Drawings**

(3-0-3) Coleman

This seminar is devoted to the study of Italian Renaissance and baroque drawings in The Snite Museum of Art. The course will introduce the student to the world of special collections, where particular care is given to the conservation of works on paper, and where instruction is given in the appropriate ways to study drawings. We will examine papers of different colors, trace the origin and manufacture of paper by means of watermarks, and recognize different types of inks and chalks in order to appreciate the role which the physical object plays in understanding it as an historical and aesthetic work of art. Discussion will also center on the purpose and types of drawings. In fact, the acknowledgment of drawing is fundamental to the creative process, and appreciation of its status as an independent aesthetic endeavor, have their origins in the Italian Renaissance. By the 17th century, drawings of all types had come to be fully appreciated and collected by artists and connoisseurs alike. Each student will be required to research one or two drawings in the Snite collection, and the seminar will conclude with an exhibition (with accompanying catalogue) in the Snite Museum.

**ARHI 43351. Seminar: Rome in the Age of Bernini**

(3-0-3)

Permission required. Seminar on specific subjects in baroque art.

**ARHI 43404. Seminar: Narratives of Modern Art**

(3-0-3) Pyne

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 43416. Seminar: Topics in American Art**

(3-0-3)

Topic courses on special areas of American art.

**ARHI 43480. Seminar: Topics in Contemporary Art**

(3-0-3) Speaks

Topic courses on special areas of contemporary art.

**ARHI 43512. Seminar: Museums and Collecting**

(3-0-3) Rosenberg

This seminar will focus on the history of collecting and the origins and nature of the modern museum. In the course of our discussions, we will address a number of issues including: Why do people collect? Who is the museum's audience? What role does authenticity play in the philosophy of collecting and display? Are museums bound rules of public decorum? What impact has the Internet had on art museums and their audiences? And what are the museum's rights and obligations in matters of cultural patrimony?

**ARHI 43576. Theories of Art**

(3-0-3) Pyne

Required of all art history majors. 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.

**ARHI 45310. Art History Internship**

(V-V-V)

This course provides an opportunity for the art history student to earn credit through an internship with a museum, a gallery, or an auction house.

**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 47272. Special Studies: Early Christian and Byzantine Art**

(V-0-V)

Independent study in early Christian and Byzantine 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 47372. Special Studies—Renaissance/Baroque**

(V-0-V)

Independent study in Renaissance or baroque art history under the direction of an individual faculty member.

**ARHI 47431. Special Studies—Nineteenth Century**

(V-0-V)

Independent study in 19th-century 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 47472. Special Studies—Modern**

(V-0-V)

Independent study in modern art history under the direction of an individual faculty member.

**ARHI 47473. Special Studies—Modern**

(V-0-V)

Independent study in modern art history under the direction of an individual faculty member.

**ARHI 47571. Special Studies**

(V-0-V)

Permission required. Independent study in art history under the direction of an individual faculty member.

**ARHI 48573. Honors Thesis Direction**

(V-0-V)

The honors 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.

**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: \$30.

**ARST 11301. Painting I**

(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.

**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 21301. Painting I**

(0-6-3)

This course is an introduction to oil painting techniques and to stretcher and canvas preparation. The emphasis is on finding a personal direction.

**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**

(0-6-3)

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.

**ARST 21501. Silkscreen I**

(0-6-3)

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**

(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)

This introductory course explores the making of artists' books and papermaking. Students learn basic bookbinding techniques for books and printing techniques for postcards and posters. They also learn how to make hand-made papers. Part of the focus is on historical books, as well as on what contemporary artists are doing with books.

**ARST 21507. Relief and Collography**

(3-0-3)

This course investigates various relief methods of printmaking, including linocut, woodcut, and collograph. Emphasis is on experimentation and combining media.

**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.

**ARST 21509. Print Business and Photogravure**

(0-6-3)

This course is concerned with learning the business of the contract printing for photogravure prints. These prints look exactly like photographs, but are printed onto soft printmaking papers. 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.

**ARST 21510. Lithography**

(0-6-3)

This is an introduction to planographic print techniques including drawing, painting, photographic, and transfer on stone and metal plate. Basic black and white and color printing techniques are practiced. Contemporary and historical prints are reviewed. Emphasis is on development of the student's own ideas and methodology.

**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 31102. Ceramics II**

(0-6-3)

*Prerequisite:* (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 31202. Figure Drawing**

(0-6-3)

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 31302. Painting II**

(0-6-3)

*Prerequisite:* (ARST 11301 OR ARST 133S OR ARST 134S)

This course extends and develops the skills and concepts initiated in Painting I. 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 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 31316. Scenic Painting**

(3-0-3)

An introduction to the tools and techniques used in painted and textured scenery for the stage and screen. Students will learn and apply the variety of methods used in creating a wide range of painted effects; from the basic wood treatments to the advanced marbling and faux finishes. Outside-of-class painting time will be required.

**ARST 31402. Alternative Photography**

(0-6-3)

*Prerequisite:* ARST 31405

Students are introduced to a variety of photographic possibilities outside traditional black-and-white printing. Projects include building pinhole cameras, working with 4 x 5 film, non-silver processes, and digital possibilities. Projects encourage students to continue defining their own areas of interest and to locate their own concerns within the broad range of photographic issues. A 35mm camera or digital SLR with manual focus and exposure controls is required. Offered periodically.

**ARST 31405. Photography II: Digital Photography**

(0-6-3)

*Prerequisite:* ARST 21401

Introduction to color photography using digital technologies. Assignments and presentations cover a range of approaches from straight photography to manipulated realities. Students develop a portfolio of creative images and become familiar with the tools and best practices for making digital inkjet photographs. A 35mm film camera or digital SLR with manual focus and exposure controls is required. Software is taught on the Apple platform. Offered every semester.

**ARST 31415. Introduction to Film and Video Production**

(4-0-4)

*Prerequisite:* (FTT 10101 OR FTT 104) OR (FTT 20101 OR FTT 204)

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 31421. Performance Art: History, Theory, and Practice**

(3-0-3)

Performance art is anti-art. Performance art is art that contradicts tradition—that aims to shock. This class will equip the student with an overview of its offenses. Class content may include Dada's early 20th-century assaults on the audience; absurdist experimental performance works by Yoko Ono, Lygia Clark, John Cage, and Nam June Paik from the 1960s; performance art addressing racism by Adrian Piper and William Pope L. from the 1980s; current performance works by Internet artists and others. Discussions will focus on the aesthetics and politics of marginality. In other words: Why shock? Why experiment? Is there any market for such work today? We will also look at critical and theoretical texts about performance, modernism, and the avant-garde and consider their relation to the works themselves. These may include manifestos by performers and artists; debates about the autonomy of art; poststructuralist writings on art and aesthetics; and theories of performativity. Finally, students will be expected to create one or more performance art pieces themselves. Students should expect to be asked to participate in other students' pieces as well as in their own.

**ARST 31502. Poster Shop**

(0-6-3)

Students will create posters and broadsides using relief, silkscreen and inkjet printing. These media offer powerful imaging techniques that range from hand-drawn/cut stencils to digital impressions. A variety of surfaces and applications will be explored. Art historical sources such as propaganda and political posters, concert promotions and urban graphics will propel creative projects.

**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**

(0-6-3)

*Prerequisite:* ARST 11201

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:* (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.

**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**

(0-6-3)

*Prerequisite:* ARST 21301

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:* (ARST 31405 OR ARST 375S) OR (ARST 31402 OR ARST 366S)

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. Advanced Digital Photography**

(0-6-3)

*Prerequisite:* ARST 31405 OR ARST 41407

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.

### **ARST 41407. Studio Photography**

(0-6-3)

*Prerequisite:* ARST 21401

Introduction to the tools, methods, and artistic possibilities in studio photography. Assignments include both creative thinking and technical skill building. Demonstrations include artificial lighting techniques, studio flash, digital picture, use of medium- and large-format cameras, set building, and working collaboratively on a large group project.

### **ARST 41408. The Photographic Portrait**

(0-6-3)

*Prerequisite:* ARST 31405

The representation of human identity has been one of the most significant and sustaining subjects within the history of images. This course examines the various styles and thematic approaches to the photographic portrait from historical practice to contemporary and conceptual artworks. Students complete work in the studio or on location. Thematic assignments and personal and independent projects may be done in any format or photographic medium. Emphasis is on producing a final portfolio of creative images. Offered spring semester.

### **ARST 41416. Intermediate Film Production**

(3-0-3)

*Prerequisite:* (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 fieldwork 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 Technical Production**

(3-0-3)

*Prerequisite:* (FTT 40410 OR FTT 448A OR FTT 20002)

Advanced coursework in the tools, materials, and processes used in the creation of theatrical scenery. Topics may include (but are not limited to) scenic welding,

advanced rigging techniques, electronic controls, pneumatics, hydraulics, structural design for the stage, CAD, and other state-of-the-art technologies.

### **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 BetacamSP and DV video equipment while learning the basics of nonlinear editing, digital audio sweetening, 2-D compositing and 3-D animation techniques.

### **ARST 41506. Advanced Books and Printmaking**

(0-6-3)

*Prerequisite:* (ARST 21501 OR ARST 489S) OR (ARST 21503 OR ARST 292S) OR (ARST 21505 OR ARST 297S) OR (ARST 21507 OR ARST 287S) OR (ARST 21509 OR ARST 291S)

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:* (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. Undergraduate Photography Seminar**

(3-0-3)

*Prerequisite:* (ARST 31405 OR ARST 41403 OR ARST 41405)

A combined studio/topics course for students who have completed three or more photography courses. Presentations, readings and discussions focus on contemporary artistic practice. Course may include visiting artists, gallery visits, and student presentations. Students develop one or more independent creative projects during the semester. Offered periodically.

### **ARST 43702. BFA Seminar**

(2-0-2) 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**

(0-V-V)

Independent study in ceramics: research or creative projects.

### **ARST 47271. Special Studies—Painting/Drawing**

(0-V-V)

Independent study in painting or drawing: research or creative projects.

### **ARST 47272. Special Studies—Painting/Drawing**

(0-V-V)

Independent study in painting/drawing under the direction of an individual faculty member.

### **ARST 47273. Special Studies—Painting/Drawing**

(0-V-V)

Independent study in painting/drawing under the direction of an individual faculty member.

**ARST 47274. Special Studies—Painting/Drawing**

(V-V-V)

Independent study in painting/drawing under the direction of an individual faculty member.

**ARST 47471. Special Studies—Photography**

(0-V-V)

Independent study in photography: research or creative projects. Open to upper-level students with permission of the instructor.

**ARST 47472. Special Studies—Photography**

(V-0-V)

Independent study in photography under the direction of an individual faculty member.

**ARST 47571. Special Studies—Printmaking**

(0-3-3)

Independent study in printmaking: research or creative projects.

**ARST 47671. Special Studies—Sculpture**

(0-V-V)

Independent study in sculpture: research or creative projects.

**ARST 47672. Special Studies—Sculpture**

(0-V-V)

Independent study in sculpture under the direction of an individual faculty member.

**ARST 47771. Special Studies**

(V-0-V)

Independent study in art studio: research or creative projects.

**ARST 48103. BFA Thesis—Ceramics**

(0-V-V)

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**

(0-V-V)

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 BFA thesis exhibition. The student signs up with a faculty member working in painting or drawing, who serves as an advisor for the thesis project.

**ARST 48204. BFA Thesis—Painting/Drawing**

(0-V-V)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

**ARST 48205. BFA Thesis—Painting/Drawing**

(0-V-V)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

**ARST 48305. BFA Thesis—ARST**

(0-V-V)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

**ARST 48403. BFA Thesis—Photography**

(0-V-V)

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 photography, who serves as an advisor for the thesis project.

**ARST 48404. BFA Thesis—Photography**

(0-V-V)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

**ARST 48503. BFA Thesis—Printmaking**

(0-V-V)

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 printmaking, who serves as an advisor for the thesis project.

**ARST 48603. BFA Thesis—Sculpture**

(0-V-V)



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 sculpture, who serves as an advisor for the thesis project.

### **ARST 48703. BFA Thesis**

(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 the student's area of interest, who serves as an advisor for the thesis project.

### **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:* (DESN 11100 OR DESN 111S)

*Corequisite:* DESN 32107

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.

### **DESN 21200. Visual Dialogue: Drawing for Design**

(0-6-3)

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. Materials fee.

### **DESN 21201. Product Design I**

(0-6-3)

*Prerequisite:* DESN 21200 AND ARST 11601

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 30104. Building the Modern Web**

(3-0-3) Smith

Building the Modern Web is designed to cut through the technology involved in the website creation process and get to the core meaning and goals of a Web project. Technological concepts will be covered, but in no real depth. Instead, you will be instructed on how certain technologies, languages, and concepts add pieces to the puzzle of a modern website, and how you can have a knowledgeable part

in every step. It is suggested that this class be taken concurrently with Graphic Design II or after Graphic Design II has been completed.

### **DESN 30105. Applied Multimedia Technology**

(3-0-3)

The goal of this course is to explore the use of multimedia in communicating information and solving problems. Using Macromedia Flash and other tools, students create interactive multimedia applications that incorporate text, animation, images, sound, and video. They also learn how to evaluate the aesthetics, functionality, and usability of a website. Finally, the course equips students with strategies for enhancing their skills after the semester ends. It is suggested that this class be taken concurrently with Graphic Design II or after Graphic Design II has been completed.

### **DESN 30550. JavaScript**

(3-0-3) Nunemaker

JavaScript is a forgiving and wonderfully simple, yet powerful programming language. It was designed to be easy for non-programmers to use and is now an essential part of the Web, powering rich interactions in sites such as Facebook, Gmail, and Mobile Me.

### **DESN 31203. Product Design Research Project**

(0-6-3)

*Prerequisite:* (DESN 21200 OR DESN 217S) OR (DESN 21201 OR DESN 218S)

This advanced level studio is directed toward the product design student who is preparing to enter either graduate school or professional practice. Fulfillment of this studio requires the completion of one research and design project. In addition, portfolios and resumes are prepared. Emphasis is placed on knowledge, analytical skills, logic, creativity, and excellence in visual communication.

### **DESN 31204. Advanced Product Design**

(0-6-3)

*Prerequisite:* (DESN 21200 OR DESN 217S) OR (DESN 21201 OR DESN 218S)

This advanced level studio is directed toward the product design student who is preparing to enter either graduate school or professional practice. Fulfillment of this studio requires the completion of one research and design project. In addition, portfolios and résumés are prepared. Emphasis is placed on knowledge, analytical skills, logic, creativity, and excellence in visual communication.

### **DESN 31205. Digital 3-D**

(0-6-3)

*Prerequisite:* (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 Design 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 nontraditional applications of design principles. Full-scale furniture is produced for each project. Lab fee.

### **DESN 31316. Theatrical Production**

(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 32107. Adobe CS3 Design Tutorial**

(0-2-1)

*Corequisite:* DESN 21101

This one-credit course will focus on Adobe Creative Suite 3 (CS3) software.

The class will meet one evening per week throughout the course of the semester.

Programs and topics to be covered will be Adobe Photoshop, InDesign, Adobe Illustrator, proper file preparation, font access, and usage.

**DESN 41102. Graphic Design II**

(0-6-3)

*Prerequisite:* (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:* (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. Graphic Design IV**

(0-6-3)

*Prerequisite:* (DESN 41103 OR DESN 416S)

This senior-level, research-based course will explore the contemporary practice of professional design through client-based projects created in both print and multimedia forms.

**DESN 41105. Multimedia Web Design**

(0-6-3)

*Prerequisite:* (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 41106. Web Page Design**

(0-3-3)

This course will cover the design considerations for the Internet, including techniques of graphic production and Web page efficiency. Design with Macromedia Dreamweaver, Flash, and the use and creation of style sheets will also be covered. Experience with Macintosh graphics programs needed. Work outside of class is expected.

**DESN 41107. Web Development with CSS**

(0-6-3)

Learn the techniques used by today's top professionals to construct Web pages with XHTML and CSS. At the end of this class, you will be able to take a graphical representation of a Web page, and construct it to work in all modern browsers using valid, semantic markup and presentation.

**DESN 41209. Furniture Design Studio**

(0-V-V)

*Prerequisite:* (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 41301. Interactive Media Motion Graphics**

(0-3-3)

*Prerequisite:* DESN 21101

This advanced multimedia course will give the studio, design, or CAPP major an introduction to the design of motion graphics. Students will develop short information movies, movie trailers, or movie opening sequences. The course

will use Apple's Motion software and cover basic DVD and Quicktime movie development. Skill with various graphics software useful, with expertise in Adobe Photoshop being very important.

**DESN 41419. CAD for the Stage**

(0-3-3)

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 computer systems is necessary, and significant computer work is required outside of class.

**DESN 41420. Advanced Technical Production**

(0-3-3)

Advanced coursework in the tools, materials, and processes used in the creation of theatrical scenery. Topics may include (but are not limited to) scenic welding, advanced rigging techniques, electronic controls, pneumatics, hydraulics, structural design for the stage, CAD, and other state-of-the-art technologies. Laboratory required.

**DESN 43200. Designing an Environment for Design**

(V-0-V) Brockman

Students in this course will gather and process data and considered needs in order to produce a detailed proposal for a cross-disciplinary research environment that will be established within the new Engineering Learning Center in the Stinson-Remick Engineering Building. The resulting environment will be conceived through collaborative research conducted by marketing, engineering and design. Team-driven output during the course will result in a facility layout that considers technology requirements, furnishings, and an implementation plan capable of supporting and enhancing future University activities. The environment's purpose will foster meaningful innovation and problem solving through heightened academic unity between the colleges. The course undertaking will also serve as a preliminary test of Notre Dame's collaborative potentials, combining teaching resources from the College of Engineering, Mendoza College of Business, and the Industrial Design Program in the College of Arts and Letters. The vision of this course enterprise focuses on the belief that collaborative discourse between University colleges will lead to increased understanding, heightened achievement, and global recognition that exceeds the potential of a single unit within the University. Students admitted to this course will be limited to a hand-selected group of nine graduate and or senior level candidates from the represented programs. (College of Engineering, Mendoza College of Business, College of Arts and Letters) Selections will be made on the basis of individual past academic history and balance of proficiencies required for course duties.

**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 47172. Special Studies—Graphic Design**

(0-V-V)

Independent study in product design under the direction of an individual faculty member.

**DESN 47173. Special Studies—Graphic Design**

(0-V-V)

Independent study in design: research or creative projects. Open to upper-level/graduate students with permission of the instructor.

**DESN 47271. Special Studies—Product Design**

(V-0-V)

Independent study in product design: research or creative projects.

**DESN 47272. Special Studies-Product Design**

(0-V-V)

Independent study in product design under the direction of an individual faculty member.

**DESN 47311. Special Studies in Design and Presentation—Taiwan**

(0-3-3)

Research project involving design and language skills based on independent summer research in Taiwan, to develop an architectural/design project and create a bilingual website for presentation.

**DESN 47371. Special Studies**

(V-0-V)

Permission required. Independent study in design.

**DESN 48103. BFA Thesis—Graphic Design**

(0-V-V)

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 48104. BFA Thesis—Graphic Design**

(0-V-V)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

**DESN 48105. BFA Thesis—Graphic Design**

(0-V-V)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

**DESN 48203. BFA Thesis—Product Design**

(0-V-V)

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 48204. BFA Thesis—Product Design**

(0-V-V)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

**DESN 48303. BFA Thesis**

(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 48305. BFA Thesis—DESN**

(0-3-3)

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. The BFA thesis 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 BFA thesis student signs up with a faculty member working in the student's area of interest, who serves as an advisor for the thesis project.

## Center for Asian Studies

### ASIA 20101. Introduction to Chinese Civilization and Culture

(3-0-3) Yang

*Prerequisite:* (EALC 10112 OR EALC 102)

This is a survey course that introduces the students with little or no knowledge of the Chinese language or culture to the major aspects of Chinese cultural tradition from the dawn of its civilization to the present time. Readings (in English translation) include traditional Chinese historical, philosophical, political, religious, and literary texts, as well as modern scholarship. Students are encouraged to bring in their experience, living or reading, of Western culture in order to approach the Chinese texts from a comparative perspective. This course will use a combination of lectures, discussion, and presentation by students. Movie documentaries will also be used from time to time. Reading assignments should be done before the lectures and in the sequence as they are given in the course schedule for each class so that the students may be ready for discussion in class. Whereas their amount and level of difficulty vary, the texts always demand careful and thoughtful reading.

### ASIA 20102. Culture, Media, and Entertainment in China Today

(3-0-3)

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.

### ASIA 20105. Introduction to Korea and Korean Culture

(3-0-3)

This introductory course is designed for students without extensive prior knowledge of Korea or Korean culture. Diverse aspects of Korea such as natural environment, history, religion, family relations, thought, literature, and arts will be surveyed. Through this course, students will gain a greater appreciation and knowledge of Korean culture and literature, allowing them to engage in more advance, in-depth study in subsequent semesters. The contemporary culture of Korea will be an important focus of the course, enriching students understanding of Korean society and culture today.

### ASIA 20106. Introduction to 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.

### ASIA 20107. Understanding Korean Culture: Yesterday and Today

(3-0-3)

This course aims to help students to understand Korean society and culture. Starting from its unique historical background, students will explore and discuss various aspects of Korea such as religion, thoughts, literature, politics, arts, life styles and pop culture ("Korean Wave") throughout the course. The in-depth examination of traditional features will guide students to extensive understanding

of contemporary phenomena in Korea. Lecture-based teaching format will be enriched by a variety of supplementary channels such as movies, documentaries, and invited speakers in the field.

### ASIA 20146. Music and Globalization in Asia

(3-0-3) Ng

This course explores musical production in India and China, the "new cultural cores" that are gradually replacing the United States and Western Europe in cultural influence in Asia and the Asian Diaspora. Taking into account these countries' colonial and semi-colonial histories, their political and economic development, and the increasing transnational movement of their citizens, this course charts the development of commercially successful music from these countries—bhangra; Bollywood; Chinese pop; and fusion music popularized by bands such as Twelve Girl Band and composers such as Tan Dun in films like *Crouching Tiger, Hidden Dragon*—that have not only captured Asia, but also the West, and shaped the imagination of what Indian-ness and Chinese-ness are, both to the Chinese/Indians and non-Chinese/Indians. In addition, this course examines Filipino entertainers, a group of musicians who provide live entertainment of a transnational capacity throughout Asia. They represent important channels for the dissemination of Indian and Chinese popular music in that region. Globalization and cosmopolitanism theories will be discussed in this course.

### ASIA 20148. Music and World Religions

(3-0-3)

Through this ethnomusicology course, students will learn the roles music occupies in world religions. More than a world music course, we will examine the creative expression of the divine through the universal language of organized sound as music, as music plays a major role in the practice of most religions worldwide. This study involves all the major continents, highlighting new perspectives as to the confluence between religious culture and musical expression. Knowledge of music beneficial but not required, just ears and minds open to the diverse ontological understandings comprising various worldviews.

### ASIA 20206. Modern Korean Literature and Drama in Translation

(3-0-3) Yang

This course aims to provide basic understanding of modern Korean literature and drama. In this class, we will first briefly survey the history of Korean literature from 2,000 years ago, till now. Then we will select a few important literary texts to read. Through this lecture, students will be able to understand the various forms and contents, and important themes of Korean literature, through which deeper understanding of the lives and thoughts of the Korean people will be possible. Also, students will watch Korean TV dramas, popular in Korea and abroad, and through it have a chance to see and understand various aspects of Korean life. Through this introductory course, students will be prepared for a more in-depth study of Korean literature and culture.

### ASIA 20301. Chinese Society and Culture

(3-0-3)

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)

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 20325. Business, Economics, and Culture

(3-0-3) Oka

Economic, political, and cultural interactions between geographically distant groups have been intensifying over the past century, and the 21st century is being seen as the global century. In this rapidly changing world, it is becoming

increasingly important to understand the role of cultural (religious, ethnic and political/socio-economic) factors in determining and shaping interactions. In this course, we will use an ethnographic focused approach to explore the impact of cultural variations on many issues that have arisen or will potentially arise in the course of contemporary global economic interactions. These include the relationships between reciprocity, redistribution and market behaviors, cultural differences in business strategies, relationship building and formation of partnerships, marketing techniques, consumer behavior, and political and environmental situations. We will also look at the impact of business interaction on regional and local economies in Asia (India), Africa (Kenya and the Sudan) and Latin America (Mexico and Guatemala). Coursework will include discussions based on readings, documentaries, an individual ethnographic project and report, and a final paper on the application of cultural factors for global interactions.

### **ASIA 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. The ultimate goal of this course is to enable the students to gain a deeper understanding of Christianity by "passing over" into and experiencing as well as appraising the different major religious traditions of the world. To enhance the learning experience, the course will make abundant use of films. The students are required to attend class regularly and punctually. Indeed, strong emphasis is placed on the requirement to attend class faithfully. Students are allowed but one single absence during the semester.

### **ASIA 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 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.

### **ASIA 23101. Chinese Literary Traditions**

(3-0-3)

A survey course introducing students to the major themes and genres of Chinese literature through selected readings of representative texts.

### **ASIA 23301. Masterpieces of Japanese Literature**

(3-0-3) Brownstein

This course is a survey of Japanese poetry, fiction, and drama from the earliest times through the 20th century. All texts are in English, and no special knowledge of Japan or Japanese is required. The course is divided into four units. We will begin with the development of court poetry (*waka*) as found in the *Manyoshu* (Collection of 10 Thousand Leaves) and the first imperial anthologies, followed by episodes from the *Tales of Ise*, and selected chapters from Murasaki Shikibu's masterpiece of courtly love, *The Tale of Genji* (ca. 1000 A.D.). In addition to social and historical factors influencing the development of a courtly aesthetic, we will also consider the influential role played by Buddhism and Chinese literature. In the second unit we will look at how Japanese literature developed under the patronage of the samurai aristocracy during Japan's "medieval" period (12th–16th centuries) with readings of Noh plays, linked verse (*renga*) and philosophical essays

such as *An Account of My Hut* and *Essays in Idleness*. For the third unit, we move to the early modern period with the haiku poetry of Basho, short stories by Saikaku ("Five Women Who Loved Love"), and *The Love Suicides at Amijima*, a play by Chikamatsu Monzaemon. For the last unit, we will read a selection of modern stories and plays.

### **ASIA 27463. Anti-Social Behaviors 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.

### **ASIA 30011. Asian American Literature**

(3-0-3)

This course will explore the development of Asian American literature from the 1800s to the present, focusing on writers of Chinese, Filipino, Indian, Hmong, Japanese, and Korean descent. Discussions will focus on questions of race/ethnicity, identity/representation, nation, and exile. Primary texts, including novels, short fiction, poetry, theory, and film will be supplemented by critical articles. Some works to be discussed will include Carlos Bulosan's *America Is In the Heart*, Jessica Hagedorn's *Dogeaters*, Maxine Hong Kingston's *The Woman Warrior*, Faye Ng's *Bone*, and John Okada's *No-No Boy*, in addition to other texts.

### **ASIA 30101. Chinese Ways of Thought**

(3-0-3) Jensen

This lecture and discussion course on the religion, philosophy, and 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.

### **ASIA 30106. Modern South Asia**

(3-0-3) Sengupta

Home to over a billion people, just over 23 percent of humanity, the South Asian subcontinent is a fascinating laboratory in which to analyze the unfolding of such themes in modern history as colonialism, nationalism, partition, decolonization, post-colonial democracies, the modern state, economic development, center-region problems, and relations between Asia and the West. The course will consider critical themes in social, political, economic, and cultural history, which will include imperialism, capitalism, nationalism, religious politics, regionalism, ethnicity, globalization, diaspora, ecology, social inequality, and gender, development, and democracy. It will not only provide a lively historical narrative told through lectures based on scholarly research and primary texts, but will also seek to embellish this narrative with the perception and articulation of vision and sound, as well as with readings from representative genres of South Asian literature.

### **ASIA 30107. Debating Empire: Themes From Modern South Asian History**

(3-0-3)

This course introduces undergraduates to contentious themes in the history of British empire in South Asia through a close examination of historiography. By focusing on the centrality of colonialism in instituting change and fundamentally transforming South Asian society, the course traces the emergence of dominant schools of South Asian (particularly Indian) historiography. Historical approaches to be examined include imperial and colonial historical writing, the Cambridge school, several forms of nationalist historiography (including secular and religious),

Marxist perspectives, and the more recent Subaltern Studies collective, as well as critiques of these. Topics of analysis will include (1) de-industrialization and the colonial economy; (2) agriculture and the idea of private property; (3) the 1857 rebellion or *Sepoy Mutiny*; (4) continuity and change in 18th-century India; (5) colonialism and its impact upon knowledge production; (6) gender and colonial law; (7) the construction of religious identities and communal violence in colonial India; (8) capitalist development or socialist planning; (9) affirmative action; and (10) environment and development. These debatable themes in South Asian history have generated an enormous corpus of literature, enabling us to problematize the relationship of the historian to “facts” by drawing attention to the ways in which diverse positions and perspectives privilege different categories, actors, and modes of analysis. The course also looks at the role of history within the development of colonial governance and the rise of nationalist movements and examines the relationship of different segments of the population to history and to the nation.

### **ASIA 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.

### **ASIA 30115. Japan's Imperial House**

(3-0-3)

Japan boasts the longest, unbroken imperial line extant today, but what does this continuity really mean? This course looks at Japan's emperors and empresses from antiquity to the present, raising questions about the nature of power, the idea of good government, gender, divinity, war responsibility, and the liberty of the family now called upon to symbolize a purportedly democratic nation. Although most of the course will focus on modern emperors, it begins with Japan's earliest political structures in order to ask such questions as: Was the Imperial House an indigenous idea, or was it an imitation of Chinese ideas of power? Why were there so many powerful women leaders in ancient Japan, and why did Japan stop having empresses on the throne? What is the relationship between the imperial house and the various religions of Japan? The course will then consider the medieval and Tokugawa periods asking why powerful samurai failed to overthrow the militarily impotent emperors. Finally, the course will turn to the modern period, beginning in the middle of the 19th century with the elevation of the Meiji Emperor to unprecedented prominence. Why was the ancient imperial house used to modernize Japan? Even though sex of emperors has been male for centuries, why were ancient emperors female, and why is the imperial gender (and Japan as a whole) in the modern period often regarded as female? Was Hirohito guilty of fomenting war? What is the function of the Imperial House today? This course sweeps through myth and 1,500 years of Japanese history, tracing the permutations, continuities, and discontinuities of the imperial line.

### **ASIA 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.

### **ASIA 30125. Japan Through the Camera Lens**

(3-0-3)

Japanese culture embraced the camera almost as soon as it was invented in Europe. Even while the Japanese government rigorously controlled contact with outside nations, this new device for recording and exploring the world entered a Japanese port and was put to use by Japanese and, eventually, by foreigners to document Japan's opening to the West, its military adventures, its transformation into an industrial and consumer society, and its erotic longing. This course uses photography and film and writing about art and politics as a way of exploring key issues in Japanese society.

### **ASIA 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.

### **ASIA 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.

### **ASIA 30189. South Asia: Colonialism and Nationalism**

(3-0-3)

This course will examine the colonial encounter in the Indian subcontinent; i.e. the period of the advent, establishment, and collapse of British colonial power during the period roughly between 1750 and 1950. It will explore the nature of this encounter and its impact on the subcontinent, particularly the emergence of modern nationalisms and the making of the modern South Asian nation-states of India and Pakistan. Recent scholarship on British colonialism and Indian nationalism has been rich and diverse, examining areas ranging from the nature of “anti-colonial” nationalism to the impact on the economy, on state practices, social structures such as caste, peasant resistance, gender relations, and modern history-writing itself. One of the objectives of the course is to introduce students to some of the major historical debates in South Asian history through the concepts of “nationalism,” “colonialism,” and “modernity.” Another is to think about the ways in which this encounter has been represented in different kinds of texts ranging from scholarly texts to fiction and films.

### **ASIA 30280. International Relations in East Asia**

(3-0-3) Moody

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.

**ASIA 30301. Human Rights in the Age of Terrorism: The View from South Asia**

(3-0-3)

This course will look at human rights and its continued relevance in the age of terrorism. Recent developments have shown the need for states to protect themselves and their populations from acts of terror while at the same time maintaining respect for human rights and the rule of law. This course examines how to uphold that balance and draws from the experience of Pakistan’s involvement in the global fight against terror. It examines both the misuse of prevention of terrorism laws as well as the minimum safeguards and remedies that must be guaranteed and provided if human rights are not to become the first casualty in the war on terror. There is no exam. Grades based 75 percent on research paper; 25 percent on class participation. Students are expected to have done readings before the class.

**ASIA 30302. Culture and Conflict in the Pacific**

(3-0-3)

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 30305. Immigration in Comparative Perspective**

(3-0-3)

How do people in immigrant-receiving countries shape their attitudes toward immigrants? What are the differences between refugees and other migrants? How is immigration related to urban “immigrant riots”? And what can anthropological studies of borders and national policies tell us about the transnational world in which we live? We will examine these and related questions, and more generally the causes, lived experiences, and consequences of migration. We will acquire a sound understanding of migration in its social, political, legal, and cultural facets. Fieldwork accounts from countries of origin and from the United States, Europe, Australia, and Japan will enable us to appreciate both global and U.S.-distinctive trends. Rather than merely learning a collection of facts about immigrants, we will address how migration intersects with gender and class; the mass-media; border enforcement; racism; the economy; territory and identity formation, and religion.

**ASIA 30376. Place, Environment, and Society in Australia and Melanesia**

(3-0-3)

Aboriginal Australian and Melanesian approaches to place have long intrigued and puzzled outsiders, challenging commonly held assumptions about the division between nature and culture or between human societies and their physical environments. This course introduces students to some of these exotic approaches to place and encourages them to see their own environment in a new way. It also considers how indigenous Melanesian and Australian conceptualizations of place are being transformed through engagement with a global capitalist economy and in the context of modern nation-states. How do notions of place change when land becomes a commodity? How are shifting connections to place transformed into legal ownership? What happens when kin networks are divided by national boundaries? Students will read several ethnographic monographs that convey a

holistic sense of social life in particular locales. Topics that may be of particular interest include mythic and ritual relationships to the land; connections between language, place, and cultural identity; the ways that modern states enforce geographic boundaries; legal battles for land rights; and the relationship between global environmentalism and indigenous people.

**ASIA 30463. Comparative Economy of India and China**

(3-0-3)

This course compares India and China’s different paths to political development in light of their history, institutions, and relations with the West.

**ASIA 30465. 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 Chinese societies.

**ASIA 30467. Introduction to South Asian Politics**

(3-0-3) Yadav

This course will present an overview of the politics of modern South Asia, focusing on Afghanistan, Bangladesh, India, and Pakistan. We will begin by studying the impact of the British colonial experience, the rise of nationalism and the emergence of independent nation states. To develop a broad understanding of the political and economic experience of the region, we will spend time analyzing the four countries individually before moving on to explore four important themes in political science. First, regime choice and regime survival in the four countries. Second, the role of women in the development experience. Third, identity politics and the emergence of violent domestic and international movements. Fourth, international relations focusing on the role of three key actors—the United States, China, and the Middle East—in regional politics.

**ASIA 30476. 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 regional scope covers East Asia, Southeast Asia, and South Asia. 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.

**ASIA 30608. The Worlds of Buddhism**

(3-0-3) Gimello

A thematic introduction to the pan-Asian (i.e., South, Southeast, and Central Asian as well as East Asian) Buddhist tradition exploring the fundamentals of Buddhist doctrine and practice while also sampling major themes in the religion’s social, cultural, and material history. Among the particular topics to be covered are: the life of the Buddha (history and hagiography), the “Four Noble Truths” (the essentials of the Buddhist “creed”), the Buddhist canon (the nature and scope of Buddhist scripture), Buddhist cosmology (Buddhist conceptions of the formation and structure of the universe, i.e., of time and space), Buddhist monasticism, meditation and the Buddhist contemplative life, Buddhist ethics, the ritual lives of Buddhists, Buddhism and politics, Buddhist “family values,” Buddhism and the arts, etc.

**ASIA 30609. Buddhism in China**

(3-0-3)

Buddhism is the only one of the major religions traditionally regarded as Chinese that did not originate in China. China is arguably the Asian civilization in which

Buddhism underwent its most extensive development and its most thoroughgoing transformations. This course is designed to be a thematic and historical overview of the development of Buddhist thought and practice in China with special emphasis on the process of mutual influence by which Buddhism, without ceasing to be Buddhist, became also a Chinese religion, while China, without abandoning its indigenous religious heritage, became also a Buddhist culture. As such the course will serve a threefold purpose: it will introduce students to fundamental Buddhist beliefs and values as they took shape in China; it will acquaint them with essential elements of Chinese civilization attributable to Buddhism's presence; and it will provide an opportunity to study what may well be world history's most remarkable instance of successful cross-cultural religious communication.

### **ASIA 30611. Buddhist Meditation Traditions**

(3-0-3)

Relying chiefly on English translations of primary, mostly east Asian canonical sources, this course will examine varieties of Buddhist meditation practice while also posing theoretical questions about the nature of meditation as a form of religious life; its ethical implications; its relations with other elements of Buddhism like doctrine, ritual, art, institutions; etc.—all considered against the background of theological and philosophical concern with the role of contemplative experience in the religious life.

### **ASIA 30612. Buddhism in Practice**

(3-0-3) Gimello

An introduction to Buddhism in East Asia (principally China, but also Japan, Korea, and Vietnam) with emphasis less on what Buddhists think or believe and more on what they actually do in their public as well as private lives—e.g., the rituals they perform; their disciplines of self-cultivation; the institutions they establish; and the ethical, political, and economic decisions they make.

### **ASIA 31105. Masters of Contemporary Chinese Cinema—Lab**

(0-2-0)

This introductory film course showcases master directors and major films from China, Hong Kong, and Taiwan. Students will learn to appreciate Chinese cinema for its content and techniques, while familiarizing themselves with social and political changes under which these films were produced in Greater China. We will examine cinematic accomplishments by master directors and analyze how they recreate for the audience different Chinese societies on the screen. This course is taught in English. No prior knowledge of Chinese is required.

### **ASIA 31316. Introduction to Japanese Pop Culture Lab**

(0-0-0)

*Corequisite:* ASIA 33316

This course will examine postwar Japanese popular culture using the theories and methods of cultural studies, media studies and gender studies. We will explore some of the primary sites of postwar popular culture across media, as well as emphasizing the theoretical distinctions between those media. Rather than chronological order, the course will be grouped into sections by media, including novels, film, television, manga, and anime. As we discuss issues specific to each of these media and across genres, however, our discussion will be framed by some key questions: What was the role of popular culture in defining a national identity to the postwar? What was the role of foreign influences, most importantly, American pop culture? How have popular culture texts spoken to and defined specific audiences (for instance, teenagers, women, and non-Japanese)? Knowledge of Japanese is not required.

### **ASIA 33101. Heroism and Eroticism in Chinese Fiction**

(3-0-3) Ge

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.

### **ASIA 33103. Twentieth-Century Chinese Literature**

(3-0-3)

In this course, we will read English translations of works in 20th-century Chinese literature, especially short stories and plays written from the May 4th Movement in 1919 to the beginning of the Reform in the early '80s. We will discuss the literary expressions of China's weal and woe in modern times and of the Chinese people's frustrations and aspirations when their country was experiencing unprecedented social changes. No prior knowledge of the Chinese language or Chinese culture is required for taking the course.

### **ASIA 33105. Masters of Contemporary Chinese Cinema**

(3-0-3) Lin

This introductory film course showcases master directors and major films from China, Hong Kong and Taiwan. Students will learn to appreciate Chinese cinema for its content and techniques, while familiarizing themselves with social and political changes under which these films were produced in Greater China. We will examine cinematic accomplishments by master directors and analyze how they recreate for the audience different Chinese societies on the screen. This course is taught in English. No prior knowledge of Chinese is required.

### **ASIA 33110. New Chinese 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 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 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 United States (but all with English subtitles). No prior knowledge of Chinese language, culture, or history is required.

### **ASIA 33111. Chinese Literary Dreams and Dream in the Red Chamber**

(3-0-3) Ge

Dreams have long been objects of fascination for people in all cultures, including the Chinese. Focusing on the 18th-century Chinese masterpiece *Dream of the Red Chamber*, this course examines the literary functions of dreams in the Chinese context. Dreams will be discussed as a catalyst in the process of fiction making, serving as a master trope for the “complementary oppositions” between truth and falsehood, between history and literature, between reality and fictionality, and between the sublunary and the supernatural. The goal of the course is to familiarize students with a novel that is generally considered the pinnacle of Chinese fictional literature and with some of the cultural convictions that underscore Chinese literary dreams. The primary text of the course is the 5-volume English translation of *Dream of the Red Chamber*. Supplementary readings include scholarship on the novel and modern theories on dream and the unconscious. Prior knowledge in Chinese language and culture not required.

### **ASIA 33112. Readings in Chinese Drama**

(3-0-3) Ge

This course studies a number of works in Chinese dramatic traditions from the pre-modern times up to the 20th century. While attention will be paid to Chinese theater as performing art, the plays selected for this course will be studied primarily as literary texts. The purpose of the course is to familiarize students with some of the most outstanding formulations in Chinese drama and their underpinning cultural meanings. All readings are in English translations, and no prior knowledge of Chinese culture or language is required.



**ASIA 33155. Multi-Cultural China**

(3-0-3) Lin

This course showcases the multifaceted aspects of China, not only in the ethnic sense but also in the political sense. We will read literary works by writers of different ethnic backgrounds (e.g., Han, Tibetan, the Atayal tribe from Taiwan) and geographical origins (the PRC, Taiwan, and Hong Kong). The objective of this course is to help students to gain a deeper understanding of the notion of “Greater China” and the concept of “Chinese-ness.” Through analyzing works by different ethnic writers, we will learn to appreciate the diversity of Chinese culture that is often overshadowed by a misconception about Chinese homogeneity. Likewise, fictional creation by writers from the three regions will give us a broader knowledge of Chinese culture that is constantly threatened by a political need for unity. This course is taught in English, and no prior knowledge of the Chinese languages is required.

**ASIA 33240. Political Economy of Development**

(3-0-3)

The course is divided into two parts. The first part provides an overview of the institutional and empirical features of the developing world, followed by a survey and critical evaluation of the conventional development theories. The second part looks into the selected topics evoking the critical, controversial stakes in Third World development debates today. The topics include rent-seeking activities, land tenure and peasantry, micro-financing, corporate governance, failed state and market failure, market and democracy, income-distribution and poverty, feminism in development, ethnic conflicts in resource use, and population pressures. The approach taken in this course is a political-economy perspective with references to the historical, cross-cultural, and empirical materials. The course aims at providing the students with intellectual spaces for alternative development paradigms and strategies. Where appropriate, the tools used in economic analysis will be reviewed at an elementary and accessible level.

**ASIA 33301. Love and Death in Classical Japanese Drama**

(3-0-3) Brownstein

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 theater, 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 dance-dramas imbued with the austere aesthetic of Zen Buddhism. In the play *Atsumori*, for example, we witness a confrontation between the ghost of Taira Atsumori, 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.

**ASIA 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 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.

**ASIA 33309. Japanese Literature in the 1990s**

(3-0-3)

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 that writers are problematizing previous homogenous 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 salary man, 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.

**ASIA 33310. The Japanese Empire and Literature**

(3-0-3)

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.

**ASIA 33311. Reading the Japanese Woman in Literature**

(3-0-3)

The Japanese woman is a favorite site of fantasy and anxiety, both in Japan and abroad. From the famously demure Madame Chrysanthe of Pierre Loti's late-20th-century novel to the sassy Modern Girl of the roaring '20s to contemporary busy battlin' babes, the Japanese woman has been available as a site of cultural imagination, and those images often tell us less about real Japanese women than they do about the dreams and nightmares of those doing the imagining. This class focuses on important works that variously glorify, orientalize, and/or trouble the idea of the Japanese woman in literature—both in Japan and in the West—over the past centuries. Readings will also include theoretical, historical, anthropological, sociological, and popular sources.

**ASIA 33312. Labor and Literature in Modern Japan**

(3-0-3)

The modernization project begun in the late 19th century relied on new and changing labor relations and roles in order to transform Japan into a modern nation-state in a short 50 years. Central to the way men and women relate to their society, labor consequently figured prominently, albeit quite differently in the literature of the early 20th-century elite as well as in the labor-conscious literature that emerged in the '20s and '30s. With “labor” as the organizing principle, then, we'll think about the intersections of gender/sex, class, and subjectivity; theories of the transformation from a “feudal” society to a “modern” one; a “bourgeois” and a “proletarian” class ethos; politically engendered “proletarian literature;” the significance of agrarian versus urban labor; Marxist/Socialist critiques of the

exploitation of labor by capital; the relationship of nation-state to empire to labor; and the place of literature and its relationship to labor in Japan.

### **ASIA 33313. Japanese Literature in the 1990s: Lost and Found in Contemporary Japan**

(3-0-3)

The bursting of the high-growth “economic bubble” in Japan in 1991 revealed that some of the costs of high economic growth—such as socially prescribed gender differentiation that urged dedication to the company for men and to the home for women, tremendous pressure put on children to achieve academically at ever-younger ages, and emphasis on high-growth policies at the risk of the environment—were simply too great to bear unreflectingly anymore. The ‘90s, then, knows itself as a “lost” decade, a decade in which an American, Alex Kerr, won a prestigious literary prize for his nonfictional *Lost Japan* (originally written in Japanese); a decade in which international best-seller Murakami Haruki continuously rejects the tenets of the past decades—family and company—for a fluffy lyricism of loneliness; a decade in which the resurgence of millenarian cults captivated readers and writers; a decade featuring apocalyptic animation and adult comics; a decade well-suited to the noir detective novel, with its seamy underside and lack of redemption; a decade in which even the awarding of the Nobel Prize for Literature to Oe Kenzaburo—in 1994 served ironically to question whether Japan has lost its tradition of high literature. As the “lost” narratives of multiply, however, so too do the “found” narratives, whether they take the forms of neo-nationalism, personal memoir, post-national globalism, estheticized alienation, or other. As the most salient features of the ‘90s continue, this class is also about the way that the present knows the past.

### **ASIA 33314. Cruel Stories of Youth: Children and Teens in Japanese Film**

(3-0-3)

From the wide-eyed children of anime to the crazy street fashions of Harajuku, images of kids and teens in Japanese popular culture are now distributed and consumed around the world. How then are those young audiences depicted and addressed within Japanese popular culture? What aspects of childhood or teen identity are repeated across generations? In order to answer these questions, we will look at Japanese films, including animation, from across the 20th century, that represent children and teens from a variety of perspectives, from the celebration of innocence to the threat of juvenile delinquency. In addition to analyzing representations of children and teens, students will also gain familiarity with Japanese film history and genres, and develop the critical vocabulary of film analysis. Films will include *I Was Born But, Crazed Fruit, A Cruel Story of Youth, Battle Royale, All About Lily Chou Chou, Nobody Knows, Grave of the Fireflies*, and *Akira*. All films will be subtitled. There will also be secondary readings in cultural studies and film studies, relating to the films we watch in class. Assignments will include an oral presentation, several short writing assignments, a film-viewing journal, and a longer paper.

### **ASIA 33315. Men and Women in Modern Japanese Literature**

(3-0-3) Shamoon

In 20th-century Japan, as old roles such as samurai and geisha waned, both men and women had to redefine the characteristics and meaning of masculinity and femininity. This course will look at constructions of gender in modern Japanese literature by both female and male authors. As we discuss both normative and deviant depictions of male and female roles, some topics we will address include men and women at work and at war, marriage and family life, homosociality, and homosexuality. Students will also gain familiarity with some of the major authors, genres, and literary movements of modern Japanese literature. Texts will include *Kokoro* by Natsume Soseki, *Confessions of a Mask* by Mishima Yukio, *Diary of a Vagabond* by Hayashi Fumiko, and short stories by Higuchi Ichiyo, Kono Taeko, and Oe Kenzaburo. This course is taught in English, and no knowledge of the Japanese language is required.

### **ASIA 33316. Introduction to Japanese Pop Culture**

(3-0-3) Shamoon

*Corequisite:* ASIA 31316

This course will examine postwar Japanese popular culture using the theories and methods of cultural studies, media studies, and gender studies. We will explore some of the primary sites of postwar popular culture across media, as well as emphasize the theoretical distinctions between those media. Rather than following a chronological order, the course will be grouped into sections by media, including novels, film, television, manga, and anime. As we discuss issues specific to each of these media and across genres, however, our discussion will be framed by some key questions: What was the role of popular culture in defining a national identity in the postwar? What role did foreign influences, most importantly, American pop culture play? How have popular culture texts spoken to and defined specific audiences (for instance, teenagers, women, non-Japanese)? This course is taught in English, and no knowledge of the Japanese language is required.

### **ASIA 33317. The Samurai in Classical Japanese Literature**

(3-0-3) Brownstein

The sword-wielding Samurai warrior is perhaps the most familiar icon of pre-modern Japan, one that continues to influence how Japanese think of themselves (and how others think of them) even in modern times. Who were the Samurai? How did they see themselves? How did other members of Japanese society see them? How did the role (and the image) of the Samurai change over time? To answer these questions, we will explore at the way Samurai were depicted in historical chronicles, fiction and drama, primarily from the 13th century through the 18th centuries. All readings will be English translation, and no previous knowledge of Japan is required.

### **ASIA 35340. Anthropology of Globalization**

(3-0-3)

This course analyzes contemporary patterns of globalization drawing on recent ethnographies. We will briefly overview the historical antecedents of globalization, and then proceed to analyze globalization’s cultural, socio-political, and economic complexity, often resulting in urbanization. In particular, we will tackle the global circulation of food, entertainment, fashion, capital, ideologies, violence, religious practice, migrant/trafficked labor, and even of so-called “anti-globalization” movements. Examples of specific topics include youth and free trade in Latin America; cyber-politics among transnational Chinese, Eritreans, and others; McDonald’s and consumerism in Moscow; Indian cinema and global media. By locating global processes in everyday practice, we will come to understand the interconnectivity sustaining globalization, and the resulting practices of resistance. More broadly, we will appreciate on the one hand how various cultures and societies become increasingly interconnected, and on the other how people around the world appropriate large-scale processes in culturally specific ways. The course emphasizes anthropology’s role as a discipline that is globally relevant and publicly “engaged.” Accordingly, we will focus on the discipline’s methodological and theoretical contributions in the study of globalization and its inequalities, and toward a more socially just world. The course will also equip you to design and implement an original research project, and to write an ethnographic account based on such project.

### **ASIA 40123. American 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. This course examines three aspects of this effort, namely the political, economic, and cultural restructuring of Japan. We will explore the goals, methods, and mix-ups of the (mostly) American attempt to recast Japanese society in a democratic mold and the Japanese response. 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?

### **ASIA 40180. Gandhi’s India**

(3-0-3) Sengupta

The dominant figure in India’s nationalist movement for nearly 30 years, M.K. “Mahatma” Gandhi has also been the 20th-century’s most famous pacifist, and a

figure of inspiration for peace and civil rights movements throughout the world. This course offers an examination of Gandhi and the nature of his unconventional and often controversial politics. It charts Gandhi's career against the background of events in London, South Africa, and India, and examines the evolution and practical application of his ideas and techniques of non-violent resistance, and his attitudes toward the economy, society, and state. Gandhi's influence on Indian politics and society is critically assessed and his reputation as the "apostle of nonviolent revolution" examined in the light of developments since his death in 1948. Some of the questions that will be discussed are: How far did the distinctive character of Gandhian politics derive from his absolute commitment to India's nationalist struggle? Was his success due to the force and originality of his political ideas and his advocacy of nonviolent action? Can his achievements be explained by political williness and pragmatism, or by willingness to embark on new experiments with the truth? Though helpful, a prior knowledge of Indian history is not required for this course.

#### **ASIA 40185. History from Below: Colonialism, Nationalism, and Subalterns**

(3-0-3)

This course introduces advanced undergraduates and graduate students to methods of doing and writing history that intervene within dominant historical narratives and frameworks by redefining historians' relationships with sources and the questions asked of them. The Subaltern Studies collective that emerged from South Asia in the 1980s and 1990s is now recognized as one of the more important historical interventions in recent years. Subaltern Studies' historiographic writing has questioned dominant nationalist narratives by arguing that they represent only the history of elites. The objective of the course is to draw attention to differing understandings of colonialism and nationalism by laying out the perspectives of "subalterns"—untouchables, tribals, peasants, workers, women and other marginalized groups. In addition, "subaltern" perspective would also be extended to studying themes such as democracy, politics, modernity, development, cities, environment, films, and television in South Asia. The interventions by the Subaltern Studies collective will be situated in relationship to developments in European historiography, with special attention to the unique departures of this new school. Debates within and critiques of the collective's approach will also be examined. A background in South Asian history or culture is not a prerequisite.

#### **ASIA 40241. Hong Kong Action Cinema**

(3-0-3) Magnan-Park

*Corequisite:* ASIA 41241

This course addresses the global significance of the *gong fu vague* [kung fu new wave] that hit world cinema in the early 1970s and its ripple effects up to the present. As the signature genre of the Hong Kong film industry, it does not stand in global isolation but is rather a product of careful market research in developing a distinctive genre that could have global popularity outside of its traditional regionalized domestic market (HK and Southeast Asia) and its overseas ethnic Chinese enclaves in numerous Chinatowns across the world. Some of the key issues that we will cover include: How does a small non-national population sustain a commercially viable film industry? How can a film industry create a version of action cinema that supersedes Hollywood's dominance in the genre? Is this purely a "Chinese" phenomenon, or one that is inherently dependent on non-Chinese participation? Do these films have ideological, aesthetic, and economic significance within a larger framework or must they be critically dismissed outright? What does it mean that "everybody was kung fu fighting" and continuing to do so? Taught in English. No knowledge of Mandarin or Cantonese is required. Whenever possible, we will view the films in their original language with English subtitles. A few films will be dubbed in English. Fulfills FTT international requirements.

#### **ASIA 40242. Contemporary Korean Cinema**

(3-0-3)

*Corequisite:* ASIA 41242

This course provides a historical, cultural, and aesthetic appraisal of South Korean cinema as it evolved from a Korean-centric film industry to a globally engaged film industry as evidenced by the current *hallyu* (Korea fever) phenomenon. Aspects

of cultural continuity as well as cultural transformations and the forces that are involved in this dynamic cultural arena will be addressed. Some of the films under analysis will include *Obaltan: Aimless Bullet*, *Sopyonje*, *Peppermint Candy*, *Shiri*, *Bungee Jumping of Their Own*, *My Sassy Girl*, and *JSA*. No knowledge of Korean is required.

#### **ASIA 40426. Asian Americans Writing Sexuality**

(2.5-0-3)

This course will introduce students to major works of Asian American literature while exploring issues of sexuality and gender in this body of literature. We will focus on race/ethnicity, authenticity, and representation as contested sites in Asian American literature and how these contested sites produce inter/intraracial tensions about the Asian body as it is viewed from within Asian American literature and from without. Primary texts will include novels, short fiction, poetry, film, drama, the graphic novel, and critical essays.

#### **ASIA 40606. History of Modern China**

(3-0-3)

The course will provide a general survey of Chinese history from 1644 (the establishment of 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.

#### **ASIA 40710. International Trade**

(3-0-3)

The objective of this course is to provide the students with the basics of theory, institution, and practices of global trade and investment, with special references to economic integration at the regional and global levels. By mastering the basic concepts and analytical skills, you will gain a better understanding of complex economic relations in today's global economy. The course at the same time emphasizes the application of basic theories and tools you have learned in analyzing contemporary issues. The level of the course is designed to be accessible to the students with a background in microeconomic theory at an intermediate level. Some classes (as such occasions call for) will begin with a discussion of current developments in global economic relations. You are urged to have access to *The Wall Street Journal* and/or other international news media (such as *The New York Times*, *Economists*, *Business Week*, the World Bank's *World Development Report*, or even listening to NPR as lectures attempt to link theories to events out in the world. The assigned textbook is largely to complement and supplement lectures. Given the time constraint, lectures will focus on a broad, analytical overview of policy-related global issues. Detailed points and other issues are left behind for you to read the relevant textbook chapters and reference readings.

#### **ASIA 40843. United States 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.

#### **ASIA 40853. The United States and the Vietnam War**

(3-0-3) Brady

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.

### **ASIA 40860. Genocide, Witness and Memory**

(3-0-3) Mahmood

How are episodes of mass killing experienced, survived, and remembered? In this course we consider political, social and cultural trauma as expressed in memoir, documentary, fiction, and academic text. Witness as an ethical stance is examined; the role of memory in shaping morality is questioned. (Does “Never Again” actually work?) We also look at the perpetrators of genocidal killing: who are they? What prompts their actions? Moreover, are any of us incapable of this kind of violence?

### **ASIA 40870. Indian Ocean: Trade and Interaction**

(3-0-3)

This course offers an multidisciplinary approach to studying one of the oldest forums for intercontinental trade and interactions: the Indian Ocean. This geographical entity has linked peoples of Africa, Europe, and Asia through the exchange of technology, ideas, goods, and peoples from the dawn of the first systematic intercontinental trade between the Bronze Age polities of Egypt, Mesopotamia, and India-Pakistan, ca (4th millennium B.C.) to the present era. The class has two objectives: (1) to understand the nature of trade and exchange mechanisms in the Indian Ocean world from both temporal and spatial perspectives, and (2) to underscore the interdependency between trade/exchange and political-economy, climate, society, and history. The required readings include works from various disciplines, including economics, history, political sciences, and geography, as well as archaeology and cultural anthropology. Students will be encouraged to add to the broader understanding of Indian Ocean trade provided by the course by undertaking comparative research projects that examine two periods, two areas or two processes within this larger interactional complex.

### **ASIA 40875. Archaeology of South Asia**

(3-0-3)

This course will survey the rich and varied past of South Asian societies and cultures including those of India, Pakistan, Afghanistan, Nepal, Bangladesh, and Sri Lanka from an archaeological perspective. The topics surveyed and discussed through lectures, readings, films, and group projects will include the rise and fall of the Bronze Age civilizations of South Asia, the emergence of Buddhism, and the invasion of Alexander the Great during the Imperial period in the 4th century B.C. This course will also cover recent archaeological efforts to understand the historical period in South Asia, from the Indo-Roman trade to the rise and decline of the Mogul (Mughal) Empire.

### **ASIA 41201. Hong Kong Cinema**

(0-1-0)

*Corequisite:* ASIA 40241

Certain films will be viewed for further discussion in class.

### **ASIA 41241. Hong Kong Action Cinema in a Global Context—LAB**

(0-2-0)

*Corequisite:* ASIA 40241

This is a laboratory in addition to ASIA 40241 which addresses the global significance of the *gong fu vague* [kung fu new wave] that hit world cinema in the early 1970s and its ripple effects up to the present. As the signature genre of the Hong Kong film industry, it does not stand in global isolation but is rather a product of careful market research in developing a distinctive genre that could have global popularity outside of its traditional regionalized domestic market (HK and Southeast Asia) and its overseas ethnic Chinese enclaves in numerous Chinatowns across the world. Some of the key issues that we will cover include: How does a small non-national population sustain a commercially viable film industry? How can a film industry create a version of action cinema that supersedes Hollywood's dominance in the genre? Is this purely a “Chinese” phenomenon or one that is inherently dependent on non-Chinese participation? Do these films have ideological, aesthetic, and economic significance within a larger framework, or must they

be critically dismissed outright? What does it mean that “everybody was kung fu fighting” and continuing to do so? Taught in English. No knowledge of Mandarin or Cantonese is required. Whenever possible, we will view the films in their original language with English subtitles. A few films will be dubbed in English.

### **ASIA 41242. Contemporary Korean Cinema**

(0-2-0)

*Corequisite:* ASIA 40242

This course provides a historical, cultural, and aesthetic appraisal of South Korean cinema as it evolved from a Korean-centric film industry to a globally engaged film industry as evidenced by the current *hallyu* (Korea fever) phenomenon. Aspects of cultural continuity as well as cultural transformations and the forces that are involved in this dynamic cultural arena will be addressed. Some of the films under analysis will include *Obaltan: Aimless Bullet*, *Sopyonje*, *Peppermint Candy*, *Shiri*, *Bungee Jumping of Their Own*, *My Sassy Girl*, and *JSA*. No knowledge of Korean is required.

### **ASIA 47498. Independent Studies for Capstone Project**

(V-0-V)

This is an Independent course working directly under Prof. Agustin Fuentes to fulfill a capstone project.

### **ASIA 53001. Senior Seminar: Chinese Political Thought**

(3-0-3)

Readings in translation from the works of major classical Chinese thinkers and schools, and completion of several short discussion/research/analytic essays based on those works, with the aim of understanding Chinese political thinking in its own context, for the general insights it may give into live and politics, and in comparison with other traditions of political thought, especially the classical and modern West.

## Department of Computer Applications

### **CAPP 20505. Introduction to Computer Systems**

(3-0-3) Berzai

As an introduction to information processing, this is a literacy course that explains computer systems, including hardware, software, systems analysis, and other related topics. The class learns some computer programming, logic, design, and documentation using the BASIC language. The students also work on teams to learn some phase of the IS environment, learn multimedia software, and make presentations to the class.

### **CAPP 20506. Introduction to Computer Systems**

(3-0-3) Berzai

As an introduction to information processing, this is a literacy course that explains computer systems including hardware, software, systems analysis, and other related topics. The class learns some computer programming, logic, design, and documentation using the BASIC language. The students also work on teams to learn some phase of the IS environment, learn multimedia software, and make presentations to the class. First year students only.

### **CAPP 23507. La telenovela: historia, el significado cultural y produccion estudiantil**

(3-0-3) Mangione-Lora

*Prerequisite:* (ROSP 20202 OR ROSP 201 OR ROSP 202E)

The goal of this course is to facilitate student exploration of the genre of the telenovela. Students will sharpen oral and written language skills through exposure to authentic telenovelas from Latin America, reading of authentic texts, and through the creation and production of their own telenovela. They will hone their oral and written proficiency and learn the idiosyncrasies of Hispanic culture as they write, direct, act in, tape, and edit a telenovela. During this process, students will also learn and apply basic videography and nonlinear video and audio editing techniques.

### **CAPP 30510. Management Information Systems**

(3-0-3) Berzai

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) Berzai

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 30521. E-Business Strategies**

(3-0-3) Coughlin

E-business employs the use of the Internet and the Web to transact business, creating electronic markets where prices are transparent, markets are global, and trading is highly efficient. E-business has a direct impact on a firm's relationship with suppliers, customers, competitors, and partners as well as the method it uses to advertise, sell, and use products. In this course, students will analyze the business models and strategies of online companies, explore failed e-business ventures, understand the strategic, financial, marketing, and organizational challenges facing e-business firms, and consider the societal impact of e-business development.

### **CAPP 30523. Applied Multimedia Technology**

(3-0-3)

The goal of this course is to explore ways multimedia can be used to communicate information and solve problems. Students use a variety of tools, including Adobe Flash, to complete projects in the areas of animation, audio, image editing, and scripting. They also evaluate existing media for content, aesthetics, functionality, and usability. Students will often begin to learn material before class by completing tutorials. Follow-up activities in class then apply the concepts without step-by-step instruction. The course also equips students with strategies for enhancing their skills after the semester ends.

### **CAPP 30527. Building the Modern Web**

(3-0-3) Smith

Building the Modern Web is designed to cut through the technology involved in the website creation process and get to the core meaning and goals of a Web project. Technological concepts will be covered, but in no real depth. Instead, you will be instructed on how certain technologies, languages, and concepts add pieces to the puzzle of a modern website, and how you can have a knowledgeable part in every step.

### **CAPP 30530. Web Development with CSS**

(3-0-3) Smith

Learn the techniques used by today's top professionals to construct Web pages with XHTML and CSS. At the end of this class, you will be able to take a graphical representation of a Web page, and construct it to work in all modern browsers using valid, semantic markup and presentation.

### **CAPP 30550. JavaScript: Making the Web Behave**

(2-0-3) Nunemaker

JavaScript is a forgiving and wonderfully simple, yet powerful programming language. It was designed to be easy for non-programmers to use and is now an essential part of the Web, powering rich interactions in sites such as Facebook, Gmail, and Mobile Me.

### **CAPP 40150. Current Trends in Computer Applications**

(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/TBS 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 com bubble, the Web has left all of the abovementioned 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 40260. Information Security**

(3-0-3) Chapple

This course provides students with a working knowledge of information security topics through a focus on best practices, applications, and implementation

strategies. Students will learn the fundamental principles of information security and explore contemporary topics in the field, including access control methodologies, business continuity/disaster recovery planning, firewalls, network security, operating system security, intrusion detection, cryptography, and incident handling.

### **CAPP 40540. CAD for the Stage**

(3-0-3) Cole

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 computer systems is necessary, and significant computer work is required outside class.

### **CAPP 40545. Computers in Psychological Research and Education (PSY)**

(3-0-3) Crowell

This course and its counterpart in psychology (PSY 20671) is project-oriented. It is not an introductory course on computer applications. Students need to already have (or learn during the semester) the skills needed to complete whatever project is defined. Generally, projects are applications or systems that fit into the broad spectrum of the instructor's interests, which students can determine by consulting the instructor's Web page ([nd.edu/~ccrowell](http://nd.edu/~ccrowell)). New projects are defined each semester. Some recent projects have involved (1) developing a multimedia presentation on management and coaching using PowerPoint slides and audio files; (2) creating a visual basic application to administer surveys on disk; (3) exploring the capabilities of WebCT/Concourse as a teaching tool; (4) developing a website for student advising in the psychology department; and (5) completing a database application in Microsoft Access for tracking and reporting manager coaching sessions. Students are expected to plan and develop a functional application.

### **CAPP 40547. Multimedia Motion Graphics**

(3-0-3) Sherman

This advanced multimedia course will give the studio, design, or CAPP major an introduction to the design of motion graphics. Students will develop short information movies, movie trailers, or movie opening sequences. The course will use Apple's Motion software and cover basic DVD and QuickTime movie development. Skill with various graphics software useful, with expertise in Adobe Photoshop very important.

### **CAPP 40550. Digital 3-D Modeling (Design)**

(3-0-3) Lux

This is an introductory course to Rhinoceros. The focus of this class is to learn how to use the software to generate 3D virtual models with an emphasis on industrial design concerns, as well as creating manufacturable data for rapid prototyping. The class will be devoted to learning tools, interface, modeling, and rendering methods. This will be achieved by completing specific assignments and tutorials. The final assignment will be to virtually model and render a product or scene from a concurrent class or personal interest.

### **CAPP 40553. Music Through Technology (Music)**

(3-0-3) Dye

Music through Technology is a lecture/lab course open primarily to CAPP majors and musicians, with consideration of other interested 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 enterprise-relational database systems and how they can be used in the development of applications. The course includes discussion of the role of the database in the contemporary Internet networking environment and the inherent communications and networking protocols. 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 relational database design and Structured Query language (SQL) and develop a relational database for an application including principles of authentication and authorization in a Web application.

### **CAPP 40610. Foundations 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.

### **CAPP 45565. Internship**

(3-0-3)

Section 01 and 02 of this course encompass 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. Section 03 and 04 of this course consist of individually designed coursework between a student and the advisor in his/her first major or in the Computer Applications Program constitute a special topic. This involves working with a faculty member, ND department, or an outside firm to do either programming or working with multimedia software. Students could be working on a project for various civic, public, or private organizations using acquired knowledge and skills in IS.

### **CAPP 47567. Special Studies**

(V-0-V)

Individually designed coursework between a student and the advisor in his/her first major or in the Computer Applications Program constitute a special topic. This involves working with a faculty member, ND department, or an outside firm to do either programming or working with multimedia software.

## Center for Social Concerns

### **CSC 23090. Social Concerns Seminar: Children and Poverty**

(1-0-1) Brandenberger

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.

### **CSC 23855. Social Concerns Seminar: Take Ten**

(0-0-1) Caponigro

Take Ten is a research-based violence prevention program and curriculum designed at the Robinson Community Learning Center. Volunteers work on a weekly basis with schoolchildren of all grades to teach them the skills needed to resolve conflict peacefully. Take Ten's mission is to provide youth with positive alternatives to violence and build their capacity to make more informed choices when faced with conflict. Students participating in the Take Ten seminar will serve as Take Ten volunteers during the semester (February through April with training in January), being part of a team that works at a school in the area one time per week. Additionally, the readings and reflections will allow students to focus on understanding issues of youth and violence from various perspectives. Contact Ellen Kyes at epaul@nd.edu. Approval required. Apply at Robinson Community Learning Center.

### **CSC 30101. From Poverty to Power: How Active Citizens and Effective States Can Change the World**

(1-0-1) Tomas Morgan

Ending the scourges of extreme poverty, inequality, and threatened environmental collapse is the greatest global challenge of the 21st century. One in six of the world's people lead lives blighted by poverty, hunger, disease, and anxiety over what tomorrow may bring. This course sets out a vision of women and men in communities everywhere who are equipped with education, enjoy good health, have rights, dignity, and voice—and are in charge of their own destinies. The course will challenge students to rethink the roles of a wide array of individual and institutional actors at multiple levels of society. It will explore how each has acted and could be acting in addressing issues of extreme poverty, inequality, and environmental degradation. It will begin by laying out an analytical framework for how change happens. Divided into eight lectures and discussion, the course will follow the topics covered in the book *From Poverty to Power: How Active Citizens and Effective States can Change the World*: (1) NGOs and advocacy; (2) how change happens; (3) power and politics; (4) poverty and health; (5) risk and vulnerability; (6) the international system; (7) the global economic crisis: causes and implications; and (8) climate change. Assignments: (1) Prior to the start of the course, read *From Poverty to Power*. (2) Other short readings during the two weeks of the course; (3) A short essay (5–7 pages); (4) Optional discussion groups (2 x 10 student max each). For fall 2009: The course will be taught by visiting lecturer, Duncan Green, head of research at Oxfam Great Britain. Green is the author of *From Poverty to Power*, and as a journalist for the Latin America Bureau, he has also written books and articles about Latin America.

### **CSC 30571. Topics in Physiology: Developing Healthy Networks in Rare and Neglected Diseases**

(3-0-3) Haldar

*Prerequisite:* Consent of instructor. Subject matter changes depending on students' needs. Prospective subjects include invertebrate and vertebrate physiology. (On demand).

### **CSC 30950. Appalachia: Workshop in Creative Nonfiction**

(1-0-1) Giamo

The Workshop in Creative Nonfiction is designed for students in the Appalachian Seminar who want to deepen and extend their immersion experiences. Prior to the immersion, we will read some relevant material to help with your preparation. For instance, portions of James Agee's and Walker Evans's *Let Us Now Praise Famous Men*, which details their time spent with three sharecropper families in Hale County, Ala., in the summer of 1936, will provide a classic nonfiction example of

both process and genre. While in Appalachia, you will keep a journal to document and reflect upon your activities and encounters. Upon returning, we will work to transform your experience into an engaging nonfiction account. In doing so, we will pay attention to how forces and values manifest themselves in individual lives, families, and communities. Whether socioeconomic, political, religious, or cultural, such forces get under the skin and shape the thoughts and actions of people in everyday settings. In transforming experience into expression, we will afford people particular documentary scrutiny and strive to realize a compelling final product that bears witness to life, identity, and region. Application available at [socialconcerns.nd.edu/academic/fall](http://socialconcerns.nd.edu/academic/fall).

### **CSC 33300. Introduction to Community-Based Participatory Research Methods**

(0-0-1) Penney

This interdisciplinary seminar focuses on the ways in which researchers and community members collaborate to conduct research that leads to community change and improvement in the quality of community life. The purpose of this seminar is to introduce students to community-based participatory research as a means to examine community challenges through quantitative and qualitative research methods.

### **CSC 33401. Animal Welfare and the Human-Animal Bond: Community-Based Learning Seminar**

(1-0-1) Whaley

Consider the fact that in six short years, one female dog and her offspring can give birth to 67,000 puppies. In seven years, one cat and her young can produce 420,000 kittens. Three to four million dogs and cats are euthanized each year. It is estimated that there are 60 million feral cats in the United States. In a society that considers pets as part of their family, watches *Animal Planet*, and spends millions of dollars on pet products, it is imperative that we acknowledge and educate ourselves on the issues of over population of pet animals in our society. What is our responsibility to these animals, and how can we solve these pressing problems? The focus of this course will be on animal behavior from an evolutionary perspective. The students will learn to recognize both desirable and undesirable behaviors in pet animals. They will learn how to use evolutionary behavior training methods to alter detrimental behaviors and reinforce those that are advantageous. This course will also cover animal welfare issues, and will intimately and meaningfully connect the state of humans, to that of animals. The students will carry out community research projects of their choice and will immerse themselves in an important issue and generate a product that can help the plight of animals (and therefore humans) in our community.

### **CSC 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.

### **CSC 33931. Summer Service Learning: ACCION**

(1-0-1) Shappell

The ACCION Internships run 10–12 weeks in micro-lending offices across the country. For junior business majors only.

### **CSC 33932. Summer Service Learning: African American**

(1-0-1) 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 33932 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. An application and interview are necessary for participation.

**CSC 33933. Summer Service Learning: Latino Leadership Internship Program**

(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 359 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

**CSC 33936. Summer Service Learning: Confronting Social Issues**

(3-0-3) Shappell

This 3-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.

**CSC 33938. Summer Service Learning: International**

(3-0-3) Tomas Morgan

This 3-credit course provides students the opportunity to encounter international realities through work with poor and marginalized people. Same academic requirements as THEO 33938 with the addition of area-/country-specific readings and meetings.

**CSC 33950. Social Concerns Seminar: Appalachia**

(1-0-1) Mick

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.

**CSC 33951. Social Concerns Seminar: Washington, D.C.**

(1-0-1) Toms Smedley

This course centers on a trip to Washington, D.C., over semester 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.

**CSC 33954. Social Concerns Seminar: Leadership Issues**

(1-0-1)

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). 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.

**CSC 33959. Social Concerns Seminar: Cultural Diversity**

(1-0-1) Smedley

This course helps students understand and engage in efforts to prevent violence in Latino communities. Students travel to Chicago to meet with community organizations addressing this issue in different ways. Students participate in preparation and follow-up sessions.

**CSC 33961. Social Concerns Seminar: Discernment**

(1-0-1) Hebbeler

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.

**CSC 33962. Social Concerns Seminar: Gospel of Life**

(1-0-1) Toms Smedley

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 from the South Bend and Notre Dame communities who work on pro-life issues. During the week of service and experiential learning in Washington, D.C., 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, D.C.

**CSC 33963. Social Concerns Seminar: Church and Social Action**

(0-0-1) Purcell

This course centers on 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.

**CSC 33964. Social Concerns Seminar: Education**

(0-0-1) Toms Smedley

This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Ariz., 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. Participants also visit organizations in Phoenix doing outreach to people who are homeless and to pregnant women.

**CSC 33965. Social Concerns Seminar: Organizing Power and Hope**

(0-0-1) Caponigro

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.

**CSC 33966. Social Concerns Seminar: Border Issues**

(0-0-1) Toms Smedley

The seminar examines immigration and related issues that exist between the United States and Mexico. Participants travel to El Paso, Tex., 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.

**CSC 33967. Social Concerns Seminar: Migrant Experience**

(0-0-1) Toms Smedley

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.

**CSC 33968. Social Concerns Seminar: L’Arche Community**

(0-0-1) Toms Smedley

This seminar centers on travel to L’Arche communities in the Washington, D.C., area 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.



**CSC 33970. Social Concerns Seminar: International Issues**

(0-0-1) Tomas Morgan

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.

**CSC 33975. Social Concerns Seminar: Poverty and Development in Chile**

(1-0-1) Cahill Kelly

This seminar serves as the required orientation course for all participants in the international study program in Chile. It will provide an introduction to international issues in developing countries through the lens of Catholic social tradition; 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.

**CSC 33976. Social Concerns Seminar: Environmental Justice and Human Rights in the Aftermath of Katrina**

(1-0-1) Toms Smedley

Set in the wake of Hurricane Katrina, and centered on a journey to Louisiana during spring break, this seminar explores domestic environmental issues from the perspective of minority communities that suffered due to Hurricane Katrina. The course examines historical, political, and economic issues that created a culture of poverty in such areas. After defining key concepts such as environmental racism, culture of poverty, justice, and equality, students will consider specific issues of waste pollution and exposure to toxic substances emitted from chemical plants built in disadvantaged neighborhoods.

**CSC 33980. Lives in the Balance: Youth, Violence, and Society**

(0-0-1) Overdyck

This seminar examines the world of youth impacted by violence, either as victims or as perpetrators, with a focus on Indiana. It is the result of a partnership between the Center for Social Concerns and the Indianapolis Peace Institute. The class will meet for three sessions before leaving for Indianapolis. During the week of immersion, you will be residing at the Peace House—the residential component of the Indianapolis Peace Institute, which is situated in downtown Indianapolis—and visiting with various youth related organizations, government entities and officials, and schools. Topics you will explore include the juvenile justice system, the education system, illegal immigration, human trafficking and slavery, the impact of violence on the development of youth, and the role of irresponsible environmental practices on youth. Central throughout these topics will be advocacy work that is being done in these areas and what role participants could play in bringing about change. Participants will also be looking at various solutions that are already in place around these issues. Readings and written analyses will augment the direct learning experience.

**CSC 33990. Social Concerns Seminar: Winter Service Learning Seminar**

(0-0-1) Mick

Only for students who applied to and were accepted into a winter Social Concerns seminar and who study abroad that spring semester immediately following the winter immersion.

**CSC 38801. From Power to Communion**

(3-0-3)

*Prerequisite:* six hours of theology. 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.

**CSC 63950. Social Concerns Seminar: Appalachia**

(1-0-1) Mick

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.

## Classics

### 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. Introduction to Greco-Roman Mythology

(3-0-3) Mazurek

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 13186. Literature University Seminar

(3-0-3) Leyerle; MacCormack

Introduces first-year students to the study of classical literature on a comparative basis, with readings from Greco-Roman and Arabic literature. As offered in fall 2009: Cicero: We have more information about Cicero than about any other Roman individual. In this course, we will study selections from his letters, speeches, and dialogues so as to understand the man, his times, and his contemporaries, among them Julius Caesar. Ancient Travel: In this seminar, we will consider the realities of travel in antiquity, as well as a variety of accounts of travel from both the classical and early Christian world.

### CLAS 20100. Words in Time: Greek, Latin, and the History of English

(3-0-3)

Greek and Latin language and literature exercised a profound influence on the growth and development of English, affecting everything from vocabulary to literary structure. This course examines that influence. Topics to be covered include the phonological and morphological development of Greek, Latin and English from Indo-European; Greek, Latin, and Romance borrowings into English; borrowings as a sign of cultural interaction; the mechanics of semantic change; and the translation of literary style. Illustrative readings will include Chaucer, Milton, Shakespeare, and Tennyson. Knowledge of Greek and Latin not required.

### CLAS 20400. Introduction to Ancient Art of Greece, Rome, and Egypt

(3-0-3) Rhodes

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 C.E. 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 Mycenae, 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.

### CLAS 20500. Introduction to Early Christian and Byzantine Art

(3-0-3) Barber

This course will introduce students to the visual arts of the period ca. A.D. 200 to ca. A.D. 1600. Our work will take us from the first fashioning of an identifiable Christian art through to the remarkable poetics of Late Byzantine painting. In so doing, the student will be introduced to the full array of issues that arise around the question of there being a Christian art. Working from individual objects and texts, we will construct a variety of narratives that will reveal a vital, complex, and rich culture that, in a continuing tradition, has done so much to shape the visual imagination of Christianity.

### CLAS 30021. Greek Literature and Culture

(3-0-3) Bloomer

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 biennially.

### 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 600 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 to 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 biennially.

### CLAS 30105. The History of Ancient Greece

(3-0-3) Baron

*Corequisite:* CLAS 32105

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) Baron

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 30112. The Age of Alexander**

(3-0-3) Baron

This course examines the military achievements of Alexander of Macedon (356–323 B.C.) and their far-reaching political, social, cultural, and religious consequences. Topics covered include the Greek, Macedonian, Persian, and other cultural contexts of the time, Alexander's attitude toward divinity (including his own), his concept of empire, his generalship, and his legacy for Greco-Roman antiquity. Particular attention is devoted to representations of Alexander through the ages, beginning during his own lifetime with the accounts of ancient writers "historians and others" down to novels and films of the present day. Ancient authors and documents are read in translation.

**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) Hernandez

*Corequisite:* CLAS 32205

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) T. Mazurek

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 B.C.) 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 30215. The Roman Revolution**

(3-0-3)

This course builds on the work of CLAS 30205 The History of Ancient Rome and CLAS 30022 Roman Literature and Culture and examines the climactic

events in Roman history of the late-first century B.C. and early first century A.D. that changed Rome from an open republic to a repressive military monarchy. Chronologically, the course begins with the appearance on the Roman political stage of the unabashedly ambitious Julius Caesar and ends with the accession of an hereditary autocrat in the person of the morose ruler Tiberius. Exploring a variety of sources, the course focuses on the political tensions and civil commotions of the revolutionary era associated with warlords such as Pompey, Crassus, Caesar, and Antony, and concentrates especially on the rise to power of Augustus, the most ruthless warlord of all, and his creation of a personal political regime that was to last in style for centuries.

**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, childrearing, old age, the way in which family and household were conceptualized by the Romans, and the demography of the Roman world.

**CLAS 30323. Sport and Spectacle in the Ancient World**

(3-0-3)

This course introduces students to the centrality of athletics and spectacle in ancient Greece and Rome. Beginning with a survey of sport practices in Mesopotamia and Egypt, the course moves on to discuss the role of athletics in Greek culture, including studies of the ancient Pan-Hellenic games like the Olympia, Homeric sport, Athenian citizen-athletes, and Spartan soldier-athletes. The latter part of the class concentrates on contests in the Roman Empire, to include an examination of the origin and development of the ultimate spectacle: the gladiatorial combats. We will also examine chariot racing in the Roman Empire—both the racers and the fans—who became the first sport fanatics in the world. The course will also discuss the role of sport in society, sport and gender in the ancient world and modern (mis)conceptions of ancient athletics. The course materials will be multimedia, with readings in English.

**CLAS 30328. War and Society in the Ancient World**

(3-0-3)

The political structures, societal practices, and artistic productions of Greece and Rome were profoundly shaped by military activity. This course surveys the practice

of war and its effects on art and society from Homeric Greece to the end of Roman hegemony in Western Europe. Questions to be considered include: What were the strategy and tactics of ancient armies? How did military organization affect and reflect social organization and political and economic policy? What is the ideology of war? How did the experience of war affect the attitudes of different generations? Texts to be read include Homer, Aeschylus, Thucydides, Plutarch, Caesar, Horace, Vergil, Josephus, Frontinus, and Tacitus.

### **CLAS 30329. Self and Society in the Ancient World**

(3-0-3)

This course seeks to answer the question “Who am I and how should I present myself?” through an investigation of self and society in the ancient world. Surveying the literature of the Ancient Near East, with special emphasis on biblical texts and Classical texts from Greece and Rome, students will explore how ancient peoples defined themselves, and to what extent the methods of self-defining have changed (or not changed) up to the present. Students will read and analyze a variety of ancient texts as they explore how ancient societies conceptualized individual and group identity in ethnic, national, and religious aspects. Students will also read classic and recent historical and anthropological scholarship, which will place the texts in a greater context and invite the students to think about the problems of ethnic, national, religious, and political identities in the modern world.

### **CLAS 30330. The Greek and Latin Origins of Medical Terminology**

(3-0-3) Ladouceur

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) Ladouceur

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) Krostenko

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 Metamorphosis**

(3-0-3)

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.

### **CLAS 30405. Survey: Greek Art and Architecture**

(3-0-3) Rhodes

This course analyzes and traces the development of Greek architecture, painting, and sculpture in the historical period from the eighth through second century B.C., 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)

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 C.E. 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 art and 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 30415. Etruscan and Roman Art and Architecture**

(3-0-3)

Roman Art of the Republic and the 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 and influences on Rome. The origins and development of monumental architecture, painting, portraiture, and historical relief sculpture are isolated and traced from the early first millennium BCE through the early fourth century of the modern era.

### **CLAS 30420. Late Antique/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 A.D. 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.

### **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 B.C. 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 30551. Archaeological Ethics and Law**

(3-0-3)

This class explores the ethical, legal, and practical dimensions of modern archaeology through a consideration of the following topics: archaeology as a profession; archaeological ethics; the relationship between archaeology and others (the public, ethnic groups, avocational archaeologists, collectors, etc.); international and national approaches to archaeological heritage management; the antiquities market; maritime law, underwater archaeology, and treasure hunting; cultural resource management in the United States; and archaeological education.

**CLAS 30799. Hieroglyphs and History**

(3-0-3) Ladouceru

This course will focus on Egyptian hieroglyphs, both as a means to reconstruct Egyptian history and culture, as well as a reflection of that culture. The student will be taught to translate and interpret primary sources especially on monuments and archaeological finds. Material from the tomb of Tutankhamen will be read and analyzed in detail. In addition there will be lectures and discussions on specific historical topics and also on developing chronologies, understanding color symbolism, recognizing the numerous Egyptian deities, and interpreting Pharaonic names.

**CLAS 30802. Death and the Afterlife in Ancient Egypt**

(3-0-3)

*Prerequisite:* (CLAS 30799)

After an initial survey of historical sources, this course will focus on a wide range of texts, archaeological artifacts, and architectural remains associated with Egyptian funerary practice and conceptions of the Otherworld.

**CLAS 32105. The History of Ancient Greece Discussion Group**

(1-0-0)

A weekly discussion group required for those registered for CLAS 30105 The History of Ancient Greece or its cross-lists.

**CLAS 32205. History of Ancient Rome Discussion Group**

(1-0-0)

*Prerequisite:* CLAS 30205 (MAY BE TAKEN CONCURRENTLY) OR HIST 30230 (MAY BE TAKEN CONCURRENTLY)

A weekly discussion group required for those registered for CLAS 30205, The History of Ancient Rome, or its cross-lists.

**CLAS 40125. Classical Greek Tragedy**

(3-0-3) Torrance

This advanced course in literature analyzes both the text and performance of classical Greek tragedy. The structures and sensibilities that inform tragedy are addressed, with special attention to plays written by the three great tragedians, Aeschylus, Sophocles, and Euripides. The form and function of Greek tragic dramas, their place in classical culture, and their exploration of fundamental human issues (gender relations, revenge, war, love, relations with foreigners, and successful government) are examined. The Greeks' own responses to tragedy, as represented by Aristophanes, Plato, and Aristotle, are also discussed, as is the enormous influence Greek tragedy has had on subsequent theatre down to present times.

**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's reaction to the Athenian moral crisis.

**CLAS 40340. The Roman Empire: Governance, Society, and Culture**

(3-0-3)

This advanced course in ancient history examines the Roman Empire from Augustus to Constantine. It deals with the establishment of the Augustan Principate and the progression of autocracy at Rome in the first two centuries of the imperial age, leading to discussion of what is generally called the third-century crisis and the new monarchy of Diocletian and Constantine. It investigates how the Roman Empire as a geopolitical unit was governed and administered (paying particular attention to the all-powerful figure of the Roman emperor), and how the diverse regional cultures of the greater Mediterranean world were affected by Roman rule. Among topics studied are contemporary debates on Roman society, economy, demography, and culture.

**CLAS 40342. Rome, the Christians, and Early Europe**

(3-0-3)

The course studies continuity and discontinuity in the Mediterranean world during a formative period, the transition from Roman Empire to early medieval European kingdoms. Christianity played a vital role during this transformation, but not the only one. Beginning with a review of Roman institutions, law, culture, and religion, we will observe the changes they underwent between c. 150 C.E. and c. 750 C.E. At this latter point in time, some people were still thinking of themselves as living within the Roman Empire, even though the local potentate was a non-Roman king. Also, Roman law had become Christian law, and Latin was beginning to generate the languages now collectively described as "Romance." On the fringes of Europe, in England and Ireland, meanwhile, missionaries shared with their converts not just Christianity, but also the Latin language and Latin literature along with certain Roman concepts of culture and political organization.

**CLAS 40343. Augustine and the City of God**

(3-0-3)

The aim of the course is to gain a detailed understanding of one of the world's important works of historical and political theology. Writing in response to the destruction of the City of Rome by Visigothic invaders in A.D. 410, Augustine devoted the first half of this "long and difficult work" to a refutation of Roman religion and ancient philosophy (Books I–X). In the second half (Books XI–XXII) he explained what he meant by City of God and Terrestrial City and traced the evolution through time of the two cities in relation to each other. We will study the *City of God* in light of the sources Augustine engaged with. For the first part, these include the philosophers Plato, Apuleius, Plotinus, and Porphyry, the historians Sallust and Livy, and also the statesman Cicero and the poet Vergil. In the second part, Augustine builds on biblical theology, history, and chronology. To conclude, we will devote some time to the influence of this very long book. It will be studied in English, but those with viable Latin will be encouraged to use it.

**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 40358. The Roman World of Apuleius**

(3-0-3)

An advanced course in Roman history and literature that investigates the Latin author Apuleius in his socio-cultural context. The course begins with the Romano-African setting into which Apuleius was born, recreates the educational travels to Carthage, Athens, and Rome that occupied his early life, and focuses especially on his trial for magic in Sabratha in Tripolitania before following him back to Carthage where he spent the remainder of his life. Notice will be taken of all Apuleius's writings, but special attention will be paid to the *Apology*, a version of the speech of defense made at his trial, and to the socio-cultural significance of his work of imaginative fiction, the *Metamorphoses*. The course is open to students with or without Latin.

**CLAS 40410. Greek Architecture**

(3-0-3)

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 B.C., 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 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.

**CLAS 40420. Art into History: Reading the Art of Medieval Byzantium**

(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.

**CLAS 43140. Plato**

(3-0-3)

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*.

**CLAS 43341. Constantine and Julian**

(3-0-3) Bradley

This advanced seminar in ancient history and literature examines the lives and reigns of the fourth-century Roman emperors Constantine and Julian. Constantine was a pivotal figure in world history, the founder of a new dynasty of rulers in a centuries-old empire facing many challenges, and the first Roman emperor to embrace and promote Christianity. His rule changed the complexion of the ancient world. His descendant Julian reigned only for a short time, but he is remembered above all for the concerted effort he made to return Rome to its traditional religious orientation. He failed in his attempt, in part because of his premature death, but as the last pagan emperor of Rome, he remains a figure of almost mythological status. The course investigates the principal features of the history of these two rulers, political, military, socio-economic, and religious. A principal theme is the question of how historical experience can be recovered. Readings from original sources (in English translation) are studied in conjunction with documentary and iconographic evidence. The course also considers how modern historians, biographers, and novelists have recreated these compelling figures.

**CLAS 43357. The Age of Hadrian**

(3-0-3)

This advanced seminar in ancient history and literature examines the life and reign of the Roman emperor Hadrian, who is remembered as one of the most complex and enigmatic of Roman rulers: the builder of the wall in Britain and the Pantheon and Castel Sant'Angelo in Rome, an inveterate traveler across the ancient Mediterranean world, a devotee of Greek culture, a reformer of Roman law, a poet who mused about his soul on his death-bed, a creator of new gods, and the first Roman emperor to wear a beard. A principal theme of the course is the question of how historical experience can be recovered, and readings from original sources (in English translation) are studied in conjunction with documentary and iconographic evidence. The course also considers how modern historians, biographers, and novelists have recreated this mysterious figure, Ronald Syme and Marguerite Yourcenar included.

**CLAS 43407. Seminar: Greek and/or Roman Art**

(3-0-3)

Seminar in Greek and/or Roman art. Content varies.

**CLAS 46801. Directed Reading**

(3-0-3)

Individual or small group study under the direction of a departmental faculty member.

**CLAS 47801. Special Studies**

(3-0-3)

Individual or small group study under the direction of a faculty member. Permission of the department required.

**CLAS 50400. Topics in Greek and/or Roman Art**

(3-0-3)

Topics course on special areas of Greek and/or Roman art.

**CLAS 53100. 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 53400. Seminar: Topics in Ancient Art**

(3-0-3) Rhodes

Topics course on special areas of Greek and/or Roman art.

**CLGR 10001. Beginning Greek I**

(4-0-4) Mazurek

This two-semester sequence 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 10002. Beginning Greek II**

(4-0-4) Mazurek

*Prerequisite:* CLGR 10001  
This two-semester sequence 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 20003. Intermediate Greek**

(3-0-3) Mazurek

*Prerequisite:* (CLGR 10002 OR CLGR 10111)

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. Greek Literature and Composition**

(3-0-3) Torrance

(Recommended for students who have completed CLGR 20003 or equivalent.)

This second-year language course continues the review of grammar begun in CLGR 20003 and introduces students to stylistic analysis through close readings of excerpts from classical Greek authors such as Herodotus (prose) or Euripides (poetry). A special feature of the course is that students learn how to write classical Greek for themselves. Offered each spring semester.

**CLGR 30011. Homer**

(3-0-3)

(Recommended for students who have completed CLGR 20003 or equivalent.)

This third-year course builds on CLGR 20003 and CLGR 20004, and offers close reading of passages from the *Iliad* and *Odyssey*. Homer's epic poems stand at the head of the tradition of European literature; their themes and poetic style have substantially influenced the works of Dante, Milton, and many other European writers. The poems are discussed in their cultural context, and features of poetic oral composition are examined. The course prepares students for advanced offerings in Greek literature, especially CLGR 40021 and CLGR 40031. Offered in fall semester, alternate years.

**CLGR 30012. Herodotus**

(3-0-3)

(Recommended for students who have completed CLGR 20003 or equivalent.)

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)

(Recommended for students who have completed CLGR 20003 or equivalent.)

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 30014. Athenian Oratory**

(3-0-3)

(Recommended for students who have completed CLGR 20003 or equivalent.)

This third-year course builds on the work of CLGR 20003 and CLGR 20004 and offers close reading of passages from the speeches of Lysias and Isocrates. Athenian oratory provides valuable information on fifth- and fourth-century Greek politics and society, and on the Greek system of rhetorical education it reflects. Lysias

and Isocrates's speeches are discussed in their historical and cultural context, and their variations in rhetorical style are examined. This course prepares students for advanced offerings in Greek literature, especially CLGR 40024, CLGR 40034, and CLGR 40044. Offered in spring semester, alternate years.

**CLGR 30016. Greek Historical Writing**

(3-0-3) Baron

(Recommended for students who have completed CLGR 20003 or equivalent.)

This third-year course builds on the work of CLGR 20003 and CLGR 20004 and offers close reading of passages from the Greek historians of the Classical era: Herodotus, Thucydides, and Xenophon. The works of the historians are a major source for our knowledge of classical Greek history, in terms of both political/military narrative and social and cultural life. The development of the genre of history is examined in its literary and intellectual context, and its relationship to other modes of remembering the past (such as epic poetry) is discussed. Attention is also given to the development of prose style and the unique syntactical and dialectical features of the individual historians. This course prepares students for advanced offerings in Greek literature, especially CLGR 40022, CLGR 40034, and CLGR 40042. Offered in spring semester, alternate years.

**CLGR 30095. Socratic Literature**

(3-0-3) Baron

(Recommended for students who have completed CLGR 20003 or equivalent.)

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 those texts, like the ideal of rational character and Socrates' great interest in Eros, will provide opportunities for student research and classroom discussions. Recommended for students who have completed CLGR 20003 or equivalent.

**CLGR 40020. Greek Epic Poetry**

(3-0-3)

(Recommended for students with advanced Greek skills.)

This advanced course includes readings from the epic poems of Homer (*Iliad* and *Odyssey*), Hesiod (*Theogony* and *Works and Days*), and Apollonius of Rhodes (*Argonautica*). It introduces students to the genre of Greek epic poetry, narratives composed in hexameters that tell of the mighty deeds of gods, heroes, and men. The course concentrates on explaining why epic was regarded in antiquity as the greatest of Greek literary forms.

**CLGR 40021. Hesiod**

(3-0-3) Schlegel

(Recommended for students with advanced Greek skills.)

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) Baron

(Recommended for students with advanced Greek skills.)

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 40023. Greek Comedy**

(3-0-3)

(Recommended for students with advanced Greek skills.) This advanced course introduces students to Greek comedy through close reading and detailed study of the comic plays of Aristophanes. The object of intense study and scholarship even in antiquity, Aristophanes's plays were composed in Athens and combine biting social satire with delightful and sometimes farcical wit. The fifth-century Athenian context in which the plays were written and the ways in which they reveal and address the city's ideological, political, and sexual tensions are key themes for discussion in the course. The role of Aristophanes in the development of Greco-Roman comedy is also considered.

**CLGR 40024. Demosthenes**

(3-0-3)

(Recommended for students with advanced Greek skills.) This advanced course offers accelerated reading and detailed study of the speeches of Demosthenes, one of the major orators of late classical Greece. Demosthenes's speeches provide invaluable information on Athens' response to the rise of Philip of Macedon and his son Alexander the Great, and also on the theory and practice of Greek rhetoric. The speeches are discussed in their historical and cultural context, and the main features of Demosthenes's rhetorical style are examined.

**CLGR 40026. The Age of Alexander**

(3-0-3)

(Recommended for students with advanced Greek skills.) Alexander the Great (356–323 B.C.) had a stunning impact on the ancient Mediterranean world. Leading a pan-Hellenic 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)

(Recommended for students with advanced Greek skills.) 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.

**CLGR 40034. Plato**

(3-0-3)

(Recommended for students with advanced Greek skills.) This advanced course offers accelerated reading and detailed study of the philosophical dialogues of Plato, whose writings, often radical and challenging, represent a cornerstone in the Western intellectual tradition. The development of Plato's philosophical ideas in their historical context is a key theme for discussion in the course, and attention is paid to the main features of his prose style in selections of his works.

**CLGR 40042. Plutarch**

(3-0-3)

(Recommended for students with advanced Greek skills.) This advanced course introduces students to the most famous biographical literature from antiquity, Plutarch's *Parallel Lives*. Illuminating the virtues and vices of famous and infamous men from Greek and Roman history, the *Parallel Lives* offers an important guide to understanding the ethical imperatives of the Greco-Roman world. Plutarch's literary style, his conception of biography, and the Roman imperial context in which he wrote are key themes for discussion in this course.

**CLGR 40063. Euripides**

(3-0-3)

(Recommended for students with advanced Greek skills.) This advanced course offers accelerated reading and detailed study of the tragic plays of Euripides, the last of the great tragedians of classical Athens, and the object of ridicule from the comic writer Aristophanes. Euripides plays depart from those of his predecessors first because of their escapist and romantic plots and secondly because of their fierce engagement with contemporary Athenian politics and society. The course dwells on this development, and also considers why Euripides is sometimes considered the most radical of the Athenian tragedians.

**CLGR 40071. Greek Wisdom Literature**

(3-0-3)

(Recommended for students with advanced Greek skills.) In this course we will read samples of one of the oldest and most enduring forms of literature, wisdom or sapiential literature. The wise man instructs his audience through fables, proverbs, traditional tales, and accounts of the universe in the right way to live. The texts read in Greek range from the archaic period (Hesiod) to collections of wise sayings from the Hellenistic period, the *Life of Aesop*. Lucian's account of a trip to the moon, and the *Wisdom of Ben Sirach*. The Near Eastern origins and the Jewish and Christian traditions will also be considered (in translation and some in the original Greek).

**CLGR 42091. LAC: Reading Plato's Phaedrus**

(1-0-1)

A one-credit reading course in Greek of the *Phaedrus*, with a special emphasis on the problems of creating a readable English translation.

**CLGR 46801. Directed Readings**

(V-0-V)

Individual or small group study under the direction of a departmental faculty member.

**CLGR 47801. Special Studies**

(V-0-V)

Individual or small group study under the direction of a departmental faculty member.

**CLLA 10001. Beginning Latin I**

(4-0-4)

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 and CLLA 10002 are offered every semester.

**CLLA 10002. Beginning Latin II**

(4-0-4)

*Prerequisite:* (CLLA 10001 OR CLLA 10111)

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 and CLLA 10002 are offered every semester.

**CLLA 20003. Intermediate Latin**

(3-0-3) Ladouceur; Mazurek

*Prerequisite:* CLLA 10002 OR CLLA 10111

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 Cicero 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 every semester.



**CLLA 20004. Reading and Writing Latin Prose**

(3-0-3) Krostenko

(Recommended for students who have completed CLLA 20003 or equivalent.) This second-year language course continues the review of grammar begun in CLLA 20003 and introduces students to stylistic analysis through close readings of Latin prose authors such as Cicero and the younger Pliny. A special feature of the course is that students learn to write classical Latin for themselves. Offered every semester.

**CLLA 30011. Virgil**

(3-0-3) Bradley

(Recommended for students who have completed CLLA 20003 or equivalent.) 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's 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 30012. Latin History-Writing**

(3-0-3)

(Recommended for students who have completed CLLA 20003 or equivalent.) This third-year course builds on CLLA 20003 and CLLA 20004, and offers close reading of passages from the works of the historical writers Caesar and Sallust. Latin historiography is a sophisticated instrument for narrating past events, for showing how notions of cause and effect and change over time develop in historical thinking, and for indicating the relevance of the past to the present. The political and social conditions of Rome that informed the writings of Caesar and Sallust are discussed, and the compositional techniques of their works are examined. The course prepares students for advanced offerings in Latin literature, especially CLLA 40022, CLLA 40032, and CLLA 40052.

**CLLA 30013. Roman Lyric Poetry**

(3-0-3)

(Recommended for students who have completed CLLA 20003 or equivalent.) This third-year course builds on CLLA 20023 and CLLA 20024, 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. Cicero's Speeches**

(3-0-3) Bradley

(Recommended for students who have completed CLLA 20003 or equivalent.) 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.

**CLLA 30025. The Age of Nero**

(3-0-3)

(Recommended for students who have completed CLLA 20003 or equivalent.) The reign of the emperor Nero (A.D. 54–68) witnessed a remarkable efflorescence of Latin literature. Nero's mentor, Seneca, was a prolific author of moral philosophy and drama; Seneca's nephew Lucan wrote a stirring and strange epic

about civil war (the *Pharsalia*); the enigmatic Persius composed brilliant satires; and the senator Petronius, a member of Nero's court, authored the famous comic novel, the *Satyricon*. Even Nero, a devotee of the arts at large, was an aspiring poet. This third-year course introduces students to this special age of Latin letters through close reading of excerpts from the major works mentioned, and also from the technical writing of the contemporary expert on farming, Columella. Whether a distinctive character to the literature of Nero's age can be discovered is the main theme for discussion.

**CLLA 30070. Introduction to the Latin Vulgate**

(3-0-3)

(Recommended for students who have completed CLLA 20003 or equivalent.) Readings in the prose and poetry of the Latin Bible. The peculiarities of its Latin, influenced by Greek and Hebrew, will be analyzed from an historical linguistic perspective and also interpreted according to Christian exegetical tradition. Special stress on the Psalms with accompanying readings in Augustine's *Enarrationes*. No knowledge of Hebrew or Greek required.

**CLLA 40016. Survey of Christian Latin**

(3-0-3) Bloomer

(Recommended for students with advanced Latin skills.) This class surveys the development of Christian Latin language and literature from their origins through late antiquity and the early Middle Ages. It introduces students to the various important linguistic, stylistic and literary influences that contributed to Christian Latin poetry and prose. Students will also be introduced to the varieties of Christian Latin texts and the bibliographical and research skills needed to pursue research into these texts. All along, we will be concerned with improving our abilities to read and understand the Latin of the tradition that stretches from the first translations of scripture to the treatises of Jerome and Augustine. The survey of medieval Latin language and literature in the spring semester follows and builds upon this course.

**CLLA 40017. Medieval Latin Survey**

(3-0-3) Mueller

*Prerequisite:* CLLA 40016 OR MI 40003

The aim of this course is to experience a broad spectrum of medieval Latin texts. Readings representative of a variety of genres (literary and subliterate), 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 40018. Introduction to Paleography**

(3-0-3)

(Recommended for students who have completed CLLA 20003 or equivalent.) Although paleography, study of the history of letter forms, has been called "a science of the very small," it can play a very large role: It equips philologists with otherwise unavailable resources for their studies; it furnishes historians of culture and the arts with abundant new data and comparanda; and it is a source of delight to anyone who loves books and calligraphy. This course is an introduction: It will provide an overview of the history of Latin letters and writing from the first century B.C. through the 15th century A.D. considered as products of the cultures that produced them; special attention will be given to developing facility in reading the principal script types used for the transmission of texts (bookhands) and in transcribing and editing texts so transmitted; but students will also develop a good acquaintance, a basis for future study, with the more obscure script types, display scripts, and letter forms employed on coins, inscriptions, and seals.

**CLLA 40021. Lucretius**

(3-0-3)

(Recommended for students with advanced Latin skills.) This advanced course introduces students to Lucretius's epic poem, *De rerum natura*, whose subject is Epicurean philosophy. Close reading of passages from the poem reveals its didactic character and highlights important topics: the atomic nature of matter, the mortality of the soul, the vanity of religion, and the importance of achieving

intellectual tranquility. Lucretius's contribution to defining Epicureanism and the place of philosophy in the cultural life of Rome's elite citizens are key themes for discussion in the course.

#### **CLLA 40022. Caesar**

(3-0-3)

(Recommended for students with advanced Latin skills.) This advanced course introduces students to the highly stylized historical writings of Julius Caesar through close reading of excerpts from the *Galic War*, a commentary on Caesar's dramatic extension of Roman power in northern Europe, and the *Civil Wars*, a work on the destructive conflict between Caesar and his rival Pompey the Great. The central questions Caesar's works raise are whether an objective history can be composed by someone who participated in the events narrated; whether a record of contemporary events is real history; and why warfare was such an attractive topic to a Roman audience. These questions form the main themes of the course, which are considered in the light of Caesar's style and compositional methods.

#### **CLLA 40023. Roman Elegiac Poetry**

(3-0-3)

(Recommended for students with advanced Latin skills.) 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)

(Recommended for students with advanced Latin skills.) 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 40025. Cicero and the Ideal and Reality of Friendship**

(3-0-3)

(Recommended for students with advanced Latin skills.) Cicero wrote the dialogue *de Amicitia*, which we will be reading in 44 BCE, just before and after the assassination of Caesar. Recalling his youth, when he was a student of Mucius Scaevola the augur, Cicero imagined, in this dialogue, an episode from his favorite period, the second century BCE, by way of having C. Laelius, the friend of the younger Scipio, speak about the joys this friendship brought him. Cicero described an ideal, the shared pursuit of virtue and virtuous desires, but he also thought that this ideal could and should find scope in public life. By way of comparing ideal and reality, we will be reading, alongside *de Amicitia*, a selection of Cicero's letters, which shed light on the practical aspects of friendship as pursued by Cicero himself. Time allowing, we will also read Cicero's *Somnium Scipionis* and some letters of the humanist Francesco Petrarca.

#### **CLLA 40026. The Vulgate and Related Texts**

(3-0-3)

(Recommended for students with advanced Latin skills.) Introduction to a wide range of texts drawn from Jerome's Vulgate Bible with focus on understanding the peculiarities of this Hebraizing-Hellenizing Latin within its original historical linguistic context. No knowledge of Greek or Hebrew required. Special emphasis on the Book of Psalms, which will be carefully read, along with modern and ancient Christian commentaries including Augustine's *Enarrationes in Psalmos*.

#### **CLLA 40027. Medieval Latin Texts**

(3-0-3)

(Recommended for students who have completed CLLA 20003 or equivalent.) A survey of medieval Latin texts, designed to introduce intermediate students to medieval Latin literature and to help them progress in translation skills.

#### **CLLA 40028. Introduction to Meister Eckhart**

(3-0-3)

This course will attempt to introduce Eckhart's thought by reading a selection of his most important Latin works. This close textual study will demonstrate the extent to which Eckhart presents a possibly unique combination of extreme technical exactitude and exegetical flexibility and how, thanks to these skills he is able to develop a radically Neoplatonic (Dionysian) philosophy within the context of Augustinian readings and a methodology responsive to the demands of the Aristotelian or scholastic traditions. Selections will be from works including the "Exposition of Genesis" the book of the "Parables of Genesis," the "Exposition of John," the "Parisian Questions," the "Prologue to the Tripartite Work," and the "Prologue to the Work of Propositions." Although the works to be selected for study are available at least in German, and sometimes also in French or English translations, a reading of knowledge of Latin is essential for this course. Requirements: regular translation exercises (written and oral) and one short oral presentation.

#### **CLLA 40029. Anselm and His Biographer**

(3-0-3) Gersh

The course will be of a philosophical-theological, historical, and literary-philological nature. It will also have two more specific aims: (1) to introduce the philosophical work of Anselm of Canterbury, and investigate some of its sources and influences during the Middle Ages; and (2) to pursue Latin readings in works by Anselm himself, and in works by other medieval writers about Anselm. One session of each week will be devoted to Latin reading. Students will be required to prepare a Latin text for oral translation and be prepared to comment on philological issues. Texts will be distributed in advance by the instructor. The second session of the week will be devoted to lectures on Anselm and his milieu by the instructor, although students will be required to make a short oral presentation on a topic of their choice but approved by the instructor toward the end of the semester. Requirement: competence in classical Latin (intermediate or advanced level).

#### **CLLA 40031. Virgil**

(3-0-3)

(Recommended for students with advanced Latin skills.) 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 pastoral poetry, the *Georgics* and *Eclogues*, and his masterpiece the *Aeneid*. Special attention 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)

(Recommended for students with advanced Latin skills.) 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's 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's cultural program are key themes for discussion in the course.

#### **CLLA 40033. Roman Satire**

(3-0-3)

(Recommended for students with advanced Latin skills.) This advanced course introduces students to the genre of satire, a distinctively Roman creation in which poets express reflections on contemporary life and morals grounded in personal experience. Readings from such authors as Lucilius, Horace, Persius, and Juvenal reveal a wide range of literary tone, from the self-deprecating to the brutally acerbic. The relationship of satiric poetry to its social, cultural, and political context is a key theme for discussion in the course.

**CLLA 40034. Seneca's Philosophical Works**

(3-0-3)

(Recommended for students with advanced Latin skills.) This advanced course provides an introduction to Seneca's philosophical letters and treatises. Seneca was a stoic, subscribing to a philosophy that emphasized such virtues as self-control and self-sufficiency, for which many upper-class Romans had high regard. Readings from the *Moral Epistles* and essays such as "On Anger" show how Seneca understood the workings of the soul and how he developed practical strategies for psychological self-management. The role of stoicism in Roman cultural life is an important theme for discussion in the course.

**CLLA 40040. Roman History-Writing: The Younger Pliny's Letters**

(3-0-3)

(Recommended for students with advanced Latin skills.) This advanced course in Latin prose literature begins with an introduction to the genre of history-writing in classical antiquity, and examines representative readings from the major Roman historians Sallust, Livy, Tacitus and Ammianus Marcellinus. It concentrates, however, on alternative modes of preserving memory in Latin prose writing, and takes as its primary text the *Letters* of the younger Pliny, which are studied from two points of view: first as a self-conscious portrait for posterity of a prominent Roman senator of the early Antonine age, and secondly as a set of documents exposing features of Roman social, political, economic, and cultural life. The biographical *Lives of the Twelve Caesars* by Pliny's contemporary Suetonius are also considered.

**CLLA 40041. Ovid**

(3-0-3) Bloomer

(Recommended for students with advanced Latin skills) 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 *Ars Amatoria* <.i>, 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 Ponto*). Special attention is paid to the contexts in which Ovid composed his works, and current and traditional interpretations of his poetry are considered.

**CLLA 40043. Roman Comedy**

(3-0-3)

(Recommended for students with advanced Latin skills.) This advanced course introduces students to Latin comic drama. Comic plays were a popular attraction at Roman religious festivals, and Rome produced two outstanding comic writers of completely opposite temperament, the boisterous and broad Plautus, and the wry and elegant Terence. Both continue to influence Western dramatic forms. Readings from Plautus and Terence reveal the conventions of comic drama and its use as a distinctive instrument to reflect upon the concerns of Roman life.

**CLLA 40044. The Roman Novel**

(3-0-3)

(Recommended for students with advanced Latin skills.) 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's Trimalchio, an ex-slave buffoon, and Apuleius's 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. Augustine's Confessions**

(3-0-3)

(Recommended for students with advanced Latin skills.) 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 40055. Creation, Time, and City of God in Augustine of Hippo**

(3-0-3)

In his youth, Augustine (A.D. 354–430) received an excellent education in the Latin classics, the benefits of which remained with him throughout his life. Later, he also read philosophical writings, and, after his conversion, works by Christian authors. The book he quoted most frequently was the Bible. From his childhood, Augustine was endowed with a most unusual ability to ask awkward questions. Initially targeting his teachers, he later addressed his questions to the authors whose books he read, and to God. His writings, therefore, tend to take a dialogic form where the interlocutors include not only the reader but God, and among human being Cicero, Vergil and other Romans, and also Augustine's Christian contemporaries, including Jerome, Paulinus of Nola, and Count Marcellinus to whom he addressed the *City of God*. In following these dialogues, we will read not just Augustine's best known writings (*Confessions* and *City of God*), but also his commentaries on Genesis, and some of his letters and sermons. The purpose is to arrive at an understanding of Augustine's ideas about creation and time, and about the nature of human society and its goals. We will also ask what can be learnt from Augustine's dialogic and sometimes disputatious way of thinking, explaining, and debating. Almost all of Augustine's writings have been translated into English, but obviously, an ability to read Latin will be most useful.

**CLLA 40056. From Ennius to Egeria: the History of Latin**

(3-0-3) Krostenko

This course will examine the phonological, morphological, syntactic, semantic, and stylistic development of the Latin language from Proto-Italic to early medieval Latin. Analysis of sample texts will alternate with discussion of relevant topics, which will include the principles of historical and comparative linguistics, Latin and its sister languages, the creation of the Latin inflectional system, the varieties of classical Latin, the development of Latin poetics and metrics, and the influence of Greek on Latin. Recommended for students with advanced Latin skills.

**CLLA 40094. Augustan Poets**

(3-0-3)

(Recommended for students with advanced Latin skills.) 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's *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)

(Recommended for students with advanced Latin skills.) 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 toward the final grade.

**CLLA 40096. Postclassical Satire**

(3-0-3)

(Recommended for students with advanced Latin skills.) 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 43555. Augustine: Select Readings**

(3-0-3) Mueller

In this course, we will read select passages from Augustine's earliest extant works, the so-called Cassiciacum dialogues. Augustine spent the winter between his conversion (386) and his baptism (Easter 387) at a friend's villa in Cassiciacum near Milan, where he wrote four philosophical works, *Contra Academicos*, *De Beata Vita*, *De Ordine*, and *Soliloquia*. In choosing the form of the philosophical dialogue, he paid homage to his pagan predecessors, above all Cicero. The influence of pagan philosophy, especially Neoplatonism, is present throughout the dialogues, as is the interest in classical literature and in the liberal arts. The dialogues represent Augustine's first attempt to express and structure his newfound belief (as well as the experience of his conversion), and the views and sentiment expressed in them sometimes widely differ from his later works; yet it is unmistakably Augustine who is speaking. We will discuss the position of the dialogues in the course of Augustine's intellectual development by comparing them to selections from later works (above all, *Confessions*) and from pagan philosophers (Cicero, Plotinus). Prerequisite: three years of college Latin or by permission of the instructor.

**CLLA 47801. Special Studies**

(V-0-V)

Individual or small group study under the direction of a departmental faculty member.

**CLSS 43221. Undergraduate Seminar: Advanced Syriac**

(3-0-3)

Syriac is a form of Aramaic that was the literary language of Jews and pagans in Western Asia before becoming the common dialect of Aramaic-speaking Christians in the region. Christianity had its matrix in Judaism, and early literature in Syriac preserves the only surviving sustained evidence of the distinctive character of Aramaic-speaking Christianity that is largely un-Hellenized and that reflects the linguistic and cultural milieu of first-century Palestine. Because of the shared literary culture of Judaism and early Syriac Christianity, examination of the intertextuality of early Syriac literature reveals a deep acquaintance with the thought and culture of Late Second Temple Judaism and the intertestamental period. A full appreciation for the dependence of Syriac literature upon Jewish literary and intellectual models requires an interdisciplinary focus that takes into account a full range of issues; among the most important are hermeneutical questions related to Jewish and Christian interpretations of scripture. Participants in the seminar will investigate a range of questions based on the following: (1) In what sense may particular texts be called Christian (Jewish, Manichaean, Gnostic)? (2) What evidence is there for intertextuality; i.e., to what extent can texts be shown to occupy "the space between" Judaism and Christianity? (3) From what social and cultural milieu did the texts emerge? (4) What evidence do the texts retain of possible oral or non-literary origins? (5) In what sense are the texts literary? Do peculiarities of language, diction, or genre in any way distinguish the texts? Can the texts be shown to be typical of the time and circumstances from which they emerged? (6) How are the texts to be read? Is it enough to evaluate them as historical documents, relating them to the historical circumstances in which they

were generated, and the literary culture to which they originally belonged? These questions will be based on a deep reading of Syriac texts.

**MEAR 10001. First-Year Arabic I**

(4-0-4)

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 writing. The course also introduces students to aspects of Arabic culture and everyday life in the Middle East. MEAR 10001 is offered each fall semester, and MEAR 10002 is offered each spring semester.

**MEAR 10002. First Year Arabic II**

(4-0-4) Bualuan; Shahin

*Prerequisite:* (MEAR 10001 OR MEAR 101)

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 writing. The course also introduces students to aspects of Arabic culture and everyday life in the Middle East. MEAR 10001 is offered each fall semester and MEAR 10002 is offered each spring semester.

**MEAR 13186. The Arabian Nights and World Literature**

(3-0-3)

This course has as its focal point the famous collection of tales, the *Thousand and One Nights* (better known as the *Arabian Nights*). We examine issues of provenance. We study the stories as literary texts as well as historical documents. We examine how these tales have been interpreted by later societies. Finally, we use this course to introduce us to the study of the Middle East, its languages, history, literature, and peoples.

**MEAR 20003. Second Year Arabic I**

(3-0-3) Bualuan; Saadi

*Prerequisite:* (MEAR 10002 OR MEAR 10101)

This second-year Arabic course builds on the previous 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; Shahin

*Prerequisite:* (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 examples of literature. Original written expression is encouraged through the composition of short essays.

**MEAR 30005. Third Year Arabic I**

(3-0-3) Saadi

*Prerequisite:* MEAR 20004

This third-year Arabic course emphasis is on developing 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 *KITTAAB* sequence. Supplementary materials, mainly from Arabic media (*BBC Arabic News*, newspapers, magazines), 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)

*Prerequisite:* (MEAR 30005 OR MEAR 105 OR MEAR 301 OR MEAR 410)

This third-year Arabic course emphasis is on developing 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 *KITTAAB* sequence. Supplementary materials, mainly from Arabic media (*BBC Arabic News*, newspapers, magazines), will be provided. Tests, both oral and written, will cover the textbook materials, in addition to the basic grammar and the cumulative vocabulary.

### **MEAR 30007. Media Arabic/Arabic Media**

(3-0-3)

*Prerequisite:* MEAR 20004

The goal of this course is twofold: It consists of an overview of contemporary Arabic media and an introduction to media Arabic. Simply put: It's a survey course on Arabic media with a language component. In addition to printed texts (newspapers, magazines, journals), a substantial portion of the material, of written, audio, and visual texts, is drawn from major Arabic Internet sites (*al-Jazeera*, *al-Arabiyya*, *BBC Arabic*, etc.) and TV programs. Texts vary according to interests of students. Some suggested topics: the social, political, and institutional context of media production; the role media plays in the present debates in the Arab world of problems like cultural identity; the position of Islam in society, secularism, nationalism, development, illiteracy, women and gender, sexuality, pop culture, etc. Taught in English, with extensive readings and some discussion, in Arabic. The course fulfills the third year Arabic requirement for Arabic majors.

### **MEAR 32300. Language Across the Curriculum Arabic Discussion Group**

(1-0-1)

A 1-credit reading course on reading the Quran in Arabic. Students will develop both their understanding of Arabic grammar and their recitation of the Quran as they discuss the issues raised by the text.

### **MEAR 40007. Fourth-Year Arabic I**

(3-0-3)

MEAR 40007 is designed as a continuation of third-year Arabic for those students who have requested to continue beyond what is required for the major. The syllabus will combine lessons from the textbook *Al-Kitaab* as well as texts from print and electronic "Media Arabic." The course will lay equal stress on formal (*fusha*) as well as contemporary Middle East colloquial dialect Arabic (*amiyya*).

### **MEAR 40008. Fourth-Year Arabic II**

(1-0-1) Saadi

*Prerequisite:* MEAR 40007

The focus of this course is the integration of formal and spoken Arabic. This is accomplished through a series of readings students prepare in advance of class. Class time is spent conversing in idiomatic Arabic about the text. Arabic media (movies, online resources) are intended to supplement the readings and expand contexts and vocabulary for further interaction in Arabic.

### **MEAR 47801. Special Studies**

(V-0-V)

Individual or small group study under the direction of a departmental faculty member.

### **MEHE 10001. Elementary Hebrew I**

(3-0-3) Winitzer

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 Hebrew II**

(3-0-3) Winitzer

*Prerequisite:* (MEHE 10001 OR MEHE 481)

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.

### **MELC 10101. Introduction to Arabic Culture and Civilization**

(3-0-3) Bualwan

This course is an introductory survey of Arabic culture 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 subsequent 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.

### **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 20010. Arabic Fiction in Translation**

(3-0-3)

The object of this course is to introduce the student to Arabic literature—a major world literature that remains largely unexplored in the West—from its beginning to the present. The course will read and discuss, in a seminar context and from a comparative perspective, key works of medieval Arabic narrative prose, the *Arabian Nights* and the *Maqamat*, and selected works of modern Arabic fiction by the Nobel laureate Naguib Mahfouz (Egypt), among others. There will also be several screenings of the film adaptations. Some of the issues to be discussed are: the influence of the *Arabian Nights* in Western literature, representation and interpretation, and literary compositional strategies in "domesticating" an "imported" genre—fiction—used by modern Arab writers.

### **MELC 20020. Revelation to Revolution: Arabic Literature in a Global Context**

(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 literature, the classics, and contemporary Western literary tradition from a broadly comparative perspective. Topics include early Arabic mytho-poetics; the idea of scripture; philosophy, science, and the Renaissance; the literature of empire; and Arab Spain. No knowledge of Arabic is required.

### **MELC 20040. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture**

(3-0-3)

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 law, literature, and legend.

### **MELC 20060. Islam: Religion and Culture**

(3-0-3)

This 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 its formative period until our own time. The latter part of the course will deal with resurgent trends within Islam, both in their reformist and extremist forms, and contemporary Muslim engagements with modernity. We will also discuss the spread of Islam to the West and increasing attention focused on "political Islam" or "Islamism" today. All readings are in English translation.

### **MELC 20070. Introduction to Islamic Civilization**

(3-0-3) Guo

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. MME minor will need to secure an override from the department office to register.

### **MELC 20080. Women in Islamic Societies**

(3-0-3) Afsaruddin

This course is a broad survey of women's and gender issues in various Islamic societies, with a focus on the Arab Middle East. The first half of the semester will concentrate on the historical position of women in Islamic societies, defined by the normative values of Islam and by cultural traditions and norms. We will discuss how the interpretations of these values in diverse circumstances and who gets to do the interpreting have had an important impact on women's societal roles. The second half of the course will privilege women's voices and agency in articulating their gendered identities and roles in a number of pre-modern and modern Islamic societies. Our sources for discovering these voices are women's memoirs, fiction, magazine articles, and public speeches. We will also focus on how historical phenomena such as Western colonialism, nationalist liberation movements, and civil and other forms of war have given rise to women's organized movements and a feminist socio-political consciousness in many cases.

### **MELC 20150. Contemporary Political Islam**

(3-0-3) Shahin

This course is designed to provide students with an understanding of the phenomenon of political Islam in the Arab and Muslim worlds. It examines the reasons, implications, and consequences of the reassertion of Islam in today's politics. The first part of the course provides a thorough analysis of the Islamic order and the

model(s) that inspires modern Islamist activists. The second part critically examines the ideas of the main ideologues of contemporary Islamic movements. The third part discusses the approaches to the understanding of contemporary political Islam and the Islamic movements and presents cases studies of mainstream and radical Islamic movements in a number of Arab and Muslim countries. Finally, the course concludes with a critical analysis of the future of political Islam and its relations with the West.

### **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-Hanin Ila Al-Watan* (nostalgia for one's homeland) in modern Arabic poetry and fiction. Mediterranean Middle East minors should contact the department to obtain an override.

### **MELC 30035. Medieval Middle East**

(3-0-3)

This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century C.E. 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 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.

### **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. Topics include the origins of the indigenous Christian churches of Syria, Lebanon, Palestine, Armenia, Iraq, and Iran. The development of these traditions will be viewed in relation to Western/European forms of Christianity that have come to dominate and that are 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)

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, and 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"; and "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.

**MELC 30060. Historical Survey of the Arab Middle East**

(3-0-3) Amar

This course will chart the history of the Arab Middle East from the formative period of the emergence of Islam in the seventh century through the fall of Constantinople in 1453 and the creation of the Ottoman Turkish Empire. Intended to be broad in its coverage and comprehensive in its scope, the course will introduce students to the social, cultural, and religious crosscurrents that came to define the Arab life and culture in the region.

**MELC 30070. Islam and Modernity**

(3-0-3)

Islam and its compatibility with modernity is a much-debated issue in the contemporary period. The course will engage this timely topic and discuss the most important “hot-button” issues involved in these debates: political Islam, democracy, pluralism, rights of women, and secularism. The historical contexts that provide the backdrop for the range of responses to the phenomenon of modernity and its attendant issues will also receive attention. What internal resources exist within Islamic thought that are being drawn upon by modernists to make a strong case for an essential compatibility between Islam and democracy, for example? Is democracy (or Islam, for that matter) a monolithic concept? Students will be expected to actively take part in discussions centered on such questions, the assigned readings, and class lectures. Prior exposure to at least one class on Islam or the Middle East is strongly recommended.

**MELC 30080. Anthropology of the Muslim World**

(3-0-3)

This course will be a survey examination of ethnographic work on the Muslim world appropriate for students with all levels of background in anthropology and Islam. The course will look at the Muslim world broadly defined, including ethnographic work on the Middle East, Central Asia, South Asia, Southeast Asia, Europe, Africa, and North America. The course will consider many aspects of life in Muslim societies, not just religion, including trade, travel, identity, literature, and politics. Because of its relevance to current events, a significant portion of the course will deal with gender relations and constructions of masculinity/femininity in the Muslim context. We will consider such questions as the impact of religion on gender relations, negotiations between textual traditions and “popular” traditions in determining gender relations, and the circumstances in which gender constructions in the Muslim world attract attention from the “West.” The aim of this course is to give students an understanding of a wide array of approaches to ethnography. Lectures and supplementary reading material will situate the central texts in the dominant theories and assumptions of the discipline.

**MELC 30159. Israeli-Palestine Conflict**

(3-0-3)

This class discusses the roots, evolution, current situation and prospects of resolution of the Israeli-Palestinian conflict. In order to better understand this theme, the class will also locate this conflict in larger regional and global perspectives. Thus, issues such as nationalism in the Middle East, colonial impact in the region, the Arab states and their involvement in the conflict, Cold War and post-Cold War dynamics, will all be an integral part of the class discussions. We will also juxtapose the competing narratives of Israelis and Palestinians towards this conflict. Finally, we will engage in an un-historical practice by looking at the future and thinking about possible avenues for concluding this protracted conflict.

**MELC 30160. Middle East and the West**

(3-0-3)

This course explores the complicated relationships between the Middle East and the Western world as they evolved over the past several centuries.

**MELC 30392. Diplomacy and Conflict in the Middle East**

(3-0-3)Bligh

This course examines the role of diplomacy in shaping the Middle East and in managing conflict in the region today.

**MELC 30522. Politics and Democratization in Middle Eastern and North Africa Monarchies**

(3-0-3)

This course examines the politics of monarchies in the Middle East and North Africa. The course examines how these regimes developed and their effect on politics in these regions, and explores the prospect for democratization in such countries.

**MELC 30800. Muhammad and the Qur’an**

(3-0-3)

Islamic law, theology, and spirituality are all derived primarily from the Qur’an and the practice (*sunna*) of the messenger and exemplar Muhammad. This course provides students with an in-depth introduction to these twin foundations of the Islamic religious tradition. Students will read a comprehensive biography (*sira*) of Muhammad based on the earliest sources. Students will also read selections from the Qur’an, contextualized within the narrative of Muhammad’s prophetic career. In addition to familiarizing students with the traditional narrative of Muhammad’s life and the style, content, and structure of the Qur’an, this course also explores contemporary questions and debates in the historical-critical study of Islamic origins.

**MELC 46801. Directed Readings**

(3-0-3)

Individual or small group study under the direction of a faculty member. Permission of the department required.

**MELC 47801. Special Studies**

(3-0-3)

Individual or small group study under the direction of a faculty member.

## Economics

### **ECON 10010. Principles of Microeconomics**

(3-0-3)

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, and trade and the international economy.

### **ECON 10011. Principles of Microeconomics**

(3-0-3)

*Prerequisite:* (MATH 10240 OR MATH 10250 OR MATH 10350 OR MATH 10550 OR MATH 10850)

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, and trade and the international economy.

### **ECON 10020. Principles of Macroeconomics**

(3-0-3)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

A continuation of introduction to economics with emphasis on the measurement of national economic performance, alternative explanations of short-run economic fluctuations and long-run economic growth, money and credit, and fiscal and monetary policy.

### **ECON 13181. Social Science University Seminar**

(3-0-3) Jensen, Leahy

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.

### **ECON 13191. Honors Seminar**

(3-0-3)

*Prerequisite:* ALHN 13950

The primary lesson of economics is that incentives matter: Economic agents alter their behavior in predictable ways when faced with changing costs and benefits. Over the past 30 years, the power of economics as a predictive social science has been demonstrated time and time again as scholars have shown that seemingly uneconomic decisions can be modeled from an economic perspective. In this seminar, we will use academic readings and popular books such as *Freakonomics* to indicate the breadth and scope of questions that can be analyzed from an economic perspective. A sample of topics that will be covered include why AIDS is more prevalent in Africa than in the United States, how to efficiently combat global warming, the theory behind nuclear deterrence strategies, why obesity is on the rise, and why there is cheating in sumo wrestling.

### **ECON 20010. Principles of Microeconomics**

(3-0-3)

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, and trade and the international economy.

### **ECON 20011. Principles of Microeconomics**

(3-0-3)

*Prerequisite:* (MATH 10240 OR MATH 10250 OR MATH 10350 OR MATH 10550 OR MATH 10850)

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, and trade and the international economy.

### **ECON 20020. Principles of Macroeconomics**

(3-0-3)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

A continuation of introduction to economics with emphasis on the measurement of national economic performance, alternative explanations of short-run economic fluctuations and long-run economic growth, money and credit, and fiscal and monetary policy.

### **ECON 20290. Alternative Approaches to the Firm**

(1-0-1) Warlick

This course examines contemporary economic issues related to the firm—including globalization, trade, labor, and the environment—from multiple perspectives through film, student-led discussion, and guest lecturers. The class facilitates a broader understanding of economics and its interrelatedness with the global issues confronting society. Students will gain familiarity with important resources that increase their critical engagement with economics and in the process develop a learning community committed to incorporating these issues into their economics education.

### **ECON 20501. Poverty in Rural America**

(1-0-1)

This one-credit course examines poverty in rural America to determine in what ways it is similar and in what ways it is distinct from poverty in urban American settings.

### **ECON 20502. Poverty and the Bishop's Pastoral Letter**

(1-0-1)

*Prerequisite:* (ECON 10010 OR ECON 10011) OR (ECON 20010 OR ECON 20011)

This class is designed to rewrite the poverty section of Chapter 3 in the Bishops' 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 23 years. Each student will prepare a paper (8–10 pp.) that rewrites the poverty section.

### **ECON 20503. Wal-Mart: Structure, Behavior, and Performance**

(1-0-1)

Wal-Mart has greater sales revenue and more employees than any other corporation in the world. As such, it is both a determinant of and a window on the way that Americans shop and work in the New Economy. This course examines how Wal-Mart is structured, how it behaves, and how it performs compared with other dominant firms now and in the past. Wal-Mart says it gives us low prices every day; its critics say it does so, but at too high a price in social costs. Who is right?

### **ECON 20504. Distributivism: Economics of the Catholic Worker Movement**

(1-0-1)

This course seeks to understand "Distributivism," an approach to economics based upon the medieval guilds and developed by G.K. Chesterton, Hilaire Belloc, and Arthur Penty, among others. It was embraced by Dorothy Day, Peter Maurin, and the Catholic Worker Movement.

### **ECON 20505. Markets and Morals**

(1-0-1) Wilber

This class is designed to investigate questions such as: Do markets need ethical standards? Do markets make us moral? Should a market for transplant organs be allowed? What should we think about sweatshops?

### **ECON 23210. Economics and Ethics**

(1-0-1)

This course is the seminar version of ECON 20210. This course will focus on the interaction between ethics and economics, both in economic theory and economic policy. There are three ways in which ethics are important in economics: (1)



Economists have ethical values that help shape the way they do economics. (2) Economic actors have ethical values that help shape their behavior. (3) Economic institutions and policies impact people differentially, and thus ethical evaluations must be applied in addition to economic evaluations.

### **ECON 30010. Intermediate Economic Theory—Micro**

(3-0-3) Betson, Gresik

*Prerequisites:* (ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011) AND (ECON 10020 OR ECON 20020)

An examination of the language and analytical tools of microeconomics, emphasizing the functional relationship between the factor and product markets and resource allocation.

### **ECON 30020. Intermediate Economic Theory—Macro**

(3-0-3)

*Prerequisites:* (ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011) AND (ECON 10020 OR ECON 20020)

An intensive examination of macroeconomics with particular reference to the determination of economic growth, national income, employment, and the general price level.

### **ECON 30200. Introduction to Political Economy**

(3-0-3)

*Prerequisite:* ((ECON 10010 OR ECON 10011) OR (ECON 10020) OR (ECON 20010 OR ECON 20011)) OR ((ECON 20020))

The course is an introduction to the “other” side of economics: heterodox economics or political economy. Political economy perspectives include Marxian, Post Keynesian, radical, institutionalist, feminist, and other approaches. The course will also investigate the theoretical and social consequences of different approaches and how policies and institutional changes that promote social justice and human dignity can be formulated in our current economic environment.

### **ECON 30220. Marxian Economics**

(3-0-3)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

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 30260. Political Economy of Development**

(3-0-3)

*Prerequisite:* ((ECON 10010 OR ECON 10011) OR (ECON 10020 OR ECON 10021)) OR ((ECON 20010 OR ECON 20011) OR (ECON 20020))

The course is divided into two parts. The first part provides an overview of the institutional and empirical features of the developing world, followed by a survey and critical evaluation of the conventional development theories. The second part looks into the selected topics evoking the critical, controversial stakes in Third World development debates today. The topics include; rent-seeking activities, land tenure and peasantry, micro-financing, corporate governance, failed state and market failure, market and democracy, income-distribution and poverty, feminism in development, ethnic conflicts in resource use, and population pressures. The approach taken in this course is a political-economy perspective with references to the historical, cross-cultural, and empirical materials. The course aims at providing the students with intellectual spaces for alternative development paradigms and strategies. Where appropriate, the tools used in economic analysis will be reviewed at an elementary and accessible level.

### **ECON 30330. Statistics for Economics**

(3-0-3) Betson

This course seeks to introduce the student to the principles of probability and statistical theory appropriate for the study of economics. The emphasis of the course will be on hypothesis testing and regression analysis.

### **ECON 30331. Econometrics**

(3-0-3) Buckles, Lugauer

*Prerequisite:* (ECON 30330 OR BAMG 20100)

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 30400. Labor Economics**

(3-0-3)

*Prerequisites:* (ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011) AND (ECON 10020 OR ECON 20010)

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)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

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 U.S. economy.

### **ECON 30490. Economics of Aging**

(3-0-3)

*Prerequisite:* ((ECON 10010 OR ECON 10011) OR (ECON 10020 OR ECON 10021) OR (ECON 20010 OR ECON 20011) OR (ECON 20020))

The course covers how the risks of work and the conflict between labor and capital have been handled by welfare capitalism and government policy. We will pay attention to worker response and demands in retirement security—a touchstone for the debate on security and risk. We are concerned with how labor force institutions will respond in the next century given the aging of the workforce. We look especially at two issues: the emergence of women workers into a more secure labor market, and the debate about Social Security reform and privatization. We also examine issues of intergenerational equity. This is an ambitious class mixing current policy issues with history and economic theory.

### **ECON 30500. Introduction to Poverty Studies**

(3-0-3)

*Prerequisite:* ((ECON 10010 OR ECON 10011) OR (ECON 10020 OR ECON 10021) OR (ECON 20010 OR ECON 20011) OR (ECON 20020))

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 30530. Environmental Economics**

(3-0-3) Jensen

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

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 U.S. local, state, and federal levels and in other countries is explored. International problems such as transboundary pollution and global warming are also studied.

### **ECON 30800. Development Economics**

(3-0-3) Ros

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

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)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

The course looks at the spatial dimensions of economics with major emphasis on where economic activity takes place and why. Theories and methods of regional analysis and regional programs will be stressed with reference to selected regions in the United States and elsewhere. A major part of this class will be a major research project, paper and presentations by students on a selected region. Research presentations and discussions will be a regular feature of the class.

### **ECON 30820. Economic Development of Latin America**

(3-0-3) Ros

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course is an introduction to the study of Latin America's economic development, its historical background, and contemporary problems. Part I provides a historical overview from independence in the early 19th century to post-war industrialization in the 20th century. Part II examines structural problems that are common to most countries in the region and reviews the ideologies and debates that have emerged around them. Parts III and IV of the course discuss some major contemporary policy issues, focusing the attention on the market-oriented reforms since the mid-1980s and the impact of the new economic model on equity and growth performance.

### **ECON 30840. European Economic Development**

(3-0-3)

This course provides an account of the policies adopted in the former socialist states of Eastern and Central Europe during their transition from planned to market economies. It seeks to identify the economic problems faced by socialist and post-socialist governments; to set out the theoretical analysis underlying the policies adopted to deal with them; and to assess their impact on economic performance and the welfare of the population.

### **ECON 33100. Philosophy of Economics**

(3-0-3)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course is the seminar version of ECON 30100. 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:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course is the seminar version of ECON 30120. The course explores literature on philosophy of economics, history of economic thought, and new directions in economic methodology.

### **ECON 33200. Introduction to Political Economy**

(3-0-3) Wolfson

*Prerequisites:* (ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011) AND (ECON 10020 OR ECON 20020)

This course is the seminar version of ECON 30200. The course is an introduction to the "other" side of economics: heterodox economics or political economy.

Political economy perspectives include Marxian, Post-Keynesian, radical, institutionalist, feminist, and other approaches. The course will also investigate the theoretical and social consequences of different approaches, and how policies and institutional changes that promote social justice and human dignity can be formulated in our current economic environment.

### **ECON 33220. Marxian Economic Theory**

(3-0-3) Ruccio

*Prerequisite:* (ECON 10010 OR ECON 10011) OR (ECON 10020 OR ECON 10021) OR (ECON 20010 OR ECON 20011) OR ECON 20020

This course is the seminar version of ECON 30220, 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 33240. Economics of War and Peace**

(3-0-3)

*Prerequisites:* ( (ECON 10010 OR ECON 10011) OR (ECON 20010 OR ECON 20011) ) AND ( (ECON 10020 OR ECON 10021) OR ECON 20020)

This course is the seminar version of ECON 30240. The 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 of the tools of 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 33260. Political Economy of Development**

(3-0-3) Kim

*Prerequisite:* (ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011)

This course is the seminar version of ECON 30260. The course is divided into two parts. The first part provides an overview of the institutional and empirical features of the developing world, followed by a survey and critical evaluation of the conventional development theories. The second part looks into the selected topics evoking the critical, controversial stakes in Third World development debates today. The topics include rent-seeking activities, land tenure and peasantry, micro-financing, corporate governance, state and market failure, market and democracy, income distribution and poverty, feminism in development, ethnic conflicts in resource use, and population pressures. The approach taken in this course is a political-economy perspective with references to the historical, cross-cultural, and empirical materials. The course aims at providing the students with intellectual spaces for alternative development paradigms and strategies. Where appropriate, the tools used in economic analysis will be reviewed at an elementary and accessible level.

### **ECON 33270. Economics of Science**

(3-0-3) Mirowski

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 10020 OR ECON 20010 OR ECON 20011

This course is the seminar version of ECON 30270. Economists often fret over whether they qualify as a hard science, but of late they have begun to turn the tables and apply their theories to the operation of the sciences themselves. This phenomenon is related to the increasing commercialization of science since the 1980s, but other factors include a shift within economics to portray the market as an ideal information system, the globalization of the modern intellectual property regime, and the transformation of the post-Cold War university. These phenomena all have profound political and social consequences for the future, and so we will not restrict the course to a few abstract models, as is frequently the case in

economics curricula. Part of the course consists of a discussion of what topics the “economics of science” should take as its subject matter. The remainder explores some of the major transformations, especially with regard to intellectual property and the social structures of science. In this class we describe the changing history of the organization and subsidy of scientific research, especially (but not exclusively) in America; and then we survey the different classes of economic theories applied to the scientific process. The second half of the course is then concerned with issues in the modern globalization and privatization of science, focusing on various case studies.

### **ECON 33280. Political Economy of Southern Africa**

(3-0-3)

*Prerequisite:* (ECON 10010 OR ECON 10011) OR (ECON 10020 OR ECON 10021) OR (ECON 20010 OR ECON 20011) OR ECON 20020

This course is the seminar version of ECON 30280. Southern Africa has long been considered an economic and political basket case. Poverty, famine, AIDS, environmental degradation, and capacity deprivation, have all been considered corollaries to the region's colonial legacies, and postcolonial struggles of identities and policies. Yet scholars and activists argue that the region, indeed the continent, is capable of transcending its blighted history, but this requires collective, conscientious will and actions of institutions and individuals within the African continent, as well as in the West. This seminar-based course, through theories, literary works, case studies, and direct interviews of Southern Africans, makes intelligible the major perspectives that attempt to explain, predict, and effect transformative change in Southern Africa and in those who study the region.

### **ECON 33410. Labor Relations Law**

(3-0-3) Leahy

*Prerequisites:* (ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011) AND (ECON 10020 OR ECON 20020)

This course is the seminar version of ECON 30410. A study of the development of common and statutory law with reference to industrial relations in the United States with emphasis on the case method.

### **ECON 33420. Employee Relations Law and Human Resources Practices**

(3-0-3) Leahy

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course is the seminar version of ECON 30420. A study of the development of common statutory law with reference to discrimination in the United States on the basis of race, creed, color, national origin, and disability, and giving emphasis to the case method.

### **ECON 33430. Collective Bargaining: Private Sector**

(3-0-3)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course is the seminar version of ECON 30430. 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 33440. Collective Bargaining: Public Sector**

(3-0-3)

*Prerequisite:* (ECON 10010 OR ECON 10011) OR (ECON 10020 OR ECON 10021) OR (ECON 20010 OR ECON 20011) OR ECON 20020

This course is the seminar version of ECON 30440. This course will examine the relevant state and federal laws covering the public-sector collective bargaining. It will examine the various issues and techniques covering collective bargaining in government. The major part of this course will be a game theory approach in which an actual contract will be bargained.

### **ECON 33470. Labor Arbitration**

(3-0-3)

*Prerequisites:* ( (ECON 10010 OR ECON 10011) OR (ECON 20010 OR ECON 20011) ) AND ( (ECON 10020 OR ECON 10021) OR ECON 20020)

This course is the seminar version of ECON 30470. Analysis of the practice and procedures of arbitration in labor grievances with emphasis on rights and interest issues is both public and private sector employment. Course stresses an analysis of arbitral awards.

### **ECON 33480. Migration, Education, and Assimilation: Three Forces that Built America**

(3-0-3)

This course is the seminar version of ECON 30480. This course uses the tools of economics to understand driving trends and episodes of migration, education, and assimilation throughout America's history. Readings will apply economic concepts in various historical contexts, from the settling of the country by Europeans to the present day. Examples of course topics include the major waves of European migration to the United States, including waves of Irish immigration; the development and rise of the high school in America; important trends in educational attainment particularly of women and minorities; the economic effects of Civil Rights legislation; and the English-language-only debate. Economics knowledge at the level of Principles of Microeconomics would be helpful but is not required. A research paper is required.

### **ECON 33500. Economics of Poverty**

(3-0-3) Warlick

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course is the seminar version of ECON 30500. 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 33510. Addressing U.S. Poverty at the Local Level**

(3-0-3)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course focuses on four arenas where poverty manifests itself: homelessness, education, healthcare, and jobs. Writing-intensive.

### **ECON 33530. Environmental Economics**

(3-0-3)

*Prerequisite:* (ECON 10010 OR ECON 10011) OR (ECON 20010 OR ECON 20011)

This course is the seminar version of ECON 30530. 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 U.S. local, state, and federal levels and in other countries is explored. International problems such as transboundary pollution and global warming are also studied.

### **ECON 33540. Restoring Economic Vitality to the Inner City: What Works, What Doesn't, and Why**

(3-0-3)

This course is the seminar version of ECON 30540. This community-based learning and research course examines the political economy of U.S. 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 U.S. 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 33810. Regional Economic Development**

(3-0-3)

*Prerequisite:* ECON 10010 OR ECON 10011 OR ECON 20010 OR ECON 20011

This course is the seminar version of ECON 30810. The course looks at the spatial dimensions of economics with major emphasis on where economic activity takes place and why. Theories and methods of regional analysis and regional programs will be stressed with reference to selected regions in the United States and elsewhere. A major part of this class will be a major research project, paper, and presentations by the student on a selected region. Research presentations and discussions by you will be a regular feature of the class.

### **ECON 37950. Special Studies**

(3-0-3)

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 40050. Game Theory and Strategic Analysis**

(3-0-3) Gresik

*Prerequisite:* (MATH 10250 OR MATH 10550) AND (ECON 30010 OR FIN 30210)

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 40060. Advanced Microeconomics Theory**

(3-0-3)

*Prerequisite:* ECON 30010

This course will focus on some selective topics in modern micro economic theory. It may vary from term to term. A possible choice of a broad range of topics are choice under uncertainty, game theory, market mechanisms, coalitional analysis, public goods, and welfare economics. Each of these topics will be discussed with mathematical rigor. Some of the objectives of the course are to familiarize students with important analytical techniques of micro theory and their applications to the study of various economic phenomena and to help students to cultivate the ability to critically evaluate the usefulness and limitations of economic models.

### **ECON 40280. Consumption and Happiness**

(3-0-3)

*Prerequisite:* ECON 30010 OR FIN 30210 OR ECON 30020

Do increases in consumption increase happiness? This course will look at the available evidence that suggests that happiness does not increase with consumption and income for people beyond a point, by their own reckoning. It will examine why this may be so, looking especially at the idea that happiness from consumption depends on not the amount we consume but rather on the amount we consume relative to others. It will also examine how increases in consumption can adversely affect other things many people think are important—including time with family and friends, the environment, economic growth, and income distribution.

### **ECON 40300. Math for Economists**

(3-0-3)

*Prerequisites:* (ECON 30010 OR FIN 30210) AND ECON 30020

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 40330. Forecasting for Economics and Business**

(3-0-3) Lugauer

*Prerequisite:* ECON 30331

This course is an introduction to forecasting. The course focuses on creating and working with forecasts of economic, finance, and other business data. Basic theory will also be presented. The forecasts are constructed from estimated summary statistics and parameters generated by several methods, including time series procedures and exponential smoothing. Students will learn how to interpret the uncertainty in the forecasts and in the estimated parameters. Diagnostic statistics and model selection criteria will be presented. Requirements: ECON 30331; econometrics or some other regression-based stats class (something beyond the Stats for Econ course).

### **ECON 40360. Money, Credit, and Banking**

(3-0-3)

*Prerequisites:* (ECON 30010 OR FIN 30210) AND ECON 30020

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 40362. Monetary Policy: Formulation, Conduct, and Crisis Management**

(3-0-3) Mark

Central banks wield enormous influence over a country's economic performance. In this course, students will examine the evolution of monetary policy over time and analyze successes and failures of monetary policy and of measures taken to manage times of economic crisis. Special emphasis will be placed on the Federal Reserve System with some attention paid to policies of the Bank of Japan and the European Central Bank. The course will host a Fed Challenge team for the fall 2008 competition. Students interested in learning how the Fed formulates policy should take the course. Anyone interested in participating in the Fed Challenge must take the course. Prerequisites: intermediate macroeconomics. Money and banking desired.

### **ECON 40363. Bubbles, Crises, and Speculative Attacks: The Economics of Extreme Events**

(3-0-3)

*Prerequisites:* ECON 30030 AND ECON 30020 AND (ECON 40700 OR ECON 40710 OR ECON 70720)

Individuals' economic incentives are displayed clearly during extreme events, such as hyperinflation and currency collapse. In this course we will study the history of such events, such as the German Hyperinflation, during which time German prices rose at more than 50 percent/month and the so-called bubbles such as 17th-century Tulipmania. We will study the history and then apply modern-day modeling and econometrics. From more modern times we will look at the 1980s and 1990s currency crises in Mexico and East Asia as well as the combination crises in many developing countries hit simultaneously by currency, banking, debt, and output crises. In all the experiences, we will first get the facts straight and then apply modern methods. Familiarity with econometrics is useful.

### **ECON 40400. Advanced Labor Economics**

(3-0-3)

*Prerequisites:* (ECON 30010 OR FIN 30210) AND ECON 30331

Labor economics (ECON 30400) is not a prerequisite for this class, but those who have taken ECON 30400 are welcome to enroll. This class presents a detailed exposition of neoclassical labor market theory and empirical research in labor

economics. Topics include the determinants of labor supply and demand, occupational and educational choice, mobility, wage dispersion, and discrimination. Students will use the econometric methods introduced in ECON 30331 to analyze the effects that policies have on worker behavior and labor market outcomes. Policies that will be examined include the minimum wage, welfare reform, affirmative action, education policy, and income redistribution policies.

### **ECON 40447. Health Economics**

(3-0-3) Evans

*Prerequisite:* (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 40520. Economics of Education**

(3-0-3)

*Prerequisites:* (ECON 30010 OR FIN 30210) AND (ECON 30330 OR ECON 30331 (MAY BE TAKEN CONCURRENTLY))

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 40540. Public Economics**

(3-0-3)

*Prerequisite:* (ECON 30010 OR FIN 30210)

This class will survey the field of public economics, showing students how economic research can address many of the most important questions and controversies facing policymakers today. Some of the issues the class will discuss are contraception, taxation, Medicare, Social Security, welfare programs, and education. The course will familiarize students with current policy programs and policy debates, introduce students to cutting-edge research methods used to study these programs, and show students what economists know and do not know about improving public policy.

### **ECON 40550. Public Budget Expenditure Policy**

(3-0-3)

*Prerequisite:* ECON 30010 OR FIN 30210

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)

*Prerequisite:* ECON 30010 OR FIN 30210

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.

### **ECON 40565. Health Economics**

(3-0-3)

*Prerequisite:* ECON 30010 OR FIN 30210

The course is designed to illustrate how economists analyze topics related to the production of health and the delivery of health care in the United States. Topics covered include the social and economic determinants of health, the economic

control of unhealthy behavior, economic consequences of the AIDS epidemic, using economics to explain the rise of obesity, economic models of insurance, the problems of moral hazard and adverse selection, the economic impact of employer-provided health insurance. Medicare and Medicaid, the problem of the uninsured, medical technology and the pharmaceutical industry, the malpractice system, and the rise of managed care. Readings for the class will come from a required textbook and academic readings downloadable from the class Web page. Class assignments will include problem sets, exams, and short policy memos.

### **ECON 40570. Economics of the Law**

(3-0-3) Betson

*Prerequisite:* ECON 30010 OR FIN 30210

This course will introduce students to the economics analysis of our legal framework pertaining to property, contract, and tort law. Additional topics will include an examination of the legal process and the relationship between crime and punishment.

### **ECON 40575. Public Policy, Care for the Poor, and Religious Activity**

(3-0-3) Hungerman

*Prerequisite:* ECON 30010

This course will explore cutting-edge work by economists on care for the poor, considering both government and nongovernment activities. The course will also consider religious organizations' role on these topics and economic topics on religion more generally. The course will improve student's understanding of economic theory and empirical scientific economic research.

### **ECON 40580. The Economics of Industrial Organization**

(3-0-3)

*Prerequisite:* ECON 30010 OR FIN 30210

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:* ECON 30010 OR FIN 30210

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)

*Prerequisite:* ECON 30010 OR FIN 30210

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)

*Prerequisite:* ECON 30020

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 finance. Topics include balance-of-payments accounts, exchange rate markets and systems, open-economy macroeconomics, international debt, and contemporary international monetary and financial arrangements.

### **ECON 40820. Economic Development of Latin America**

(3-0-3)

*Prerequisite:* ECON 30020

An examination of the roots of independence in Latin America. An analysis of the key problems of economic development and the policies prescribed for their solution.

**ECON 40830. Economic Growth**

(3-0-3) Ros

*Prerequisite:* ECON 30010

This course is an introduction to the study of economic growth. After a brief preamble, the first two parts of the course review the “proximate determinants” of income levels and growth rates—factor accumulation, technology and efficiency—and discuss the relevant theoretical models. The third part looks at the “fundamental determinants” of differences in income levels and growth rates across countries. A final section of the course discusses current and future trends of demographic change, technical progress, and the environment.

**ECON 40860. Mexico’s Economic Development**

(3-0-3)

*Prerequisite:* ECON 30010

This course is an introduction to the study of Mexico’s economic development, its historical background, and contemporary problems.

**ECON 43110. History of Economic Thought**

(3-0-3) Mirowski

*Prerequisite:* ECON 30010

This course is the seminar version of ECON 40110. The 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 43201. Topics in Political Economy**

(3-0-3)

*Prerequisite:* ECON 30220 OR ECON 33200

This course is the seminar version of ECON 40201. It focuses on Labor and the U.S. economy. It will address the following questions: What has happened to workers’ wages, working conditions, and union organization? What has happened to family income and the distribution of wealth? How have women and people of color fared? How have workers been affected by government policies, such as tax cuts, budget deficits, deregulation, welfare reform, trade agreements, and Social Security policy? What are the possibilities for change, of policies as well as the basic structures of power and influence in our economy? The course will compare and contrast orthodox views with perspectives drawn from the writings of Marx, Keynes, Veblen, Polanyi, and other economists in the political economy tradition.

**ECON 43202. Political Economy of Globalization**

(3-0-3)

*Prerequisite:* ECON 30200 OR ECON 33200

This course is the seminar version of ECON 40202. The course will use the tools of political economy to understand the problems of globalization and to evaluate policies and strategies for change to address these problems. To develop students’ analytic, communication, group-process, and writing skills. This course is writing-intensive and will be run as a seminar. For Kroc M.A. students; others by permission only.

**ECON 43203. Political Economy of Labor and U.S. Economy**

(3-0-3) Wolfson

*Prerequisite:* ECON 30200 OR ECON 33200

This is a seminar course that will investigate how labor has fared in the U.S. economy, and what its prospects might be in the future. The course will use the tools of political economy to address this question, in particular theories and perspectives drawn from the writings of Karl Marx, John Maynard Keynes, Karl Polanyi, and Thorstein Veblen, among others. Some of the specific issues that the course will address include the following: the state of workers’ wages, working conditions, and union organization; trends in income inequality and family

income; the advancement of women and people of color. In addressing prospects for change, the course will examine policies, institutions, and the basic structures of power and influence in the economy.

**ECON 43230. The Political Economy of War and Peace**

(3-0-3) Ruccio

*Prerequisites:* ( (ECON 10010 OR ECON 10011) OR (ECON 20010 OR ECON 20011) ) AND (ECON 10020 OR ECON 20020)

This course is the seminar version of ECON 40230. This course reviews key economic concepts and methods relevant for peace research and examines the relation between political economy issues and war and peace. It examines the political economy of the causes of war, including the roles of arms races, poverty, inequality, ethnicity, natural resources, the environment, and globalization. It explores the economic consequences of war and military expenditures, including those on human development indicators and economic growth. Finally, it discusses the political economy of the prevention of conflict and of postwar reconstruction.

**ECON 43280. Consumption and Happiness**

(3-0-3) Dutt

*Prerequisite:*(ECON 30010 OR FIN 30210 OR ECON 30020)

This course is the seminar version of ECON 40280. Do increases in consumption increase happiness? This course will look at the available evidence that suggests that happiness does not increase with consumption and income for people beyond a point, by their own reckoning. This course will examine why this may be so, looking especially at the idea that happiness from consumption depends not on the amount we consume but rather on the amount we consume relative to others. It will also examine how increases in consumption can adversely affect other things many people think are important—including time with family and friends, the environment, economic growth, and income distribution.

**ECON 43290. The Politics of Science**

(3-0-3)

This course is the seminar version of ECON 40290. The purpose of this course is to explore a topic that is often dealt with only obliquely in the history and philosophy of science: the dual ideas that in some eras, politics has a direct impact on the process and outputs of science, and that science may perform a role in certain political movements and structures. We begin in the early 20th century with the two phenomena of the Soviet Revolution and the collapse of Weimar, and explore how these both were justified/blamed on the progress of science. Next, we survey the contrasting positions of J.D. Bernal and Michael Polanyi, as representations of the “left” planning orientation and the birth of “neoliberalism.” This leads into a section on treatments of the different meanings of “liberty” in the postwar era. We will also briefly survey the effect of science studies on this discussion, from Ezrahi to Latouret to modern controversies over whether the Society for Social Studies of Sciences (4S) should remain “neutral” in its stance. We wind up with modern arguments over whether science has been “perverted” in recent political developments, for the Sound Science movement to the attempt to turn stem cells into a partisan issue.

**ECON 43570. Economics of the Law**

(3-0-3)

*Prerequisite:* ECON 30010 OR FIN 30210

This course is the seminar version of ECON 40570. The course will introduce students to the economic analysis of our legal framework pertaining to property, contract, and tort law. Additional topics will include an examination of the legal process and the relationship between crime and punishment.

**ECON 43581. Corporate Structure and Behavior**

(3-0-3)

*Prerequisite:* ECON 30010

This course describes and explains the range of industrial organization forms from perfect and monopolistic competition structures to oligopoly and monopoly ones; it then considers the variety of historic policy responses to those forms that were presumed or seen to be undermining or preventing desirable (i.e., competitive) outcomes. Assigned readings and class discussions feature case studies. General

Motors, U.S. Steel and GE, for example, illustrate the postwar system and stand in sharp contrast to today's Wal-Mart, American Airlines, and Intel. Students will research and report on selected industries and/or firms for both analytical and policy purposes.

**ECON 43600. Current Economic Policy**

(3-0-3)

*Prerequisite:* ECON 30010 OR FIN 30210 OR ECON 30020 OR ECON 30330 OR BA 20100

This course is the seminar version of ECON 40600. 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 43730. European Union**

(3-0-3)

*Prerequisites:* (ECON 30010 OR FIN 30210) AND ECON 30020

This course is the seminar version of ECON 40730. This course focuses on Europe's movement toward economic and monetary union since the end of World War II. The course will discuss monetary theory, monetary policy, labor and capital market mobility, fiscal transfers political economy issues of central banking, and EU enlargement. Class discussion is a critical part of the course in addition to standard lectures. Grades will be based on two exams, in-class discussion, attendance, and presentations.

**ECON 43850. World Poverty and Inequality Across Nations**

(3-0-3)

*Prerequisites:* (ECON 30010 OR FIN 30210) AND ECON 30020 AND ECON 30330

This course is the seminar version of ECON 40850. Analysis of the trends, causes, and consequences of the inequality between rich and poor nations, or what are called the North and South. The course uses theoretical, empirical, and broader political-economy analyses to examine the implications of international trade, capital and labor movements, technological transfers, and environmental interactions between rich and poor countries. Particular emphasis is given to globalization and its effects on poor countries.

**ECON 43961. Senior Honors Program Seminar**

(1-0-1)

This seminar provides instructional support for economics majors completing the undergraduate economics honors program. It also provides a venue where honors program students present progress reports on their senior honors essays to their peers at regular intervals. The seminar is graded on a satisfactory/unsatisfactory basis and may be taken twice.

**ECON 47950. Special Studies**

(V-0-V)

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 47951. Special Studies**

(2-0-2)

Independent study under the direction of a faculty member. Course requirements may include substantial writing as determined by the director.

**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.

## Department of English

### ENGL 10501. Introduction to Irish Writers

(3-0-3)

*Corequisite:* ENGL 22514

This course will include the study of Irish writers such as W.B. Yeats, Elizabeth Brown, Bram Stoker, J.M. Synge, Seamus Heaney, and Medbh McGuckian.

### ENGL 13186. Literature University Seminar

(3-0-3)

An introduction to the seminar method of instruction, emphasizing the analysis of literary texts.

### ENGL 20000. 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.

### ENGL 20001. Fiction Writing

(3-0-3)

*Prerequisite:* AMST 13186 OR ANTH 13181 OR ARHI 13182 OR LLEA 13186 OR ECON 13181 OR ENGL 13186 OR FTT 13182 OR GE 13186 OR HIST 13184 OR IRL 13186 OR MUS 13182 OR PHIL 13185 OR POLS 13181 OR PLS 13186 OR PLS 20201 OR PLS 30202 OR PSY 13181 OR LLRO 13186 OR SOC 13181 OR THEO 13183

Students in this course will practice making up stories using material from life and from the imagination, creating rich characters, and developing strong storytelling voices. Besides writing several short stories throughout the course, students will have the chance to explore the many possibilities of form that fiction presents, including journal writing, epistolary fiction, short-short stories, and character sketches. We will take inspiration from reading such masters as Anton Chekhov, Ernest Hemingway, David Foster Wallace, George Saunders, Lorrie Moore, Vladimir Nabokov, A.M. Homes, and others. Class participation will include discussion of readings, as well as offering detailed peer feedback.

### ENGL 20002. Poetry Writing

(3-0-3)

*Prerequisite:* AMST 13186 OR ANTH 13181 OR ARHI 13182 OR LLEA 13186 OR ECON 13181 OR ENGL 13186 OR FTT 13182 OR GE 13186 OR HIST 13184 OR IRL 13186 OR MUS 13182 OR PHIL 13185 OR POLS 13181 OR PLS 13186 OR PLS 20201 OR PLS 30202 OR PSY 13181 OR LLRO 13186 OR SOC 13181 OR THEO 13183

This course is for students who have no familiarity with contemporary, innovative writing and for those who want to learn more. While our focus will be on poetry, we will also write, read, and discuss prose and “hybrid” forms. Our objective is to discover the adventure that writing is. Assignments will include writing exercises, assigned readings, and feedback to group members.

### ENGL 20003. Writing Fiction

(3-0-3) Benedict

*Prerequisite:* AMST 13186 OR ANTH 13181 OR ARHI 13182 OR LLEA 13186 OR ECON 13181 OR ENGL 13186 OR FTT 13182 OR GE 13186 OR HIST 13184 OR IRL 13186 OR MUS 13182 OR PHIL 13185 OR POLS 13181 OR PLS 13186 OR PLS 20201 OR PLS 30202 OR PSY 13181 OR LLRO 13186 OR SOC 13181 OR THEO 13183

Introduction to writing fiction designed for pre-professional students in the colleges of arts and letters and of science.

### ENGL 20021. Fiction Writing: Writing Speculative Fiction

(3-0-3)

*Prerequisite:* (AMST 13186 OR AMST 180J) OR (ANTH 13181 OR ANTH 180E) OR (ARHI 13182 OR ARHI 180F) OR (LLEA 13186 OR LLEA 180J) OR (ECON 13181 OR ECON 180E) OR (ENGL 13186 OR ENGL 180J) OR (FTT 13182 OR FTT 180F) OR (GE 13186 OR GE 180J) OR (HIST 13184

OR HIST 180H) OR (IRLL 13186 OR IRL 180J) OR (MUS 13182 OR MUS 180F) OR (PHIL 13185 OR PHIL 180I) OR (POLS 13181 OR POLS 180E) OR (PLS 13186 OR PLS 180J) OR (PLS 20201 OR PLS 243) OR (PLS 30202 OR PLS 346) OR (PSY 13181 OR PSY 180E) OR (LLRO 13186 OR LLRO 180J) OR (SOC 13181 OR SOC 180E) OR (THEO 13183 OR THEO 180G)  
A creative fiction-writing course for students interested in writing speculative (historical, fantastical, or scientific) fiction.

### ENGL 20072. Narrative Nonfiction for the Popular Audience

(3-0-3)

Most of what’s being read by Americans in the fields of politics, sports, and the rest of popular culture isn’t written for scholars and doesn’t “prove” its case in a formal sense. Most essays and books rely on the humanizing effects of personal narratives—in either the first or third person—for their persuasive power. How does a story about a single case serve to convince a broad audience to feel a certain way or take a course of action? We can learn these skills by studying the rhetorical qualities of popular nonfiction. This course will develop skills in producing and critiquing such pieces, both structurally and, more importantly, at the level of the building block of communication, the individual sentence. We’ll use the seminar and workshop formats to discuss each other’s work along with published work. Students will produce a few guided short pieces and two longer essays on topics of their choosing.

### ENGL 20106. Point-of-View in the Novel

(3-0-3)

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.

### ENGL 20107. Satire

(3-0-3)

An introduction to satire in Western literature.

### ENGL 20108. Text and Image

(3-0-3)

This course examines topics in the tradition of illustrated texts from the ancient Egyptian scrolls to contemporary textual media. Topics include the history of writing systems, text as image, illuminated manuscripts, illustrated books, photographic literature, the embedded graphic of nonfiction prose, and the graphic novel. In addition to our texts, students will work in the Medieval Institute facsimile collection and with original works from the Rare Book Collections of the Hesburgh Library. For the older works, required texts are widely available and familiar classics are on reserve in the library and accessible on line. Students will purchase contemporary works, a history of the genre, and course packet of criticism and examples. Coursework includes three illustrated research papers and a class presentation based on a 15–20 page research paper.

### ENGL 20109. Twentieth-Century Short Story

(3-0-3)

An in-depth study of the short story as a literary form using examples from around the globe and written in the 20th century.

### ENGL 20111. Realism and the Supernatural

(3-0-3)

An attempt to develop a theory of the supernatural and the uncanny in “realistic” fiction from Daniel Defoe to Henry James.

### ENGL 20112. Comedy

(3-0-3)

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.



**ENGL 20118. Reinventing the Fairy Tale**

(3-0-3)

A historical examination of “Cinderella,” *The Arabian Nights*, “Beauty and the Beast” and “The Pied Piper of Hamelin” with theoretical emphasis on issues of gender, sexuality, racial stereotyping, and national identity construction.

**ENGL 20133. Catholic Fiction and Film**

(3-0-3)

An examination of Catholicism in modern fiction, cinematic adaptations of those works of fiction, and other freestanding stories and films.

**ENGL 20137. War, Peace, and the Literary Imagination**

(3-0-3)

In this seminar-style course, we will investigate the nature of war and peace through literature, principally 20th-century fiction and poetry. Through texts drawn from various regions of the world, we will (1) examine the metaphors and themes that unmask the realities of war and present struggles for peace; (2) explore the ways the literary works themselves—through language, rhythms, and images—become battlegrounds, as it were, on which the human imagination creates individual identities, links individuals to communities, and constructs, deconstructs, and reconstructs cultural ideologies; and (3) consider the role human imagination plays in moral and civic life. In addition to the literary works, participants in the class become a rich resource for our investigation.

**ENGL 20150. Women and War**

(3-0-3) Cameron

A study of how literature of the early 20th century takes up the relations between women and war.

**ENGL 20151. Literature of Sport**

(3-0-3) Benedict

Sports and athletics have held prominent roles in human societies since the beginnings of civilization. Across centuries, nation-states have used athletic competition for a variety of purposes, from paying homage to distant gods to demonstrating superiority over neighboring tribes/cultures. And the individuals, the “warriors,” who excel on those “fields of battle” are venerated as heroes, champions, “gods.” In this course, we’ll look at a variety of literature (fiction, nonfiction, poetry, film, broadcasts of athletic events, etc.) related to sports and athletics. From depictions of wrestlers on temple walls in Ancient Egypt to Grantland Rice’s *New York Herald Tribune* “Four Horsemen” article to podcasts of ESPN’s “SportsCenter,” our investigation of the literature of sport will cover a range of topics—race, gender, class, globalization, and the purposes and functions of athletic competition, to name a few—including the rise of the “super star” athlete as a “god.” Required work: quizzes, two essays, midterm, final examination.

**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 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 20211. Shakespeare’s Comedies**

(3-0-3)

A survey of the comedic plays of William Shakespeare.

**ENGL 20213. The World of the Middle Ages**

(3-0-3)

*Corequisite:* MI 22001

The Middle Ages have been praised and reviled, romanticized, and fantasized. The spectacular popularity of *Harry Potter*, *The Lord of the Rings*, and *Narnia* have brought a revival of interest in and curiosity about the Middle Ages. But what were they like, these 10 centuries between Rome and the Renaissance? In this course, we will explore major themes and issues in medieval civilization in an attempt to offer some basic answers to that question. We will have in view three kinds of people: rulers, lovers, and believers. But we will also study carefully those who wrote about those kinds of people. We will constantly ask how can we know about the Middle Ages, and what kinds of things can we know? We will consider major literary texts as both works of art and historical documents. We will explore various kinds of religious literature. We will try to understand the limits, boundaries, and achievements of philosophy and theology. Some lectures will incorporate medieval art so as to add a visual dimension to our explorations. This course will constitute an extended introduction to the dynamic and fascinating world of the Middle Ages.

**ENGL 20214. Arthurian Literature**

(3-0-3) Frese

An exploration of the fascinating world of Arthurian legend.

**ENGL 20215. Introduction to Shakespeare**

(3-0-3)

An examination of selected plays of Shakespeare, with an emphasis on Shakespeare’s development as a dramatist and his techniques of character development.

**ENGL 20218. Love and Romance in the Middle Ages**

(3-0-3)

Close readings of some of the seminal texts associated with “courtly love”: the love songs of the troubadours, the Arthurian romances of Chrétien de Troyes, Chaucer’s *Troilus*, and *Sir Gawain and the Green Knight*, among others, with a focus on how romantic love is portrayed.

**ENGL 20220. Migration and Identity in the New Ireland**

(3-0-3) O’Brien

In less than two decades, the Republic of Ireland has shifted from a relatively poor country with a high level of national, racial, and ethnic homogeneity to a country with the world’s fourth highest per capita income experiencing an exponential expansion of cultural diversity. One of the names used to describe this shift is “New Ireland,” and this course will discuss the cultural dimensions of this term. We will examine selections from contemporary Irish literature and film that contribute to this analysis and contextualize our discussions with legal, political, and economic approaches to Irish social issues. Class work will include several short papers, a long research paper, and an exam.

**ENGL 20232. Shakespeare Media: Book and Screen**

(3-0-3)

This course will cover not only standard film versions of the plays but also adaptations and appropriations in order to examine the way in which Shakespeare circulates in popular and elite culture. Likely films include Olivier’s *Hamlet* and *The Last Action Hero* (with Arnold Schwarzenegger); Zeffirelli’s *Romeo and Juliet*, Luhrmann’s *Romeo + Juliet* and *Shakespeare in Love*; Polanski’s *Macbeth* and Billy Morrisette’s *Scotland, PA*; Derek Jarman’s *The Tempest*; and Peter Greenaway’s *Prospero’s Books*. In each case, we will begin with a reading of the play before moving on to film versions and adaptations.

**ENGL 20240. Staging the Religious: Shakespeare and His Contemporaries**

(3-0-3) Dodson

How do we imagine religious experience? What happens when religion becomes an image, either visually, dramatically, or on the page? In this course, we will approach this question through the plays of William Shakespeare and a handful of his contemporaries, focusing on English Renaissance playwrights whose works

“stage” the cultural tensions and competing religious claims of Protestants, Catholics, Jews, Muslims, and atheists, not to mention the supernatural (ghosts, witches, devils, etc.). While we will explore a handful of themes in relation to these works—faith and the will, religious outcasts, and violence and justice—we will spend most of our time asking how the presentation of these religious themes in dramatic form and on the stage affects their meaning. We will do so by way of comparison, both comparing Shakespeare’s plays with the frequently under-read works of Christopher Marlowe and Ben Jonson, as well as setting their images of religious experience against the Bible, Renaissance painting (e.g., Bosch, Bruegel, Caravaggio, and Rembrandt), and contemporary film versions of the plays.

### **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 20305. Victorian Empire Writing 1868–1901**

(3-0-3)

An exploration of the empire as theme in selected Irish writers of the late-19th century.

### **ENGL 20313. Science in Fiction**

(3-0-3) Benedict

Readings in literature that explore science. Designed for preprofessional students in the colleges of arts and letters and of science.

### **ENGL 20316. Jane Austen, Writer and Reader**

(3-0-3) Creech

Jane Austen’s hugely popular novels are even more rewarding when read together with the 18th-century literature that shaped her art. We will study in depth four of Austen’s novels in relation to novels, essays, poems, and plays that influenced her. These works will enrich our examination of Austen’s engagement with some of the intellectual, ethical, and social questions that vexed 18th-century Britain: the difficulties of coming of age in the modern world, the proper roles of men and women, the promise and perils of romantic relationships and marriage, and the significance of class divisions. Finally, we will consider the 18th-century ideas about literature that informed Austen’s novels as well as Austen’s innovative and influential narrative technique. Students will give a group presentation on a film adaptation of one of Austen’s novels in order to explore the continuing relevance of her work and the interplay between medium and meaning.

### **ENGL 20320. Geography and the Victorian Imagination**

(3-0-3)

During the 19th century, ideas about geography preoccupied the Victorian imagination. This course explores how writers such as Elizabeth Gaskell, Arthur Canon Doyle, Emily Lawless, Rudyard Kipling, and Joseph Conrad created literary maps of England and the British Empire for their readers. In particular, we will devote time to uncovering how geography was used to define the “otherness” of Wales, Scotland, and Ireland. Assignments include a group presentation, short response papers, and two longer papers.

### **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 20405. Decadent Modernity**

(3-0-3) Thomas

Does the term decadence simply indicate a 19th-century fashion craze of debauched poets? Not at all. This course explores visions of decadence spanning the last two centuries and more, considering respects in which “modernity” itself can seem decadent. The course emphasizes literary texts, along with forays into drama, visual arts, cinema, and criticism. Early on, we lay conceptual groundwork with texts by Freud and Nietzsche. Other writers include Charles Baudelaire, Oscar Wilde, Joris-Karl Huysmans, Walter Pater, Virginia Woolf, and Patrick Süskind. We also read several lesser-known authors and study films by Ken Russell, Peter Greenaway, and Sally Potter. PLEASE NOTE: Much of our discussion matter is not for the faint-hearted. Bring a tolerance for the grotesque and a readiness to think carefully about authors who challenge deeply held Western attitudes concerning morality and values.

### **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.

### **ENGL 20411. Shakespeare in Performance**

(3-0-3) Zomorodian

Shakespeare’s plays are not isolated artifacts that exist in a vacuum. As literary scholar and artistic director Kevin Ewert has said, Shakespeare’s “creations were not birthed, Athena-like, from his balding pate into this world to stand alone as singular, finished and fully-formed edifices; neither playwright nor play existed or ‘worked’ autonomously.” The plays were originally produced as popular entertainment and both reflected and constructed the cultural conditions of early modern England. Modern interpretations of the plays—on paper, on stage, on film—likewise engage with their own historical moments: each interpretative act is a socially, politically, theoretically informed, and further generative, response. In this course, we will focus on six of Shakespeare’s plays to develop an understanding of the formal, linguistic, and stylistic aspects of the genre. We will examine not only the literariness, but also the liveliness of these texts, considering each in terms of performance by viewing contemporary theatrical and cinematic works, including the Actors From The London Stage’s production of *Much Ado About Nothing* here at Notre Dame; Chicago Shakespeare Theater’s staging of *Macbeth*, and various film adaptations. Through reading, discussing, watching, and maybe even performing Shakespeare, students will develop the analytical skills to consider diverse interpretations and make their own informed, critical interventions.

### **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:* ENGL 21001

Every industrialized country, and many non-industrialized ones, has 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 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 20506. Celtic Heroic Literature**

(3-0-3)

An exciting introduction to Celtic literature and culture, this course introduces the thrilling sagas, breathtaking legends, and prose tales of Ireland and Wales. Readings include battles, heroic deeds, feats of strength and daring, and dilemmas faced by the warrior heroes of the Celts. Celtic Heroic Literature, which requires no previous knowledge of Irish or Welsh, studies the ideology, belief system, and concerns of the ancient Celtic peoples as revealed in their saga literature. By examining the hero's function in society, students investigate the ideological concerns of a society undergoing profound social transformation and religious conversion to Christianity and the hero's role as a conduit for emotional and social distress. Among the heroes to be studied in depth are Cu Chulainn, Lug, St. Patrick, and the king-heroes. Wisdom literature and archaeological and historical evidence will also be considered in this course. No prior knowledge of Irish required. All texts provided in English.

**ENGL 20508. 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 such as 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 Cumhaill (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 20509. 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 Northern Troubles. Readings from Shaw, Yeats, Joyce, Bowen, Friel, Heaney, and Deane.

**ENGL 20510. The Hidden Ireland**

(3-0-3)

Daniel Corkery's study of the literature and society of Irish-speaking Munster in the 18th century (*The Hidden Ireland*, first published in 1924) is an acknowledged classic of Irish literary history. This course will examine aspects of the corpus of 18th-century poetry in the Irish language in the light of Corkery's analysis and of subsequent reassessments of that analysis (Louis Cullen and Brendan O Buachalla, for example). Selections from the corpus of poetry will be taken from O'Tuama and Kinsella *An Duanaire: Poems of the Dispossessed* (1981).

**ENGL 20511. Modern British and 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.

**ENGL 20512. Culture 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.

**ENGL 20513. Introduction to Irish Writers**

(3-0-3)

*Corequisite:* IRL 32109

This course introduces undergraduate students to Irish literature; explores its dominant themes and motifs; and surveys canonical texts and major authors from the 18th century to the present day. A broad range of texts and genres—poetry, novels, short stories, folklore, and drama—are studied from a historical and cultural perspective and in relation to transnational literary trends and movements. Attention is also paid to modernization and tradition as well as post-colonialism, feminism, and censorship. No prior knowledge of Ireland or the Irish language is required. Irish-language texts will be available in translation.

**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 such as 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 Cumhaill (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 20520. Alienation and Intimacy in British and Irish Modernism**

(3-0-3)

The 20th century arrived to a world altered by industry and the metropolis, by scientific theory and psychoanalysis, by mechanical transportation and communication devices. Such a climate challenged traditional values, social mores, class distinctions, gender roles, and conceptions of nation, propriety, and home. The literature from the first half of the century suggests that the increasingly alienating world forces interpersonal connection to take place under new circumstances, often outside of the traditional settings regulated by marital, social, and religious convention. Through close reading, students in this course will examine how the literature presents colonialism, the Great War, the deterioration of aristocratic class values and privilege in both Britain and Ireland, the destruction of the metropolis and the home during the London air raids of World War II, and the shift in personal values vis-à-vis alcohol consumption and marital infidelity. The course will look at these modernist works in light not only of the alienating circumstances they represent, but also of the effect that alienation has on the interpersonal connections between individuals.

**ENGL 20521. Reading the Irish Revival**

(3-0-3)

This course will examine the Irish Revival (1891–1939) as a dynamic moment in modern Irish literature in which key literary figures such as W.B. Yeats, Lady Gregory, John Millington Synge, and James Joyce worked to make Ireland a center of cultural innovation once again. This significance of this period to Ireland's decolonization and to related debates over the appropriate forms and language for an Irish national literature will provide a central focus. Texts to be considered will include the drama of J.M. Synge and Lady Gregory, the poetry of W.B. Yeats, and Joyce's *Dubliners*.

**ENGL 20522. Mapping Ireland**

(3-0-3)

In this course we will read modern Irish history, film, poetry, drama, short fiction, and the novel to explore the various ways Irish artists and writers have sought to give shape to national identity and the political geography of Irish life. Our primary intention will be to read and appreciate the individual works, but over the course of the semester we shall seek to compare the different visions of nation and culture those works present. Because of Ireland's exceptional history, we may in fact discover that the central element of so much of its best art is precisely to imagine what it means to be Irish. In consequence, Irish works provide us a window through which to examine the relation between art and politics, imagination, and the nation. Readings will range from John Ford's *The Quiet Man*, to poems by Seamus Heaney, W.B. Yeats and Eavan Boland, to fiction by Edna O'Brien, John McGahern and James Joyce. Assignments include four short essays, several in-class presentations, and a final exam.

**ENGL 20523. The Hidden Ulster**

(3-0-3)

This course introduces students to the literature, language, culture, and history of Ulster in Ireland and confronts the stereotypes of binary opposition that commonly mark the region. Through close textual readings of literary texts from the 17th century onward, we discuss and interrogate the literary, religious, cultural, and linguistic forces that shaped identity in Ulster from the colonial period onwards and explore the shared heritage of both communities—Irish/English, Catholic/Protestant, Native/Planter. This course will suit English majors and those interested in the study of identity formation and competing cultural ideologies. No prior knowledge of Irish is required for this course. All texts will be in translation.

**ENGL 20524. Great Irish Writers**

(3-0-3)

The early modern period (16th to late-18th centuries) is a time of English conquest in Ireland. It is, therefore, a period of cumulative crisis for the Irish and is important in the formation of their identity. We will read closely a selection of texts, both prose and poetry, representative of various facets of this crisis and of Irish responses to them. All texts, originally written in Irish, will be read in English translation. The material provides interesting contrasts and comparisons for those who have already studied some Anglo-Irish literature (we will, in fact, read some English writing on Ireland in this period), and it will also be of interest to students of Irish history. We will supplement the material with readings from the work of historians on early modern European nationalism in order to place it in its wider context. In addition, we will examine some recent work on the interface between language, literature, and anthropology in order to deepen our cultural understanding of the texts we are studying.

**ENGL 20525. Victorian Irish Literature**

(3-0-3)

The 19th century was a dynamic period for Ireland, and writers from a many different backgrounds offer a range of perspectives on these changes. The central works of the class reflect diverse ideas on Irish and British history and literature and will provide a frame for debate and discussion of violence and social change, sexuality, economics, and politics during the Victorian period. Readings will include works from a variety of genres including Somerville and Ross, Oscar Wilde, Robert Louis Stevenson, W.B. Yeats, Sir Arthur Conan Doyle, Matthew Arnold, and James Clarence Mangan. Coursework will include several brief essays and a research paper.

**ENGL 20533. Performing Irishness: A Century of Irish Drama**

(3-0-3) Pocock

As members of a school whose sports teams are called the "Fighting Irish" and whose mascot is a leprechaun, Notre Dame students are no strangers to performances of Irish stereotypes. Yet these types of performances extend far beyond the football field, and have histories of which many Domers are unaware. In the 19th century, the "stage Irishman" was a popular comic figure on the British and

American stage. Drunken, fiery-tempered, and full of blarney, the stage Irishman represented a popular and enduring stereotype of what it meant to be Irish. This course will examine how Irish playwrights of the 20th and 21st centuries have reacted to the stage Irishman in creating their own versions of Irishness: sometimes by accepting (or cashing in on) the popular stereotype, and sometimes by challenging it. Students will read works by some of the best-known Irish playwrights: W.B. Yeats, Sean O'Casey, and Brian Friel, while also exploring the work of some less familiar playwrights, such as Lady Augusta Gregory and Dion Boucicault. Class participation will be a vital part of this course as students interpret, stage, and act out portions of plays, both as a regular part of class discussion and also as a graded group presentation. Students will also be required to write three short response papers (2 pages each) and one longer paper (7–10 pages) on a text or production of their choice.

**ENGL 20534. The Irish Short Story**

(3-0-3) O'Conchubhair

This course studies the Irish short story as a literary genre that reflects the changing political and cultural forces at play in Ireland. We begin the course by surveying various critical theories that can be applied to the genre before reading and discussing a wide selection of short stories. The course considers Irish writing in the broader sense literature written in either Irish or English. Among the authors included are Patrick Pearse, Pádraic Ó Conaire, Séamus Mac Grianna, James Joyce, Liam O'Flaherty, Elizabeth Bowen, Frank O'Connor, Sean O'Faolain, Éilís Ní Dhuibhne, Angeal Bourke, Seán Mac Mathúna, Micheál Ó Conghaile, Eithne Strong, Pádraic Breathnach, Alan Titley, Mary Lavin, William Trevor, Gerry Adams, and Bernard MacLaverty.

**ENGL 20535. Modern British Poetry**

(3-0-3)

A survey of British poetry and poets of the first half of the 20th century.

**ENGL 20536. Narrating the Mind in Modern Fiction**

(3-0-3) Ayo

Anyone who has ever engaged with a great work of literature knows that it opens up new avenues of thinking. But how does one think about thinking? Better yet, how does one write about thinking? We will ponder these questions as we take a careful look at works from perhaps the most recognizable figures of modernism: Marcel Proust, Dorothy Richardson, James Joyce, and Virginia Woolf. As we investigate these authors' preoccupation with thought processes, we will think about the texts in relation to various psychoanalytical attempts, beginning with Sigmund Freud's, to conceptualize consciousness and unconsciousness (How do we distinguish the self from the other? Do our conscious and unconscious selves involve our intellect, emotions, sensations, perceptions, and/or dreams?). We will invade characters' minds to ask: How does one transfer an intangible thought to paper? How does one write a male's consciousness compared to a female's? What about an adult's compared to a child's? Can sentence structure, punctuation, and word choice articulate these differences? Finally, we will expand our inquiry to another media form to question: How does one film consciousness?

**ENGL 20545. The Modern British and Irish Short Story**

(3-0-3) Smyth

This course will trace the generic development and changing structures of the short story form—there is more involved here than mere brevity—and will also provide a series of readings from the major British and Irish short-story writers from the 20th century. We will read from the short story theories of these individual authors, where such theory exists, and will examine the important connections between the form and the idea of a "national" literature. Writers will include James Joyce, Frank O'Connor, Liam O'Flaherty, Mary Lavin, Kate Roberts, D.H. Lawrence, and Virginia Woolf.

**ENGL 20594. Heroism and Eroticism in Chinese Fiction**

(3-0-3) Ge

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.

### **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. Literatures of the Early Americas**

(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 20607. Religious Imagination in American Literature**

(3-0-3) Werge

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.

### **ENGL 20609. Chicago in Words**

(3-0-3)

Early 20th-century Chicago was famous for its railways and stockyards, jazz, and gangsters. The city saw the creation of great industrial fortunes and the birth in 1905 of the Industrial Workers of the World. The literature taken up in this class brings the dynamic contradictions of the Chicago experience to life. We will look at work by Jane Addams, Nelson Algren, Sherwood Anderson, Gwendolyn Brooks, John Dos Passos, Carl Sandburg, Upton Sinclair, Theodore Ward, and Richard Wright, covering a range of literary expression from impassioned journalism, to poetry, novels, and drama. We will consider the relation of modernism to realism. We will look at the ways in which Chicago capitalism altered nature, challenged traditional forms of identity, and created new forms of urban community. We will spend a week exploring Chicago’s jazz and blues, while we will also look at the 1932 gangster film *Scarface* screenplay by Chicago journalist and Oscar winner

Ben Hecht. Chicago is a city of tremendous vitality and shocking brutality that has reinvented itself time and again, and the writers we will read have taken up this task of urban invention with a shared urgency and a wide range of voices. Course requirements: Active class participation, short response papers, creative responses (poems), a class presentation of a scene from *Big White Fog* by Theodore Ward, and an 8- to 10-page paper.

### **ENGL 20611. Second City: Literature on Location in Chicago**

(3-0-3) Irving

A study of literature that takes up the history, urban concerns, and national pretense of what for much of the 20th century was America’s second largest city.

### **ENGL 20620. Coming of Age in the American Novel**

(3-0-3) Dedo

What does it mean to “come of age” in America? How do we know when we have become adults? How have 20th-century American novelists depicted the struggle of leaving childhood behind and embracing new responsibilities? What are the consequences of growing up? In this course, we will approach how select groups of American youth struggle to come to terms with what it means to be an adult in America; from Sylvia Plath’s harrowing narrative of a gifted young woman’s psychological breakdown in *The Bell Jar* to Ernest Hemmingway’s fictionalization of post-WWI anomie in his classic *The Sun Also Rises*. We will explore this theme in novels by authors including Horatio Alger Jr., Ralph Ellison, Toni Morrison, and Junot Díaz in order to better imagine how different social, racial, and economic groups deal with what it means to grow up in America. Course requirements include four short response papers (2 pages each), a midterm and final exam, presentation, and final research paper (8–10 pages). Films will include *The Graduate*, *Igby Goes Down*, *Harold and Maude*, and *Juno*.

### **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 20701. African American Literature**

(3-0-3)

A survey of selected seminal works of African American literature.

### **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 20704. Contemporary Short Fiction**

(3-0-3)

A study of short stories and novellas written in the last half of the 20th century.

### **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, Yeziarska, Wright, Paley, and Cisneros, as well as contemporaneous nonfiction and films

### **ENGL 20709. God and Evil in Modern Literature**

(3-0-3)

A study of selected modern writers whose concern with God and evil, faith and despair, and the reality and significance of suffering animates their writings.

**ENGL 20710. Latino/a Literatures: Stories of New America**

(3-0-3)

A survey of selected 19th- and 20th-century Latino/a American writings.

**ENGL 20714. Contemporary American Literature**

(3-0-3) Benedict

What does it mean to write fiction in the “Naughts” (2000–10)? In the age of MySpace, RSS feeds, American Idol, and YouTube, is the term “fiction” even valid anymore? Or, for that matter, books? In this class, we will read several novels published since January 2001. In addition to covering the “usual” topics (plot, character relationships, themes, etc.), we’ll also think about what it means to write “fictions,” to write “novels,” in a world, in an “America,” that is increasingly being parsed into smaller and smaller pieces. A partial list of texts include (subject to change): Mark Danielewski, *Only Revolutions: A Novel*; Jennifer Egan, *Look at Me*; Joshua Ferris, *Then We Came to the End*; Dinaw Menegstu, *The Beautiful Things This Heaven Bears*; and Dana Spiotta, *Eat the Document: A Novel*. We’ll also view excerpts of television shows, movies, and other media, as well as attend some campus literary events. Required work: two short essays, midterm, final, occasional quizzes.

**ENGL 20715. American Poetry After 1945**

(3-0-3)

A survey of poetry and poets of the second half of the 20th century.

**ENGL 20760. Twentieth-Century American Drama**

(3-0-3)

This class is designed to fulfill the University’s literature requirement. It will focus on key works of modern and contemporary American drama from three plays by Eugene O’Neill (*Desire Under the Elms*, *The Iceman Cometh*, *Long Day’s Journey into Night*) to Nilo Cruz’s Pulitzer Prize winning 2003 play *Anna in the Tropics*.

In addition to critical readings and selected European plays on reserve, focal playwrights include Edward Albee, Sam Shepherd, Paula Vogel, Amiri Baraka, Luis Valdez, David Mamet, August Wilson, Josefina López, Yellow Robe, Anna Devere Smith, Eve Ensler, and Moisés Kaufmann. Requirements will include group-staged scenes, journal entries on selected plays, and three 4-page papers. In addition, students are required to attend one campus play over the course of the semester and write a critique of the production and performance.

**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 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, and 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 20813. Latino/a Poetry**

(3-0-3) Menes

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 20819. “Black Arts”: Figuring the African Diaspora**

(3-0-3)

This course offers a survey of black diasporic artistry. At the same time, it is an ongoing analysis of how these artists asked, “what constitutes the African diaspora” in divergent and convergent ways. The main goal of the course is not simply to label certain artists as part of this diasporic formation, but to understand how artists reflected upon their participation in it (and, in some ways, outside of it). We will focus primarily on this conversation’s development from the inter-war period of the 20th century to the turn of the 21st century through poetry, prose fiction and nonfiction, film, television, and dance. From the United States, we will look at how creative intellectuals such as the poet Langston Hughes, dancer and anthropologist Katherine Dunham, novelist and anthropologist Zora Neale Hurston, fiction writer and essayist Richard Wright, and journalist Alex Haley used art to understand their relationship to black peoples in the Caribbean, Europe, and Africa, along with key events impacting those different geographies. But the course will also consider how black creative intellectuals outside the United States reflected on their relationship to the diaspora. These will include Algerian philosopher Frantz Fanon, Cuban poet Nicolás Guillén, Nigerian musician Fela Kuti, and Pulitzer-Prize winning poet Derek Walcott. In exploring different conceptions of diaspora, we will encounter other themes including the idea of overlapping diasporas, black nationalism, the body, and the significance of translation to cultural solidarity and difference.

**ENGL 20820. Contemporary Black Literature**

(3-0-3)

A survey of late-20th-century black literature in the United States and its relation to other ethnic literatures.

**ENGL 20821. Latino Literatures**

(3-0-3)

A survey of Latino fiction, poetry, and other literary works.

**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 described as “feminist.”

**ENGL 20900. Postmodern Fiction**

(3-0-3)

This course will explore some of the most playful and ingenious fiction of the late-20th century, drawing its inspiration from critic and author John Barth's influential essay, *The Literature of Exhaustion*. We will first gain an understanding of the concept of postmodernism before moving on to Barth's essays and short stories. Next, we will read stories from one of the earliest and most influential postmodern writers, Argentinean Jorge Luis Borges. We will read a deceptively simple short novel by Barth's ideal postmodern writer, Italian author Italo Calvino. We then move on to the predominantly French experimental fiction group, Oulipo, and will read a sample of the novels, stories, and poems they produced using inventive mathematical techniques and strict constraints. We will then consider the idea of self-conscious fiction, or metafiction, through a novel by Paul Auster. Lastly we turn to the short-short stories known as ‘flash fiction’ of Lydia Davis and Donald Barthelme. All foreign texts are translated into English. The course requirements include an in-class presentation on a topic related to the course materials, a midterm take home exam, one 5- to 6-page paper on common metaphorical themes, and one 5- to 6-page critical review. Students who have completed the University requirement in Italian may elect to register for a one credit Language Across the Curriculum discussion section. Students choosing this option will do approximately 10–15 pages of additional reading per week, in Italian, and complete brief reflection papers. The LAC discussion section will be graded on a pass/fail basis and credited to the student's transcript. Up to three LAC credits may be applied toward a major or minor in Italian.

**ENGL 20902. Introduction to Linguistics**

(3-0-3)

Presumes no previous background in linguistics. We will begin the course with technical aspects of linguistics, such as phonetic transcription, morphology, and syntax, as a necessary foundation for examining the historical and structural development of the English language (including the varieties of contemporary American dialects). In the last half of the semester, we will consider the applications of linguistics to the study of literature and will conclude with the pedagogical implications to the teaching of English, especially if ethnic dialects (primarily, in this instance, Ebonics) are considered. Assignments include a midterm (30 percent), a final (30 percent), one long paper (20 percent), and several exercises (20 percent).

**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 20950. Multicultural China in Contemporary Fiction**

(3-0-3)

This course showcases the multifaceted aspects of China, not only in the ethnic sense, but also in the political sense. We will read literary works by writers of different ethnic backgrounds (e.g., Han, Tibetan, the Atayal tribe from Taiwan) and geographical origins (the PRC, Taiwan and Hong Kong). The objective of this course is to help students to gain a deeper understanding of the notion of “Greater China” and the concept of “Chineseness.” Through analyzing works by different ethnic writers, we will learn to appreciate the diversity of Chinese culture that is often overshadowed by a misconception about Chinese homogeneity. Likewise, fictional creation by writers from the three regions will give us a broader knowledge of Chinese culture that is constantly threatened by a political need for

unity. This course is taught in English, and no prior knowledge of the Chinese language is required.

**ENGL 20952. The Samurai in Classical Japanese Literature**

(3-0-3)

The sword-wielding samurai warrior is perhaps the most familiar icon of pre-modern Japan, one that continues to influence how Japanese think of themselves and how others think of Japan even in modern times. Who were the samurai? How did they see themselves? How did other members of Japanese society see them in the past? How did the role and the image of the samurai change over time? To answer these questions, we will explore the depiction of samurai in various kinds of texts: episodes from quasi-historical chronicles, 14th-century Noh plays, 17th-century short stories, and 18th-century Kabuki and puppet plays (many Kabuki plays, a theater of live actors, were first written for the puppet theater). While some of these texts emphasize themes of loyalty, honor, and military prowess, others focus on the problems faced by samurai in their domestic lives during times of peace. The last part of the course will be devoted to the most famous of all stories, “The Revenge of the 47 Samurai.” Students will read eyewitness accounts of this vendetta, which occurred in 1702, and then explore how the well-known Kabuki/puppet play *Chushingura* (A Treasury of Loyal Retainers, 1748) dramatizes the conflicting opinions surrounding it. All readings will be English translation and no previous knowledge of Japan is required.

**ENGL 21001. National Cinema: Irish Cinema/Culture Lab**

(0-3-0)

Film lab/coreq for ENGL 20502.

**ENGL 22514. Introduction to Irish Writers/Discussion**

(0-1-0)

*Corequisite:* ENGL 20513

Corequisite discussion section for ENGL 20513.

**ENGL 27999. Special Studies**

(V-0-V)

Independent study under the direction of a faculty member.

**ENGL 30101. Introduction to Literary Studies**

(3-0-3)

A seminar-style course introducing beginning English majors to the critical skills necessary to analyze, interpret, and appreciate literary works of different kinds and eras.

**ENGL 30110. British Literary Traditions I**

(3-0-3)

This course is an intensive survey of literary history in England from the seventh to the 17th centuries. Early British literature is anything but dull: dragon fights, scatological humor, scheming devils, cross-dressing, seduction poetry—it's all here. You'll learn about major periods and authors during this long history, about changes in the English language, about the development of genres, and about key questions with which writers struggled. You will also learn how to read poetry well. To accomplish these goals, you must make three commitments: to read carefully with an openness to the power and pleasure of early literature, to express freely your thoughts about what you read, and to write (and rewrite) with passion and precision. Course requirements will likely include several 4- to 5-page essays, short take-home written assignments, occasional quizzes, an oral class presentation, and a final examination.

**ENGL 30111. British Literary Traditions II**

(3-0-3)

Intensive survey of British writers and literary forms of the 18th and 19th centuries.

**ENGL 30115. American Literary Traditions I**

(3-0-3)

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)

Introduction to American literature from the Civil War through the 20th century, emphasizing important figures, literary forms, and cultural movements.

**ENGL 30120. Satire: Jonathan Swift to Jon Stewart**

(3-0-3)

A study of literary satire from the early 18th century to the present with some attention to visual satire and current popular culture. Authors to be studied will certainly include Jonathan Swift, Alexander Pope, Voltaire, William Blake, Mark Twain, Dorothy Parker, Nathanael West, and probably one or more of the following: Aldous Huxley, Langston Hughes, George Orwell, Don DeLillo, and T. C. Boyle. Some of the questions we will consider are: Does great satire, which is often highly historical, complicate ideas of art as timeless or universal? How does satire differ from comedy and irony, while frequently incorporating both? Is satire fundamentally a form of moral engagement or anarchistic play? What links aggression and laughter in verbal art? What do traditional satires tell about recent phenomena such as the *Daily Show* and *Colbert Report*—and vice versa?

**ENGL 30203. Shakespeare On the Page and On the Stage**

(3-0-3)

Meet—or reacquaint yourself with—Shakespeare in a class that will examine his works from both literary and performative perspectives. Close textual readings of the plays will find realization in class performances of scenes and soliloquies. Co-taught by a former chair of Princeton's English Department and a professional actor trained in London and the United States.

**ENGL 30390. Introduction to Irish Writers**

(3-0-3)

*Corequisite:* IRL 32109

This course introduces undergraduate students to Irish literature, explores its dominant themes and motifs, and surveys canonical texts and major authors from the 18th century to the present day. A broad range of texts and genres—poetry, novels, short stories, folklore, and drama—are studied from a historical and cultural perspective and in relation to transnational literary trends and movements. Attention is also paid to modernization and tradition as well as post-colonialism, feminism, and censorship. No prior knowledge of Ireland or the Irish language is required. Irish-language texts will be available in translation.

**ENGL 30850. Fiction Writing/English Majors**

(3-0-3)

*Prerequisite:* ENGL 30101 OR ENGL 30301 OR ENGL 30302 OR ENGL 30303 OR ENGL 30304 OR ENGL 30305 OR ENGL 30306 OR ENGL 30307 OR ENGL 30308 OR ENGL 30309 OR ENGL 30310 OR ENGL 30311 OR ENGL 30312 OR ENGL 30313 OR ENGL 30314 OR ENGL 30315 OR ENGL 30316 OR ENGL 30317 OR ENGL 30318 OR ENGL 30319 OR ENGL 30320 OR ENGL 30321 OR ENGL 30325

An intensive fiction workshop exclusively for English majors.

**ENGL 30852. Poetry Writing for Majors**

(3-0-3)

*Prerequisite:* ENGL 30101 OR ENGL 30301 OR ENGL 30302 OR ENGL 30303 OR ENGL 30304 OR ENGL 30305 OR ENGL 30306 OR ENGL 30307 OR ENGL 30308 OR ENGL 30309 OR ENGL 30310 OR ENGL 30311 OR ENGL 30312 OR ENGL 30313 OR ENGL 30314 OR ENGL 30315 OR ENGL 30316 OR ENGL 30317 OR ENGL 30318 OR ENGL 30319 OR ENGL 30320 OR ENGL 30321 OR ENGL 30325

A intensive poetry workshop exclusively for English majors.

**ENGL 32110. British Literary Traditions I/Discussion**

(0-0-0)

*Corequisite:* ENGL 30110

Coreq discussion session for ENGL 30110.

**ENGL 40011. Television as a Storytelling Medium**

(3-0-3) Becker

*Pre/Corequisite:* ENGL 30101

*Corequisite:* ENGL 41011

In a communications world dominated by visual culture, television has become society's primary storyteller. Stories are packaged and presented for our consumption in scripted dramas and sitcoms, unscripted reality shows and docudramas, news broadcasts and sporting events, and even commercials and promos. Through exploring the structures, methods, meanings, and impacts of television's various narrative forms, this course will consider how the medium of television enables creators and viewers to tap into the fundamental cultural practice of storytelling. Across the semester, students will read theories of narratology and assessments of television's narrative techniques, screen a variety of narrative examples (chiefly from American television, though some non-American television might be screened), and write their own critical analyses of television's storytelling practices.

**ENGL 40103. Images of War and Peace in Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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 40107. Religion and Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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. Readings will be selected from the following: Criticism by Tolstoy, T.S. Eliot, John Gardner, Flannery O'Connor, Hillis Miller, Elie Wiesel, Martha Nussbaum, Wayne Booth, George Steiner, and others on the relations among ethics, religion, and literature; selections from the Bible, Dante, and saints' lives; Emily Dickinson, *Final Harvest*; Roth, *Job*; Kazantzakis, *Saint Francis*; Melville, *Billy Budd*, Sailor; DeVries, *The Blood of the Lamb*; Greene, *The Power and the Glory* and *The End of the Affair*; Wiesel, *Night*; Dostoevsky, *Crime and Punishment*; Emerson, *Sermon on the Lord's Supper*; selected O'Connor short stories or *The Violent Bear It Away*; selected Updike short stories and criticism; Weil, *Waiting for God*; Singer, "Gimpel the Fool" and other stories; Bernanos, *Diary of a Country Priest*; Bergman (director), *The Seventh Seal*; and Hemingway, *The Old Man and the Sea*.

**ENGL 40108. Dramatic Literature Before 1900**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 40110. Studies in Comedy**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A multimedia examination of recurring patterns and themes in comedy.

**ENGL 40112. Understanding Story**

(3-0-3)

*Pre/Corequisite:* ENGL 30101*Corequisite:* 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)

*Pre/Corequisite:* ENGL 30101

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. Modern Jewish Writers**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A survey of influential 20th-century Jewish writers in Europe and the United States.

**ENGL 40115. Bible and Literary Theory**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 40117. Christian Autobiography**

(5-0-3)

*Pre/Corequisite:* ENGL 30101

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; an sense of how the self is imagined by the three writers; and an awareness of the authors' religious contexts.

**ENGL 40118. Philosophy and Literature Seminar**

(4-0-4)

*Pre/Corequisite:* ENGL 30101

This intensive 4-credit seminar is the introduction to the concentration in philosophy and literature and will pursue interdisciplinary approaches to literary, theoretical, and philosophical texts.

**ENGL 40121. The Art and Literature of Metamorphosis**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course begins with a critical study of Ovid's great poem, the "Metamorphosis." 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.

**ENGL 40126. Writing From Prison**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An historical exploration of fiction, poetry, and nonfiction written by persons rightly and wrongly incarcerated.

**ENGL 40127. Love and the Novel**

(3-0-3) Doody

*Pre/Corequisite:* ENGL 30101

Beginning with *The Symposium* and ending with selected modernist writings, how Eros has appeared and been expressed in the West.

**ENGL 40128. Twentieth-Century International Poetry**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Close readings of masterpieces of 20th-century international poetry, including, among others, the works of Federico Garcia Lorca, Georg Trakl, Paul Celan, Rainer Maria Rilke, Boris Pasternak, Osip Mandelstam, Gennady Agyi, Gunnar Ekelof, Thomas Transtromer, Paul Eluard, and Dylan Thomas.

**ENGL 40129. Literary Texts in Context**

(5-0-3) Harris

*Pre/Corequisite:* ENGL 30101

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 40132. Novel Graphics and Graphic Novels**

(3-0-3) McSweeney

*Pre/Corequisite:* ENGL 30101

This course will explore novel combinations of image and text in various genres and from various periods and parts of the world. The purpose of this wide-ranging analysis will be to fuel creative projects of our own. Potential genres under study will include poster art, collage, photo-essays, performance notation, cartography, hypertext, illumination, artist's books, and, of course, the graphic novel. Course work will include brief homework responses, creative projects exploring the genres and media under study, presentations on works from the University Special Collections and online archives, and a final project requiring you to draw on course examples to develop a hybrid format of your own.

**ENGL 40135. Literature of Late-Medieval England**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course will survey various kinds of late medieval English writing, from the chivalric romance, *Sir Gawain and the Green Knight*, to the dream vision, *Piers Plowman*, to the spiritual autobiography of Margery Kempe. We will focus on the language of the period, reading several of these texts in Middle English or in facing-page translations, as well as relevant aspects of medieval culture, its modes of representation, its literary genres, and its social and political conflicts.

**ENGL 40141. Psychoanalysis and Literature**

(3-0-3) Ellmann

*Pre/Corequisite:* ENGL 30101

This course examines psychoanalytic approaches to literature with a focus on the Freudian tradition. We will begin by reading selections from Freud's writings on dreams, sexuality, creativity, and art, in connection with literary works, such as Poe's "The Purloined Letter," Henry James's *The Turn of the Screw*, Arthur Conan Doyle's Sherlock Holmes stories, and Conrad's *Heart of Darkness*, which have inspired controversial psychoanalytic readings. Drama (e.g., *Hamlet*) and poetry

(e.g. T.S. Eliot) will also be explored. In addition we will read selections from later psychoanalysts, such as Melanie Klein, Donald Winnicott, Jacques Lacan, and Adam Phillips, and literary theorists such as Slavoj Žižek, who have brought psychoanalysis and literature together in exciting new ways. At the end of the course, we will turn our attention to psychoanalysis and film, focusing on Alfred Hitchcock's movies.

**ENGL 40157. Between Religion and Literature: Meaning, Vulnerability, and the Human Existence**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course explores the contribution that the coming together of theological and literary reflection can make to our understanding of the nature of meaning. Focusing on the work of Augustine, Aquinas, Dante, Primo Levi, Dostoevsky and Shakespeare, students will address questions such as “What is it we are doing when speaking, reading, or using language?” “How do the intellect and the imagination work in relation to literary texts?” “How might all this relate to our ways of thinking about God, human nature, and the relationship between them?” Such questions will be addressed, in particular, through reflection on how the texts studied invite us to think about the nature of love, forgiveness, vulnerability, and creativity.

**ENGL 40160. Political Poetry**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

What is political poetry, and what has it been? In what ways does political poetry interact with the “real”? What shape has political poetry taken in the past? What shape might it take in the future? This course is designed to provide multiple, competing answers to these questions. Course texts will include plays, manifestos, broadsides, and websites. Coursework will include brief responses, creative and collaborative projects, performances, presentations, and formal papers.

**ENGL 40170. History and Theory of Literary Criticism**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

The evolution of modern literary criticism.

**ENGL 40180. Performance Art: History, Theory, Practice**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Performance art is anti-art. Performance art is art that contradicts tradition, that aims to shock. This class will equip the student with an overview of its offenses. Class content may include Dada's early-20th-century assaults on the audience; Absurdist experimental performance works by Yoko Ono, Lygia Clark, John Cage, and Nam June Paik from the 1960s; performance art addressing racism by Adrian Piper and William Pope L. from the 1980s; and current performance works by Internet artists and others. Discussions will focus on the aesthetics and politics of marginality. In other words, why shock? Why experiment? Is there any market for such work today? We will also look at critical and theoretical texts about performance, modernism, and the avant-garde and consider their relation to the works themselves. These may include manifestos by performers and artists; debates about the autonomy of art; poststructuralist writings on art and aesthetics; and theories of performativity. Finally, students will be expected to create one or more performance art pieces themselves. Students should expect to be asked to participate in other students' pieces as well as in their own.

**ENGL 40190. Literacy, Schooling, Society**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

What it means to be “literate” and the conditions that enable literacy to flourish.

**ENGL 40192. Introduction to Linguistics**

(3-0-3) Brogan

*Pre/Corequisite:* ENGL 30101

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) Duffy

*Pre/Corequisite:* ENGL 30101

A survey of the history of rhetoric.

**ENGL 40194. Writing Center Theory/Practice**

(1-0-1)

A 1-credit course for students interested in tutoring in the University Writing Program.

**ENGL 40195. The Literature of Disability**

(3-0-3) Duffy

*Pre/Corequisite:* ENGL 30101

“This new critical perspective (disability studies) conceptualizes disability as a representational system rather than a medical problem, a discursive construction rather than a personal misfortune or a bodily flaw, and a subject appropriate for wide-ranging cultural analysis within the humanities instead of an applied field within medicine, rehabilitation, or social work. Such an approach focuses its analysis, then, on how disability is imagined, specifically on the figures and narratives that comprise the cultural context in which we know ourselves and one another.”—Rosemarie Garland Thomson, *The Beauty and the Freak*, p. 181. What is disability? What does it mean to be considered disabled? What is the relationship of disability to what is thought to be “non-disabled” or “normal”? In this course, we will consider writings and films about disability and individuals labeled disabled. Our readings will include fiction and nonfiction works about people with various physical and cognitive disabilities, including blindness, multiple sclerosis, autism, and others. We will explore the ways in which the disabled have been represented in such works, and the rhetorical resources for constructing “disability” in literature, nonfiction, and film. We will consider the ways in which writers considered disabled write about themselves, telling their own stories, and the ways in which these writings may complicate, subvert, or defy conventional representations of the disabled. In exploring these and related issues, we will consider the implications of disability for individuals and society.

**ENGL 40196. The Teaching of Writing**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A theory- and practice-based course in the teaching of writing to junior and high school students.

**ENGL 40197. Questions of Homosexuality in Film and Literature**

(3-0-3) Jerez-Farran

*Pre/Corequisite:* ENGL 30101

This course will introduce students to many of the critical perspectives and theories that enliven contemporary literary and cultural studies on gay and lesbian film and literature. Throughout the semester we will examine a collection of films and literary texts by self-identified gay and lesbian writers and/or by authors who deal with gay and lesbian themes and characters, irrespective of their sexual identity. Through the analysis of the selected texts we will also examine the history, politics, and theoretical arguments both current and historical that deal with homosexuality to see how this human phenomenon and its cultural expression has affected and been affected by heterosexual culture and the conflicts that have arisen between them. We will also explore how sexual and gender norms are constructed historically and culturally; how sexual and gender norms affect gay, lesbian, and heterosexual people's development and self-perception; and how new definitions and theories of human sexuality generated by gay and lesbian individuals and

communities present alternatives to dominant heterosexist traditions. One of the main objectives of this interdisciplinary course is to open intellectual dialogue, to broaden students' awareness of the human experience at the same time we acquaint ourselves with some of the most intellectually interesting works that have stemmed from gay inspiration. Films to be studied will include a selection from the following list: *Beautiful Thing* (Hettie Macdonald); *Boys don't Cry* (Kimberly Pearce); *Brokeback Mountain* (Ang Lee); *Love's the Devil* (John Maybury); *Saving Face* (Alice Wu); *Stage Beauty* (Richard Eyre); *All About My Mother* (Pedro Almodóvar); *Another Gay Movie* (Todd Stephens); *Nico and Dani* (Francesc Gay); and *The Celluloid Closet* (Rob Epstein). Literary texts will include most of the following: Walt Whitman's *Calamus* poems, Virginia Woolf's *Orlando*, and others.

### ENGL 40201. Chaucer and the City

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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, mummings, processions), and by investigating city life in 14th-century London.

### ENGL 40202. Arthurian Legends

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An examination of the textual traditions surrounding the once-and-future-king, Arthur, through readings of Geoffrey of Monmouth's *History of the Kings of Britain*, Chretien de Troyes' *The Story of the Grail*, *The Quest of the Holy Grail*, selected short fictions from the Welsh Mabinogion, Marie de France's *Lais*, *Sir Gawain and the Green Knight*, and selections from Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, and T.H. White's *The Once and Future King*.

### ENGL 40205. Shakespeare and the Supernatural

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An examination of the supernatural in Shakespeare.

### ENGL 40206. Advanced Topics in Theatre Studies

(3-0-3)

*Pre/Corequisite:* ENGL 30101

*Corequisite:* ENGL 41206

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)

*Pre/Corequisite:* ENGL 30101

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 40209. Chaucer: Canterbury Tales

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An introductory study of Chaucer's *Canterbury Tales*, this course will cover a range of genres (romance, fabliau, saint's life, mock-epic, legend, dream vision and allegory). We will read Chaucer's texts in the original language and examine the historical, literary, and cultural contexts of his poetry, exploring themes such

as popular piety, anticlerical satire, women's issues, courtly love, magic, and social unrest.

### ENGL 40211. History of the English Language

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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. Old English

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Training in reading the Old English language and study of the literature written in Old English.

### ENGL 40215. Milton

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 40217. Tudor-Stuart Drama

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A survey of Tudor-Stuart drama.

### ENGL 40218. Renaissance and Romantic Lyric

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A study of the development of lyric poetry from the late 16th century up through the mid-19th century.

### ENGL 40219. Chaucer: Canterbury Tales

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Chaucer's masterwork, studied in its original Middle English.

### ENGL 40220. Love and Gender in the Renaissance

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Examining works by Sydney, 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)

*Pre/Corequisite:* ENGL 30101

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 that 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)

*Pre/Corequisite:* ENGL 30101

A study of the literary, theatrical, and religious imaginations of medieval dramatic texts through readings, critical writing, discussion, and enactments of these texts.

### ENGL 40223. Dante II

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An in-depth 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*, and *De vulgari Eloquentia*). Lectures and discussion in English; the text will be read in the original with facing-page translation.

### ENGL 40224. Dante

(3-0-3) Werge

*Pre/Corequisite:* ENGL 30101

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. Readings: *Inferno*, *Purgatorio*, and *Paradiso*, *trans.* John D. Sinclair (Oxford); *St. Augustine, Confessions*.

### ENGL 40226. Shakespeare I

(3-0-3) Lander

*Pre/Corequisite:* ENGL 30101

First half of a yearlong survey of the works of Shakespeare, beginning with *Two Gentlemen of Verona* and concluding with *Henry V*.

### ENGL 40227. Shakespeare II

(3-0-3) Lander

*Pre/Corequisite:* ENGL 30101

In this course we will read, in roughly chronological order, the plays from the second half of Shakespeare's career as dramatist. Beginning with *Julius Caesar* and concluding with *Two Noble Kinsmen*, we will cover 19 plays over the course of the semester. Though we will read several comedies, the syllabus is dominated by the mature tragedies—*Hamlet*, *Othello*, *Lear*, and *Macbeth*—and late romances *Pericles*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*. This course is paired with Shakespeare I (fall 2004), which covers the first half of the Shakespeare canon (though Shakespeare I is not a prerequisite for this course). Requirements will include a midterm, a final, several passage analyses, and one 5-7-page paper.

### ENGL 40228. Restoration, Early-Eighteenth Century-Literature

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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) Lander

*Pre/Corequisite:* ENGL 30101

A critical analysis of religious influences and iconography in selected Shakespeare plays.

### ENGL 40230. Shakespeare's London

(3-0-3) Lander

*Pre/Corequisite:* ENGL 30101

An analysis of how Shakespeare's migrations between rural England and metropolitan London affected his writings.

### ENGL 40231. Renaissance Woman

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It will treat the subject of the "Renaissance woman" in three ways. First, there will be a brief historical overview of the condition of women of different social classes during this period, focusing on topics

such as their education, the role of marriage, and the convent as an alternative to married life. Secondly, it will survey how women were viewed in the literature written by men in various European countries. Here we shall read excerpts from Dante and the courtly love tradition, Petrarch and the Petrarchists, Shakespeare, and Rabelais, among others. We shall also consider the portrayal of women in artistic works of this time, comparing this to their literary representation. Next, we shall study the literature created by women during the Renaissance in Europe. During this part of the course, we shall consider some of the problems generated by women's writing, using Virginia Woolf's *A Room of One's Own* as a point of departure for our discussions. At the end of the course, we will resume our study of the image of woman in the Renaissance by reading a modern play set at that time (Peter Whelan's *The Herbal Bed* on the trial of Shakespeare's daughter) that treats some of the issues facing women at that time. All foreign texts will be read in English translation.

### ENGL 40232. Shakespeare Media: Book and Screen

(5-0-3)

*Pre/Corequisite:* ENGL 30101

This course will cover not only standard film versions of the plays but also adaptations and appropriations in order to examine the way in which Shakespeare circulates in popular and elite culture. Likely films include: Olivier's *Hamlet* and *The Last Action Hero* (with Arnold Schwarzenegger); Zeffirelli's *Romeo and Juliet*, Luhrmann's *Romeo + Juliet*, and *Shakespeare in Love*; Polanski's *Macbeth* and Billy Morrissette's *Scotland, PA*; Derek Jarman's *The Tempest* and Peter Greenaway's *Prospero's Books*. In each case, we will begin with a reading of the play before moving on to film versions and adaptations.

### ENGL 40234. The Renaissance Imagination: Thinking with Spenser and Shakespeare

(3-0-3) Monta

*Pre/Corequisite:* ENGL 30101

This course focuses intensely on two of the Renaissance period's most influential writers—William Shakespeare and Edmund Spenser. Both writers engage deeply with the imaginative work that fiction can do in addressing the deepest desires and fears; both theorize the imagination's powers as well as its distortions and limitations. Through an intensive study of these writers, students will learn to reflect carefully on their own reading and interpretive processes, as well as on the capacities and horizons of imaginative writing itself.

### ENGL 40241. Book Under Suspicion: Censorship and Freedom of Expression in Medieval English Literature

(3-0-3) Kerby-Fulton

*Pre/Corequisite:* ENGL 30101

Late-medieval writers operated in a world distressed by social injustice, political oppression and church controversy. Although this period saw the rise of modern English literature itself, it was also a time when starving peasants rebelled against their overlords, knights rode off on crusade amidst anti-war critique, English translations of the Bible were suppressed, women mystics struggled to be heard amidst gender prejudice, and the king Chaucer worked for was deposed and murdered. This course will examine how the major writers of late-medieval England negotiated these troubled waters, writing sometimes candidly and sometimes secretly about dangerous or disturbing matters. Authors to be studied will include Geoffrey Chaucer, William Langland, the Wakefield Master playwright, Julian of Norwich, Margery Kempe, and Marguerite Porete (the only medieval woman author to have been burned at the stake for her writings). The aim is to help illuminate how literary writers sought to defend or enlarge their religious or political orthodoxies in response to the challenges of the time.

### ENGL 40250. Medieval Visions

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A survey of medieval literature, excluding Chaucer.

**ENGL 40251. Everybody's Shakespeare**

(3-0-3) Brogan

*Pre/Corequisite:* ENGL 30101

In this course we will read several 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. The purpose of this course will consequently be fourfold: first, to gain an in-depth understanding of one of our most important writers, particularly in relation to his own time period; second, to discover what qualities, vision, dilemmas, and/or artistry keep this author very much alive; third, to examine the various ways in which contemporary authors are modifying, if not codifying Shakespeare's work in their own important new works; and last, to develop the critical skills and vocabulary for discussing and writing about these issues and texts. At the end of the course, you should have a firm grasp of several important literary works, from the Renaissance to the 20th century, a sophisticated idea of how literature both reifies and resists seminal literature that has come before it, and finally a sense of how the issues raised in this literary "confluence" are important in the actual world and in our lives.

**ENGL 40252. Honors Seminar: Shakespeare**

(3-0-3)

*Pre/Corequisite:* ENGL 30101*Corequisite:* ENGL 41002

This course aims to teach honors students research methods, project development and advanced writing techniques through an examination of Shakespeare, primarily—though not necessarily exclusively—in relation to performance. Students will research performances past, visit theatre productions/see films present, and imagine performances future. They will read and research extensively in the materials of Shakespeare performance and its critical literature. Students will consider different approaches to Shakespeare performance, including bibliographical, historical, nationalist, generic, feminist, and queer methodologies. Students will also consider the forms of representation of performance in Shakespeare editing and the work of selected actors, directors and designers. The lab will not be used every week but will be available for screenings of Shakespeare films.

**ENGL 40260. Swift and the Arts**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An examination of the ways in which Jonathan Swift regarded the non-literary arts in 18th-century Ireland and England—gardening, music, architecture, and painting—and how his views on those art forms are reflected in his poetry and prose.

**ENGL 40302. Romanticism and the Public Theatre**

(3-0-3) Kucich

*Pre/Corequisite:* ENGL 30101

Readings of drama written during the English Romantic period.

**ENGL 40306. Irish and British Literature, 1790–1815**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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.

**ENGL 40307. European Modernist Novel**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An introduction to modernism as it formed in Europe.

**ENGL 40309. Love and the Novel**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Beginning with *The Symposium* and ending with selected modernist writings, how Eros has appeared and been expressed in the West.

**ENGL 40310. Visits to Bedlam**

(3-0-3) Fox

*Pre/Corequisite:* ENGL 30101

Literary, medical, and social views of madness in the 18th century.

**ENGL 40312. The Nineteenth-Century Novel**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course is an examination of major Victorian novels.

**ENGL 40314. Hopkins and the Jesuits**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A close reading of Hopkins's major poems, and a careful attention to their literary and religious contexts.

**ENGL 40317. The Victorian National Romance**

(3-0-3) Maurer

*Pre/Corequisite:* ENGL 30101

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.

**ENGL 40318. Religious Poetry: Herbert and Hopkins**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A close examination of the religious origins and underpinnings in, and of, the poetry of Herbert and Hopkins.

**ENGL 40319. Virtue, Sex, and the Good Life**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A thematic analysis of "virtue" in selected 18th-century novels: How should I behave? Am I completely independent or should I rely on the advice of others? Am I defined by my birth or do I make myself? If "virtue" is a guide, what exactly is "virtue"? Is virtue really possible in a highly mobile society that values change above stability?

**ENGL 40324. Garden to Ecosystem: Nature Poetry, 1650–2008**

(3-0-3) Sitter

*Pre/Corequisite:* ENGL 30101

A study of the changing role of the natural world in the poetic imagination of English and American writers from Andrew Marvell and James Thomson to Denise Levertov and Gary Snyder. Other writers to be studied may include Charlotte Smith, William Wordsworth, John Clare, Emily Dickinson, G.M. Hopkins, Thomas Hardy, Robert Frost, Robinson Jeffers, Ted Hughes, Maxine Kumin, Seamus Heaney, Mary Oliver, and Pattiann Rogers. Attention to the history of the idea of nature and ecological awareness as well as to poetic representation and expression.

**ENGL 40325. Decadent Modernity**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An examination of "decadence" as both a fin-de-siècle fashion-craze of debauched poets and as a more expansive critique of European modernity itself.

**ENGL 40329. Studies in Romanticism**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A close examination of the literary movement known as Romanticism.

**ENGL 40330. The Victorian City**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

How "the city" was depicted in 19th-century British Literature.

**ENGL 40331. Victorian Radicals**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

"Fringe" characters in, and elements of British Victorian literature, with a particular emphasis on a modern world being increasingly defined in economic terms.

**ENGL 40332. Reforming Victorian Literature**

(3-0-3) Vanden Bossche

*Pre/Corequisite:* ENGL 30101

The Victorian critic and poet Matthew Arnold complained about one of his own poems that it depicted a situation in which "suffering finds no vent in action." This complaint expressed a characteristic Victorian belief that literature should imagine possibilities for action—for social change, transformation, or reform. In this course, we will explore how Victorian authors sought to create literary works that would reform the members of their audience and, in turn, the society in which they lived. In addition, we will examine the various ways in which Victorian writers sought to re-form literature, creating new literary forms and forming old ones anew, in order to achieve this aim. We will study works by Matthew Arnold, Robert Browning, Elizabeth Barrett Browning, Thomas Carlyle, Charles Dickens, George Eliot, John Henry Newman, Christina Rossetti, John Ruskin, Alfred Tennyson, and others. Prior to the start of the semester, an online syllabus will be posted at [nd.edu/~cvandenb](http://nd.edu/~cvandenb).

**ENGL 40333. Romanticism and Revolution**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

The relationship between the Romantic movement and rebellions against governments around the world.

**ENGL 40336. Seducers, Stalkers and Women with Guns: The Romantic Novel in the 1790s**

(3-0-3) Joshua

*Pre/Corequisite:* ENGL 30101

When Lionel reflects, in Charlotte Smith's *Desmond* (1792), "I found that if I would really satisfy myself with a certain view of Geraldine, I must seek some spot, where, from its elevation, I could, by means of a small pocket telescope, have an uninterrupted view of these windows," and the eponymous heroine of Mary Hays's *Memoirs of Emma Courtney* (1796) observes, "I shall, I suspect, be impelled by an irresistible impulse to seek you. Though you have condemned my affection, my friendship will still follow you," they represent an extreme unrequited devotion that is part of the period's preoccupation with passion. The novel of the 1790s teems with rapists, stalkers, abusive employers, weeping men, and fighting women who confront prison, madness, murder, jealousy, and suicidal melancholy. This course aims to explore the significance of passion for understanding developments in the representation of femininity, masculinity, social virtue, and humanitarian reform at the end of the 18th century.

**ENGL 40338. Victorian Places**

(3-0-3) Maurer

*Pre/Corequisite:* ENGL 30101

The British Victorians witnessed unprecedented urbanization, internal migration, and globalization. This course will survey how Victorians understood their relationship to place, how they changed their understanding of what even counted as place, and how literature mediated those understandings.

**ENGL 40341. The Romantic Period 1780–1840**

(3-0-3) Joshua

*Pre/Corequisite:* ENGL 30101

"Bliss was it in that dawn to be alive, / But to be young was very Heaven!" (William Wordsworth). One of the most exciting things about the Romantic period in Britain is its engagement with ideas and themes that attract the young: human rights, democracy, travel, satire, love, melancholy, and horror. We will sail with Coleridge's ancient mariner, walk the Lake District with William and Dorothy Wordsworth, peer into Percy Shelley's soul and luxuriate with Keats. We will discover what it means to see poetry as "indeed something divine" and poets

as "the unacknowledged legislators of the world." We will learn the language of sensibility and understand how Marianne Dashwood's "effusions of sorrow," in Austen's *Sense and Sensibility*, and fit into a cult of writing on the expressive body. Why is John Clare so interested in birds' nests? Why are mountains "sublime" and ruins "picturesque"? Who is the "Man of Feeling"? Central themes will include Romantic historicism, revolutionary politics, the dissenting tradition, human rights, picturesque and sublime aesthetics, feminism, sensibility, experimentalism, Gothic literature, and travel writing. Key authors will include Jane Austen, William and Dorothy Wordsworth, Samuel Taylor Coleridge, William Blake, Percy and Mary Shelley, Mary Wollstonecraft, William Godwin, John Keats, Robert Southey, John Clare, and William Hazlitt.

**ENGL 40342. Romantic Ireland**

(3-0-3) Campbell

*Pre/Corequisite:* ENGL 30101

A study of the Romantic theme in Irish literature from Edgeworth and Moore to the young Yeats and Joyce. This course will include poetry, fiction, drama, and aesthetics.

**ENGL 40350. Dickens and Wilde**

(3-0-3) Thomas

*Pre/Corequisite:* ENGL 30101

This double-author course showcases two very different literary stylists of the Victorian period. Charles Dickens was the Shakespeare of his moment, a prolific creator of memorable characters and incidents, at once comic and tragic. But post-Victorian critics sometimes tend to see him as a prime exponent of Victorian earnestness, sentimentality, and even hypocrisy. And Oscar Wilde was, well, the Wilde of Victorian Britain: He was so dazzling that even those who wished to hate him often had to give up and laugh with him. But his life took a classically tragic form after his public humiliation and imprisonment for homosexual offences. Our goals: (1) to know some key historical differences between the early- and mid-Victorian moment of Dickens and the late-Victorian, fin-de-siècle moment of Wilde; and (2) to learn the various critical uses to which these two authors are put in our time. If we learn enough, we might discover the genuine complexity of Dickens's human vision and the surprising earnestness of Wilde's. Likely texts by Dickens are *Oliver Twist*, *Bleak House*, and *Our Mutual Friend*. Our reading in Wilde will emphasize his society comedies and his novel *The Picture of Dorian Gray*. Regularly graded coursework includes three papers and regular reading quizzes.

**ENGL 40362. Hermeneutics, Deconstruction, and Medieval Thought**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

The aims of this course are both methodological and historical. The methodological part will consist of an introduction to hermeneutics (in a broad sense) as theorized and/or practiced in certain areas of modern continental philosophy. After a brief look at the crucial innovations of Husserl, we shall study carefully chosen extracts (in English translation) of Heidegger *Being and Time* and *What is Called Thinking*; Gadamer, *Truth and Method*; and Derrida, *Of Grammatology*, *Writing and Difference* and *Dissemination* in order to illuminate the different (even opposing) ways in which the idea of "hermeneutics" can develop. This general discussion will be combined with specific consideration of the themes of allegory and negativity. The historical part of the course will concentrate on late ancient, patristic, and early medieval readings (Origen, *On First Principles*; Augustine, *On Christian Teaching* and *Literal Interpretation of Genesis*; and Proclus, *Commentary on Plato's Timaeus*). Here, we shall attempt to advance our comprehension of ancient literature by (1) looking for parallels with modern hermeneutic techniques, and (2) applying the modern techniques in test cases. The course is intended to be relatively open-ended; i.e., students will be expected to think about the way in which these discussions are internally coherent and also relate to their own areas of interest (which may be elsewhere in philosophy, theology, or literature (Latin or vernacular)). Requirement: one final essay of approximately 20 pages.

**ENGL 40402. British India**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Depictions of India by British writers in the 19th and 20th centuries.

**ENGL 40403. Studies in Modern Poetry**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course focuses on four highly important and innovative, though still often underrated, poets: Velimir Khlebnikov, Gertrude Stein, Mina Loy, and Miron Biazoszewski.

**ENGL 40404. Early British Modernism**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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 40407. The Modern Revolution**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

Close readings of three British—David Jones, W.H. Auden, and Geoffrey Hill—and two Irish poets—W.B. Yeats and Seamus Heaney.

**ENGL 40409. Readings in the Novel**

(3-0-3)

*Pre/Corequisite:* ENGL 30101This course introduces students to “modernist” writing by familiarizing them with the period’s infamously groundbreaking texts, such as T.S. Eliot’s “The Waste Land,” Edith Sitwell’s *façade*, Hugh MacDiarmid’s *A Drunk Man Looks at the Thistle*, and David Jones’s *In Parenthesis*. Contextual study of revolutions in the other arts—like painting and music—s well as of Britain’s “war culture” between 1914 and 1945 will illuminate the pressures that produce revolutionary art forms from figures as various as D.H. Lawrence, Stevie Smith, W.H. Auden, and Kathleen Raine. Two papers, one presentation and a final exam.**ENGL 40410. Existentialism: Philosophy and Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101We will read representative literary and philosophical texts by Sartre (excerpts from *Being and Nothingness*, *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) Green

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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 40413. Twentieth Century British and Irish Poetry**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A close study of religious imagery and themes in the works of selected 20th-century modern and postmodern poets.

**ENGL 40414. The Irish Short Story**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course studies the Irish short story as a literary genre that reflects the changing political and cultural forces at play in Ireland. We begin the course by surveying various critical theories that can be applied to the genre before reading and discussing a wide selection of short stories. The course considers Irish writing in the broader sense—literature written in either Irish or English. Among the authors included are Patrick Pearse, Pádraic Ó Conaire, Séamus Mac Grianna, James Joyce, Liam O’Flaherty, Elizabeth Bowen, Frank O’Connor, Sean O’Faolain, Éilís Ní Dhuibhne, Angeal Bourke, Seán Mac Mathúna, Micheál Ó Conghaile, Eithne Strong, Pádraic Breathnach, Alan Titley, Mary Lavin, William Trevor, Gerry Adams, and Bernard MacLaverty.

**ENGL 40415. The Avant-Garde: From Dada to Punk and Beyond**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Considering various genres and mediums (poetry, art, cinema, music, drama, and performance) from a range of geographic locations, an investigation of the avant-garde movement of the late-19th and early-20th centuries.

**ENGL 40416. Twentieth-Century Literature in Irish**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course will introduce you to the vibrant contemporary literature in Irish (Gaelic) from the Gaelic Revival, which sought to rescue the language from extinction, right up to the present. This course will focus on developing your ability to read, analyze and write about literature with care and precision. You will do a LOT of writing, both graded and ungraded, to become a stronger reader and writer. In the process, we’ll consider the particular excitement and difficulty of writing in (and about!) a minority language that also happens to be the first official language of Ireland, as well as debates about identity, belonging, symbolization, history, Anglicization, assimilation and hybridity, the new prominence of women writers, and ongoing challenges to stereotypes about Irish as tradition-bound (rather than, say, tradition-enabled), puritanical or pre-modern.

**ENGL 40417. The Irish Tradition I**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Ireland possesses the oldest vernacular literary tradition in Europe, spanning over 1,500 years to the present day. This course will provide a survey of the origins and development of that literary tradition through more than a millennium from its beginnings until the 17th century, when political circumstances led to the collapse of the highly developed native system of learning, poetry, and patronage. The development of the Irish literary tradition will be traced against this background of political and cultural upheavals from approximately 500 to 1650.

**ENGL 40418. Gender and Space**(3-0-3) Green *Pre/Corequisite:* ENGL 30101

A study of the spaces of modernity and gender in the novel.

**ENGL 40420. Nineteenth- and Twentieth-Century Scottish Literature**

(3-0-3) Smyth

*Pre/Corequisite:* ENGL 30101

This course will survey major authors, genres, and themes of the literature of Scotland from the era of Burns to the present.

**ENGL 40422. Modernism and Magazines**

(3-0-3) Green

*Pre/Corequisite:* ENGL 30101

Attention to the circulation of ideas about literary modernism and modernity in a range of publications: little magazines, “slicks,” feminist periodicals, women’s magazines, and alternative/oppositional journals.

**ENGL 40426. Modern and Contemporary British Drama**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Close readings of dramatic literatures written by British playwrights over the span of the 20th century, with particular emphasis on the various aesthetic and experimental forms used by the playwrights.

**ENGL 40427. War, Economic Depression, and Ideological Contest in British Writing of the 1930s**

(3-0-3) Wilkinson

*Pre/Corequisite:* ENGL 30101

British writing of the 1930s was shaped by economic and political crisis, and the resulting ideological and aesthetic struggles begin to look all too contemporary. This course will look at the poetry of the Auden circle and Marxism; at the early sociological work of Mass Observation and the documentaries of Humphrey Jennings; at the scientism of the Cambridge group around William Empson, Jacob Bronowski and J.D. Bernal; at responses to the Spanish Civil War, both left and conservative, including those of George Orwell, Wyndham Lewis, and Roy Campbell; and at the fiction writers Elizabeth Bowen, Christopher Isherwood, Graham Greene, Evelyn Waugh, and Edward Upward, and their different treatments of social and political pressure points. This broad range will be focused through a group of texts selected for their mutual contentiousness. Throughout, the responsibilities and irresponsibilities of writers during perilous times will be in question.

**ENGL 40430. Contemporary Women Writers**

(3-0-3) Sayers

*Pre/Corequisite:* ENGL 30101

We will read, discuss, and write about a wide range of contemporary writing by women, with a particular concentration on the short story and the writers visiting Notre Dame’s Women Writers Festival. Our readings will include realistic fiction as well as innovative and experimental work, including graphic fiction; some of our readings will focus on women’s experiences and perspectives, but some will “make the leap” to imagine men’s consciousness and reality. We’ll also read critical essays and reflections by the writers themselves to situate the work within the history of women writers; we’ll be especially interested in the publishing and critical realities facing women writers today. Reading journal, midterm and final, brief presentation, and an 8- to 10-page critical paper.

**ENGL 40431. Transculturation in Irish Literature**

(3-0-3) McKibben

*Pre/Corequisite:* ENGL 30101

This course considers the vexed topic of cultural change in the context of colonialism by examining key texts originally written in Irish (or a mixture of Irish and English) from a range of time periods, including works of comedy, satire, lament, and protest. We will consider the critical literature on transculturation and examine primary texts and consider how they change over time and what they seem to suggest about how people negotiate competing sociocultural and economic imperatives. Knowledge of Irish is helpful but not necessary; translations will be provided along with original texts. Requirements: enthusiastic participation, several short and one long term paper.

**ENGL 40501. Contemporary Irish Drama**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A close analysis of the dramatic literature produced by Irish playwrights during the latter half of the 20th century.

**ENGL 40502. Ideology, Poetry, and Politics in Jacobite Ireland**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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.

**ENGL 40503. Anglo-Irish Identities 1600–1800**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

W.B. Yeats, Elizabeth Brown, Bram Stoker, J.M. Synge, Seamus Heaney, and Medbh McGuckian.

**ENGL 40506. Modern Irish Drama**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 40507. The Hidden Ireland**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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.

**ENGL 40508. Heroic Literature in Modern Adaptation**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Beginning with a study of the ethos of Irish/Celtic heroic literature in its historic and cultural context, this course examines the ideological, aesthetic, and personal uses to which that material has been put by Irish writers of the past two centuries (19th and 20th centuries) writing in English and Irish. Among the authors to be studied are Seamus Heaney, Flann O’Brien/Myles na Gopaleen, Nuala Ní Dhomhnaill, and Eugene Watters/Eoghan ÓTuairisc. Particular attention will be



paid to shifting concepts of “authenticity” and the degree to which various creative artists have retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. This course will interest English majors, modernists, and medievalists.

### **ENGL 40509. Modern Irish Drama**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 40510. New Writing from Britain and Ireland: Contemporary Fiction**

(5-0-3)

*Pre/Corequisite:* ENGL 30101

This course will introduce students to the contemporary fiction of Ireland, England, Scotland, and Wales, as well as some of the best recent black British fiction. Some of the authors whose work we will read are Pat McCabe, Neil Jordan, John Banville, Zadie Smith, Monica Ali, Andrea Levi, Irvine Welsh, James Kelman, and Pat Barker. These writers will be read in the context of “the Break-up of Britain” and a concomitant sense of the changes in British and Irish identity in the past 20 years or so.

### **ENGL 40511. Film, Literature, and Irish Culture**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

*Corequisite:* ENGL 41005

This course will examine some of the dominant images of Ireland in film and literature, and will place their development in a wider cultural and historical context. Comparisons between film, literature, and other cultural forms will be featured throughout the course, and key stereotypes relating to gender, class, and nation will be analyzed, particularly as they bear on images of romantic Ireland and modernity, landscape, the city, religion, violence, family, and community. Particular attention will be paid to key figures such as Yeats, Synge, and Joyce, and contemporary writers such as John McGahern, William Trevor, Patrick McCabe, and Roddy Doyle will be discussed in terms of the wider implications of their work for contemporary Irish culture. The resurgence of Irish cinema and new forms of Irish writing in the past two decades will provide the main focus of the second part of the semester, tracing the emergence of new distinctive voices and images in an increasingly globalised and multicultural Ireland.

### **ENGL 40512. Versions of the Gothic**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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) Smyth

*Pre/Corequisite:* ENGL 30101

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 40514. The West of Ireland—An Imagined Space**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course will interrogate and examine representations of the West of Ireland in various 20th-century texts focusing, in particular, on the role of “the West of Ireland” in state formation and legitimization during the early decades of independent Ireland and its role in the construction of an Irish identity. We will look at how images of the West of Ireland were constructed in various utopian or romanticized formulations as well as examining more dystopian versions. This course will take an interdisciplinary approach, drawing on the visual arts and film

as well as on literary texts in both Irish and English. (Irish language texts will be read in translation).

### **ENGL 40515. Contemporary British and Irish Fiction**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course will introduce students to the contemporary fiction of Ireland, England, Scotland, and Wales, as well as some of the best recent black British fiction. Some of the authors whose work we will read are Pat McCabe, Neil Jordan, John Banville, Zadie Smith, Monica Ali, Andrea Levi, Irvine Welsh, James Kelman, and Pat Barker. These writers will be read in the context of “the Break-up of Britain” and a concomitant sense of the changes in British and Irish identity in the past 20 years or so. Expect a lot of reading, but also some superb novels. Two 12-page papers and a presentation.

### **ENGL 40516. The Irish in Their Own Words**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

The purpose of this course is to introduce students to the richness and variety of literature produced in the Irish language during the medieval and early modern periods. (We will cover primarily the period between approximately 800 and 1700 A.D.) The emphasis in the first half of the semester will be on studying the mainly prose saga literature of the medieval period in its various literary, cultural, and historical contexts. This will involve both a close reading of the texts themselves in English translation and an examination of the material in the light of recent scholarship in this area. The second half will investigate the literature of the early modern period, in this case largely the poetry. This period is one of cumulative crisis for the Irish and their linguistic and cultural well-being. Students read closely a selection of texts representative of various facets of this crisis and of Irish responses to them in their own language rather than in the English language of their colonizers. All the translations are accompanied by facing original text so that students gain some working knowledge of the Irish language, which will assist them in evaluating the translations they are reading and in appreciating the sensuous beauty of much of this poetry. The material provides interesting contrasts and comparisons for those who have already studied some Anglo-Irish literature, and it should also be of interest to students of modern Irish history.

### **ENGL 40518. Gender and Identity in Contemporary Irish Language**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course will interrogate issues of gender and identity in the work of contemporary Irish language writers. We will examine the ways in which contemporary writers in Irish writing from a constellation of identities, sexual, cultural, and linguistic question explore these issues as they articulate them in specific cultural forms. Drawing on recent theoretical work in gender studies and postcolonial studies the course will look at texts that question and analyze essentialist notions of cultural identity. It will explore in particular some of the tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary writing in Irish. We will read, among others, texts from writers such as Máire Mhac an tSaoi, Biddy Jenkinson, Nuala Ní Dhomhnaill, Pearse Hutchinson, Cathal Ó Searcaigh, Seán Mac Mathúna and Micheál Ó Conghaile.

### **ENGL 40520. Reading Ulysses**

(3-0-3) Johnson-Roullier

*Pre/Corequisite:* ENGL 30101

A close analysis of James Joyce’s *Ulysses*

### **ENGL 40521. Late Modernist and Postmodernist Poetry**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

The distinction between late modernist and postmodernist has an ethical bearing, marked respectively by resistance to corruption and celebration of hybridity, although these strains may be mixed and politically intricate. This course considers

the theories, assumptions and practice associated with work either riding or riven by such ethical and political tension, notably by Barbara Guest, John Wieners, Susan Howe, Marjorie Welish, J.H. Prynne, Barry MacSweeney, Denise Riley, and Lisa Robertson.

### **ENGL 40535. Poetic Modernisms**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A survey of British and American modernist poets, with a particular emphasis on the aesthetic innovations made on poetry as a result of their works.

### **ENGL 40545. The Modern British and Irish Short Story**

(3-0-3) Smyth

*Pre/Corequisite:* ENGL 30101

This course will trace the generic development and changing structures of the short story form—there is more involved here than mere brevity—and will also provide a series of readings from the major British and Irish short story writers from the 20th century. We will read from the short story theories of these individual authors, where such theory exists, and will examine the important connections between the form and the idea of a “national” literature. Writers will include James Joyce, Frank O’Connor, Liam O’Flaherty, Mary Lavin, Kate Roberts, D.H. Lawrence, and Virginia Woolf.

### **ENGL 40567. National Cinema: Film, Literature, and Irish Culture**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course will examine some of the dominant images of Ireland in film and literature from the Celtic Twilight to the Celtic Tiger, and will place the development of a national cinema in a wider cultural and historical context. Comparisons between film, literature, and other cultural forms will feature throughout the course, and key stereotypes relating to gender, class, and nation will be analyzed, particularly as they bear on images of romantic Ireland and modernity, landscape, the city, religion, violence, family, and community. Particular attention will be paid to questions of emigration, the diaspora, and Irish-America, with a view to looking later in the course at issues relating to race and multiculturalism in contemporary Ireland. In terms of film and literature, key figures such as Yeats, Synge, and Joyce, and contemporary writers such as Brian Friel, John McGahern, Maeve Brennan, William Trevor, Patrick McCabe, Seamus Deane, Alice McDermott, and Roddy Doyle will be discussed. The resurgence of Irish cinema and new forms of Irish writing in the past two decades will provide the main focus of the second part of the semester, tracing the emergence of new distinctive voices and images in an increasingly globalized and multicultural Ireland.

### **ENGL 40568. Women and Magazines**

(3-0-3) Green

*Pre/Corequisite:* ENGL 30101

This course will explore women’s print culture by focusing on women as producers and consumers of periodicals. Some of the key figures in what is sometimes called a “female” modernism made their living by publishing literary pieces and journalism in periodicals or through serving as literary editors: Djuna Barnes, Rebecca West, Virginia Woolf, and Jesse Fauser, to name a few, and many of the key texts of literary modernism made their first appearance in periodicals. In addition, the periodical press has been called the medium that best “articulates the unevenness and reciprocities of evolving gender ideologies” and thus is ideal for a study of the role literary culture plays in constructing and diagnosing the contradictions of femininity in modernity. The period between the coincident rise of the New Woman and New Journalism in the 1880s and the dominance of the “woman’s magazine” in the interwar years is extraordinarily rich in examples of diverse approaches to understanding femininity presented in the press. As we consider the connections between women and periodical culture from various angles (reception, circulation, representations of women journalists, the centrality of Little Magazines, “slick” magazines, and women’s magazines as key venues for publishing modernist texts, etc.) we will meet the modern woman journalist and her close

relations: female editors, “sob sisters,” “stunt girls,” “agony aunts” to name a few. We will take a good look at a variety of publication venues—modernist “Little Magazines,” feminist periodicals, and so-called “women’s magazines” as well as the daily press. We will be working with periodicals in various formats: microfilm, digitalized texts, edited collections, and bound volumes. One brief essay, two mid-length (8–10 page) essays, and one group presentation.

### **ENGL 40587. Literatures of the American Hemisphere**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

National borders mark our Americas today, but for the first European explorers the landscapes of their “new world” were uncharted and unbounded. The newly encountered land invited utopian dreams even as it became the arena for genocidal violence. To reconsider these moments of violence and possibility, we will approach early American literature intra-hemispherically, reading not just from the British colonial record, but also from Spanish documents in English translation. We will read comparatively in order to ask key questions about American identity both then and now. For example, what do we learn when we juxtapose Cortés’ invasion of the Mexican empire to King Philip’s War in the New England colonies? To what degree do these legacies of imperialism still shape our modern world? What comparisons arise between the poetry of Anne Bradstreet and Sor Juana Inés de La Cruz; between the captivity adventures of Cabeza de Vaca and Mary Rowlandson? How might these contact points continue to shape our views of “others”? How have native nations across the Americas written or spoken of the loss of worlds? The authors and subjects noted above will serve as key markers, but we will also read primary works by William Bradford, Bernal Díaz, John Smith, William Apess, and others as we reconsider the literatures and histories of the Americas in a cross-national paradigm. Students will be expected to write three short papers, take a final exam, and participate actively in class.

### **ENGL 40601. Voices of American Renaissance**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

In this course we will read some of the great tragic works in the English language, indeed, in all of literature. Our syllabus will cover four plays by Shakespeare and Melville’s finest achievement, *Moby-Dick*. As the course title suggests, we will study these works in the context of their historical moments and in the context of tragedy as a genre. Reading *Moby-Dick* after Shakespeare will also enable us to witness in detail the nature of literary influence and to compare the tragic visions of Shakespeare and Melville as they explore such themes as good and evil, freedom and fate, and the individual and society. As we study these texts, we will consider the various reasons for their important place in the literary canon. Ultimately, let us make the most of our time together with works of art that are timeless in their beauty and ever timely in their relevance, works that continue to teach and to delight. Assignments include four essays (3–4 pages), a final exam, an oral presentation, and a daily question or close reading on the assigned text.

### **ENGL 40603. Realism and Naturalism in American Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 40605. The American Scene**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

“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 also 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 *Nostramo*, the world. Readings will include works of the following authors: Joseph Conrad, Theodore Dreissner, 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) Werge

*Pre/Corequisite:* ENGL 30101

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 40607. Early American Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Close readings of selected 17th- and 18th-century American literature.

#### **ENGL 40610. Studies in American Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Special topics in the history of American literature.

#### **ENGL 40612. Literature and Democracy in the Nineteenth-Century United States**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A survey of 19th Century American literature, emphasizing the efforts of American writers to identify and define “democracy” and the “democratic citizen.”

#### **ENGL 40616. American Literature in the World**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

In this course we will consider the place of American literature in global society. Our readings will span from the Puritans through the present, and we will focus our interpretations around the theme of conversation.

#### **ENGL 40650. Twentieth-Century American Feminist Fiction**

(3-0-3) Brogan

*Pre/Corequisite:* ENGL 30101

In this course we will read a number of works, by both women and men, which may be described as feminist fiction. In so doing, we will raise issues about the relation of aesthetics to politics, about the process of canonization, and about aesthetic integrity. Ultimately, we will also be examining the place of women within American culture during the 20th century—how it has changed, how it has remained the same. At the end of the course, students should feel that they have discovered a new body of exciting literature, as well as new ways of reading some of our best-known literature. Texts: Kate Chopin, *The Awakening*; Edith Wharton, *The Age of Innocence*; Zora Neale Hurston, *Their Eyes Were Watching God*; William Faulkner, *The Sound and the Fury*; F. Scott Fitzgerald, *The Great Gatsby*; Alice Walker, *The Color Purple* and *The Temple of My Familiar*; Toni Morrison,

*Sula* and *Song of Solomon*; and possibly Elizabeth Dewberry Vaughn, *Many Things Have Happened Since He Died*. Requirements: Two papers, a midterm, and a final examination (25 percent each).

#### **ENGL 40651. Atmospherics: Twentieth-Century Fiction**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

What do we mean when we say that something is “in the air”? Are we referring to messages transmitted over a broadcast network, the foment of revolution, the shifting winds of fashion, or a powerful critical trend? In this course, we will take up the atmospheric quality of each of these forms of cultural transmission as they appear in American fiction. In doing so, we will ask how they provide models of reading, receiving messages, and decoding information. Surveying a broad range of 20th-century fiction through to contemporary digital narratives, we will discuss both technologies and techniques for “tuning in” to broadcast media, mass movements, and ideologies. What happens to the persons populating fictional narratives when they participate in, or are even constituted by, their relations to these communication networks? This course will survey a series of prose works from the American 20th century, beginning with turn-of-the-century spiritualism and broadcast aesthetics (DuBois, Adams, Hopkins), moving to the realm of fashion, contagion, and the zeitgeist (West, Porter, Cather), taking up the spirit of revolution in the ‘60s (Didion, Pynchon, rock), and then discussing the idea of the “turn” in academic study through re-readings of James’s *The Turn of the Screw*, and finishing with the future of the broadcast in what is sometimes referred to as “liquid modernity” (Markson, Baker). Short readings from media and cultural theory will accompany each topic. Students will be asked to put pressure on their conceptions of how the interaction styles that accompany media in the 20th century and beyond might influence, derive from, or appear in the particular medium of literature across multiple flashpoints in the histories of technology and literary innovation.

#### **ENGL 40701. The American Novel**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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

*Pre/Corequisite:* ENGL 30101

Presentations and discussions of the several genres of film produced in America since the early 1900s.

#### **ENGL 40703. Poetry and Pragmatism**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 through American poets as evinced in the works of Emily Dickinson, Robert Frost, and Wallace Stevens.

#### **ENGL 40705. Kerouac and the Beats**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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 40707. Experimental Writing by Contemporary Women Poets**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Close readings of selected contemporary “experimental” women poets.

**ENGL 40708. Poetry and Performance**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

A close examination of major mid-20th-century American novelists.

**ENGL 40714. City in American Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

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 40718. Historical Novels of the Black Diaspora**

(5-0-3)

*Pre/Corequisite:* ENGL 30101

This course provides an introduction to contemporary literature of the black diaspora through the genre of the historical novel. We will evaluate strategies of narration, the significance of differing representations of single events, and the relationship between literature and history. Literary analysis will be supplemented by an examination of the historical and political issues central to the novels.

**ENGL 40719. Hemingway and Walker: A Comparative Study**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A comparative study of the fiction of Ernest Hemingway and Alice Walker, with particular emphasis on gender, class, and historical issues explored in each author’s works.

**ENGL 40720. Poetry and Painting in Manhattan 1950–65**

(3-0-3) Wilkinson

*Pre/Corequisite:* ENGL 30101

This course approaches the poetry and painting of Manhattan during its rise to international pre-eminence as an artistic center through the work and friendships of Frank O’Hara (1926–66), poet and curator at the Museum of Modern Art. It introduces the New York School of poetry, referring to visual art from de Kooning to Warhol and with side-glances at film, photography, music, and dance. The course will develop primarily through reading poems, although students will be directed to the critical and historical context. Readings will draw on *The Collected Poems of Frank O’Hara* (ed. Donald Allen); John Ashbery, *The Mooring of Starting Out*; Ted Berrigan, *The Sonnets*; and a course pack. Course requirements are written analyses of poems (every two weeks), a final exam, and a 5- to 7-page paper.

**ENGL 40721. Some Strains in Twentieth-Century American Fiction**

(3-0-3) Brogan

*Pre/Corequisite:* ENGL 30101

Beginning with F. Scott Fitzgerald’s *Jazz Age* and ending with Toni Morrison’s *Jazz*, a study of thematic commonalities and dissonances in selected 20th-century American novels.

**ENGL 40722. Latino/a Literature and Visual Culture**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

In this course, students will study traditional, folkloric, biographic, and religious texts alongside contemporary Latino/a visual and literary texts that offer new versions of old tales. In thinking about how texts exist in relation to other texts, students will consider the “newness” and “Latino/a-ness” of Latino/a literature as well as its emergence amidst the social, cultural, artistic, and political shifts in the latter half of the 20th century.

**ENGL 40724. American Visions**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A survey of literatures written by English- and Spanish-speaking peoples from the late-16th century to the mid-19th century.

### **ENGL 40725. Class, Labor, and Narrative**

(3-0-3) Sayers

*Pre/Corequisite:* ENGL 30101

This course explores the works of selected American writers addressing class and labor.

### **ENGL 40726. American Literature and Visual Culture**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

From early national fiction and portraiture to American modernist poetry and painting, an exploration of the relationships between American literature and the visual arts.

### **ENGL 40727. The American Novel, 1929–Present**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This seminar will explore representative works of U.S. fiction ranging from modernist classics through post-WWII works and contemporary novels emphasizing issues of multiculturalism. The course will be reading-intensive, and will emphasize close reading skills, cultural analysis, and historical contexts for each novel.

Students will write three papers that are expected to perform literary analysis and integrate historical readings and/or literary theory from library reserves. As always, drafts are welcome and encouraged.

### **ENGL 40729. American Literature: Narratives of Love and Desire**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

How the themes of “love” and “desire” are explored in selected American novels, and movie adaptations of those novels, written in the 20th century.

### **ENGL 40731. American Novel**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A survey of selected 19th- and 20th-century American novels.

### **ENGL 40734. Post 9/11 American Fiction and Culture**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

In speaking of the after-effects of the first World War, the American novelist Henry James said: “The war has used up words; they have weakened, they have deteriorated like motor car tires; they have, like millions of other things, been more overstrained and knocked about and voided of the happy semblance during the last six months than in all the long ages before, and we are now confronted with a depreciation of all our terms, or, otherwise speaking, with a loss of expression through increase of limpness, that may well make us wonder what ghosts will be left to walk.” Writers such as Don DeLillo, Cormac McCarthy, and Phillip Roth, the authors of the *9/11 Commission Report*, filmmakers, politicians, and intellectuals have all portrayed the post-9/11 world in language similar to James’s post-apocalyptic vision. This course looks at contemporary American culture and society and asks whether or not there is a definable post-9/11 narrative and aesthetic. We’ll address the ways in which the world has changed since 9/11 and how those changes have impacted daily life, local communities, the national consciousness, and global affairs. Discussion of these changes will be situated in our examination of major, post-9/11 novels, works of art, film and other media, formal governmental publications and policies, and religious writings. This course will have some short writing assignments, class presentation, and a final research paper.

### **ENGL 40736. Harlem’s Americas**

(3-0-3) Johnson-Roullier

*Pre/Corequisite:* ENGL 30101

What was the Harlem Renaissance? While traditional notions of this time in literary history have conceived of it as a brief but luminous flowering of the arts in African American culture, not so much attention has been given to the many different voices that contributed to the movement, and that shaped its representations of race in the early 20th century. In this course, we will examine the meaning and significance of the Harlem Renaissance as conventionally understood, then move on to an exploration of Harlem’s Americas, or the many cultural locations from which race and racial representation were being considered both inside and outside the movement’s accepted parameters. Thus, rather than studying the Harlem Renaissance solely as an African American phenomenon, we’ll also explore the interrelationships between a number of its core works, along with several others from the same period not generally studied in this context. In seeking to understand the writing of Harlem’s Americas, we’ll investigate how all of the texts we examine are engaged in a larger dialogue on the meaning of race in the early 20th century, both in the United States and beyond. In so doing, we’ll try to gain a deeper understanding of the complexity of the Harlem Renaissance, while considering what this may have to tell us about race and racial representation not only in the early 20th century, but on into the 21st. Course Texts: Booker T. Washington, *Up From Slavery*; W.E.B. DuBois, *The Souls of Black Folk*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand and Passing*; Sherwood Anderson, *Dark Laughter*; Jean Toomer, *Cane*; Carl van Vechten, *Nigger Heaven*; Claude McKay, *Home to Harlem*; Anna Julia Cooper, *A Voice from the South* Course Requirements: Three 5-page essays, in-class writing, and 20-minute group presentation, and other.

### **ENGL 40737. The Rhyming Apparatus: African American Poetry and Poetics**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An examination of poetry and poetics by black Americans from the beginnings to the present.

### **ENGL 40739. American Fiction Since 1945**

(3-0-3) Krier

*Pre/Corequisite:* ENGL 30101

Many contemporary writers began long and productive careers during the decades after the second world war. In this course we will study some of them, using representative texts to try to work out an aesthetics of the time. We will need to look at questions of personal identity, as they embrace spiritual, sexual, social, and racial dimensions. And we will also give close attention to the elasticity of the novel form itself. A very tentative reading list: Ralph Ellison, *The Invisible Man*; Richard Brautigan, *Trout Fishing in America*; Kurt Vonnegut, *Slaughterhouse-Five*; Saul Bellow, *Herzog*; John Barth, *Lost in the Funhouse*; John Updike, *Rabbit Run*; Anne Tyler, *Dinner at the Homesick Restaurant*; Walker Percy, *The Second Coming*. There will be a midterm and final as well as an independent paper on a novel selected by each student.

### **ENGL 40741. The Sacred and the Divine in Latino/a Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An examination of faith, religion, the sacred, and the divine in selected Latino/a writings.

### **ENGL 40743. Literature of the 1990s**

(3-0-3) Benedict

*Pre/Corequisite:* ENGL 30101

An examination of selected novels written during the 1990s.

### **ENGL 40744. Southern Fiction**

(3-0-3) Sayers

*Pre/Corequisite:* ENGL 30101

Readings in 20th-century southern fiction from 1900 to 1960, including Kate Chopin, Jean Toomer, William Faulkner, Richard Wright, Zora Neale Hurston, Ralph Ellison, Flannery O’Connor, and Eudora Welty. We will examine both the recurring subjects of the Jim Crow era—“sin, sex, and segregation,” in the old Southern phrase—and the stylistic innovations of the writers. We’ll pay special

attention to contemporary criticism that explores the period from historical, political, and cultural perspectives.

### **ENGL 40747. Contemporary American Women Poets**

(3-0-3) Brogan

*Pre/Corequisite:* ENGL 30101

Although the range and productivity of American women writers over the last two centuries has been enormous, the proliferation of extremely accomplished and important women writers has virtually mushroomed in the last few decades, embracing leading poets (such as Elizabeth Bishop and Adrienne Rich), leading novelists (such as Alice Walker, Joyce Carol Oates, and Toni Morrison) and altogether new voices such as the Chicana poet Lorna Dee Cervantes, the Asian American novelist Amy Tan, and the Native American Susan Power (to name only a few). To narrow the range of this explosive development in American literature, we will primarily focus on the work of women written in this country after WW II, with special interest on the last two decades. In addition to a small sampling of a number of different writers to be found in our class reader, we will ultimately focus on seven writers: Elizabeth Bishop (poetry), Adrienne Rich (poetry and essays), June Jordan (poetry and essays), Amy Tan (fiction), Lorna Dee Cervantes (poetry), Susan Power (fiction), and Sandra Gilbert (poetry and essays).

### **ENGL 40751. Literatures of Immigration: The Latino/a Transnational Experience**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Close reading of recent literature that explores the immigration between Mexico, Latin America, and the United States.

### **ENGL 40755. California Culture at Mid-Century**

(3-0-3) Fredman

*Pre/Corequisite:* ENGL 30101

This course explores how poetry took a leading role among the arts in California at mid-century, creating a California culture that through the Beats and the Hippies became a national and international phenomenon. We begin by looking at collage, the dominant form of the arts in California, and then consider how collage meets up with four main elements of the California aesthetic: surrealism, mysticism, jazz, and anarchism. The primary poets we read and hear are Robert Duncan, Gary Snyder, Allen Ginsberg, Bob Kaufman, and D.J. Waldie. Alongside these poets, we will look at Jack Kerouac's novel *The Dharma Bums*, artists such as Jess, Wallace Berman, Bruce Conner, Joan Brown, and Jay DeFeo, and filmmakers such as Kenneth Anger and Stan Brakhage. Students will gain the ability to do interdisciplinary work in the arts, to read complex contemporary poetry, and to relate art movements to the culture that surrounds them. Requirements include essays and a final exam.

### **ENGL 40756. American Women Writers**

(3-0-3) Irving

*Pre/Corequisite:* ENGL 30101

A survey of American women writers from Chopin to present.

### **ENGL 40770. American Modernism**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Discussions of the late-19th-, early-20th-century literary and cultural movement of modernism often center on those qualities of the movement described in the work of early modernist literary critics, such as Harry Levin or Edmund Wilson. Such examinations emphasize the modern movement's experiments in form, structure, linguistic representation, characterization, etc., while paying much less attention to the role of the modernist movement in the larger context of a given culture. In this course, we will explore the significance of the modern movement from the perspective of American culture, as well as the manner and meaning of American literary participation in the movement. To that end, we will consider not only the work of authors generally accepted as modernists, such as F. Scott Fitzgerald, Ernest Hemingway, and Gertrude Stein; we will also consider the role of authors such as Sherwood Anderson and Waldo Frank, of the early Chicago Renaissance

(1910–25), and a number of authors from the Harlem Renaissance. We will examine the work of these authors not only in the context of modernism, but also as it relates to many issues of the day, including progressivism, primitivism, race and ethnicity, immigration, cosmopolitanism vs. regionalism, and the importance of the vernacular, in addition to the question of "American-ness" and its importance to an understanding of American literature during this time. Considering these different vantage points in American literary modernism, we will try to imagine the contours of "American modernisms" and draw some conclusions about their significance within the larger modernist context. In so doing, we'll seek to arrive at a more comprehensive, more nuanced perspective on the meaning of the modern in American literature and culture. Course Texts: Edith Wharton, *Age of Innocence*; Willa Cather, *O Pioneers!*; Sherwood Anderson, *Dark Laughter*; Waldo Frank, *Holiday*; and others.

### **ENGL 40771. American Modernisms**

(3-0-3) Johnson-Roullier

*Pre/Corequisite:* ENGL 30101

A study of American literature of the modern period.

### **ENGL 40780. Literature of the Fin-de-Siècle**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

For Victorians, the end of the 19th century was a time of instability, anxiety, as well as possibility. This period, known as fin-de-siècle, witnessed an explosion in sexual and gender transgression, as embodied by dandies and decadents. This time period was also one where there were great political and economic conflicts in the form of growing labor and socialist movement. The fin-de-siècle also observed the birth of the New Woman who lobbied for sexual, economic, and social equality. And this period also saw the emergence of new aesthetic movement, with its radical philosophy of "art for art's sake." This course will consider a range of literary texts that are representative of the political, cultural and aesthetic innovations that define the fin-de-siècle. These texts will be organized according to the following four thematic sections: (1) socialism and labor politics, (2) the aesthetic movement, (3) decadents and dandies, and (4) the new woman. We will begin with William Morris's *News From Nowhere* and then, by section two, move on to poetry by Michael Field and Amy Levy. Our discussions of Oscar Wilde's prose and novel *The Picture of Dorian Gray* will carry us into section three, where we will also consider prose by Max Beerbohm and Arthur Symons. The course will conclude with Ella Hepworth Dixon's novel, *The Story of a Modern Woman*, as well as stories by Victoria Cross and Olive Schreiner. Scholarly criticism and selections from Victorian writings will help us to read these texts in response to one another and as situated within their respective historical and cultural contexts.

### **ENGL 40802. African American Women Writers**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

A critical examination of the literature and scholarly writings about literature from "women of color" across disparate cultural backgrounds.

### **ENGL 40805. Identity and Gender in Modern Irish Women's Poetry**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course interrogates issues of gender and identity in the work of contemporary Irish women poets. We examine the ways in which contemporary poets write from a constellation of identities—sexual, cultural, and linguistic—and will focus in particular on the ways how question as they articulate versions of identity in

specific cultural and literary forms. Drawing on recent theoretical work in gender studies, feminist theory, and postcolonial studies, among others, this course examines texts that question and problematize essentialist notions of cultural and gender identity. We will also explore tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary Irish-language writing. We read, among others, poets such as Eavan Boland, Nuala Ní Dhomhnaill, Máire Mhac an tSaoi, Maedhbh McGuckian, Paula Meehan, and Eiléan Ní Chuilleanáin.

### **ENGL 40807. African American Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A historical and thematic account of the rise and achievement of African American authors over several centuries.

### **ENGL 40808. Latino/a Poetry**

(3-0-3) Menes

*Pre/Corequisite:* ENGL 30101

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. Latino/a Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

This course will focus on several prominent contemporary Latino/a poets and fiction writers whose work has enriched and diversified American literature in the last 20 years. Among them are such established and acclaimed authors as Gary Soto, Lorna Dee Cervantes, Pat Mora, Martín Espada, Victor Hernández Cruz, Helena Viramontes, and Cristina García. Because Latinos are not homogenous, emphasis will be given to these writers' diverse ethnic and cultural origins. Readings will be assigned in individual poetry collections, novels, and in one anthology of poetry. Assignments: group presentations, response papers, three 4- to 5-page papers, a final examination, and regular attendance.

### **ENGL 40810. Caribbean Voices**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An introduction to the literature of Anglophone Caribbean.

### **ENGL 40811. Native American Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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)

*Pre/Corequisite:* ENGL 30101

An examination of poetry and poetics by black Americans from the beginnings to the present.

### **ENGL 40813. New African American Poetry**

(3-0-3) Eady

*Pre/Corequisite:* ENGL 30101

This course is designed as an exploration and showcase of African American poetry and poetics, as seen through the poetry and essays of the post Civil Rights/ Black Arts Movement generation of poets. Although this course will also examine the historical elements of the African American voice, the main focus of our reading and discussions will concentrate on the different and various facets of present day African American poetry. While some of the writers we encounter during the semester may be known to many—Elizabeth Alexander, Terrance Hayes, Harryette Mullen—many more will prove to be poets with only first or second books under their belts. Though their pages, we will attempt to trace the path their poetry leads; what is their sense of voice? What obligations (if any) do they feel with the writing

that's come before them? What new territories do they claim? It is hoped that the student will come away with a deeper understanding of what elements and issues define the 21st-century African American poetic voice.

### **ENGL 40815. African American Poetry**

(3-0-3) Eady

*Pre/Corequisite:* ENGL 30101

Close readings of selected contemporary African American poets.

### **ENGL 40820. Writing Harlem: Race, Renaissance, and the Modern**

(5-0-3)

*Pre/Corequisite:* ENGL 30101

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 40825. Latino Literature and Visual Culture**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Understanding U.S. Latino/a literature, art, and film through its many allusions to and representations 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/a, African, Asian, and European cultures).

### **ENGL 40850. Advanced Fiction Writing**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

Our chief business in this demanding course will be to give attention to the prose manuscripts of the writers in the class. Writers in any creative prose genre are welcome (fiction, creative nonfiction, graphic novel, hypertext fiction, prose-poetry, and so on). Beyond workshop, we will read and view contemporary texts in various genres and will consider theoretical and practical questions of interest to contemporary writers, including the relationships of writers to the language(s) in which they work; the implications of form, genre, and new and traditional media on the creation and exchange of texts; the relationship of writers to local, regional, national and global communities, and more. Our reading and viewing list will be extensive, and course members will be expected to present and write on assigned texts in addition to submitting their own creative work and weekly written critiques of peer work.

### **ENGL 40851. Advanced Poetry Writing**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An advanced poetry writing workshop.

### **ENGL 40853. Advanced Fiction Writing**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An advanced workshop for students who have already completed several works of fiction and would like to spend a semester working intensively on new pieces. Though most students will be concentrating on stories, novelists and would-be novelists are most welcome. We will criticize contemporary fiction, including our own, and attend on-campus readings. This class is open to students who have successfully completed a fiction writing course (ENGL 20013, 20018, etc). All others should submit a manuscript of 12–20 pages or so to Prof. Valerie Sayers, 356 O'Shaughnessy. Please include an email address for notification. Course requirements: in addition to assigned readings, three complete stories or novel chapters.

### **ENGL 40858. Introduction to African American Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

A broad introduction to the major writings of African Americans.

**ENGL 40870. Advanced Poetry Writing**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An advanced poetry writing workshop.

**ENGL 40871. Advanced Poetry Writing**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

An advanced poetry writing workshop.

**ENGL 40901. Feminist Theory**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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 40903. Deconstruction and Exegesis**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

The aim of this course will be to compare and contrast what one might loosely term ancient (medieval, early modern) and post-modern approaches to the reading of texts, following the twin approaches of theoretical exposition and practical application neither of which can be sustained without the intervention of the other. It will be necessary to rely on concrete examples of the ancient and contemporary methods. The examples in the first half of the semester will be Augustine's *On Christian Teaching* and *Literal Interpretation of Genesis* and Derrida's *Of Grammatology*, *Writing and Difference* and *Dissemination*. This double reading will put us in a position to take as our examples Augustine's *Confessions* and Derrida's *Circonfession* in the second half of the semester. Certain questions—which can sometimes but not always be answered in the conventional sense—will persist during our readings. These will include: What is philosophy? What is literature? What is the relation between philosophy and exegesis? What is the relation between literature and exegesis? What is the relation between philosophy and literature? Language requirement: Latin and/or French desirable but not necessary. Written requirement: one final essay (20 pages) either (1) on one of the texts or authors studied in the course, or (2) applying the methodologies discussed to another philosophical or literary text of your choice.

**ENGL 40906. Gender and Culture**

(3-0-3) Ellmann

*Pre/Corequisite:* ENGL 30101

An introduction to literary theories of gender and culture in film, literature, and other media.

**ENGL 40920. Hermeneutics and Literary Theory**

(3-0-3) Dutt

*Pre/Corequisite:* ENGL 30101

What makes an interpretation of a literary text valid? The reconstruction of what the author meant by his text, intentionalists say. But does one understand enough if one just goes back to what the author had in mind, does one anti-intentionalists ask. Both intentionalists and anti-intentionalists claim to derive their respective hermeneutic norms from insights into the nature of textual meaning in general and literary semantics in particular. This seminar will focus on the relationship between the theory and methodology of interpretation and literary theory. We will analyze major contributions by, among others, Hans-Georg Gadamer, E.D. Hirsch, Paul Ric'ur, Frank Kermode, Umberto Eco, and Richard Rorty. Note: Readings in English and German; discussions in English.

**ENGL 40923. The Poetics of Black Popular Culture**

(3-0-3) Irving

*Pre/Corequisite:* ENGL 30101

This interdisciplinary course focuses on “cultural studies” as a critique of larger systems of domination and will introduce you to major voices of African American critical theory. Paul Gilroy suggests that, “popular culture always has its base in

the experiences, the pleasures, the memories, the traditions of the people.” Black cultural studies is interested in the wider sphere of critical practice, national politics and how popular culture can both resist and perpetuate the idea of America. While visual and literary studies have been seen as historically separate disciplines, we will use theories from each to study those forms of self-representation that defy disciplinary boundaries. With an eye on the way black popular culture is mythologized through commodification and rife with contradictions, we will examine the conflicted ways in which “racial” identities and differences have been constructed throughout U.S. culture. We will consider how new debates about the history of race have changed American literary, historical, and cultural studies. We will put theoretical tracks in conversation with literature, music, visual art, the body, film, and food and use these cultural texts as a method of engaging sustained social and political critique.

**ENGL 40947. Love, Death, and Exile in Arabic Literature**

(3-0-3)

*Pre/Corequisite:* ENGL 30101

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; and alienation, fatalism, and the motif of *Al-Havin Ila Al-Watan* (nostalgia for one's homeland) in modern Arabic poetry and fiction.

**ENGL 41001. Film Melodrama Lab**

(3-3-0)

During the lab times, certain films will be viewed for further discussion in class.

**ENGL 41002. Honors Shakespeare Lab**

(0-0-0)

*Corequisite:* ENGL 40252

The lab will not be used every week but will be available for screenings of Shakespeare films.

**ENGL 41005. Lab: National Cinema: Film, Literature, and Irish Culture**

(0-1-0)

*Corequisite:* ENGL 40511

This is the lab component to be taken in conjunction with ENGL 40511, “National Cinema: Film, Literature, and Irish Culture.”

**ENGL 41011. Television as a Storytelling Medium Lab**

(0-1-0)

*Corequisite:* ENGL 40011

Certain screenings will be viewed for further discussion in class.

**ENGL 41206. Shakespeare and Film Lab**

(0-0-0)

*Corequisite:* ENGL 40206

Certain films will be viewed for further discussion in class.

**ENGL 41527. Transnational Immigration in European Cinema Lab**

(0-0-0)

*Corequisite:* ENGL 40527

Certain films will be viewed for further discussion in class.

**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, Naipaul, Kincaid, and Rhys.

**ENGL 43105. Seminar: The Devotional Lyric**

(3-0-3) Monta

Following the Reformation-era’s massive upheavals came the greatest flowering of devotional poetry in the English language. This body of literature offers its readers the opportunity to explore questions pertaining broadly to the study of religion and literature and to the study of lyric. Early modern devotional poetry oscillates between Eros and agape, private and communal modes of expression, guilt and pride, doubt and faith, evanescence and transcendence, mutability and permanence, femininity and masculinity, success and failure, and agency and helplessness. We’ll follow devotional poets through their many oscillations and turns by combining careful close reading of the poetry with the study of relevant historical, aesthetic, and theological contexts. Students will learn to read lyric poetry skillfully and sensitively, to think carefully about relationships between lyric and religion, and to write incisively and persuasively about lyric. Our authors will likely include William Alabaster, Richard Crashaw, John Donne, George Herbert, Robert Herrick, Anne Locke, Andrew Marvell, Mary Sidney, Robert Southwell, Thomas Traherne, and Henry Vaughan; we may also read some work from earlier and later periods. There will be three major course requirements: (1) regular short written responses to assigned readings (these will be revised and submitted at the end of the course in lieu of a final exam); (2) a poet project (for these projects, each student will be assigned a writer on whom to prepare a brief biography, bibliographic information on the poetry’s publication, and/or circulation history, and an annotated bibliography of major scholarship. These projects will be made available to every student enrolled in the course. We’ll leave the course with a wealth of information about the authors we study); and (3) an 8- to 10-page focused interpretive essay on a topic of the student’s choosing.

**ENGL 43201. Seminar: The Pearl Poet**

(3-0-3)

Close readings of the Arthurian romance of Gawain, *Patience* (the whimsical, pre-Pinnocchio-and-Gepetto paraphrase of the story of Jonah and the whale), *Cleanliness* (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 “Pearl,” who then leads him to the vision of a New Jerusalem whose post-apocalyptic landscape is populated exclusively by throngs of beautiful maidens).

**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 Chretien de Troyes and including

Chaucer’s *Troilus 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: The Canterbury Tales**

(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) Lander

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 43212. Seminar: Mystic Voices**

(3-0-3)

The divine “vision” was a special form of religious experience in medieval Europe. In this class, we will read both primary texts and some modern critical theory to consider texts reporting visionary experience as problems of representation. How could experiences of such intensity be represented in writing? How were they to be interpreted? Who had the authority to do so? Why were visions so much more common to women than men?

**ENGL 43220. Seminar: The Medieval Saint**

(3-0-3) Hall

A close reading of the prose and poetry of selected medieval saints, with particular emphases on expressions of faith and the literary forms used to express that faith.

**ENGL 43222. Seminar: Old English and Middle English**

(3-0-3)

Close readings of selected Old English and Middle English prose.

**ENGL 43223. Seminar: Shakespeare’s Major Tragedies**

(3-0-3) Lander

A close reading of William Shakespeare’s major tragedies, including historical and biographical aspects of the works.

**ENGL 43301. Seminar: Virtue, Sex, and the Good Life: Eighteenth-Century Novels**

(3-0-3) Doody

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 and Her World**

(3-0-3) Doody

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 Eustace Diamonds*, James's *Portrait of a Lady*, Hardy's *Tess of the D'Urbervilles*, Eliot's *Daniel Deronda*, and Collins's *Armada*—that organize themselves around the thoughts and deeds of “bad girls.”

**ENGL 43305. Seminar: Victorian Radicals**

(3-0-3) Maurer

“Fringe” characters in, and elements of, British Victorian literature, with a particular emphasis on a modern world being increasingly defined in economic terms.

**ENGL 43306. Seminar: Romanticism and Human Rights**

(3-0-3)

How the Romantic movement in literature presaged and influenced civic rights on the micro and macro scales.

**ENGL 43310. Seminar: Nature Poetry**

(3-0-3) Sitter

A seminar focusing on the great body of poetry in English of the last two centuries in which “nature” takes center stage, rather than functioning as scenery, with a particular emphasis on the relationship between humankind, nature, and ecology.

**ENGL 43315. Seminar: Poetry and Knowledge**

(3-0-3) Sitter

Readings in poetry and poetics, with a particular emphasis on cognitive, educational, and truth claims for poetry from the Renaissance to the present.

**ENGL 43325. Seminar: Literature of British India**

(3-0-3) Thomas

This course explores the literature of British India from the 1870s through the 1930s, a period that sees the British Empire coming into its peak and also entering into its decline. In many respects, the course functions as a survey, taking in canonical figures in the British tradition (such as Kipling, Forster, and Orwell) and some writers remembered generally for their skill as portraitists of British India. We will emphasize, however, those literary works that posterity has highlighted as having the greatest literary merit. The instructor anticipates a special focus on Rudyard Kipling, including his stories, his *Jungle Book*, the novel *Kim*, and a recent biography of Kipling. The assignments include a short early paper and a longer research paper, supported by exercises in topic selection, source location, bibliographic annotation, and workshoping.

**ENGL 43378. Seminar: Identifying with Characters in Nineteenth-Century Fiction**

(3-0-3) Maurer

Readers of the novel report taking pleasure in identifying with characters, assuming their points of view, and feeling their emotions along with them. This course is designed to explore the strange process through which readers come to feel they share traits with entirely imaginary beings. We will base our investigation on both the philosophy of identification (David Hume and Adam Smith), the psychology of identification (Sigmund Freud), novels featuring beloved literary characters (Charlotte Brontë's *Jane Eyre*, and Charles Dickens's *Great Expectations*), and novels that respond to or even recapitulate those same characters (Bharati Mukherjee's *Jasmine* and Lloyd Jones's *Mister Pip*). Through a series of short response papers,

students will form a research question touching on this topic, which they will then develop into a seminar-length paper through research, rough drafts, and revision.

**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, Fauset, 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) Huk

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 43404. Seminar: Modernism, Modernity, and Modernization**

(3-0-3)

A study of questions relating to modernism as a literary period and historical concept.

**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 43410. Seminar: Feminism, Print, and Spectacle in the Twentieth Century**

(3-0-3) Green

How feminist cultures of the 20th century have engaged print culture and visual culture in imaginative ways to carve a space for discussions of women’s issues.

**ENGL 43411. Seminar: Twentieth-Century British Women Writers**

(3-0-3) Green

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 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 we have come to call the Anglo-Irish, including Swift, Berkeley, Edgeworth, and Goldsmith.

**ENGL 43504. Seminar: Modern Irish Fiction**

(3-0-3) Smyth

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 43505. Seminar: Gender Troubles: Contemporary Irish Fiction**

(3-0-3) Harris

In this course we will be looking at the relationship between gender politics and national politics as it plays out in the development of Irish fiction after the era of James Joyce. Focusing on Irish novels and short stories that were groundbreaking and/or controversial in terms of their exploration of gender and sexuality, the course will also investigate the historical contexts in which they were produced and the controversies they produced. Our investigation will focus on the question of how the “trouble” generated around these controversial explorations of gender and sexuality relates to other kinds of trouble that have shaped the history of 20th-century Ireland. We will begin with the reaction against government censorship in the Irish Free State during the 1930s and 1940s, follow the emergence of Irish women writers and Irish feminism from the 1950s to the 1980s, and conclude with the rise of gay and lesbian Irish writers in the 1990s and early-21st century. Students will be responsible for several short response papers, at least one in-class presentation, and a 20- to 25-page seminar paper.

**ENGL 43521. Seminar: Love, Sex, and Marriage in Middle English Literature**

(3-0-3) Ziemann

The idea of “love at first sight,” lyrics on the pain of unrequited love, the genre of “romance”—all of these are arguably inventions of the Middle Ages. This course will examine the complex and elaborate discourse of “love” that dominated literary and even spiritual writings of the late-medieval period. In particular, we will be looking at the literature of late medieval England, and, more specifically, how writers placed this highly romanticized conception of love in dialogue with the more pragmatic and earth-bound topics of sex and marriage. Reading texts as varied as Chaucer’s infamous “Wife of Bath,” with her five successive husbands, Margery Kempe’s description of her mystical marriage to the Godhead, and romantic entrapment of *Sir Gawain and the Green Knight*, we will ask what made these topics so compelling to medieval writers and what relation, if any, their stories bore to actual contemporary practices of marriage and courtship. The research component of the course will survey different kinds of research frameworks to help enrich our understanding of the texts from both historical and theoretical perspectives, allowing students to create research projects tailored to their own interests and talents, leading up to writing of a 20-page research paper.

**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 43603. Seminar: The American Renaissance**

(3-0-3) Gustafson

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 political slogan, while Transcendentalist writers such as Ralph Waldo Emerson considered the living voice to be superior to the dead letter. 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 (roughly 1835–65). We will explore the cluster of meanings that antebellum Americans attached to voice and examine the social and literary issues that these conceptions of voice prefigured. Our readings will include works by Emerson, Henry David Thoreau, Emily Dickinson, Walt Whitman, Frederick Douglass, Herman Melville, Harriet Beecher Stowe, Nathaniel Hawthorne, and Edgar Allan Poe. The major requirement for the course is a research paper of approximately 20 pages, produced in stages.

**ENGL 43616. Seminar: American Literature in the World**

(3-0-3) Gustafson

How does the world influence America? What is the place of America in the world? In this course we will read poetry, plays, manifestos, and works of fiction that suggest many answers to these questions. Conversation will provide an organizing theme as we venture around the globe and range across time from Shakespeare to the present. Our readings will be grouped into units that focus on different modes of literary relationship and are likely to include *The Tempest*, *The Scarlet Letter*, and *The Last of the Mohicans*; poetry by Anne Bradstreet, Walt Whitman, and Langston Hughes; fiction by Honoré de Balzac, Joseph Conrad, Chinua Achebe, Maryse Condé, Jhumpa Lahiri, and Toni Morrison; Thoreau’s *Civil Disobedience* and works it influenced by Mahatma Gandhi, Martin Luther King Jr., and Nelson Mandela; and plays by Arthur Miller and Melinda Lopez. Course requirements include regular participation and in-class assignments; several short papers; one 5-page paper; and a 10-page paper.

**ENGL 43701. Seminar: Southern Fiction**

(3-0-3) Sayers

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 43705. Seminar: Realism and Naturalism**

(3-0-3)

A close examination of American literature written between 1800 and 1900.

**ENGL 43721. Twentieth-Century American Fiction**

(3-0-3)

Beginning with F. Scott Fitzgerald’s *Jazz Age* and ending with Toni Morrison’s *Jazz*, a study of thematic commonalities and dissonances in selected 20th-century American novels.

**ENGL 43730. Seminar: American Film**

(3-0-3) Krier

Presentations and discussions of the several genres of film produced in America since the early 1900s.

**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 U.S. culture.

**ENGL 43804. Seminar: Memory in Latino/a Literature**

(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, and Martin 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 43809. Seminar: Literatures of Early American Contact**

(3-0-3)

Literatures of Early American Contact explores the history, narrative, and poetry emanating from the early centuries of European exploration and conquest in the Americas. Beginning with texts attributed to Columbus, working through accounts of Spanish conquests, and ending with New England history and literature, we ask questions about the role of violence, empire, religion, and Native American resistance in the shaping and development of culture and identity in Latin America as well as in the United States.

**ENGL 43810. Seminar: Latino Literature**

(3-0-3)

A close examination of the historic, cultural, and artistic foundations of selected Latino writers.

**ENGL 43920. Seminar: Contemporary Women Writers**

(3-0-3)

Although the range and productivity of American women writers over the last two centuries has been enormous, the proliferation of extremely accomplished and important women writers has virtually mushroomed in the last few decades, embracing leading poets (such as Elizabeth Bishop and Adrienne Rich), leading novelists (such as Toni Morrison and Alice Walker), and altogether new voices, such as the Chicana poet Lorna Dee Cervantes, the Asian American novelist Amy Tan, and the native American fiction writer Susan Power (to name only a few). As a consequence, we 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, but then with a tight focus on four of the best (two poets and two fiction writers). Since this is a seminar, students will be expected to participate in genuine class discussion, to develop a rationale for how to interpret these works (i.e., the most suitable critical perspective for given works or authors), and to do some external readings by and on one author of their choice for the final project. Written assignments will range from occasional 1-page responses to the longer final project, with one short- and one medium-length paper in between. At the end of the course, we will hope that students, male and female, will have been inspired by one of these writers to produce creative work of their own. And if this is true, students' own work (if of high quality) can be substituted for one of the assignments.

**ENGL 47999. Special Studies**

(V-0-V)

Independent study under the direction of a faculty member.

**ENGL 50202. Early Chaucer**

(3-0-3) Frese

If Chaucer had never written *The Canterbury Tales*, his claim upon our attention as one of the greatest poets ever writing in the English language would be secure based on the earlier works that will occupy us as readers/ writers/ discussants during this term: *Book of the Duchess*, *House of Fame*, *Parliament of Fowls* and the magnificent *Troilus and Criseyde*. Additionally we will certainly read some—or all—of the short poems that—along with *Canterbury Tales* (which we will not read)—comprise the Chaucer canon. No prior experience with Middle English is required. Requirements: a midterm, a final, and a term paper. Text: Larry Benson's *The Riverside Chaucer* or any scholarly edition of the early poems named above.

**ENGL 50415. The Art and Practice of Screenwriting**

(3-0-3)

*Corequisite:* FTT 41415

Filmmaking is always, at first, thinking and writing. This is a workshop for current and would-be screenwriters, to develop original ideas for the screen and to practice those techniques whereby those ideas can be translated into cinema on the page. Coursework will involve many short writing exercises and finally a script for a 20-minute film. There will also be a required lab screening.

**ENGL 52998. Honors Thesis**

(3-0-3)

Arranged by department honors advisor. Credits for research and writing honors thesis.

**ENGL 52999. Honors Thesis**

(3-0-3)

Arranged by department honors program advisor. Credits for research and writing honors thesis.

## University Writing Program

### **FYC 11050. First-Year Composition Summer Studio**

(0-6-0)

*Corequisite:* FYC 13150

Students in the First-Year Composition Summer Program also enroll in the Summer Studio, FYC 11050, which meets in a computer lab on campus. In the studio, students practice academic writing conventions, draft and revise assignments, and meet with a writing specialist. This course is a corequisite of FYC 13150. (Zero credits)

### **FYC 12100. First-Year Writing Tutorial**

(0-1-1)

Students enrolled in the First-Year Writing Tutorial either will have completed or will be concurrently enrolled in First-Year Composition. The tutorial will provide supplemental one-on-one writing instruction, with a focus on developing the fundamental skills needed to think critically and write clearly. This course will require intensive practice discovering topics, drafting ideas into essay form, evaluating drafts, and revising writing. Students will learn strategies to clarify their ideas, organize their writing, and successfully use academic writing conventions. These skills will be practiced within the context of writing assignments students are working on in First-Year Composition and other first-year classes.

### **FYC 13090. Introduction to Academic Writing and Research**

(3-0-3)

The aim of First-Year Composition 13090 is to give students a thorough overview of the conventions of academic writing and research. During the course of the term, students will write three kinds of papers: (1) a “framed” argument that integrates an interpretation of different readings; (2) a “researched” argument based on both assigned readings and library sources; and (3) rhetorical analyses that entail focusing on how writers use language to fulfill their goals. These papers help students come to terms with the conventions of academic writing and argument, preparing them for the kind of writing assignments they will encounter in FYC 13100 and other writing-intensive courses. Unlike in FYC 13100, however, students in FYC 13090 write papers that are relatively brief, allowing extra time and opportunity to practice and cultivate their revision skills.

### **FYC 13100. First-Year Composition**

(3-0-3)

First-Year Composition is designed to help students learn how to identify an issue amid conflicting points of view and craft an argument based on various sources of information. The course stresses the identification and analysis of potential counter-arguments and aims to develop skills for writing a research proposal, for conducting original research, and for using print and electronic resources from the library.

### **FYC 13150. First-Year Composition Summer Seminar**

(3-0-3) Clauss

Identical in its aims as First-Year Composition courses offered during the traditional school year, students in FYC 13150 learn how to identify an issue amid conflicting points of view. The course stresses argument and aims to develop skills for writing researched essays that incorporate academic and popular sources. (Three credits)

### **FYC 13200. Community-Based First-Year Composition**

(3-1-3)

In cooperation with the Center for Social Concerns, these sections of composition place students in learning situations in the wider community where they are in contact with people who are dealing with the specific content issue of their section. Because the necessary time commitment for these sections is greater, students are awarded an extra credit-hour for their enrollment (four instead of three). We welcome students with commitment to social justice and community service to enroll.

### **FYC 13300. Multimedia First-Year Composition**

(3-0-3)

Because researching and composing arguments is increasingly linked to technological tools, multimedia sections of First-Year Composition teach students how to make the most of a wide array of resources. From standard tools such as Microsoft Word, to more powerful websites and software, students in multimedia sections use composition technology to its fullest while exploring the unique opportunities and challenges of composing in the 21st century. While students do not need any prior technological skills, they should be ready to learn many of these skills over the course of the semester. Students will be required to bring a wireless laptop to class and to keep their laptops functioning properly throughout the semester.

### **FYC 13400. Advanced First-Year Composition**

(3-0-3)

Advanced First-Year Composition is a writing workshop designed as an elective for students who have advanced placement credit for First-Year Composition but who seek opportunities to enhance their academic writing skills. Space is limited.

### **FYC 13500. Advanced First-Year Multimedia Composition**

(3-0-3)

Advanced First-Year Multimedia Composition is a writing workshop designed as elective for students who have advanced placement credit for First-Year Composition but who seek opportunities to enhance their academic writing skills and the related technological skills outlined in the course description for FYC 13200. Space is limited.

## Film, Television, and Theatre

### FTT 10101. Basics of Film and Television

(3-0-3)

*Corequisite:* FTT 11101; FTT 12101

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-scène*, 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 10701. Introduction to Theatre

(3-0-3)

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 10801. Introduction to Acting: Acting for the Non-Major

(3-0-3) Smith

This course will introduce the non-theatre major to the craft of acting. Using improvisation, text analysis, and scene study, it will explore the techniques and practices of acting. This participatory course will involve short student presentations, as well as written components.

### FTT 10900. Script Analysis and Dramaturgy

(3-0-3)

In this course, students will learn: (1) how to read and interpret a playscript for production (script analysis); and (2) how to read and understand a dramatic text in terms of its historical and literary contexts (dramaturgical analysis). First-year students only.

### FTT 11101. Basics/Film and Television Lab

(0-0-0)

*Corequisite:* FTT 10101; FTT 12101

During the lab times, certain films will be viewed for further discussion in class.

### FTT 11182. Fine Arts University Seminar Lab

(0-0-0)

*Corequisite:* FTT 13182

Certain films will be viewed for further discussion in class.

### FTT 12101. Basics of Film and Television Tutorial

(0-0-0)

*Prerequisite:* FTT 10101 (MAY BE TAKEN CONCURRENTLY) OR FTT 20101 (MAY BE TAKEN CONCURRENTLY)

A tutorial in conjunction with Basics of Film and Television.

### FTT 13182. Fine Arts University Seminar

(3-0-3)

*Corequisite:* FTT 11182

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 20009. Broadway Theatre Experience

(1-0-1) Donnelly

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, 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.

### FTT 20101. Basics of Film and Television

(3-0-3)

*Corequisite:* FTT 12101; 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-scène*, 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 20260. La telenovela: History-Culture-Production

(3-0-3)

In this course, you will explore the genre of the telenovela (a major social, cultural, political, and economic force in Latin America and, more recently, in the United States) by reading about the genre (in Spanish) and watching two condensed telenovelas (also in Spanish). You will demonstrate your understanding of the telenovela and its importance in Hispanic culture through writing and discussion and through application of these ideas as you write, produce, direct, act in, record and edit a mini-telenovela as a class. During this process you will learn and apply basic production (videography) and post-production (computer-based video and audio editing) techniques. Course taught in Spanish.

### FTT 20280. Culture, Media, and Entertainment in China Today

(3-0-3)

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. Fulfills international requirement.

### FTT 20701. Introduction to Theatre

(3-0-3)

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)

This course will explore the duties and functions of the stage manager in both the preproduction and the 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. Theatrical Production**

(3-0-3)

A practical introduction to techniques, processes, and material. The student will explore traditional and modern theatrical production methods: carpentry, rigging, scenic painting, lighting, basic technical drafting, equipment use, safety, material handling, and costume construction sewing techniques. Students will gain practical experience participating on realized projects and productions.

### **FTT 20704. Theatre, History, and Society**

(3-0-3)

This course treats theatre as a culture industry and employs the case-study approach to examine deeply selected periods and sites in theatre history to understand the theatrical event and how it was marketed and to whom, and what cultural attitudes prevailed. Each case study will emphasize theatre as a site of cultural debate and political and social change, while considering the larger question of the role of representation in human society through time. Must be enrolled in FTT. Interested non-majors, by permission of instructor. Theatre, History, and Society is one of the four core course requirements for the theatre concentration and, ideally, should be taken by the end of the student's sophomore year.

### **FTT 20705. Performance Analysis**

(3-0-3)

Performance Analysis moves beyond analysis of scripts to teach a student how to "read" a performance. How do we understand an artist's choices in a given performance? Can we determine who is responsible for every choice in a production? Attention will be given to the role of each individual theatre artist and how the collaborative process evolves. This course will introduce theories of representation and interpretation and will involve analysis of both performances and text. This is part of the new theatre core concentration curriculum.

### **FTT 20801. Introduction to Acting: Acting for the Non-Major**

(3-0-3)

This course will introduce the non-theatre major to the craft of acting. Using improvisation, text analysis and scene study it will explore the techniques and practices of acting. This participatory course will involve short student presentations as well as written components.

### **FTT 20900. Script Analysis and Dramaturgy**

(3-0-3)

In this course, students will learn: (1) how to read and interpret a playscript 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 21001. Acting: Process**

(3-0-3)

Acting: Process introduces the beginning actor to the basic philosophies and techniques of stage acting. This course engages both the creative and analytical processes that lead to truthful and believable behavior on stage. Exercises geared toward heightening awareness of your physical self and your environment will lead to text analysis and culminate in basic scene studies. Students will prepare and rehearse scenes outside of class with a partner for in-class performance and evaluation. Written textual analysis including, detailed character study, is required for all scene work. This course is appropriate for all students interested in performing themselves and/or guiding the performance of others.

### **FTT 21007. Writing for Screen and Stage 1**

(3-0-3)

This class 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.

### **FTT 21008. Playwriting Toward Production: New Strategies, New Voices**

(3-0-3)

This playwriting workshop course introduces the student to new playwriting strategies and current shifts in writing techniques for performance, with the objective of the actual production of his/her own original dramatic text at the end of the course. The student applies strategies and techniques learned in class to exercises in writing and to the creation of a dramatic text, as he conceives of his text in both dramatic and theatrical terms. Through the progressive workshop and critique of his work in class, the student understands the strengths and weaknesses of the text in terms of the actor's total instrument, the aspirations and obstacle of character, narrative strategies, approaches to form, metaphor and image, design and movement, language and meaning, and, most importantly, his/her vision as playwright. As the student embarks on this process, he/she visualizes, hears, imagines, and eventually executes the transfer of his/her work from the original concept to a performance that will convey his urgent message and ask our world new questions.

### **FTT 21101. Basics/Film and Television Lab**

(0-0-0)

*Corequisite:* FTT 12101; FTT 20101

During the lab times, certain films will be viewed for further discussion in class.

### **FTT 30004. Makeup for the Stage**

(3-0-3)

The theory and practice of makeup design, including: basic techniques, corrective, old age, and special character makeup. Requirements: attend class and makeup demonstrations, practical makeup design projects, midterm exam, and final exam project. Students will provide their own supplies. Due to the practical nature of the class, all male students need to be clean-shaven.

### **FTT 30005. History of Costume**

(3-0-3)

This course is an overview of the history of costume and fashion from the Egyptian cultures through the 20th century. The course will look at the ever-changing trends in clothing and provide an understanding of the cultural and historical effects of those changes. The class will investigate how fabric, style, color, and the psychology of clothing reflects personal choice, cultural impressions and historical perspectives.

### **FTT 30008. Love and Death in Classical Japanese Drama**

(3-0-3)

An introduction to Japanese classical theater (Noh, Kyogen, Bunraku, and Kabuki) through readings and videotapes of selected plays.

### **FTT 30009. Contemporary Plays**

(3-0-3)

This course will familiarize you with major plays and playwrights of the past 20 years. You will examine the style, structure and societal context of each play. Specific focus will be given to the demands each play requires of the artistic staff. Emphasis will also be placed on your ability to evaluate and articulate thoughts about theatrical concepts and performances. Contemporary Plays fulfills the dramatic literature requirement for the theatre major.

### **FTT 30014. Acting for the Camera**

(3-0-3)

*Prerequisite:* (FTT 21001 OR FTT 30410)

*Corequisite:* FTT 31014

This is an upper-level acting class is designed for both acting and film/video students. The course will focus on techniques for effective on-camera performance. Students will learn the mechanics of working on a set in addition to methods for applying traditional acting training to film, television/industrial, and commercial work.

**FTT 30101. History of Film I**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)*Corequisite:* FTT 31101

This course traces the major developments within the history of U.S. and international cinema from its beginnings to 1946. It 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 social, economic, technological, and aesthetic forces that have shaped them.

**FTT 30102. History of Film II**

(3-0-3)

*Prerequisite:* (FTT 30101 OR FTT 30461)*Corequisite:* 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 auxiliary marketing outlets, and the globalization of cinema. The course will not be limited to Hollywood filmmaking, but will also look at various international movements, including Italian neorealism, the French new wave, and recent Asian cinemas.

**FTT 30103. Teen Culture**

(3-0-3)

*Prerequisites:* (FTT 10101 OR FTT 20101)*Corequisite:* FTT 31103

Adolescence has long been recognized as a period of life marked by physical and psychological changes, but it was only in the 20th century that people experiencing these changes became known as “teenagers.” This class examines the history and significance of teens’ culture and the films and television programs that have represented teens’ experiences.

**FTT 30230. Australian Cinema**

(3-0-3)

*Corequisite:* FTT 31230

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 outbreak vs. the city, tourism and the film industry, the role of film festivals, and more.

**FTT 30231. Comedy, Italian Style!**

(3-0-3)

*Corequisite:* FTT 31231

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. 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.

**FTT 30232. National Cinema: Irish Cinema/Culture**

(3-0-3)

*Corequisite:* FTT 31232

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 film international area requirement.

**FTT 30233. New Iranian Cinema**

(3-0-3)

*Corequisite:* FTT 31233

This seminar course will take up a selection of the best of the new wave of Iranian cinema 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 persistent influence of a 2,500-year old, popular Persian poetic tradition in the inspiration and refinement of this unexpected and celebrated cultural phenomenon.

**FTT 30235. Italian National Cinema**

(3-0-3)

*Corequisite:* 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 construction of national identity in film.

**FTT 30236. Introduction to Japanese Popular Culture**

(3-0-3) Shamoon

*Corequisite:* FTT 31236

This course will examine postwar Japanese popular culture using the theories and methods of cultural studies, media studies and gender studies. We will explore some of the primary sites of postwar popular culture across media, as well as emphasize the theoretical distinctions between those media. Rather than following a chronological order, the course will be grouped into sections by media, including novels, film, television, manga, and anime. As we discuss issues specific to each of these media and across genres, however, our discussion will be framed by some key questions: What was the role of popular culture in defining a national identity in the postwar? What role did foreign influences, most importantly, American pop culture play? How have popular culture texts spoken to and defined specific audiences (for instance, teenagers, women, non-Japanese)? This course is taught in English, and no knowledge of the Japanese language is required.

**FTT 30241. New Chinese 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 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 United States (but all with English subtitles). No prior knowledge of Chinese language, culture, or history is required.

**FTT 30244. Cruel Stories of Youth: Children and Teens in Japanese Film**

(3-0-3)

From the wide-eyed children of anime to the crazy street fashions of Harajuku, images of kids and teens in Japanese popular culture are now distributed and consumed around the world. How then are those young audiences depicted and addressed within Japanese popular culture? What aspects of childhood or teen identity are repeated across generations? In order to answer these questions, we will look at Japanese films, including animation, from across the 20th century, that represent children and teens from a variety of perspectives, from the celebration of innocence to the threat of juvenile delinquency. In addition to analyzing representations of children and teens, students will also gain familiarity with Japanese film history and genres, and develop the critical vocabulary of film analysis. All films will be subtitled. There will also be secondary readings in cultural studies and film studies, relating to the films we watch in class. Assignments will include an oral presentation, several short writing assignments, a film viewing journal, and a longer paper.



**FTT 30245. On Stage and Screen: French Theater and Film from 1900 to 1967**

(3-0-3)

This course will examine the parallel and related evolutions of theater and film from the beginning of the 20th century to the eve of May 1968. We will study the principal playwrights and film makers, works, and movements as well as the manner in which these works both expressed and influenced the dominant ideological trends and aesthetic movements of the first two-thirds of the century. Texts by Anouilh, Artaud, Beckett, Camus, Claudel, Cocteau, Giraudoux, Ionesco, and Sartre. Films (or excerpts of films) by Carne, Cocteau, Godard, Marker, Resnais, and Renoir. Requirements: one oral presentation, two papers, final examination.

**FTT 30246. Post-Soviet Russian Cinema**

(3-0-3)

Freed from the constraints of Soviet-era censorship, in the period 1990–2005, Russian filmmakers 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 formerly 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.

**FTT 30248. Black Arts**

(3-0-3)

This course offers a survey of black diasporic artistry. At the same time, it is an ongoing analysis of how these artists asked, "what constitutes the African Diaspora in divergent and convergent ways. The main goal of the course is not simply to label certain artists as part of this diasporic formation, but to understand how artists reflected upon their participation in it (and, in some ways, outside of it). We will focus primarily on this conversation's development from the interwar period of the 20th century to the turn of the 21st century through poetry, prose fiction and nonfiction, film, television, and dance. From the United States, we will look at how creative intellectuals such as the poet Langston Hughes, dancer and anthropologist Katherine Dunham, novelist and anthropologist Zora Neale Hurston, fiction writer and essayist Richard Wright, and journalist Alex Haley used art to understand their relationship to black peoples in the Caribbean, Europe, and Africa, along with key events impacting those different geographies. But the course will also consider how black creative intellectuals outside the United States reflected on their relationship to the diaspora. These will include Algerian philosopher Frantz Fanon, Cuban poet Nicolás Guillén, Nigerian musician Fela Kuti, and Pulitzer-Prize winning poet Derek Walcott. In exploring different conceptions of diaspora, we will encounter other themes including the idea of overlapping diasporas, black nationalism, the body, and the significance of translation to cultural solidarity and difference.

**FTT 30249. Masters of Contemporary Chinese Cinema**

(3-0-3) Lin

*Corequisite:* FTT 31249

This introductory film course showcases master directors and major films from China, Hong Kong, and Taiwan. Students will learn to appreciate Chinese cinema both for its content and techniques, while familiarizing themselves with social and political changes under which these films were produced in Greater China. We will examine cinematic accomplishments by master directors and analyze how they recreate for the audience different Chinese societies on the screen. This course is taught in English. No prior knowledge of Chinese is required.

**FTT 30406. The Art and Practice of Screenwriting**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)*Corequisite:* FTT 31406

Filmmaking is always, at first, thinking and writing. This is a workshop for current and would-be screenwriters, to develop original ideas for the screen and to practice those techniques whereby those ideas can be translated into cinema on the page. Coursework will involve many short writing exercises and finally a script for a 20-minute film. There will also be a required lab screening.

**FTT 30409. The Art and Science of Filmmaking**

(3-0-3)

*Prerequisite:* FTT 10101 OR FTT 20101

This course is a behind-the-scenes look at the artists and craft people that work together to create both theatrical films and television programs. We will explore the many roles people play as well as the techniques and equipment used to make movies, specifically the director, producer, and cinematographer's relationship on a production. This study will combine history, technology and the politics of both big budget shows and independent cinema. We will also follow a case study about the making of *Heaven's Gate*. This is a course about film production without 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. There will be screenings, a midterm, and final paper (10 pages) regarding a chosen researched topic about filmmaking.

**FTT 30410. Introduction to Film and Television Production**

(3-3-3)

*Prerequisite:* (FTT 10101 OR FTT 20101 OR FTT 20102)*Corequisite:* FTT 31410

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:* (FTT 10101 OR FTT 20101)

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 30412. Digital 3-D**

(3-0-3)

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.

**FTT 30413. Interactive Media Motion Graphics**

(3-0-3)

This advanced multimedia course will give the studio, design, FTT, or CAPP major an introduction to the design of motion graphics. Students will develop short information movies, movie trailers, or movie opening sequences. The course will use Apple's Motion software and cover basic DVD and Quicktime movie

development. Skill with various graphics software useful, with expertise in Adobe Photoshop very important.

#### **FTT 30414. JavaScript: Making the Web Behave**

(3-0-3) Nunemaker

JavaScript is a forgiving and wonderfully simple, yet powerful programming language. It was designed to be easy for non-programmers to use and is now an essential part of the web, powering rich interactions in sites such as Facebook, Gmail, and Mobile Me.

#### **FTT 30430. History of Documentary Film**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)

*Corequisite:* FTT 31430

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 uses 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: Film and Popular Music**

(3-0-3)

*Corequisite:* FTT 31436

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.

#### **FTT 30437. Topics: Film and Popular Music**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)

*Corequisite:* FTT 31437

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.

#### **FTT 30450. Television Criticism and Aesthetics**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101 OR FTT 20102)

*Corequisite:* FTT 31450

This course builds upon the concepts that students are introduced to in Basics of Film and Television and offers more advanced study of television criticism and aesthetics. We will seek, first of all, to understand television as a unique meaning-producing medium, dissecting television's narrative and non-narrative structures and its distinctive visual and aural aesthetic. Second, we will confront the critical methodologies that have been applied to the medium under the rubric of academic

television studies: semiotics, genre study, ideological analysis, cultural studies, and so on. Thus, our goals will be to understand how television makes meaning and to explore how media scholars approach television in meaningful ways. The course will be a combination of lecture and discussion, and the assignments will include a midterm and final, as well as a handful of short papers and reading responses.

#### **FTT 30461. History of Television**

(3-0-3)

*Corequisite:* FTT 31461

Television has been widely available in the United States for only half a century, yet already it has become a key means through which we understand our culture. Our course examines this vital medium from three perspectives. First, we will look at the industrial, economic and technological forces that have shaped U.S. television since its inception. These factors help explain how U.S. television adopted the format of advertiser-supported broadcast networks and why this format is changing today. Second, we will explore television's role in American social and political life: how TV has represented cultural changes in the areas of gender, class, race, and ethnicity. Third, we will discuss specific narrative and visual strategies that characterize program formats. Throughout the semester we will demonstrate how television and U.S. culture mutually influence one another, as television both constructs our view of the world and is affected by social and cultural forces within the United States.

#### **FTT 30462. Broadcast Journalism**

(3-0-3)

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 30465. Sports and Television**

(3-0-3)

Sports have played an integral role in the television industry since the 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.

#### **FTT 30466. Film and Digital Culture**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)

*Corequisite:* FTT 31466

This class examines the many and varied ways in which new digital technologies are changing traditional methods of film production, distribution, exhibition, and reception. Some of the topics we will explore include: the impact of digital cameras and editing on film production; new narrative structures that result from the temporal and spatial manipulations of digital technology; new media in animation; the legal issues raised by digital technologies and the industry's efforts to combat piracy; new forms of audience engagement through fan websites; the implications of DVD extras; and the future of digital video in the home.

**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.

**FTT 30500. Questions of Homosexuality in Film and Literature**

(3-0-3) Jerez-Farran

This course will introduce students to many of the critical perspectives and theories that enliven contemporary literary and cultural studies on gay and lesbian film and literature. Throughout the semester, we will examine a collection of films and literary texts by self-identified gay and lesbian writers and/or by authors who deal with gay and lesbian themes and characters, irrespective of their sexual identity. Through the analysis of the selected texts, we will also examine the history, politics, and theoretical arguments, both current and historical, that deal with homosexuality to see how this human phenomenon and its cultural expression has affected and been affected by heterosexual culture and the conflicts that have arisen between them. We will also explore how sexual and gender norms are constructed historically and culturally; how sexual and gender norms affect gay, lesbian and heterosexual people's development and self-perception; how new definitions and theories of human sexuality generated by gay and lesbian individuals and communities present alternatives to dominant heterosexist traditions. One of the main objectives of this interdisciplinary course is to open intellectual dialogue, to broaden students' awareness of the human experience at the same time we acquaint ourselves with some of the most intellectually interesting works that have stemmed from gay inspiration. Films to be studied will include a selection from the following list: *Beautiful Thing* (Hettie Macdonald); *Boys don't Cry* (Kimberly Peirce); *Brokeback Mountain* (Ang Lee); *Love's the Devil* (John Maybury); *Saving Face* (Alice Wu); *Stage Beauty* (Richard Eyre); *All About My Mother* (Pedro Almodóvar); *Another Gay Movie* (Todd Stephens); *Nico and Dani* (Francesc Gay), and *The Celluloid Closet* (Rob Epstein). There will also be literary texts used in this class.

**FTT 30800. Scenic Painting**

(3-0-3)

An introduction to the tools and techniques used in painted and textured scenery for the stage and screen. Students will learn and apply the variety of methods used in creating a wide range of painted effects; from the basic wood treatments to the advanced marbling and faux finishes. Outside of class painting time will be required.

**FTT 30801. Scene Design and Techniques for the Stage**

(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. Materials fee TBA.

**FTT 30802. Lighting Design and Methodology**

(3-0-3)

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)

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 30804. Draping and Flat Patternmaking**

(3-0-3)

*Prerequisite:* FTT 20703*Corequisite:* FTT 31804

Students will learn how to develop sewing patterns for theatre costumes through the two standard methods used in the profession: draping and flat patternmaking. Students will learn the basics of creating various patterns needed to construct contemporary and period costumes for stage and film.

**FTT 30900. Advanced Dramaturgy**

(3-0-3)

*Prerequisite:* FTT 20900

This course will give students the opportunity to create their own full length dramaturgical projects, such as adaptations, translations, preparing texts for the stage, and/or creating program and study guides for particular plays. Independent, individual projects will be central. Students will be expected to present their work (as staged readings, presentations, etc.) for the public.

**FTT 30901. The Hyphenated American**

(3-0-3)

This course will engage theatrical works for, by, and about hyphenated Americans (African Americans, Asian Americans, etc.) Students will see live theatre, theatre on video, and interviews with dramatists and performers. Reading and understanding plays and various theoretical materials on race, culture and immigration will also be vital components of the course. The course will require a large research project based on a topic of the students' choosing.

**FTT 30902. Beyond Beans and Rice: Theatre from Latin America**

(3-0-3) Prizant

What does popular theatre look like beyond our borders? What can we learn from artistic choices in Mexico, Argentina, or Cuba? This course will serve as an introduction to contemporary plays, playwrights, and performances from Latin America. Models from South America, Central America, North America, and the Caribbean will be included (in English) to give students an overview from a sampling of the Spanish-speaking world. Students will be expected to read plays and articles, analyze scripts and performances, give creative and/or historical presentations about contexts in Latin American countries, participate in discussions about theatrical methods and materials, and research areas of particular interest to them. No previous Spanish language or acting experience is necessary.

**FTT 31001. Acting: Character**

(3-0-3)

*Prerequisite:* FTT 21001

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:* FTT 21001

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. Theatre Production Workshop**

(V-0-V)

*Prerequisite:* FTT 21001

A workshop course in the process of theatre production in which students assume a major nonperformance production responsibility including, but not limited to stage manager, assistant stage manager, prop master, costumer, technical director, or assistant director. This course can be repeated for up to four hours credit. Requires instructor's permission.

**FTT 31006. Directing: Process**

(3-0-3)

*Prerequisite:* FTT 21001

Directing: Process introduces students to the basic philosophies and techniques of stage directing. This course is appropriate for any student interested in learning how to tell compelling stories through the use of textual analysis, dramatic action, and persuasive visuals. Students will learn how to analyze text, select a script for production, strategize for production meetings and rehearsals, and represent ideas visually. This course will also include an introduction to an exciting new directing technique known as viewpoints. Students will have the opportunity to prepare, cast, and rehearse scenes outside of class that will culminate in an end-of-semester showcase performance. Script analyses will be acquired in relation to scripts read throughout the semester, while both script analyses and prompt books will be required in relation to your final scene showing at the end of the semester.

**FTT 31007. Writing for Screen and Stage II**

(3-0-3)

Advanced class for students interested in completing a major writing project for reading/staging at the end of the semester. Writing for Screen and Stage I is not a prerequisite, but Writing for Screen and Stage II is by application only.

**FTT 31012. Approaches to Acting for Stage and Screen**

(3-0-3)

An active and participatory overview of several techniques that actors and directors can employ for the best results in any given situation whether it be on the stage or in front of the camera. Discover what process will work for you and/or your actors! Methods explored in the course will include Stanislavski, Grotowski, Meisner, viewpoints, and Suzuki.

**FTT 31013. Performance, Culture, and Creativity**

(3-0-3)

Performance, Culture, and Creativity seeks to integrate cultural experiences with the intellectual practice of examination and discovery. The focal point of the course requires students to identify the cultural and universal semiotics in stage plays and then to create performances based on their research. Theatre becomes the framework you will use to make sense of disparate realities. We will look at theatre as both an artistic endeavor, and more specifically, as subjective experiences that occur for each individual in drastically different ways—dependent upon that person's cultural background and current environment. This course is intended for the student who has recently returned from studying abroad, but all students are welcome.

**FTT 31016. Shakespeare on the Page and on the Stage**

(3-0-3)

Meet—or reacquaint yourself with—Shakespeare in a class that will examine his works from both literary and performative perspectives. Close textual readings of the plays will find realization in class performances of scenes and soliloquies. Co-taught by a former chair of Princeton's English Department and a professional actor trained in London and the United States.

**FTT 31410. Introduction to Film and Television Production Lab**

(3-3-3)

*Corequisite:* FTT 30410

A lab course in the fundamentals of writing, shooting, editing, and lighting for narrative film and video productions. This is a hands-on production course emphasizing aesthetics, creativity, and technical expertise. Expect significant

amounts of shooting and editing outside of class, as well as helping classmates on their shoots. Materials fee required.

**FTT 35501. Media Internship**

(V-V-V)

Film, television, and theatre 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, a radio station, video production company, film production company, or similar media outlet. Interns must work 10–15 hours per week and compile 150 work hours by the end of the semester. Interns will complete a project, midsemester progress report, and a final evaluation paper. Students can only apply 3 credits in internships toward their major. Permission of instructor by application. Application can be obtained from website, [nd.edu/-ftt/](http://nd.edu/-ftt/), or in FTT office.

**FTT 40000. CAD for the Stage**

(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 computer systems is necessary, and significant computer work is required outside class.

**FTT 40002. Directing: Process**

(3-0-3)

*Prerequisite:* FTT 31006

Advanced independent projects in directing. Students considering this course should consult with the instructor for departmental guidelines.

**FTT 40003. Advanced Technical Production**

(3-0-3)

*Prerequisite:* FTT 20703

Advanced coursework in the tools, materials, and processes used in the creation of theatrical scenery. Topics may include (but not limited to) scenic welding, advanced rigging techniques, electronic controls, pneumatics, hydraulics, structural design for the stage, CAD, and other state-of-the-art technologies.

**FTT 40008. Dramatic Text, Production, and Social Concerns From the 1900s to the Present**

(3-0-3)

This course will explore dramatic text and production as an artistic expression and social comment on social problems and issues affecting a cultural condition from the 1900s to the present. It will study the use of modern tragedy, farce, burlesque, satire, symbolic drama, religious drama, social realism, street theatre forms, chameleon plays, and performance art as expressions and agents of social change.

**FTT 40009. Creating Original Performance**

(3-0-3)

Veering away from the concept of transferring existing dramatic text onstage, this course focuses on devising theatre. The participants embark on a participatory and process of writing and creating a new performance text based on collective planning and sharing, experimentation and improvisation, investigation and research, and interdisciplinary material.

**FTT 40011. 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.

**FTT 40012. The Theatre of Tom Stoppard**

(3-0-3)

This course will provide students with insights into the theatre of Tom Stoppard and his plays between 1973 and 2001. We will read the plays *Travesties*, *Arcadia*, and the trilogy *Coast of Utopia*. Students will discuss the historical, philosophical,

and scientific background for these plays and develop their own ideas for contemporary productions.

#### **FTT 40014. Anglo-Irish Theatre: 1700–1990**

(3-0-3)

Students of English theatre and drama often ignore both the overt and covert contributions made by Ireland, its people, and its culture. Many of the greatest English playwrights since the restoration have in fact been Irish, Anglo-Irish, or heavily influenced by Ireland, and this discussion-oriented course will examine and explore this important symbiosis in terms of theatre, history, and society. Both in terms of internal aspects and external relations, the course will examine a dozen significant Anglo-Irish playwrights writing in English including Congreve, Goldsmith Sheridan, O’Keeffe, Boucicault, Yeats, Lady Gregory, Synge, O’Casey, Shaw, Wilde, Beckett, Behan, and Friel. We will relate a play (the drama) to the production history of that play (the theatre) while exploring both the larger societal issues of the times, internally to Ireland and externally to England, France, and the United States while also looking at the important world drama component (as seen with Yeats and Japanese Noh).

#### **FTT 40101. Film and Television Theory**

(3-0-3)

*Prerequisite:* FTT 10101 OR FTT 20101

*Corequisite:* 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 40231. 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 1934–66, 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, who belonged to the neorealist 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 neorealist films and their silent and fascist predecessors. In a similar way, it analyses 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 40233. Italian National Cinema**

(3-0-3)

*Corequisite:* FTT 41233

Examining the interaction of history and film history, this course frames the question of “national cinema” in the Italian case. Providing an overview of one of the most renowned and beloved “national” cinemas, topics to be treated include (1) “making Italians” and the beginnings of Italian cinema; (2) the golden age of Italian silent film; (3) the transition to sound; (4) Hollywood and the Italian film industry under fascism; (5) neo-realism and the post-WWII period; (6) politics and popular film genres of the 1950s and ‘60s; (7) comedy, Italian style, and changing gender roles; (8) Fellini, Pasolini, Visconti, Antonioni: auteurs and the international success of Italian film in the ‘60s and ‘70s; (9) women directors of the ‘80s and ‘90s; and (10) representations of recent Italian history in contemporary cinema: terrorism and the “years of lead.” Attention will also be given to the history of governmental film policies and attempts to produce a putatively “Italian national cinema,” the construction of national identity in film, the interaction

of writers and cinema, 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 attendance at mandatory film screenings, preparation of readings and participation in class discussions, two short interpretive papers, an oral presentation, a midterm, and a final exam. The class will be conducted in English.

#### **FTT 40238. Film, Literature, and Irish Culture**

(3-0-3)

*Corequisite:* FTT 41238

This course will examine some of the dominant images of Ireland in film and literature, and will place their development in a wider cultural and historical context. Comparisons between film, literature, and other cultural forms will be featured throughout the course, and key stereotypes relating to gender, class, and nation will be analyzed, particularly as they bear on images of romantic Ireland and modernity, landscape, the city, religion, violence, family, and community. Particular attention will be paid to key figures such as Yeats, Synge, and Joyce, and contemporary writers such as John McGahern, William Trevor, Patrick McCabe, and Roddy Doyle will be discussed in terms of the wider implications of their work for contemporary Irish culture. The resurgence of Irish cinema and new forms of Irish writing in the past two decades will provide the main focus of the second part of the semester, tracing the emergence of new distinctive voices and images in an increasingly globalized and multicultural Ireland.

#### **FTT 40239. Brazilian Cinema 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 (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.

#### **FTT 40241. Hong Kong Action Cinema in a Global Context**

(3-0-3)

*Corequisite:* FTT 41241

This course addresses the global significance of the *gong fu vague* [kung fu new wave] that hit world cinema in the early 1970s and its ripple effects up to the present. As the signature genre of the Hong Kong film industry, it does not stand in global isolation but is rather a product of careful market research in developing a distinctive genre that could have global popularity outside of its traditional regionalized domestic market (HK and Southeast Asia) and its overseas ethnic Chinese enclaves in numerous Chinatowns across the world. Some of the key issues that we will cover include: How does a small non-national population sustain a commercially viable film industry? How can a film industry create a version of action cinema that supersedes Hollywood’s dominance in the genre? Is this purely a “Chinese” phenomenon or one that is inherently dependent on non-Chinese participation? Do these films have ideological, aesthetic and economic significance within a larger framework or must they be critically dismissed outright? What does it mean that “everybody was kung fu fighting” and continuing to do so? Taught in English. No knowledge of Mandarin or Cantonese is required. Whenever possible, we will view the films in their original language with English subtitles. A few films will be dubbed in English. Fulfills FTT international requirements.

#### **FTT 40242. Contemporary Korean Cinema**

(3-0-3)

*Prerequisite:* FTT 30102

*Corequisite:* FTT 41242

This course provides a historical, cultural, and aesthetic appraisal of South Korean cinema as it evolved from a Korean-centric film industry to a globally engaged film industry as evidenced by the current *hallyu* (Korea fever) phenomenon. Aspects of cultural continuity as well as cultural transformations and the forces that are involved in this dynamic cultural arena will be addressed. Some of the films under analysis will include *Obaltan: Aimless Bullet*, *Sopyonje*, *Peppermint Candy*, *Shiri*,

*Bungee Jumping of Their Own, My Sassy Girl, and JSA.* No knowledge of Korean is required. Fulfills FTT international film requirement

**FTT 40244. Films of Pedro Almodovar**

(3-0-3)

An introduction to contemporary Spanish culture and society through a selection of Pedro Almodovar's most representative cinematic output. Discussions focus on important features such as postmodernist aesthetics, questions of national identity, pop culture, the controversial representation of gender roles and sexuality in general, and the celebration of heterodox desires vis-à-vis repressive social conventions. Taught in Spanish.

**FTT 40245. Migrating Melodramas: Latino/a Literature and Popular Culture**

(3-0-3)

This course examines how various forms of popular culture from Latin America and the Caribbean migrate to the United States and are reappropriated by Latina/o cultural producers. Focusing particularly on theories of melodrama as a feminine discursive space, we will analyze several works of Latina/o literature that underscore women's active interpretation of music, film, and television. While this is a literature-based course, students will also examine how hybrid cultural products such as contemporary boleros, films, and telenovelas produce a transnational imaginary that connects Latinas/os in the United States with Latin America and the Caribbean. We will read novels such as *Loving Pedro Infante* by Denise Chavez, *The Mambo Kings Play Songs of Love* by Oscar Hijuelos, and *Tomorrow They Will Kiss* by Eduardo Santiago.

**FTT 40246. Transnational Immigration in European Cinema**

(3-0-3)

*Prerequisite:* FTT 10101 OR FTT 20101

*Corequisite:* FTT 41246

This seminar will examine fundamental aspects of immigration in the European Union and the way this is represented in contemporary film.

**FTT 40248. Contemporary European Cinema: From Cinema Paradiso to The Edge of Heaven**

(3-0-3)

*Corequisite:* FTT 41248

This course traces the major developments in contemporary European cinema since 1989. 1989 is the symbolic onset of a renewed Europeanism—marked by fall of the Berlin Wall, the reunification of Germany, and the dissolution of the Soviet Union that is also reflected in cinema. As a result, instead of studying individual national cinemas, we will examine how film is used as a political metaphor that reflects the geopolitical, socioeconomic, and cultural changes that have been occurring in Europe during the last two decades. In addition, we will also examine the state of the European film industry as well. The class lectures will deal with specific issues that cut across national cinemas and genres and will be framed by some key questions: How is European cinema constantly negotiating its relationship to Hollywood? How have filmmakers responded to important political events like the fall of the Berlin Wall and the dissolution of the Soviet Union? How is the constantly expanding European Union redefining considerations of national and supranational identity? We will also consider how the EU further promotes this Europeanism with financial initiatives and coproduction deals.

**FTT 40410. Narrative Cinematography**

(3-0-3)

*Prerequisite:* FTT 30410

*Corequisite:* FTT 41410

This is both a 16mm film and HD Video production course, which will focus on the short narrative film using both 16mm color film stock and DVCPROHD Video. We will explore both the technical and aesthetic aspects of cinematography of both formats using Arri SR cameras and the Panasonic HVX200 P2 card system. Students will also learn to use a variety of grip and lighting equipment. We will look at the collaborative roles of the director and cinematographer along with various crew positions. Students will first shoot in class lighting and composition

tests and then produce a 3- to 4-minuted color, silent film in teams of two by the semester break. In the second half of the semester, those teams will then learn the HVX camera system, shooting the same film narrative on HD video. We will compare and analyze the techniques and results of both formats. All projects will be edited digitally on Final Cut Pro. All students will also be crew members working on the other films in the class. This is a very hands-on class with emphasis on a practical set experience. Attendance and participation are mandatory. Written midterm and final exams. Materials Fee required. Course DVD to be provided. Book: *Cinematography: The Classic Guide to Filmmaking*, 3rd edition.

**FTT 40411. Documentary Video Production**

(3-0-3)

*Prerequisite:* FTT 30405 OR FTT 30410

*Corequisite:* FTT 41411

A hands-on creative course for the advanced production student interested in both the storytelling techniques of the documentarian and the technology of the professional video production world. Students will write, shoot, and edit two nonfiction-based video projects, while learning advanced nonlinear editing techniques using Avid Media Composer software, and post production audio sweetening with DigiDesign Pro tools. Materials fee required.

**FTT 40412. Advanced Filmmaking**

(3-0-3)

*Prerequisite:* FTT 40410

*Corequisite:* FTT 41412

This is a film/video production workshop for advanced students, focusing on the scripting and development of sync sound, 16mm short color films in the fiction mode. It stresses writing skills with an emphasis on innovations that expand the existing traditions of and boundaries between fiction and nonfiction practices. Students will work in teams of two to produce and prepare films for shooting.

**FTT 40414. High Definition Production**

(3-0-3)

*Prerequisite:* FTT 40410

Through both practical application and critical analysis, this class will explore the use of high definition formats in both film and video. Starting with tests in 16mm color film and the new Panasonic HVX200 camera and P2 card system, you will explore the differences in color and light rendition and then go on to create short, narrative productions in groups each month. We will utilize the P2 digital workflow and incorporate compositing and color effects techniques.

**FTT 40415. The Art and Practice of Screenwriting**

(3-0-3)

*Corequisite:* FTT 41415

Filmmaking is always, at first, thinking and writing. This is a workshop for current and would-be screenwriters, to develop original ideas for the screen and to practice those techniques whereby those ideas can be translated into cinema on the page. Coursework will involve many short writing exercises and finally a script for a 20-minute film. There will also be a required lab screening.

**FTT 40430. Postmodern Narrative**

(3-0-3)

*Prerequisite:* FTT 30101 OR FTT 30102

In this course we will begin by focusing on the emergence of post-modernism and then trace its evolution through the present. Initially, our primary concern will be the conflicted conceptualization of the term; i.e. just what did post-modern mean in terms of a narrative practice and in terms of a "cultural condition"? Once we have established some operating definitions, and become familiar with some of the narratives that were first called post-modern (Pynchon's *Crying of Lot 49*, Scott's *Blade Runner*, etc.), we will begin to discuss the novels and films which became synonymous with post-modern textuality (Rushdie's *Midnight's Children*, Winterson's *Sexing the Cherry*, DeLillo's *Libra*, Barne's *Flaubert's Parrot*). In the last third of the course, we will focus on the increasing interdependency of literary, film, and television cultures through the analysis of specific narratives (Ondaatje's *The English Patient*, Cunningham's *The Hours*) and specific phenomena (superstore

bookshops, Miramax adaptations and television book clubs) in order to gain a better understanding of what constitutes “literary culture” at the turn of the 21st century. In addition to these titles, there will be a substantial course packet that will include relevant theoretical material. Course requires permission of professor.

### **FTT 40431. Sex and Gender in Cinema**

(3-0-3)

*Corequisite:* 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.” Class requirements include a weekly screening, online journals, and essays.

### **FTT 40433. Cinema Ideologies**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)

*Corequisite:* 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 and sexual preference. This course will dissect these constructions in films like *Hoop Dreams*, *Schindler’s List*, *Philadelphia*, *The Killing Fields*, and *Dancing With Wolves* through a close-reading practice.

### **FTT 40437. Media Culture**

(3-0-3)

*Prerequisite:* (FTT 30101 OR FTT 30461)

*Corequisite:* FTT 41437

An advanced investigation of selected topics concerning media or cultural studies.

### **FTT 40439. Cultures of Fear/Horror Film**

(3-0-3)

This course will examine the construction and application of central themes in the scope of international horror cinema and how they reveal salient aspects of cultural similarities and differences including: gender, sexuality, violence and socio-political climates.

### **FTT 40442. The Horror Film: Theories and Histories**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)

*Corequisite:* FTT 41442

This seminar examines one of the most enduring and popular movie genres: the horror film. We will consider the genre from a historical perspective, tracking how it has evolved over time and across movements (examples: silent-era German expressionism, Hollywood’s classic monster movies of the 1930s, the nuclear anxiety pictures of the ‘50s, the slasher films of the ‘80s, contemporary Japanese horror cinema). In addition to the social, political, and industrial factors that have influenced horror’s development, we will also examine several influential (and competing) theories that attempt to explain horror’s seemingly paradoxical appeal.

### **FTT 40443. Walt Disney in Film and Culture**

(3-0-3)

*Prerequisites:* (FTT 10101 OR FTT 20101) AND (FTT 30101 OR FTT 30102 OR FTT 30461)

*Corequisite:* FTT 41443

The name “Disney” has achieved nearly mythic status in the United States and international film and culture. For many, the name evokes treasured childhood memories of watching the *The Lion King* or *The Little Mermaid* or of discovering Mickey Mouse and Donald Duck for the first time. Among film scholars, Disney cartoons stand as some of the finest examples of carefully crafted, naturalistic, character-centered animation. For business majors and professionals, the Walt Disney Company has come to symbolize a modern, competitive corporation that seeks to leverage its stories and characters across a variety of media platforms in

a global marketplace. While many love Disney films, and see Walt Disney as an American icon, his popularity and “American-ness” have sparked controversy in other countries and in various historical periods. This class examines Walt Disney, Disney films, and the Disney Company from a variety of perspectives that will help us understand both Disney’s enduring popularity and the kinds of suspicions its worked has raised. Our readings will draw from biographies of Walt Disney; histories of the Disney studio and of the animation industry in general; critical analyses of the films; and cultural studies of Disney merchandising, theme parks and theatrical productions. Screenings will include the classic films of the studio era.

### **FTT 40490. Media Ethics**

(3-0-3)

This course will examine the ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Much of the course will deal with case studies of actual ethical dilemmas at major news organizations. Also, students will be asked to seek out and bring to class issues dealing with the full range of media from network news to Internet blogs. The course endeavors to teach both the aspiring professional journalist and the non-professional news consumer how to evaluate what they see and read. Taught by the former editor-in-chief of *The Boston Globe*.

### **FTT 40492. Media Stardom and Celebrity Culture**

(3-0-3)

*Corequisite:* FTT 41492

Much of America’s contemporary popular culture, movies, TV, music, even sports revolves around stars, and yet few of us understand the implications of, or even the reasons for, our society’s fascination with fame and celebrity. This course interrogates the cultural phenomenon of stardom from a variety of historical and theoretical perspectives. Across the semester, we will explore how stardom developed as a concept across the 20th century, learn how to “read” star images, look at the development of the Hollywood star system, consider what the popularity of certain film stars might tell us about the issues of social identity, examine stardom as a global phenomenon, and question why celebrity is such an obsession today. Overall, our goal will be to develop tools for investigating the cultural significance of stardom and to use those tools to uncover what stardom and celebrity reveal about both our society and ourselves.

### **FTT 40493. Media Industries: History, Structure, Current Issues**

(3-0-3)

*Prerequisites:* (FTT 10101 OR FTT 20101) AND (FTT 30102 OR FTT 30461)

*Corequisite:* FTT 41493

This class is designed for students planning to seek jobs in film and television companies and for those wanting a better understanding of how the media industry has taken the shape it has today. We will explore the histories of particular companies and broader changes in the structure of the media industry as a whole in the last century. Some of the topics to be considered include the impact on projects and performers of multimedia conglomerates such as GE/NBC/Universal and Disney/ABC/ESPN; the effects of recent mergers between Disney and Pixar and the WB and UPN; the increasing globalization of media companies, such as News Corp/Fox; and the trend toward media convergence, as evidenced by AOL Time Warner and Sony. Readings and discussions will familiarize students with concepts from historiography and political economy.

### **FTT 40494. Cinema, Gender, and Space**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)

*Corequisite:* FTT 41494

This course will explore various configurations of cinema, gender, and space in American film. We will consider the space of the cinema screen and its gendering through framing and *mise-en-scène*. We will also consider the space of the cinema itself, as a site of amusement, and its shifting gendering. We will examine how various spaces (the city, the department store, the office, the home, the apartment, the West) are represented in film and how those spaces are gendered.

**FTT 40495. Television as a Storytelling Medium**

(3-0-3) Becker

*Prerequisite:* FTT 10101 OR FTT 20101*Corequisite:* FTT 41495

In a communications world dominated by visual culture, television has become society's primary storyteller. Stories are packaged and presented for our consumption in scripted dramas and sitcoms, unscripted reality shows and docudramas, news broadcasts and sporting events, and even commercials and promos. Through exploring the structures, methods, meanings, and impacts of television's various narrative forms, this course will consider how the medium of television enables creators and viewers to tap into the fundamental cultural practice of storytelling. Across the semester, students will read theories of narratology and assessments of television's narrative techniques, screen a variety of narrative examples (chiefly from American television, though some non-American television might be screened), and write their own critical analyses of television's storytelling practices. The class meetings will be primarily driven by discussions, supplemented by lectures, and the assignments will include periodic writing assignments, a final exam, and a term paper on a topic of the student's choosing.

**FTT 40496. Contemporary Television Genres**

(3-0-3)

*Prerequisite:* FTT 10101 OR FTT 20101*Corequisite:* FTT 41496

The concept of genre has been fundamentally important to television throughout the medium's history, but it has grown into an even more complex object of study today. Genres allow producers and networks to more efficiently produce, schedule, and market television shows, while viewers often define their viewing by genre, seeking out shows within specific genres. Given the vast growth in programming and channel options today, genre has become ever more central and expansive, while individual genres themselves have grown increasingly heterogeneous. This course will examine the industrial, aesthetic, and cultural functions and effects of genre classification in contemporary television, covering a range of contemporary genres and theoretical approaches to understanding the role of genre on television today.

**FTT 40501. Media and the Presidency**

(3-0-3)

*Prerequisite:* (FTT 10101 OR FTT 20101)*Corequisite:* FTT 41501

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 U.S. 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. Shakespeare and Film**

(3-0-3) Holland

*Corequisite:* FTT 41600

This course explores the phenomenon of Shakespeare and film, concentrating on the meanings provoked by the "and" in the course-title. 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 conventional concepts of how to film Shakespeare and adaptations at varying degrees of distance from his language, time, and plot, reaching a limit in versions that erase Shakespeare from the film. The transposition of different forms of Shakespearean texts (printed, theatrical, filmic) and the confrontation with the specificities of film production have produced and continue to produce a cultural phenomenon whose cultural

meanings will be the subject of our investigations. There will be screenings of the films to be studied in the lab.

**FTT 40702. Audition Seminar**

(3-0-3)

*Corequisite:* FTT 41702

Preparation for acting professionally and/or the advanced study of acting, directing and performance. A course of study is developed between the student and the faculty advisor(s) at the beginning of the semester. Students who are interested in taking this course but are not FTT majors should consult the instructor. Senior acting majors only. Offered fall only.

**FTT 40800. Advanced Scenic Painting**

(3-0-3)

An in-depth look and discussion of problem solving techniques of the scenic artist. The class will examine master work of both fine and scenic artists, through small group discussion and project critique. We will also discuss modern three dimensional construction materials of today's scenic artist and the profession itself.

**FTT 40906. Contemporary Irish Drama**

(3-0-3)

A close analysis of the dramatic literature produced by Irish playwrights during the later half of the 20th century.

**FTT 41000. French Theatre Production**

(2-0-2)

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:* FTT 21001

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:* FTT 21001 OR FTT 31001

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 41004. Advanced Theatre Production Workshop**

(3-0-3)

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, costumer, technical director, and assistant director.

**FTT 41005. Acting Shakespeare**

(3-0-3)

*Prerequisites:* FTT 21001 AND (FTT 31001 OR FTT 31002)

Acting Shakespeare is an active and participatory exploration of the works of the world's greatest playwright from the perspective of the actor. You will be acquainted with basic analytical, physical, and vocal techniques for unlocking the meaning and emotional content of Shakespeare's texts. The structure of this



course allows you the opportunity to create and present multiple roles through performance of both scenes and monologues.

### **FTT 41410. Intermediate Film Production Lab**

(0-3-3)

*Corequisite:* 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- to 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 41411. Documentary Video Production Lab**

(0-3-3)

*Prerequisite:* FTT 30410 OR FTT 30405 OR FTT 30405

*Corequisite:* FTT 40411

A continuation of the course for the advanced production student interested in the techniques and technology of the video post production world and the digital manipulation of the moving image. Students will produce short projects using the DVCam tape format, while learning advanced nonlinear editing techniques with the Avid Xpress DV software, incorporating Adobe PhotoShop, Illustrator, and After Effects programs, and digital multi-track audio sweetening with DigiDesign Pro tools.

### **FTT 41412. Advanced Filmmaking Lab**

(0-3-3)

*Corequisite:* FTT 40412

The lab focuses on the production and editing of 16mm short films developed in FTT 40412. Students will work in teams of two and utilize 16 mm film editing processes and Final Cut Pro digital technologies to produce a finished work—titled, mixed, and color-corrected—for the Student Film Festival and further distribution.

### **FTT 43602. Honors Seminar: Hitchcock**

(3-0-3)

*Corequisite:* FTT 41602

This course aims to teach honors students research methods, project development and advanced writing techniques through an examination of the films of Alfred Hitchcock. Students will see numerous Hitchcock films and TV shows, and read and research extensively in the literature on Hitchcock. Students will consider different approaches to Hitchcock, including auteurism, genre studies, feminist and psychoanalytic theories, reception studies, and industrial histories. Films we will screen include *Rear Window*, *Psycho*, *North by Northwest*, *Blackmail*, *The 39 Steps*, *Rope*, and *Rebecca*. For FTT Honors students and students eligible for honors, by permission of instructor and application to department.

### **FTT 43603. Honors Seminar: Shakespeare**

(3-0-3)

*Corequisite:* FTT 41603

This course aims to teach honors students research methods, project development, and advanced writing techniques through an examination of Shakespeare, primarily—though not necessarily exclusively—in relation to performance. Students will research performances past, visit theatre productions/see films present, imagine performances future. They will read and research extensively in the materials of Shakespeare performance and its critical literature. Students will consider different approaches to Shakespeare performance, including bibliographical, historical, nationalist, generic, feminist, and queer methodologies. Students will also consider the forms of representation of performance in Shakespeare editing and the work of selected actors, directors and designers. The lab will not be used every week but will be available for screenings of Shakespeare films.

### **FTT 43604. Honors Seminar: English Drama Before Shakespeare**

(3-0-3)

This course focuses on research methods, project development, and advanced writing techniques through an examination of early English theatre and drama, primarily in relation to performance. Students will research English theatre and drama from the beginnings to Marlowe in the 1590s, with special attention to the English cyclic drama and such plays as *The Castle of Perseverance*. Students will consider different historiographical approaches and the value of primary records research. They will take advantage of the unique opportunities afforded them by the “Faust at Notre Dame” project, which includes the department’s production of Doctor Faustus. Screenings of relevant films will be available at the library.

### **FTT 43605. Honors Seminar: Theatre in the Age of Lincoln 1850–70**

(3-0-3)

This course emphasizes research using sources as close to events as is humanly possible and thus relies heavily on the period’s newspapers. Topics include the play, *Our American Cousin*: Lincoln’s (and the nation’s) obsession with celebrity actress Laura Keane, her popular theatre in New York City, her appearance at Ford’s Theatre in spring 1865, and the ultimate assassination of Lincoln at the hands of an actor from America’s most prominent theatre family. This seminar also encourages work on the advances in technology as related to the development of theatre in the period. Students will become “expert” in a narrow area and that expertise will result in a “long” paper of 25+ pages, which will be presented to and examined by other students in the class.

### **FTT 45001. Theatre Internship**

(V-0-V)

Placement of advanced students with professional or community theatre organizations. Students can take no more than two 45001 internships for a total of no more than six credit hours.

### **FTT 45501. Media Internship**

(V-0-V)

Students who successfully complete at least two of the following courses, FTT 30410, FTT 30462, 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. Interns must work 10–15 hours per week and compile 150 work hours by the end of the semester (120 hours for the summer session) to obtain three credits. Interns will complete a project, midsemester progress report, and a final evaluation paper. NOTE: This course does not count as an upper-level course toward the FTT major.

### **FTT 46600. Thesis/Undergraduate Research**

(V-0-V)

Research for the advanced student. Taken S/U only.

### **FTT 47001. Practicum**

(V-0-V)

Individual practical projects for the advanced student. May be repeated up to six hours of credit. Taken S/U only.

### **FTT 47600. Special Studies: Film Society**

(V-0-V)

The Film Society is a film screening-and-discussion group that meets once a week in the Browning Cinema to watch an independent, foreign, or classic film. Students can take the course for either zero credit or one credit. Those taking it for one credit will have a minimum attendance and writing requirement. The meeting times and requirements may vary from semester to semester. Contact the sponsoring professor for more information. NOTE: This course does not count as an upper-level course toward the FTT major.

**FTT 47601. Special Studies**

(V-0-V)

This course gives students an opportunity to conduct research and is intended for advanced students. Application and permission of the individual instructor is required. Application may be obtained from the departmental website at [fit.nd.edu/](http://fit.nd.edu/) or by visiting the FTT departmental office.

**FTT 47603. Special Studies**

(V-0-V)

Research for the advanced student. This is a summer course. By permission of the sponsoring professor.

**FTT 53601. Issues in Film and Media**

(3-0-3)

*Corequisite:* FTT 51601

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 midsession break. There will be guest faculty visiting the class. Each student will write a 15- to 20-page term paper that will be developed over the semester in close consultation with the instructor. This course is for the graduate student.

**FTT 56602. Thesis Direction**

(V-0-V)

Permission required.

**FTT 57601. Special Studies**

(V-0-V)

Art Dept. MFA takes hours with this professor for independent study.

## Department of Gender Studies

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**GSC 10001. Introduction to Gender Studies**

(3-0-3) Palko

This course is intended to give students a familiarity with the development, context, and major issues of gender studies. Our sex has been described as the first and most formative aspect of our identity—from the moment we are born, we are categorized as either a girl or a boy. But while sex is determined (not always clearly) by our biological characteristics, the lived experience “gender” is influenced by many more factors. The complexity of what “gender” is and how it affects us is what we will study in class. What does it mean to be a “girl” or a “boy”? How does one experience differ from the other? What about individuals who do not feel comfortable in their sex category? Gender is a complex and contested aspect of human life at which cultural norms, individual experience, nature, nurture, biology, desire, and power all intersect. In class, we will identify and analyze our own assumptions about what gender means while moving toward a thorough knowledge of how “gender” has been understood, performed, and deployed in history. We will be examining literature, political theory, film, visual art, critical theory, and history to understand why “Gender Studies” is a useful field of knowledge, and what gender means to ourselves and to those around us.

**GSC 10002. Introduction to Feminist and Gender Theory**

(2.5-0-3) Weeks

Intended as a broad survey of feminist and gender theory, this course is designed not only for gender studies concentrators, but also for anyone who is interested in exploring the ways in which the categories of gender and sex influence and shape nearly every facet of human existence. Theorizing about gender lends itself naturally to practical application in everyday life and to an interdisciplinary approach that both employs and calls into question methods, perspectives, and critical tools from a variety of fields in the humanities, social sciences, and natural sciences. In this course, you will examine topics ranging from *Buffy the Vampire Slayer* to feminist epistemology, from gender’s intersections with race and sexuality to gender’s intersections with religion and politics, and from the “Mommy Wars” and “lifestyle feminism” to pivotal debates about essentialism and constructivism. By the end of the class, you should have assembled a methodological “toolkit” that will enable you to apply a critical, “gendered” perspective in venues both inside and outside academic life.

**GSC 10600. The Social Construction of Difference and Inequality**

(3-0-3)

*Corequisite:* GSC 27999

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.

**GSC 20001. Introduction to Gender Studies**

(3-0-3) Palko

*Corequisite:* GSC 27999

This course is intended to give students a familiarity with the development, context, and major issues of gender studies. Our sex has been described as the first and most formative aspect of our identity—from the moment we are born, we are categorized as either a girl or a boy. But while sex is determined (not always clearly) by our biological characteristics, the lived experience “gender” is influenced by many more factors. The complexity of what gender is and how it affects us is what we will study in class. What does it mean to be a “girl” or a “boy”? How does one experience differ from the other? What about individuals who do not feel comfortable in their sex category? Gender is a complex and contested aspect of human life at which cultural norms, individual experience, nature, nurture, biology, desire, and power all intersect. In class, we will identify and analyze our own assumptions about what gender means while moving toward a thorough knowledge of how “gender” has been understood, performed, and deployed in history. We will be examining literature, political theory, film, visual art, critical theory and history to

understand why “Gender Studies” is a useful field of knowledge, and what gender means to ourselves and to those around us.

### **GSC 20002. Introduction to Feminist and Gender Theory**

(2.5-0-3) Weeks

*Corequisite:* GSC 27999

Intended as a broad survey of feminist and gender theory, this course is designed not only for gender studies concentrators, but also for anyone who is interested in exploring the ways in which the categories of gender and sex influence and shape nearly every facet of human existence. Theorizing about gender lends itself naturally to practical application in everyday life and to an interdisciplinary approach that both employs and calls into question methods, perspectives, and critical tools from a variety of fields in the humanities, social sciences, and natural sciences. In this course, you will examine topics ranging from *Buffy the Vampire Slayer* to feminist epistemology, from gender’s intersections with race and sexuality to gender’s intersections with religion and politics, and from the “Mommy Wars” and “lifestyle feminism” to pivotal debates about essentialism and constructivism. By the end of the class, you should have assembled a methodological “toolkit” that will enable you to apply a critical, “gendered” perspective in venues both inside and outside academic life.

### **GSC 20100. Gendering Christianity**

(3-0-3)

*Corequisite:* GSC 27999

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 20102. Theories of Sexual Difference**

(3-0-3) Kourany

*Corequisite:* GSC 27999

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 20104. Gender and Nineteenth-Century British Novel**

(3-0-3)

*Corequisite:* GSC 27999

How gender and gender relations in 19th-century Britain are explored and revealed in selected novels of the period.

### **GSC 20106. Gender, Sexuality in Pop Media**

(3-0-3)

*Corequisite:* GSC 27999

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.

### **GSC 20175. Some Other Mess: The Role of Black Outsiders in the African Diaspora**

(3-0-3)

*Corequisite:* GSC 27999

They go by many names: bohos, artists, radicals, intellectuals, TRAs, mixies, and punks. They are members of the African Diaspora who defy the stereotypical construction of Black people that the media and a history of marginalization by the “mainstream” culture have created. People who look like them and with whom they share the same politicized racial identity often ostracize them. Are these individuals dangerous outsiders, who by eschewing the communal traditions that led to the securing of civil rights for a united African American population are imperiling black identity with a quest for individual freedom? Or, are they renegades whose explorations outside of accepted constructions of black identity challenge entrenched ideas of race, class, sexuality and gender, not only for African Americans, but for everyone living in a postmodern multicultural world? Are they part of a long and illustrious history of identity exploration by African Americans who helped to shape and change American culture? These are some of the questions we will explore in this course. It is an investigation into the lives, work, and legacies of members of the African Diaspora who are clearly into “some other mess”; that is, those who insist on doing their own thing in world that still takes issue with individual freedom of expression for some marginalized peoples. The assertion of the right to individual expression raises questions that are at the heart of the American ideal of integration and the African American construct of community.

### **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 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) Ardizzone

*Corequisite:* GSC 27999

What does it mean to be male or female in America? Where did our ideas about gender come from and how do they influence our lives, institutions, values, and cultures? In this course we will begin by reviewing colonial and Victorian gender systems in the United States. Our focus, however, is the 20th century, and the development of modern (early 20th c.) and contemporary (post-1970s) gender roles and ideas. 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 sex and gender. We will also pay close attention to the roles that race, class, culture, sexuality, marital status, and other key factors play in determining male and female roles and influencing images of femininity and masculinity.

### **GSC 20178. Women in Islamic Societies**

(3-0-3) Afsaruddin

*Corequisite:* GSC 27999

This course is a broad survey of women’s and gender issues in various Islamic societies, with a focus on the Arab Middle East. The first half of the semester will concentrate on the historical position of women in Islamic societies, defined by the normative values of Islam and by cultural traditions and norms. We will discuss how the interpretations of these values in diverse circumstances and who gets to do the interpreting have had an important impact on women’s societal roles. The second half of the course will privilege women’s voices and agency in articulating

their gendered identities and roles in a number of pre-modern and modern Islamic societies. Our sources for discovering these voices are women's memoirs, fiction, magazine articles, and public speeches. We will also focus on how historical phenomena such as Western colonialism, nationalist liberation movements, and civil and other forms of war have given rise to women's organized movements and a feminist socio-political consciousness in many cases.

**GSC 20179. Tropical Heat Waves: Contemporary Latino/a and Caribbean Literature**

(3-0-3)

A review of selected contemporary Latino/a and Caribbean novels.

**GSC 20221. Gender Roles and Violence in Society**

(3-0-3)

*Corequisite:* GSC 27999

This sociology course will examine gender roles and violence in society.

**GSC 20222. Social Theory and New Feminism**

(3-0-3)

The course will be devoted to analyzing and juxtaposing some early European social thinkers with the writings and postulates of the so called new Catholic feminism. We will examine some chosen texts of Ferdinand Toennies, Georg Simmel, and Edith Stein, where they analyzed the questions of the particular role of women in society and culture, and we will delve into the roots of the Catholic new feminism inspired by John Paul II. (Provided such is the choice of the students, we can also look into this writings from times before he became a Pope to analyze his ideas about the relations of the sexes). Moreover, some contemporary Polish new feminist figures and their thought (e.g., Elzbieta Adamiak), together with the writings of Janne H. Matlary from Norway will be introduced and examined. Finally, the American new feminists' texts will be introduced. The course will create an opportunity to analyze the European thought in the context of the American experience, which students bring to the class.

**GSC 20254. Gender by the Gaslight: The Detective in Film and Fiction**

(2.5-0-3)

*Corequisite:* GSC 27999

From sensational Victorian stories to contemporary police procedurals, from Sherlock Holmes to Nancy Drew—the detective remains a cultural icon. This course investigates the gender dynamics at the heart of crime puzzles and the masterminds who solve them. Students will write two short essays and one term paper.

**GSC 20260. American Catholic Experience**

(3-0-3)

*Corequisite:* 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 20262. Empire and “The Woman Question”**

(3-0-3)

A review of 19th-century British women's literature, with an emphasis on the growth of women's travel writing and other ways that empire and issues of women's rights intersect.

**GSC 20425. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture**

(3-0-3)

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. Introduction to Cultural Studies**

(3-0-3)

An introduction to cultural studies using a variety of media: literature, film, and music.

**GSC 20427. Moral Problems**

(2.5-0-3)

*Corequisite:* GSC 27999

In this course, we will critically evaluate alternative solutions to a number of contemporary moral problems. We will begin with the problems of the distribution of income and wealth and our obligations to distant peoples and future generations. We will then turn to the problem of sexual equality and to a particular challenge to feminism, which maintains that men themselves suffer from a “second sexism” that benefits women. Finally, we will take up the problem of affirmative action and examine the legal and moral issues raised by affirmative action as it again makes its way to a decision before the U.S. Supreme Court.

**GSC 20449. Women in the Americas**

(2.5-0-3)

*Corequisite:* GSC 27999

This introductory course focuses on texts by women of color in the Americas whose writing and filmmaking calls attention to the intersections among gender, race, nation, class, and sexuality. We will read fiction, poetry, oral histories, and personal essays and view films that address situations of intercultural contact, exchange, exploitation, and transformation, as well as the legacies of conquest, colonialism, and slavery. We will look at both what these women have to say about feminisms, religion and spirituality, gender roles, globalization, leadership, cultural change, and how they say it. A number of our readings are by or about women either involved in movements for social change or caught in a historic moment of change. In this course, students will explore the traditions and innovations of each of the many genres we explore. Our reading will include work by Sor Juana Ines de la Cruz, Patricia Preciado Martin, Rosa Parks, Rigoberta Menchu, Hisaye Yamamoto, Rita Dove, Demetria Martinez, Jamaica Kincaid, and Maxine Hong Kingston. Requirements include three short papers, work on a collaborative group project, participation in class discussion and debate, and one exam.

**GSC 20466. Marriage and the Family**

(3-0-3) Sobolewski

*Corequisite:* GSC 27999

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 20500. Work and Desire in the Victorian Novel**

(3-0-3) Cameron

*Corequisite:* GSC 27999

This course will look at different representations of work and desire in a wide range of Victorian novels. Gender and sexuality studies will play a central role in our discussions of these novels and their representations of work and desire. We will, for example, consider the interconnections among constructions of masculinity and working men's collectives. And we will ask how heterosexuality and models of

femininity inform representations of the division of labor and gendered separate spheres. Readings include novels by Elizabeth Gaskell (*North and South*), George Eliot (*Felix Holt the Radical*), William Morris (*News From Nowhere*), Oscar Wilde (*The Picture of Dorian Gray*), Isabella Ford (*On The Threshold*) and H.G. Wells (*Ann Veronica*). Course requirements include 2 papers (one 6- to 8-page paper and one 10- to 12-page research paper) and four short (2-page) response papers.

### **GSC 20501. Mary in the Catholic Tradition**

(2.5-0-3) Roy

*Corequisite:* GSC 27999

A study of the Blessed Virgin Mary, Mother of God, as her figure and role in the history of salvation emerge in scripture and the tradition of the Church. An examination of the Church's understanding of Mary as expressed in sacred and historical text, theological reflection, liturgical expression, iconographic representation, magisterial pronouncement, and the life of devotion. The course will also consider the relationship of Mariology to other branches of theology, such as protology, Christology, soteriology, ecclesiology, and eschatology, as well as the impact of the cultus of the Virgin Mary on Western art, music, and literature.

### **GSC 20502. Fr. Bernard to Bernadette**

(2.5-0-3) Astell

*Corequisite:* GSC 27999

On Feb. 11, 2008, the Church observed the 150th anniversary of the apparition of our Lady in Lourdes, France. To Saint Bernadette, the "beautiful lady" declared, "I am the Immaculate Conception," thus confirming the dogma promulgated shortly before by Pope Pius IX in 1854. This Marian dogma deserves serious study from multiple perspectives: its historical development as a contested belief, its relation to other dogmas (Original Sin, the Virgin Birth, Redemption, the Assumption), its liturgical expressions, its crucial link to the understanding of Christian marriage as a sacrament, its representations in visual art and poetry, its special significance for women, and its general importance to Christian anthropology, as well as its particular connection to Lourdes. The syllabus will include readings from all these perspectives, film sessions, and a class trip to the Lourdes grotto on Notre Dame's campus.

### **GSC 20549. Reinventing the Fairytale**

(3-0-3)

*Corequisite:* GSC 27999

A historical survey of popular Christian fairytales, their origins, and modern adaptations.

### **GSC 20550. The Literature of Sport**

(2.5-0-3)

*Corequisite:* GSC 27999

Sports and athletics have held prominent roles in human societies since the beginnings of civilization. Across centuries, nation-states have used athletic competition for a variety of purposes, from paying homage to distant gods to demonstrating superiority over neighboring tribes/cultures. And the individuals, the "warriors," who excel on those "fields of battle" are venerated as heroes, champions, "gods." In this course, we'll look at a variety of literature (fiction, nonfiction, poetry, film, broadcasts of athletic events, etc.) related to sports and athletics. From depictions of wrestlers on temple walls in Ancient Egypt to Grantland Rice's *New York Herald Tribune* "Four Horsemen" article to podcasts of ESPN's *SportsCenter*, our investigation of the literature of sport will cover a range of topics—race, gender, class, globalization, and the purposes and functions of athletic competition, to name a few—including the rise of the "super star" athlete as a "god." Required work: quizzes, two essays, midterm, final examination.

### **GSC 20551. Women and War**

(3-0-3) Cameron

*Corequisite:* GSC 27999

This course looks at the wide range of women's literary responses to World Wars I and II. Our readings and class conversations will be structured around central themes such as women's military service, women's pacifism, women and

national boundaries, women and empire, shell-shock, and nursing national wounds. Students will look at an international range of authors, including the French author Marguerite Duras; British authors Virginia Woolf, Radclyffe Hall, and Rebecca West; British Jamaican author Andrea Levy; New Zealand writer Katherine Mansfield; American authors H.D. and Edith Wharton; and Canadian author J.G. Sime and Japanese Canadian author Joy Kogawa. We will cover a range of genres, including prose, the novel, autobiography, and the short story.

### **GSC 20600. Sociology of Sexual Behavior**

(3-0-3)

*Corequisite:* GSC 27999

In 1948, Alfred Kinsey conducted the first sex study in the United States and brought the discussion of sexual behavior to the forefront with the unveiling of his findings. This course is designed to be an in-depth sociological study of the sexual behavior in America through a theoretical and historical analysis. The course will concentrate on the analyzing sexual behavior in America through the findings of major sex studies, the social construction of sexuality, the social control of sex, sex and the law, and current issues dealing with sexual behavior.

### **GSC 20601. Globalization and Social Movements**

(2.5-0-3)

*Corequisite:* GSC 27999

Globalization has impacted many dimensions of social life, and it is linked to new types of conflicts and inequality that have affected social and political movements. This course examines the ways changes in the global economic and political system affect politics within countries. 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. Readings will cover a range of different social movements, such as those working to protect the environment, advocating for economic justice, addressing social problems such as extreme poverty and public health, and fighting for the rights of women and working people.

### **GSC 20602. Pirates, Planters, and Peasants: Caribbean Experiences in the Past**

(2.5-0-3) Hauser

*Corequisite:* GSC 27999

The Caribbean is often depicted as a sea inhabited by pirates, filled with exotic islands, picturesque beaches, and bucolic landscapes. What is often overlooked is the culture and history of the people who actually lived there. Who were the pirates of the Caribbean? Why were the islands so important to European powers? And what were the effects of slavery? Focusing on Jamaica, Belize, and Barbados, this course charts the emergence of a multi-ethnic, Anglophone Caribbean through an examination of plantation colonies and the aftermath of slavery. Specifically, it will focus on cultural encounters between Native Americans, Africans, and Europeans through a combination of ethnography, gender, history, and archaeology.

### **GSC 27999. Gender Studies Gateway Course**

(0-0-0)

This course is used as a corequisite for administrative purposes so that students in the gender studies program will be able to Web-register for other GSC courses.

### **GSC 30113. Gender and American Catholicism**

(3-0-3)

*Corequisite:* GSC 27999

This course is a survey of the history of American Catholic women from the colonial period to the present. Through a combination of lectures, reading and discussion, we will explore the following themes and topics: the role of religious belief and practice in shaping Catholics' understanding of gender differences; the experience of women in religious communities and in family life; women's involvement in education and social reform; ethnic and racial diversity among Catholic women; devotional life; the development of feminist theology; and the emergence of the "new feminism" as articulated by Pope John Paul II. We will seek to understand how Catholic women, both lay and religious, contributed

to the development of Church and nation, and examine how encounters with the broader American society have shaped Catholic women's relationship to the institutional church over the last three centuries.

### **GSC 30118. Nineteenth-Century European Painting**

(3-0-3)

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 Smithe Museum of Art on occasion to discuss special exhibitions related to topics in the course.

### **GSC 30183. Men, Women, and Work in American History**

(3-0-3)

*Corequisite:* GSC 27999

Why do Wal-Mart's current advertising campaigns idealize the “stay-at-home mom”? Conversely, why does Congress require that mothers on welfare be sent out to work? This course will introduce students to a broad view of American social history that foregrounds the gendered aspects of work and asks students to examine the meaning of work in American history from the colonial period to the 21st century. This broad historical perspective is especially crucial to the examination of the construction of current beliefs about work in the United States since changing gender ideologies dictated the work experiences of large race- and class-defined segments of the population. On one level, this approach allows for the recovery of women and girls' contributions to the formal and informal economies, including their work activities within the household. Male work practices will be similarly illuminated through a gender studies approach. Hence, an overarching purpose of the course will be to explore the fluidity and instability of those conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to white versus non-white, free versus enslaved, and public versus domestic activities.

### **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 30222. Anthropology of Human Sexuality**

(3-0-3) Fuentes

*Corequisite:* GSC 27999

Sexuality is a complex and multifaceted suite of biological and cultural/behavioral components. It is an important part of the human existence, especially in modern day North American society. This course seeks to examine human sexuality in an anthropological context. We will review sexuality in an evolutionary perspective via a comparison of nonhuman 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) Aldous

*Corequisite:* GSC 27999

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 30227. Feminist Political Thought**

(3-0-3)

*Corequisite:* POLS 32668

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 30228. Women in Social Theory**

(3-0-3)

This learning community pedagogy course is designed to look at the offerings women have made—though marginalized—in the related fields of social theory, philosophy, and theology. Each theorist is very different, reinforcing the point that I 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 (1802–76), Hannah Arendt, (1906–75), Simone Weil (1909–43), Simone de Beauvoir, (1908–86), and Gillian Rose (1947–95), 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 historicization 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 as it is given, I have required a social service component part of the classroom experience. I require you to invest at least 10 working hours (with at least three visitations) at a local volunteer organization. I would like you to reflect upon your experiences in light of the readings, taking ethnographic notes in a journal of the experience. We will be sharing these experiences with the rest of the class. I will then ask you to write some reflections on doing ethnography while reading these theorists. One must always blend theory with praxis. Remember as Marx said in the theses against Feuerbach: “The task of philosophy is not to interpret the world but to change it!”

### **GSC 30255. Men and Women in Modern Japanese Literature**

(3-0-3) Shamoon

*Corequisite:* GSC 27999

In 20th-century Japan, as old roles such as samurai and geisha waned, both men and women had to redefine the characteristics and meaning of masculinity and femininity. This course will look at constructions of gender in modern Japanese literature by both female and male authors. As we discuss both normative and deviant depictions of male and female roles, some topics we will address include men and women at work and at war, marriage and family life, homosociality, and homosexuality. Students will also gain familiarity with some of the major authors, genres, and literary movements of modern Japanese literature.

### **GSC 30269. Labor Economics (Men and Women in Labor)**

(3-0-3)

*Corequisite:* GSC 27999

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.

### **GSC 30270. Sex and Gender in Greco-Roman Antiquity**

(3-0-3)

*Corequisite:* GSC 27999

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.

### **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 30289. Jacksonian United States: Politics/Sociology/Culture**

(3-0-3)

*Corequisite:* GSC 27999

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 30293. U.S. Labor History**

(3-0-3)

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 30305. Colonial America**

(3-0-3)

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 U.S. History**

(3-0-3)

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 30307. 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 horseracing 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.

### **GSC 30308. The Holocaust**

(3-0-3)

*Corequisite:* 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.

### **GSC 30309. Labor and America Since 1945**

(3-0-3)

*Corequisite:* GSC 27999

This course explores the relationship between workers and the labor movement to American politics and culture since 1945. The United States emerged from World War II as the strongest global power, and its citizens subsequently enjoyed a long postwar economic boom that created what we might call the first truly middle-class society in world history. At the heart of that new society was the American labor movement, those unions like the United Auto Workers and the United Steel Workers who ensured that at least some of the postwar profits made it into the wallets of workers and their families. Today, however, unions represent only 8 percent of workers in the private sector. What accounts for the decline of organized labor since the 1950s? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, and modern conservatism? What is “globalization,” and what has been its impact upon American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and Hollywood films, this course will try to answer these questions. Students interested in politics, economic development, international relations, social justice, human rights, peace studies, or mass culture are particularly welcome.

### **GSC 30425. Love, Death, and Exile in Arabic Literature**

(3-0-3) Guo

*Corequisite:* GSC 27999

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; and the traditional motif of *al-hanin Ilal al-watan* (“yearning for the homeland”) in modern poetry and fiction.

**GSC 30426. Japan's Imperial House**

(2.5-0-3)

*Corequisite:* GSC 27999

Japan boasts the longest, unbroken imperial line extant today, but what does this continuity really mean? This course looks at Japan's emperors and empresses from antiquity to the present, raising questions about the nature of power, the idea of good government, gender, divinity, war responsibility, and the liberty of the family now called upon to symbolize a purportedly democratic nation. Although most of the course will focus on modern emperors, it begins with Japan's earliest political structures in order to ask such questions as: Was the Imperial House an indigenous idea, or was it an imitation of Chinese ideas of power? Why were there so many powerful women leaders in ancient Japan, and why did Japan stop having empresses on the throne? What is the relationship between the imperial house and the various religions of Japan? The course will then consider the medieval and Tokugawa periods asking why powerful samurai failed to overthrow the militarily impotent emperors. Finally, the course will turn to the modern period, beginning in the middle of the 19th century with the elevation of the Meiji Emperor to unprecedented prominence. Why was the ancient imperial house used to modernize Japan? Even though sex of emperors has been male for centuries, why were ancient emperors female and why is the imperial gender (and Japan as a whole) in the modern period often regarded as female? Was Hirohito guilty of fomenting war? What is the function of the Imperial House today? This course sweeps through myth and 1,500 years of Japanese history, tracing the permutations, continuities, and discontinuities of the imperial line.

**GSC 30427. The Japanese Empire and Literature**

(3-0-3)

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-yo, and the southern half of Sakhalin, not to mention the late-19th-century acquisitions of 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 30430. Islam and Modernity**

(3-0-3)

*Corequisite:* GSC 27999

Islam and its compatibility with modernity is a much-debated issue in the contemporary period. The course will engage this timely topic and discuss the most important "hot-button" issues involved in these debates: political Islam, democracy, pluralism, rights of women, and secularism. The historical contexts that provide the backdrop for the range of responses to the phenomenon of modernity and its attendant issues will also receive attention. What internal resources exist within Islamic thought that are being drawn upon by modernists to make a strong case for an essential compatibility between Islam and democracy, for example? Is democracy (or Islam, for that matter) a monolithic concept? Students will be expected to actively take part in discussions centered around such questions, the assigned readings, and class lectures. Prior exposure to at least one class on Islam or the Middle East is strongly recommended.

**GSC 30448. Sex, Freedom, and Economy in Contemporary China**

(2.5-0-3)

Today China is undergoing a revolution (a word used so frequently as to be meaningless, but very meaningful in this case as we will learn) in society, politics,

economy, and thought perhaps as significant as that which brought the Chinese Communist Party to national power in 1949. The objective of this course, constructed through film and new media investigation, along with readings on social status, identity, sexuality, work, home, youth culture, gender, business, education, sports, ecology, is to come to an understanding of the multiple domestic forces that have made China a global power. Furthermore, the course will familiarize the student with the very complex ramifications of the passionate national quest for international recognition as it affects every aspect of present-day life while exploring the mercurial manner in which the economic transformation of China has been represented in the media. In this last respect, it represents an experiment in cultural studies in that its avowed subject, contemporary China, is studied in dialogue with the United States—the two nations most exemplifying the promise and terror of modernization. No knowledge of Chinese or previous knowledge of China is required.

**GSC 30449. Chinese Ways of Thought**

(2.5-0-3)

*Corequisite:* GSC 27999

This lecture and discussion course on the religion, philosophy, and 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.

**GSC 30464. Race, Ethnicity, and American Politics**

(2.5-0-3)

*Corequisite:* GSC 27999

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?

**GSC 30469. Fundamentals of Human Evolution**

(3-0-3)

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 30500. Renaissance Woman**

(2.5-0-3)

*Corequisite:* GSC 27999

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It considers the image of women in the writings of male authors as well as the work of female authors.

**GSC 30501. Hemingway and Walker**

(3-0-3)

*Corequisite:* GSC 27999

A comparative study of the fiction of Ernest Hemingway and Alice Walker, with particular emphasis on gender, class, and historical issues explored in each author's works.

**GSC 30502. American Film**

(3-0-3)

*Corequisite:* GSC 27999

How the themes of "love" and "desire" are explored in selected American novels, and movie adaptations of those novels, written in the 20th century.



**GSC 30503. Knighthood and Chivalry in Medieval Europe 750–1625**

(3-0-3)

*Corequisite:* GSC 27999

This course introduces students to the history of knighthood (the status of noble heavy cavalryman) and chivalry (the distinctive ethos and code of the knightly class) from their emergence in Western Europe between 950 and 1180 through their apogee between 1180 and 1380 to their slow decline between 1380 and 1625 (and their revival in the 19th century). It will deal first with the knight as warrior, vassal, and monk (in the religious orders of knighthood), then with the knight as nobleman and landowner, and finally with the knight as courtier and civil servant in the emerging state. It will next proceed to an examination of knightly games, festivals, and iconography, and conclude with a look at the survival and revival of chivalry in the post-Gothic period.

**GSC 30504. Crime, Heredity, and Insanity in American History (2.5-0-3)**

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 is the primary form of instruction.

**GSC 30505. Mary Through the Ages**

(2.5-0-3)

*Corequisite:* GSC 27999

A study of the Blessed Virgin Mary, Mother of God, as her figure and role in the history of salvation emerge in Scripture and the Tradition of the Church. An examination of the Church's understanding of Mary as expressed in sacred and historical text, theological reflection, liturgical expression, iconographic representation, magisterial pronouncement, and the life of devotion. The course will also consider the relationship of Mariology to other branches of theology, such as protology, Christology, soteriology, ecclesiology, and eschatology, as well as the impact of the cultus of the Virgin Mary on Western art, music, and literature.

**GSC 30506. Theology of Marriage**

(2.5-0-3) Odozor

*Corequisite:* GSC 27999

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.

**GSC 30507. Love and the Christian Tradition**

(2.5-0-3)

*Corequisite:* GSC 27999

This intermediate theology course explores the rich and diverse history of love in the Christian tradition. It begins with an examination of the biblical terms for love and traces their theological development through the varied writings of Augustine, Julian of Norwich, Abelard and Heloise, Aquinas, Luther, Edwards, Kierkegaard, Reinhold Niebuhr, Martin Luther King Jr., and others up to the present. Through the lens of love, we will carefully attend to specific, pivotal moments that mark Christianity's historical and contemporary engagements with its own resources,

external intellectual currents, and an array of moral, social, and cultural demands. The course generally follows the outline sketched by Bernard Brady's *Christian Love*, and further primary readings will augment Brady's text.

**GSC 30508. Survey of French Literature II**

(2.5-0-3)

*Corequisite:* GSC 27999

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 30310 or to take ROFR 30310 concurrently with the first survey taken.

**GSC 30509. Everybody's Shakespeare**

(3-0-3)

*Corequisite:* GSC 27999

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.

**GSC 30511. Modern British and Irish Literature**

(3-0-3)

*Corequisite:* GSC 27999

The 20th century arrived to a world altered by industry and the metropolis, by scientific theory and psychoanalysis, by mechanical transportation and communication devices. Such a climate challenged traditional values, social mores, class distinctions, gender roles, and conceptions of nation, propriety and home. The literature from the first half of the century suggests that the increasingly alienating world forces interpersonal connection to take place under new circumstances, often outside of the traditional settings regulated by marital, social and religious convention. Through close reading, students in this course will examine how the literature presents colonialism, the Great War, the deterioration of aristocratic class values and privilege in both Britain and Ireland, the destruction of the metropolis and the home during the London air raids of World War II, and the shift in personal values vis-à-vis alcohol consumption and marital infidelity. The course will look at these modernist works in light not only of the alienating circumstances they represent, but also of the effect that alienation has on the interpersonal connections between individuals.

**GSC 30512. Stein, Weil, Arendt**

(2.5-0-3)

*Corequisite:* GSC 27999

Like Sylvie Courtine-Denany's *Three Women in Dark Times: Edith Stein, Simone Weil, and Hannah Arendt* (Cornell UP, 2000), this course groups together three extraordinary Jewish women philosophers of the World War II period. All three studied under noted male philosophers—Husserl, Alain, and Heidegger, respectively—and they developed their original insights on empathy (Stein), decreation and affliction (Weil), and "natality" (Arendt) partly as a response to their teachers. Their intellectual quests in the shadow of the Holocaust led them to take up theological questions, studying St. Thomas Aquinas and Dionysius the Areopagite (Stein), St. Augustine (Arendt), and Pascal (Weil). The answers they gave to God and others testify to the heroism and brilliance of their spiritual searches for truth.

**GSC 30513. History of TV**

(3-0-3)

*Corequisite:* GSC 27999; GSC 31513

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 through 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.

### **GSC 30514. Women's Voices in French Prose from the Twentieth Century**

(3-0-3)

*Corequisite:* GSC 27999

This course examines the gendered notions of “voice” and “silence” in the narrative prose of French and Francophone women authors of the 20th to 21st centuries. Works by Anna de Noailles, Gerard d’Houville (Marie de Regnier), Colette, Simone de Beauvoir, Anne Herbert, Marguerite Duras, Nicole Brossard, Sylvie Germain, Amelie Nothomb, and essays in French feminist criticism.

### **GSC 30515. Men, Women, and Work**

(2.5-0-3)

*Corequisite:* GSC 27999

Why do Wal-Mart’s current advertising campaigns idealize the “stay-at-home mom”? Conversely, why does Congress require that mothers on welfare be sent out to work? This course will introduce students to a broad view of American social history that foregrounds the gendered aspects of work and asks students to examine the meaning of work in American history from the colonial period to the 21st century. This broad historical perspective is especially crucial to the examination of the construction of current beliefs about work in the United States since changing gender ideologies dictated the work experiences of large race- and class-defined segments of the population. On one level, this approach allows for the recovery of women and girls’ contributions to the formal and informal economies, including their work activities within the household. Male work practices will be similarly illuminated through a gender studies approach. Hence, an overarching purpose of the course will be to explore the fluidity and instability of those conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to white versus non-white, free versus enslaved, and public versus domestic activities.

### **GSC 30516. Gender and Science**

(2.5-0-3) Kourany

*Corequisite:* GSC 27999

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 30517. Garden to Ecosystem: Nature Poetry, 1650–2008**

(3-0-3)

*Corequisite:* GSC 27999

A study of the changing role of the natural world in the poetic imagination of English and American writers from Andrew Marvell and James Thomson to Denise Levertov and Gary Snyder. Other writers to be studied may include Charlotte Smith, William Wordsworth, John Clare, Emily Dickinson, G.M. Hopkins, Thomas Hardy, Robert Frost, Robinson Jeffers, Ted Hughes, Maxine Kumin, Seamus Heaney, Mary Oliver, and Pattiann Rogers. Attention to the history of the idea of nature and ecological awareness as well as to poetic representation and expression.

### **GSC 30518. History of Consumerism in the Modern United States, 1880 to the Present**

(2.5-0-3)

*Corequisite:* GSC 27999

This course will explore the creation of contemporary consumer culture in the United States. Beginning in the late 1880s, the nature of buying, selling, and consuming was fundamentally transformed in the United States. After a brief examination of the broader history of consumption, this course will explore the changes in production, marketing, retailing, and consumption from the Gilded Age to the present. Next it will trace the ways in which those changes have influenced broader

cultural, institutional, and political developments throughout the 20th century. A particular emphasis will be placed on the ways in which patterns of consumption helped define and redefine categories of race, class, and gender.

### **GSC 30519. Fairy Tale Metamorphoses: Damsels in Shining Armor and Knights in Distress?**

(2.5-0-3) Weeks

*Corequisite:* GSC 27999

Whether or not they involve actual fairies, “fairy tales” always explore the boundaries of human experience—emotionally and physically. Children are abandoned in the woods; women are trapped behind glass or walled up in towers; men sent on impossible quests; yet the protagonists always find some way of adapting and overcoming the most impossible odds. This astonishing resilience of spirit is accompanied by a shocking mutability of form: men become beasts, and sometimes beasts become men; women put on armor and march off to battle; mermaids walk on land; and, occasionally, Little Red Riding Hood turns out to be a werewolf. In this course, we will be looking at contemporary films, novels, short stories, and at least one graphic novel, all of which will inspire us to ask complex questions about social norms, gender roles, and the mutability of the human body. What is life like for an ugly princess? The reading list is quite extensive because we will be taking a survey-view of contemporary fairy tale writing, but many of the pieces that we will be looking at are quite short. Authors under consideration will include Patricia C. Wrede, Tanith Lee, Holly Black, Neil Gaiman, Bruce Coville, Patricia McKillip, Jay Williams, and Robin McKinley.

### **GSC 30520. Questions of Homosexuality in Film and Literature**

(3-0-3) Jerez-Farran

*Corequisite:* GSC 27999

This course will introduce students to many of the critical perspectives and theories that enliven contemporary literary and cultural studies on gay and lesbian film and literature. Throughout the semester, we will examine a collection of films and literary texts by self-identified gay and lesbian writers and/or by authors who deal with gay and lesbian themes and characters, irrespective of their sexual identity. Through the analysis of the selected texts we will also examine the history, politics, and theoretical arguments both current and historical that deal with homosexuality to see how this human phenomenon and its cultural expression has affected and been affected by heterosexual culture and the conflicts that have arisen between them. We will also explore how sexual and gender norms are constructed historically and culturally; how sexual and gender norms affect gay, lesbian, and heterosexual people’s development and self-perception; how new definitions and theories of human sexuality generated by gay and lesbian individuals and communities present alternatives to dominant heterosexist traditions. One of the main objectives of this interdisciplinary course is to open intellectual dialogue, to broaden students’ awareness of the human experience at the same time we acquaint ourselves with some of the most intellectually interesting works that have stemmed from gay inspiration. Films to be studied will include a selection from the following list: *Beautiful Thing* (Hettie Macdonald); *Boys don’t Cry* (Kimberly Peirce); *Brokeback Mountain* (Ang Lee); *Love’s the Devil* (John Maybury); *Saving Face* (Alice Wu); *Stage Beauty* (Richard Eyre); *All About My Mother* (Pedro Almodóvar); *Another Gay Movie* (Todd Stephens); *Nico and Dani* (Francesc Gay), and *The Celluloid Closet*. (Rob Epstein) Literary texts will include most of the following: Walt Whitman’s *Calamus* poems, Virginia Woolf’s *Orlando*, and others.

### **GSC 30540. The U.S. Civil War Era, 1848–1877**

(2.5-0-3)

Through intensive reading and writing, students will explore the social and cultural history of America’s most costly war. We will focus on various topics as they relate to the war: antebellum origins, religion, gender, Lincoln’s reasons for waging war, dead bodies, freedmen’s families, black soldiers, and the uses of war memory. This will not be a guns-and-generals-smell-the-smoke course, though knowledge of military matters can be helpful. We will ask and try to answer who really “won” and “lost” the war.

**GSC 30549. Heroism and Eroticism in Chinese Fiction**

(3-0-3)

*Corequisite:* GSC 27999

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.

**GSC 30550. The Holocaust**

(3-0-3)

*Corequisite:* GSC 27999; 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.

**GSC 30551. Prophets and Protesters in African History**

(2.5-0-3)

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 Murride 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.

**GSC 30552. Caribbean Women Writers**

(3-0-3)

*Corequisite:* GSC 27999

A sampling of novels written by Caribbean writers, with a particular emphasis on such themes as colonization, madness, childhood, and memory.

**GSC 30553. The Victorian National Romance**

(3-0-3)

*Corequisite:* GSC 27999

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 30554. Colonial Latin America**

(2.5-0-3)

*Corequisite:* GSC 27999; GSC 32554

When Columbus stepped ashore in the Caribbean in 1492, he set in motion a process that led to the creation of wealthy Spanish and Portuguese empires in the Americas, the genocide of countless numbers of indigenous men and women, the enslavement of millions of African men and women, and the eventual formation

of a variety of independent states competing in the world economy. In this semester-long survey, we will examine topics in this history that will allow us to consider how history is produced as well as what happened in the past, from various perspectives, from elite colonial administrators and merchants to indigenous peasants and formerly enslaved men and women. Most weeks’ assigned readings include primary texts—sources written by participants in these events—and written assignments and discussion sections will concentrate on the use of these sources.

**GSC 30555. Chronicles of the Conquest of Latin America**

(2.5-0-3)

*Corequisite:* GSC 27999

This seminar examines key aspects of the conquest of Latin America through readings of chronicles and other texts written by Spaniards and Amerindians in the 15th–17th centuries. We will focus upon the ways in which Spaniards and Amerindians theorized and explained their experiences, and their representations of themselves and their “others.” In particular, we will pay attention to the beginnings of modern notions of race and ethnicity through discussions of barbarians, wildmen, and cannibals, among other “types” important to the colonial encounter. Students will help lead class discussions and will write a series of essays that critically engage with the historical texts.

**GSC 30556. The U.S. Civil War Era, 1848–1877**

(2.5-0-3)

*Corequisite:* GSC 27999

Through intensive reading and writing, students will explore the social and cultural history of America’s most costly war. We will focus on various topics as they relate to the war: antebellum origins, religion, gender, Lincoln’s reasons for waging war, dead bodies, freedmen’s families, black soldiers, and the uses of war memory. This will not be a guns-and-generals-smell-the-smoke course, though knowledge of military matters can be helpful. We will ask and try to answer who really “won” and “lost” the war.

**GSC 30557. What’s Love Got To Do With It? Marriage and Family in American History From Revolution to Present**

(2.5-0-3)

*Corequisite:* GSC 27999

From the heated trenches of America’s “culture wars,” few things are as polarizing as marriage and the family. At the extremes, some hearken back to less troubled days when one man and one woman made enduring commitments to each other; others imagine a narrative of progress with women throwing off the shackles of patriarchy, as both men and women forged new kinds of relationships informed by individual needs. Through intensive reading and writing, students will grapple with these conflicting narratives of decline and triumph. We will explore Native-American families, polygamy, free-love communities, Cold War homemakers, the black family, and gay marriage. In all of these we will flesh out the ways in which defining “the family” has always been entangled with citizenship, national politics, and religious intolerance.

**GSC 30558. African American Women’s History**

(4.5-0-3)

This course will trace the cultural, economic, and political history of African American women in the United States from slavery to the present. Through a combination of books, primary sources, and film, we will explore how African American women have addressed what is often referred to as the “double burden” of sexism and racism while seeking to define their own identities as individuals, wives, mothers, workers, and citizens. Major themes will include labor, family social movements, and civil rights.

**GSC 30559. Women and Work in Early America**

(2.5-0-3)

*Corequisite:* GSC 27999

What did shopping, tavern keeping, and midwifery have in common in early America? They could all be considered legitimate forms of “women’s work.” This course introduces students to early American social history (from colonial

settlement to 1820) by considering the dynamic relationship of women and work. We will consider the ways that girls and women helped make the world of pre-industrial America through their contributions both inside and outside of the home. The course will consider different forms of labor: skilled and unskilled, free and enslaved, and paid and unpaid. It will also pay special attention to the ways that women of European, African, and Indian descent wove their own cultural beliefs and social practices into the broader laboring regimes of early America. Throughout, we will explore the changing meanings of “women’s work” and “men’s work” and assess how these definitions helped to shape boundaries of race and class. We will cover a range of sites from New England to Charleston, Louisiana to Jamaica, and analyze topics such as the gendering of agricultural work; African women’s market activities in the New World; women and politics in Washington; and shopping as skilled work.

### **GSC 30560. American Catholic Experience**

(3-0-3)

*Corequisite:* GSC 27999; HIST 32615

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.

### **GSC 30561. U.S. Labor History**

(3-0-3)

*Corequisite:* GSC 27999; HIST 32618

The labor questions: “Who does the work? Who reaps the rewards? And who makes the decisions?” are central to any society, and this course explores how those questions have been answered throughout the history of the United States of America. This class will introduce you to the major themes, events, organizations, individuals, and scholarly controversies in American labor history, from 1776 to the present. We will study the diversity of the working-class experience in the United States by exploring the past from multiple perspectives, and we will analyze competing interpretations put forth by labor historians over the past half-century. The workers, workplaces, communities, institutions, and issues will range widely over the semester, but we will investigate some core themes for the duration: issues of power, structure, and agency, from the workplace to Washington, D.C.; workers’ wide-ranging efforts to forge organizations, namely labor unions, to represent their collective interests; intersections between class, race, and gender at work, at home, at play, and in politics; and tensions between capitalism, industrialization, and democracy in U.S. history.

### **GSC 30562. Sport in American History**

(3-0-3)

*Corequisite:* GSC 27999

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 horseracing 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.

### **GSC 30563. What’s Love Got to Do with It? Marriage and the Family in American History**

(3-0-3) Gregg

*Corequisite:* GSC 27999

This course is an introduction to the study of gender and society. We will study how gender is constructed through social interaction and how it is patterned in a wide gamut of structural locations, such as the following: education, media, family, the field of medicine, and business and the economy. Major themes in this course include the social construction of gender, how people “do” gender, and patriarchy

and the perpetuation of gender inequality in our society. After exploring the core characteristics of patriarchy and its power as a social system, the final project in this course will work toward solutions to gender inequality.

### **GSC 30564. Race and Culture in the American South to 1865**

(3-0-3)

*Corequisite:* GSC 27999

This course traces the roots of southern, antebellum culture by exploring the centrality of the relationships between sex, manliness, and slavery in the development of south from 1619 to 1865. By examining how European men viewed their own sexuality and that of European women in contrast to that of African men and women, this course seeks to examine the complex racial and gendered identities at the center of southern culture. The underlying current of the class is to understand the complexity with which racial and gendered identities defined relationships and culture in the South. Using primary and secondary sources, we will critically engage the debates about slavery, racism, gender, and class in southern culture. We will reevaluate the historiographic arguments on American racism. We will take the notion of “southern gentlemen” to task, juxtaposing their responsibility as patriarchs to the ugly underbelly of slavery, race, and sexual exploitation. Our efforts in this class will be to understand the contours of the relationships between sexual control, manliness, and racism. We will explore the daily lives of men and women who lived during the time. A variety of perspectives will constitute our sources about slavery, including those of blacks, free and enslaved, as well as planters, abolitionists, women, and yeomen.

### **GSC 30565. Andean History and Ethnohistory**

(3-0-3) Graubart

*Corequisite:* GSC 27999; HIST 32929

The Andean countries—the area occupied by the Inca State at the height of its power—are modern-day Ecuador, Peru and Bolivia, as well as the northern half of Chile and the northwest of Argentina. This region is marked by geographic extremes (snow-capped mountain ranges, arid deserts, rainforests and lots of rocky terrain in between), as well as a complex and often violent political and social history. In this course, we will survey the ways that Andean peoples have adapted and contributed to the formation of their societies, from pre-Columbian civilizations, most notably the Inca, to the invasion of Europeans in the 16th century, to the modern states struggling with questions of political integration, economic development, and foreign intervention. Our readings will come, when possible, from primary sources, including archaeological artifacts and first person accounts, to allow for an ethnohistorical approach to these complex cultures.

### **GSC 30566. Twentieth-Century Irish Literature**

(3-0-3)

*Corequisite:* GSC 27999

A survey of selected works of 20th-century Irish literature.

### **GSC 30567. Reading the Unwritten Story: Mother-Daughter Relationships in Twentieth-Century Irish Fiction**

(2.5-0-3)

*Corequisite:* GSC 27999

While the role of father-son relationships (and their attendant conflict) in contemporary Irish literature has been well established, the Irish mother-daughter relationship is, as Anne Fogarty notes, “an unwritten story in Ireland”—not because it really is unwritten, but because it has not been well-charted in literary studies. The dilemmas that the family poses and that daughters face are fruitful topics for exploration; Declan Kiberd notes that “for some women writers the family was a trap, for others it remained a zone of resistance.” This course will engage in a chronological reading of 20th-century Irish women writers, tracing the developing mode(s) of representation employed to depict Irish maternity and analyzing their place in the Irish literary canon; it will also explore the relationships between these images and other pertinent themes, such as political and social issues, expressions of sexuality, the role of religion in Ireland, and images of nationhood. Authors to be read include Elizabeth Bowen, Maeve Brennan, Jennifer Johnston, Molly Keane, Mary Lavin, Dorothy Macardle, Edna O’Brien, and Kate O’Brien. Course

requirements include one-page response papers, two short papers, and midterm/final exams.

### **GSC 30568. Topics: Film and Popular Music**

(2.5-2-3)

*Corequisite:* GSC 27999

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, 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 *Head*.

### **GSC 30569. New Russian Cinema (in English)**

(2.5-0-3)

*Corequisite:* GSC 27999

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: reassessing 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 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 supplement the film component of the course. Film screenings optional; films will also be available on reserve.

### **GSC 30570. Slavery in the Atlantic World**

(3-0-3) Challenger

*Corequisite:* GSC 27999

This survey course explores the role of coerced African labor in the birth of the Atlantic World. What do we mean by Atlantic World? What do we mean by slavery? What varied and nuanced claims to humanity did Africans make against a dehumanizing labor system? How did sexuality and gender norms shape the experiences of slavery for men and women? Together, we will examine slave autobiographies, travel diaries, and pictorial sources to address these questions. We will explore how trans-Atlantic slavery connected the economies, cultures and societies that bordered the Atlantic Ocean. Our focus will be on the peoples of West Africa, Brazil and the Caribbean who were enslaved from the 15th to the 19th century.

### **GSC 30571. Mixed-Race America<sup>2</sup>**

(2.5-0-3)

*Corequisite:* GSC 27999

Despite popular images of American as a "melting" both of races and ethnicities, our institutions, values, and practices have often tried to create or maintain spatial and social distance between groups defined as racially different. This course will explore that ways in which Americans have transgressed those boundaries or found other ways of interacting across cultural lines, primarily in the 19th and 20th centuries. We will examine popular cultural perceptions of people of mixed ancestry, their social experiences, the development of various mixed-ancestry communities, and historical attempts to limit interracial socializing, relationships, and marriage. These issues were and are deeply imbedded in debates over the meaning

of race, gender expectations, and ideas about sex and sexuality. We will also pay close attention to how minority communities have understood people of mixed ancestry in the United States, and how mixed-race identities intersect with African American, Native American, Asian, white, and Latino identities.

### **GSC 30572. The City in American Culture**

(2.5-0-3)

*Corequisite:* GSC 27999

Jane Jacobs wrote in *The Death and Life of Great American Cities* that all cities are governed by a marvelous and complex order. This order, she said, is composed of movement and change, and though it is life, not art, we may call it the form of the city, and liken it to the dance. The City in American Culture looks closely at the origins and continuation of that dance as it analyzes some of the forces that have shaped and continue to shape America's cities and their surrounding metropolitan areas. The course will center on a number of literary and nonliterary texts and be guided by a series of questions such as: Does urbanization thrive on a culture of poverty? Are 20th-century gated communities a continuation of the brownstone mansion? Does the American dream require vivid urban poverty? Is there such a thing as enough? Who lives in cities today? How are societal changes and the goals of urban development rewriting the role of cities? How has gentrification and evolving patterns of metropolitanism/cosmopolitanism effected the modern city and its composite neighborhoods. Why and how do cities compete for target communities such as arts, gay/lesbian, minority, young, urban, and professional? The course will have a written, research, and a practical/experiential component.

### **GSC 30573. Literature of Immigration: The Latino/a Transnational Experience**

(3-0-3)

*Corequisite:* GSC 27999

Close reading of recent literature that explores the immigration between Mexico, Latin America, and the United States.

### **GSC 30574. History through Her/story: Women's Historical Fiction From the Atlantic Triangle**

(3-0-3) Palko

*Corequisite:* GSC 27999

In the past few decades, historical fiction has become an increasingly popular literary genre for several important reasons. In this course, a survey of 20th-century women writers from around the Atlantic Triangle, we will read novels (all in English) from Senegal, Algeria, the Caribbean, Ireland, the United States, and Canada, to examine the ways in which the writers explore their personal relationship to history, as well as history's impact on the women of their nations. Turning to the past enables a novelist to distance herself from the society and historical moment in which she writes; this distance can free her from contemporary perspectives and allow her to critique her society. Historical fiction can also permit her to consider a point of view not recorded in history. Our readings, which will begin by attempting to define historical fiction, will be guided by questions the following statements prompt: "Those who cannot remember the past are condemned to repeat it." (George Santayana) "Well-behaved women seldom make history." (Laurel Ulrich Thatcher) "The one duty we have to history is to rewrite it." (Oscar Wilde) With each novel, we will consider the impact of 20th-century political developments on women, with especial consideration for the ways their roots have been tangled by the routes colonialism forced upon their ancestors. Such a reading will also permit us to explore other pertinent themes, such as political and social issues, expressions of sexuality, the role of religion in society, and images of nationhood. Authors to be read include Angela Bourke, Fatou Diome, Malika Mokeddem, Kate O'Brien, Gisèle Pineau, Jane Urquhart, Myriam Warner-Vierya, and Sherley Anne Williams. Course requirements include short response papers (1–2 pages each), a short paper (3–4 pages), a research paper (8–10 pages), and midterm and final exams.

### **GSC 30575. Disability**

(2.5-0-3) Joshua

*Corequisite:* GSC 27999

This course investigates the cultural meanings attached to extraordinary bodies and minds. Cultural and literary scholarship has extensively explored issues connected with identities derived from race, gender, and sexuality. Only recently have concepts of bodily identity, impairment, stigma, monstrosity, marginalization, beauty, deviance, and difference begun to cohere around disability as a concept and have emerged into a discipline called “disability studies.” This course covers topics such as human rights, feminism, medical attitudes, social stigma, normalcy, life narratives, pedagogy, Gothic horror, bodily representation, mental impairment, the politics of charity, community and collective culture, Bible narrative, the built environment, and empowerment, in a range of disciplines including literary studies, film, theology, government policy, art, and drama. Key texts and films will include *The Elephant Man*, *The Hunchback of Notre Dame*, Victor Hugo’s *Notre-Dame de Paris*, Jean-Dominique Bauby’s *The Diving Bell and the Butterfly: A Memoir*, Milton’s *Samson Agonistes*, Charlotte Perkins Gilman’s “The Yellow Wallpaper,” Ben Jonson’s *Volpone*, and Mary Shelley’s *Frankenstein*. As part of the assessment, students who take this class will take part in a local placement with people with disabilities in order to gain experience of community-based learning.

### **GSC 30576. Masculinity in Spanish Literature and Film**

(2.5-0-3) Jerez-Farran

*Corequisite:* GSC 27999

This course will explore issues of masculinity as portrayed in modern Spanish drama, poetry, fiction, and film. It provides students with an opportunity to study literature and film that implicitly or explicitly shows what it means to be male and how masculinity is socially constructed. We will consider issues of male-female relationships, sexual identity and orientation, cultural identity, education and upbringing, fatherhood, and alternative social arrangements, giving due attention to the experience of men and to the struggle involved in living up to the difficult ideals of masculinity that have dominated our civilization from earliest times. Topics to be discussed in class will include, among others, the masculine stereotype, boy culture, masculine youth culture, sports, variations of the masculine image and the men’s movement. The course should be useful and interesting to students of both genders in helping them to understand their own experience as men or that of men in women’s lives.

### **GSC 30577. Women, Marriage, Family, and Sexuality in Medieval Europe**

(3-0-3) Handy

*Corequisite:* GSC 27999

In this course, we will explore the medieval roots of our modern ideas about marriage, gender roles, and sexuality. The period to be studied ranges from the early Christian period up until the 15th century. We will first examine the spread of Christian influence on the practices of marriage, divorce, and child-bearing through legal and theological records. Once armed with the basic concepts of how marriage functioned, we will move on to more varied topics, including parenthood, contraception, rape/abduction, and prostitution, as well as a look at how women’s daily lives changed over the course of the medieval period.

### **GSC 30578. Survey of French Literature II**

(2.5-0-3) Perry

*Corequisite:* GSC 27999

This course is designed as an introduction to French and Francophone literatures from the 18th century to the present. It will cover works of representative authors (such as Graffigny, Voltaire, Sand, Zola, Colette, Camus, and Makine), focusing this semester on the theme of the “other” in literature. The juxtaposition of works by male and female authors who wrote on similar themes will also enable us to examine how literature represents the intersection of gender and sexuality with ethnicity, class, and nationality across several centuries and cultures. The course will be conducted in French. A series of mini-essays, a term paper, and active and assiduous participation in class discussions will be required.

### **GSC 30579. Civil Rights and Protest Movements**

(3-0-3) Ardizzone

*Corequisite:* GSC 27999

This course will look at protest movements for civil rights and other related issues, focusing on the 20th century, especially the second half. One central theme will be the African American civil rights movement of the 1950s and 1960s. How did race, gender, class, religion, and region impact the strategies, goals, and reception of various threads of black struggles for full citizenship? In addition, we will explore previous and later generations of African American activism, as well as other protest movements in the post-WWII period. How did the civil rights movement that emerged in the 1950s draw on early 20th-century activism and leadership? What directions did African American protest movements take after the late 1960s? How did other civil rights, racial and ethnic consciousness, and social reform movements in the 1960s, ‘70s, and ‘80s develop from their own historical experiences and in relationship to other protest movements?

### **GSC 30580. Reforming America in the Long Nineteenth Century (1776–1919)**

(3-0-3) Turpin

With the recent 2008 presidential election, there is a lot of excitement about the possibility of “change” and “reform” in our country. This class will provide perspective on our present historical moment by examining American reform movements of the past. It will focus on “the long 19th century” from the American Revolution to World War I. During this time optimistic Americans of various stripes set out to reform all sorts of things: religion, sex, eating and drinking, race and gender relations, education, and working and living conditions, to name just a few. As we look at these reform movements, we will ask the questions: What drove certain people to buck convention and seek reform? Why did they choose to focus on these particular reforms at these times? What did they believe would be the ultimate significance of the changes they were seeking? Why were some movements more successful than others?

### **GSC 30600. Modern Political Thought**

(3-0-3)

*Corequisite:* GSC 27999

In this course, students will study the focal ideas and arguments that helped shape the development of Western modernity—and its notions of freedom, equality, citizenship, rights, democracy, nationality, justice, and cosmopolitanism—through close readings of classic texts of European and American political thought. Hobbes’s *Leviathan*, Locke’s *Second Treatise of Government*, Rousseau’s *First Discourse*, *Second Discourse*, and *Social Contract*, plus several historical and political essays by Kant will offer students the opportunity to understand the evolution of the vastly influential “social contract” tradition and the variants of democracy that have sprung from it. In addition, we will read contemporary works of political theory by John Rawls, Anthony Appiah, and Martha Nussbaum that both build on and move beyond the early modern social contract tradition in order to engage pressing issues of global justice that are inflected by race, ethnicity, nationality, class, sex, and gender. Students will participate in an on-campus conference on “Cosmopolitanism: Gender, Race, Class and the Quest for Global Justice,” which will feature Appiah and Nussbaum as keynote speakers.

### **GSC 30601. Feminist Political Thought**

(2.5-0-3)

*Corequisite:* GSC 27999

In many countries, feminism has had a powerful impact on the conduct of practical politics. The purpose of this course is to consider the ways in which feminist thought has influenced political theory. We open our study by plunging into a controversial contemporary debate: What is the relationship between feminism and multiculturalism? Then, returning to some of the earliest feminist critiques of modern politics by Mary Wollstonecraft, John Stuart Mill, and Harriet Taylor, we examine a range of feminist approaches to politics, asking what unifies them, and where and why they diverge from one another. One of the guiding questions of this course will be the extent to which feminist approaches pose a fundamental challenge to traditional political theory: Can feminist theories of politics just “add women and stir”? Or do feminist approaches compel us to new or different methodologies, conceptual tools, and even definitions of politics? We also ask how

meaningful it is to speak of feminism in the singular: Given the immense variety displayed by feminist thinking, should we talk about feminisms?

### **GSC 30602. Advanced Human Ethology**

(3-0-3)

*Prerequisite:* (ANTH 20105 OR ANTH 205 OR ANTH 305)

*Corequisite:* GSC 27999

This class is intended for students who completed Human Ethology, a prerequisite for enrollment. It provides the opportunity to discuss the material and topics presented in the lecture course and will culminate with each student choosing a research topic and presenting it in the form of PowerPoint to the class. A second requirement in addition to weekly readings, discussion, and/or reviews of many articles read previously will be the completion of a significant observational study of some aspect of human behavior covered by class material. The topics to be investigated include but are not limited to the evolutionary and cultural perspectives on human aggression, sleep, laughter, grief, sex differences in behavior, institutional sports, play, parenting, infant care practices, or communication (especially nonverbal). The class fulfills a methods requirement for the anthropology major.

### **GSC 30603. Cultural Difference and Social Change**

(3-0-3)

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. Course readings will cover such topics as world systems theory, globalization, development, NGOs, various understandings of “human rights,” applied anthropology, activism, and the relation between cultural relativism and service. Students will develop three collaborative websites during the semester (although each student will receive individual grades for their work). These collective projects will present the student’s own research interests based on their overseas experience, and will focus on the site where they worked, a problem that they observed in cross-cultural perspective, and an analysis of strategies for redressing this sort of problem. The overall goal of the course will be for students to gain an understanding of how social science analysis might help to understand and confront problems in cross-cultural contexts.

### **GSC 30604. Global Issues and the United Nations**

(2.5-0-3) Smith

*Corequisite:* GSC 27999

This course introduces students to the operations of the United Nations and its potential for contributing to a more peaceful, equitable, and sustainable world. We take up the world’s most pressing issues—such as peace and security, nuclear disarmament, poverty, economic and gender inequalities, and environmental degradation—to explore how the world’s governments have attempted to address global problems. Has the UN been an effective place for managing these issues? How might it be improved? What unique roles do civil society groups, or nongovernmental organizations (NGOs), play in the pursuit of the United Nations’ mission and goals? To help us consider these questions, we will meet via video conference with United Nations ambassadors, UN officials, and representatives from civil society groups. Students will have opportunities to ask questions of distinguished guest speakers, who will be joining us from the United Nations headquarters in New York. In addition to gaining an understanding of contemporary global issues, students will learn about the practical, day-to-day operations of this important world body. They will also have a chance to offer their own proposals for improving the ability of the world community to address major problems.

### **GSC 30605. Race and Ethnicity in American Politics**

(2.5-0-3)

*Corequisite:* GSC 27999

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?

### **GSC 30606. Latino Politics**

(2.5-0-3)

This course will examine the history and diversity of Latinos in the United States and how Latinos related to the U.S. political system. We will review the extent to which Latinos are incorporated into the political landscape and the degree to which they are adequately represented in the U.S. government. The course will emphasize the multiple pathways of Latino political assimilation and the ways in which Latinos become involved in politics, including electoral and non-electoral participation and partisanship acquisition.

### **GSC 30607. Introduction to South Asian Politics**

(2.5-0-3) Yadav

*Corequisite:* GSC 27999

This course will present an overview of the politics of modern South Asia focusing on Afghanistan, Bangladesh, India, and Pakistan. We will begin by studying the impact of the British colonial experience, the rise of nationalism and the emergence of independent nation states. To develop a broad understanding of the political and economic experience of the region, we will spend time analyzing the four countries individually before moving on to explore four important themes in political science. First, regime choice and regime survival in the four countries. Second, the role of women in the development experience. Third, identity politics and the emergence of violent domestic and international movements. Fourth, international relations focusing on the role of three key actors—the United States, China, and the Middle East in regional politics.

### **GSC 30608. Anthropology of Reproduction**

(2.5-0-3)

*Corequisite:* GSC 27999

In this course, we will examine a variety of issues related to reproduction. We will concentrate on anthropological studies related primarily to reproductive health throughout the life cycle, such as sexuality, pregnancy and childbirth, midwifery, reproductive freedom, and the politics of the nation-state as they affect women’s (and men’s) reproductive lives. We will use ethnographic readings and examples from around the world to illustrate our discussions and gain an understanding of the complex intertwining of local and global politics regarding reproductive experiences and choices. An integral part of the course will be an ethnographic research project wherein you will apply anthropological theories and methods.

### **GSC 30609. Gender and Archaeology**

(3-0-3)

*Corequisite:* GSC 27999

In this course, students will explore the potential for studying and reconstructing a prehistory of people through archaeology. We 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. Topics for consideration include feminist perspectives on science, anthropology, and archaeology; concepts of gender in prehistory and the present; women’s and men’s relations to craft production, state formation, and space; and the complex relationship between feminism, archaeology, and the politics of women and men in archaeology and the archaeological past. Under the broad theoretical, political and historical umbrella of feminism, archaeologists today are negotiating their own paths toward an engendered past from multiple directions, and this course will explore the diversity of these approaches toward creating a prehistory of people.

### **GSC 30610. Gender and Violence**

(3-0-3)

*Corequisite:* GSC 27999

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.

### **GSC 30612. Archaeology of the African Diaspora**

(2.5-0-3)

*Corequisite:* GSC 27999

This course is designed to serve as an in-depth undergraduate level introduction to archaeological perspectives on the African Diaspora. In this course, we examine the formation and transformation of the Black Atlantic World beginning with the transatlantic slave trade to the middle of the 19th century through the study of archaeological and historical sources. The emphasis in this course is on English-speaking African America, where the vast majority of archaeological investigations have been undertaken. A major objective of this course is to understand the material world of communities of the African Diaspora within the context of the history and historiography of the Black Atlantic. This course is organized around the following themes: (1) diaspora and the Atlantic World; (2) material life of the diaspora; (3) diverse communities of the diaspora; and (4) intersections of race, class, gender, and representation.

### **GSC 30613. Slavery and Human Bondage**

(2.5-0-3) Hauser

*Corequisite:* GSC 27999

For many Americans, the history of slavery is synonymous with plantations in the Atlantic world. This course seeks to expand our view of Atlantic slavery by looking to the Ancient World, Africa, Asia, and Europe in historic and contemporary contexts. This course examines slavery as a labor system and a social form intimately connected with the political economies and cultural groups within which it arose. It will also examine debates about contemporary forms of bonded labor and slavery emerging from global encounters today. By examining different types of bonded and unfree labor, such as chattel, domestic, and wage slavery, we will form an inquiry about slavery's relationship to the following: personhood and social death; the emergence of market economies; systems of differentiation used to maintain the social condition of the enslaved; and power and violence. This course will take an interdisciplinary approach relying on archaeology, anthropology, and history for our case studies in understanding this particular social form.

### **GSC 30614. Global Sociology**

(2.5-0-3)

Global level changes have profound impacts on societies and on people's everyday practices. This course explores the major economic and institutional changes that have helped shape the world in which we live. Students will become familiar with the workings of such global institutions as the United Nations, the World Bank, the International Monetary Fund, and the World Trade Organization. We explore important topics such as immigration, inequality, gender, human rights, environmental degradation, and development as we consider how the global system affects other levels social organization and practice. How, for instance, does the World Trade Organization affect democracy within countries? Do U.S. policies within the World Bank contribute to environmental protection? What happens when international trade agreements come into conflict with international human rights norms? How has globalization affected the ways people engage in political action? Global changes have important implications for the types and intensities of conflicts around the world, and it is difficult to address these conflicts without an understanding of how they are embedded within a broader, global system. This course helps students analyze the ways power operates in the world economy and political system and its impacts on conflict and peace processes in diverse settings.

### **GSC 30615. Gender and Peace Studies**

(2.5-0-3) St. Ville

*Corequisite:* GSC 27999

This course will place the resources of gender theory into conversation with peace studies. In so doing it will highlight both how the category of "gender" serves as a useful analytical tool for peace scholars while at the same time noting how specific situations of conflict and peacebuilding call into question and so prompt a reshaping of prominent concepts in gender theory. In the first section of the course, we will consider how attention to the social marginalization of women has clarified the differential effects of war and peace efforts. Topics to be covered include women's greater vulnerability to personal and systemic forms of violence in conflict situations, the sexual politics of warfare including the use of sexual violence as a tool of war, and the role of women as perpetrators of violence. We will consider also the increased roles in peacebuilding that have emerged for women as a result of the attention to gender, including formal calls for women to be included in peace processes, the recognition of gender-based war crimes, and grassroots peacebuilding initiatives by women. In this section, we will draw heavily on first-hand accounts from specific contexts of conflict, most notably Northern Uganda and Afghanistan. Our study of women's peacebuilding in particular sites will position us in the final section of the course to think still more critically about concepts of gender and power. Critics of contemporary gender theory frequently charge that in its radical questioning of concepts of the self and identity, gender theory has lost its ability to be politically effective. In light of our analyses, we will take up this challenge asking whether and in what ways gender remains a useful tool for students of peace studies and what possibilities our inquiry might open for reimagining concepts of gendered identity to inform future work in peacebuilding.

### **GSC 30616. Anthropology of War and Peace**

(2.5-0-3)

*Corequisite:* GSC 27999

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.

### **GSC 30617. Archaeology of Everyday Life**

(2.5-0-3)

*Corequisite:* GSC 27999

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 perspectives 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.

### **GSC 30618. Motherhood in the Public Sphere**

(2.5-0-3)

*Corequisite:* GSC 27999

This course will examine the place that motherhood has historically been given in Western philosophic thought and literature. Drawing from history, political science, and literature, we will examine how motherhood has customarily been valorized in the western republican tradition and incorporated in its political institutions. We will explore the ways in which the gendered assumptions about women's public roles as mothers, particularly in the American context, both circumscribed and opened opportunities for women to participate in public life. Finally, we will consider the extent to which these ideas exist in non-Western cultural contexts, and whether the glorification of motherhood in the developing world will help or hinder women's prospects for social advancement.

### **GSC 30619. Anthropology of Race**

(3-0-3)

*Corequisite:* GSC 27999

While issues of race and racism are pervasive in our society, most people know surprisingly little about the social, biological, political, and historical factors at play. Race is simultaneously a very real social construct and a very artificial



biological one. How can this be? Why do we care so much about classifications/divisions of humanity? This course will tackle the anthropology of race from a critical perspective. We will learn about the biology of human difference and similarity, how societies view such similarities and differences, how our social and scientific histories create these structures, and why this knowledge is both extremely important and too infrequently discussed.

### **GSC 30620. Anthropology of the Muslim World**

(2.5-0-3)

*Corequisite:* GSC 27999

This course will be a survey examination of ethnographic work on the Muslim world appropriate for students with all levels of background in anthropology and Islam. The course will look at the Muslim world broadly defined, including ethnographic work on the Middle East, Central Asia, South Asia, Southeast Asia, Europe, Africa, and North America. The course will consider many aspects of life in Muslim societies, not just religion, including trade, travel, identity, literature, and politics. Because of its relevance to current events, a significant portion of the course will deal with gender relations and constructions of masculinity/femininity in the Muslim context. We will consider such questions as the impact of religion on gender relations, negotiations between textual traditions and “popular” traditions in determining gender relations, and the circumstances in which gender constructions in the Muslim world attract attention from the “West.” The aim of this course is to give students an understanding of a wide array of approaches to ethnography. Lectures and supplementary reading material will situate the central texts in the dominant theories and assumptions of the discipline.

### **GSC 30621. Utopias and Dystopias**

(2.5-0-3) Mendham

*Corequisite:* GSC 27999

“Utopia” is a term coined by Thomas More, probably as a pun suggesting that the “good place” is “no place.” Exploring utopian traditions in politics and political thought reveals a jarring contrast between the noblest human aspirations and the most devastating outcomes. Even so, some students may find grounds for hope in certain utopian traditions, since these include not only the dozens of well-intentioned schemes that quickly led to slaughter or starvation, but also some enduring and simple communities such as the Amish. Other students may come to the more sobering conclusion that dramatic social progress is impossible. But even for them, there may be much to learn from the portrayals of shocking corruption and degradation in “dystopias” for it may still be possible that, if certain social and cultural trends are left unchecked, society can get far worse. Both utopias and dystopias tend to focus especially on two aspects of —sexuality and economics— which, according to some, are the most in need of radical reform, while according to others, are the most dangerous when altered from their traditional patterns. Utopias and dystopias help refine our idea of what excellence and depravity in society look like, how far progress and decline are possible, and what means tend toward these conditions. This course draws from political theory, history, literature, and film.

### **GSC 30622. Material Life of Africans in the Americas**

(3-0-3)

*Corequisite:* GSC 27999

This course will provide the student with a sampling of the diversity of experiences of people of African descent in the Americas as viewed from the archaeologist’s and historical anthropologists’ perspectives. Because the language of archaeology is material culture, we’ll be exploring how people have used crafts, goods, and space to communicate and negotiate identities and relationships with one another in the contexts of colonization, the birth of new nations, industrialization, and modernization. The experiences of colonizers and colonized, enslaved people, and post-colonial immigrant peoples and their families will be discussed. Due to the breadth and diversity of the material to be covered, the course will have both a loosely chronological and topical structure, but will not adhere formally to either.

### **GSC 30650. The Anthropology of Childhood and Education**

(3-0-3)

*Corequisite:* GSC 27999

Concepts of human growth vary extraordinarily across time and space. When children become full-fledged persons, when they can reason, when or whether they should be independent from their parents, and how all this happens are variable and illuminating. Education—either formal or informal—reflects and also constitutes a society’s view of childhood. This course provides a (selective) cross-cultural survey of childhood and education, looking at stages from pregnancy and infancy to late adolescence. Students will devise and conduct projects of their own.

### **GSC 30651. Contemporary Political Thought**

(2.5-0-3)

*Corequisite:* GSC 27999

This course is an introduction to contemporary American and European political thinkers. The goal of the course is to identify the characteristic questions of modern politics and the challenges to freedom in the modern age.

### **GSC 30652. Kinship and Comparative Social Organization**

(2.5-0-3)

*Corequisite:* GSC 27999

The course uses a broad cross-cultural comparative perspective to identify and analyze the major forms of human social organization. Emphasis is on kinship terminology, descent, marriage, residence units, economic exchange, political structure, and social inequality, among other topics.

### **GSC 30653. Gender and Society**

(2.5-0-3) Gregg

*Corequisite:* GSC 27999

This course is an introduction to the study of gender and society. We will study how gender is constructed through social interaction and how it is patterned in a wide gamut of structural locations, such as the following: education, media, family, the field of medicine, and business and the economy. Major themes in this course include the social construction of gender, how people “do” gender, and patriarchy and the perpetuation of gender inequality in our society. After exploring the core characteristics of patriarchy and its power as a social system, the final project in this course will work toward solutions to gender inequality.

### **GSC 30654. Gender and Society**

(2.5-0-3)

This course is an introduction to the study of gender and society. We will study how gender is constructed through social interaction and how it is patterned in a wide gamut of structural locations, such as the following: education, media, family, the field of medicine, and business and the economy. Major themes in this course include the social construction of gender, how people “do” gender, and patriarchy and the perpetuation of gender inequality in our society. After exploring the core characteristics of patriarchy and its power as a social system, the final project in this course will work toward solutions to gender inequality.

### **GSC 31513. History of Television Lab**

(0-0-0)

*Corequisite:* GSC 27999; GSC 30513

This course is the lab component of GSC 30513.

### **GSC 31568. Topics: Film and Popular Music Lab**

(0-2-0)

*Corequisite:* GSC 27999; GSC 30568

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, 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 *Head*.

**GSC 33652. Senior Seminar: Transnational Social Movements**  
(2.5-0-3)

Writing seminars are devoted to a specialized topic and give students a chance to take a writing-intensive course in a seminar setting, with an emphasis on research skills and discussion.

**GSC 40103. Cinema Ideologies**

(3-0-3)  
*Corequisite:* GSC 27999; GSC 41103

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 such films as *Malcolm X*, *Schindler's List*, *Philadelphia*, *The Killing Fields*, and *Striptease* through a close-reading practice.

**GSC 40111. Love and Sex in the Christian Tradition**

(3-0-3) Porter  
*Corequisite:* GSC 27999

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.

**GSC 40113. Sex and Gender in Cinema**

(3-0-3) Wojcik  
*Corequisite:* GSC 27999; GSC 41113

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.

**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, Carrington, West, Mansfield, Carter, and Winterson.

**GSC 40127. Mary Wollstonecraft and her Legacies**

(3-0-3)  
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 19th-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)  
*Corequisite:* GSC 27999  
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)  
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 40130. Renaissance Woman**

(3-0-3)  
This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It will treat the subject of the “Renaissance woman” in three ways. First, there will be a brief historical overview of the condition of women of different social classes during this period, focusing on topics such as their education, the role of marriage, and the convent as an alternative to married life. Secondly, it will survey how women were viewed in the literature written by men in various European countries. Here we shall read excerpts from Dante and the courtly love tradition, Petrarch and the Petrarchists, Shakespeare, and Rabelais, among others. We shall also consider the portrayal of women in artistic works of this time, comparing this to their literary representation. Next, we shall study the literature created by women during the Renaissance in Europe. During this part of the course, we shall consider some of the problems generated by women's writing, using Virginia Woolf's *A Room of One's Own* as a point of departure for our discussions. At the end of the course, we will resume our study of the image of woman in the Renaissance by reading a modern play set at that time (Peter Whelan's *The Herbal Bed* on the trial of Shakespeare's daughter) that treats some of the issues facing women at that time. All foreign texts will be read in English translation.

**GSC 40131. Gender, Genre, and the Short Story**

(3-0-3)  
This course discusses how representations of gender were explored in a survey of 19th- and 20th-century short stories from England, Ireland, France, Russia, and the southern United States.

**GSC 40132. Gender, Selfhood, and Suffering**

(3-0-3)  
*Corequisite:* GSC 27999  
Suffering is one of the most pervasive realities of human experience, and it can be argued that women often suffer in ways that are unique to and informed by their gender and sex. Designed for students of gender studies and theology, this course examines the intersection of gender, suffering, and selfhood with an emphasis on the ways in which suffering has played a role in religious traditions—and in the Christian tradition in particular—in problematizing or promoting the self-understanding and self-formation of women. We will engage authors both “inside” and “outside” the Christian tradition, and while the primary focus will be

on contemporary debates and interpretations of the class themes, some attention will be given to earlier periods in history. The challenge of the course will be to learn to assess critically and understand constructively the various means by which the gender- and religion-inflected experiences of asceticism, ritual sacrifice, pain, self-denial, etc. have influenced the selfhood of women.

### **GSC 40133. Virgins and Vixens of Enlightenment England**

(2.5-0-3)

*Corequisite:* GSC 27999

The course will look at various “virgins” and “vixens” of Enlightenment England (the “long” 18th century of 1660–1800) as a means of studying how “woman” was constructed, and why she was represented in certain ways during an important period of British history. Literary representations of women argued for certain views of how the individual, society, and the nation should be and interrelate, thus narratives by and about women tell stories with historical, social, and political implications. In class we will look at some of the constructions of women and “woman” that real women had to navigate in order to function in society and in private; for instance, by what methods can integrity and individual dignity survive when chastity is commodified, marriage is an economic transaction, and financial and professional independence for women is almost impossible? Our aim will be to study and critically evaluate the binary opposition between “virgins” and “vixens” so that the complexity of the terrain women had to engage—intellectual, spiritual, social, political, personal—will be addressed alongside the wider ramifications of how women were represented by writers such as Mary Astell, Alexander Pope, Jonathan Swift, Samuel Richardson, Samuel Johnson, and Mary Wollstonecraft.

### **GSC 40178. Race, Gender, and Women of Color**

(3-0-3)

*Corequisite:* GSC 27999

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 United States. 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 40183. U.S. Sex/Sexuality/Gender Since 1880**

(3-0-3)

*Corequisite:* GSC 27999

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 40186. Gender and Culture**

(3-0-3)

An introduction to literary theories of gender and culture in film, literature, and other media.

### **GSC 40187. Experimental Writing by Contemporary Women Poets**

(3-0-3)

Close readings of selected contemporary “experimental” women poets.

### **GSC 40188. A Gendered Voice: The Poetry of Nuala Ni Dhomhnaill**

(3-0-3)

This course will focus on the interstices of gender and cultural identity in the work of Nuala Ni Dhomhnaill. Her poetry will be situated within a theoretical framework that draws, inter alia, on recent feminist scholarship. It will address theories of the feminine as well as the specificities of Irish-language literary and oral discourses and their impact on Ni Dhomhnaill’s poetic practice. The course will also address the implications of translation. While texts will be read in English, there will be an opportunity for close textual comparisons with the original Irish-language poems.

### **GSC 40189. U.S. Sex/Sexuality/Gender From 1880**

(3-0-3)

*Corequisite:* GSC 27999

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 40221. Gender and Violence**

(3-0-3)

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 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 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) White

*Corequisite:* GSC 27999

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 40275. Topics in Modern Art**

(3-0-3)

*Corequisite:* GSC 27999

Topics course on special areas of modern art.

**GSC 40279. The 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 40294. Venetian and Northern Italian Renaissance Art**

(3-0-3)

*Corequisite:* GSC 27999

This course focuses on significant artistic developments of the 16th century in Venice with brief excursions to Lombardy and Piedmont. Giorgione, Titan, 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.

**GSC 40301. American Film**

(3-0-3)

Presentations and discussions of the several genres of film produced in America since the early 1900s.

**GSC 40309. Strains in Twentieth-Century American Fiction**

(3-0-3)

Beginning with F. Scott Fitzgerald's "Jazz Age" and ending with Toni Morrison's *Jazz*, a study of thematic commonalities and dissonances in selected 20th-century American novels.

**GSC 40310. Global Romanticisms**

(3-0-3)

An exploration of the intersections between the local, the national, and the global in well-known and lesser-known works of British Romantic era literature including fiction, drama, poetry, journalism, travel writing, abolitionist writing, political prose, and women writers.

**GSC 40311. History From Below: Colonialism, Nationalism, and Subalterns**

(3-0-3)

This course introduces advanced undergraduates and graduate students to methods of doing and writing history that intervene within dominant historical narratives and frameworks by redefining historians' relationships with sources and the questions asked of them. The Subaltern Studies Collective that emerged from South Asia in the 1980s and 1990s is now recognized as one of the more important historical interventions in recent years. Subaltern studies—historiographic writing has questioned dominant nationalist narratives by arguing that they represent only the history of elites. The objective of the course is to draw attention to differing understandings of colonialism and nationalism by laying out the perspectives of "subalterns"—untouchables, tribals, peasants, workers, women and other marginalized groups. In addition, "subaltern" perspective would also be extended to studying such themes as democracy, politics, modernity, development, cities, environment, films, and television in South Asia. The interventions by the Subaltern Studies Collective will be situated in relationship to developments in

European historiography, with special attention to the unique departures of this new school. Debates within and critiques of the collective's approach will also be examined. A background in South Asian history or culture is not a prerequisite.

**GSC 40314. 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.

**GSC 40315. Victorian City**

(3-0-3)

How notions of "the city" were depicted in 19th-century British literature.

**GSC 40318. History and Theory of Literary Criticism**

(3-0-3)

*Corequisite:* GSC 27999

The evolution of modern literary criticism.

**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)

This class 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 40375. Celebrity, Scandal, Obscurity: The Nineteenth-Century Poet**

(3-0-3)

How 19th-century British Victorian poets courted, simultaneously, celebrity, scandal, and obscurity.

**GSC 40376. The Very Long Victorian Novel**

(3-0-3)

A close reading of selected 19th-century British novels.

**GSC 40377. Post-War British and Irish Poetry**

(3-0-3)

An analysis of British and Irish poetry written after World War II.

**GSC 40378. Media Stardom and Celebrity Culture**

(3-0-3)

*Corequisite:* GSC 27999; GSC 41378

Much of America's contemporary popular culture, movies, TV, music, even sports revolves around stars, and yet few of us understand the implications of, or even the reasons for, our society's fascination with fame and celebrity. This course interrogates the cultural phenomenon of stardom from a variety of historical and theoretical perspectives. Across the semester, we will explore how stardom developed as a concept across the 20th century, learn how to "read" star images, look at the development of the Hollywood star system, consider what the popularity of certain film stars might tell us about the issues of social identity, examine stardom as a global phenomenon, and question why celebrity is such an obsession today. Overall, our goal will be to develop tools for investigating the cultural significance of stardom and to use those tools to uncover what stardom and celebrity reveal about both our society and ourselves.

**GSC 40425. Class, Labor, and Narrative**

(3-0-3)

How selected American writers addressed class and labor.

**GSC 40427. Our America: Exploring the Hyphen Between African and American**

(3-0-3)

*Corequisite:* GSC 27999

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.

**GSC 40428. Women’s Narrative in the Southern Cone**

(2.5-0-3)

*Corequisite:* GSC 27999

This course designed as a seminar for upper-level Spanish students aims to critically analyze some of the most important narrative texts by 20th-century Argentine, Chilean and Uruguayan women authors. Some of the writers to be studied include Somers, Geel, Guido, Peri-Rossi, Mercado, Eltit, and Valenzuela among others. Our readings of the selected works will be informed by the social and political circumstances of their time, which will enable us to understand the emergence of feminine subjectivities and their fictional representations. Concepts of gender, sex, and sexuality will be central to our discussions. Thus, theoretical and critical texts on feminism will also be included. Course participants will be required to actively participate in class, prepare weekly readings, two reaction papers, a class presentation on one or more of the authors studied, and a final paper.

**GSC 40429. Asian American Writing Sexuality**

(2.5-0-3)

*Corequisite:* GSC 27999

This course will introduce students to major works of Asian American literature while exploring issues of sexuality and gender in this body of literature. We will focus on race/ethnicity, authenticity, and representation as contested sites in Asian American literature, and how these contested sites produce inter/intraracial tensions about the Asian body as it is viewed from within Asian American literature and from without. Primary texts will include novels, short fiction, poetry, film, drama, the graphic novel, and critical essays.

**GSC 40477. Gender and Health**

(3-0-3)

*Corequisite:* GSC 27999

This course looks at the intersection of gender, health policy, and health care organization around the world. Some of the issues to be discussed include medicalization of the female body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; national and international health; and development policies.

**GSC 40478. Cultures of Fear: Horror Film**

(3-1-3)

*Corequisite:* GSC 27999

Horror and fear play seminal roles in the construction of cultural mythos and practice. In the modern and post-modern eras, the horror film and a culture of fear have come to prominence as core elements of cinematic expression. In this course we will examine the construction and application of central themes in the scope of international horror cinema and how they reveal salient aspects of cultural similarities and differences including: gender, sexuality, violence, and socio-political climates. Students will contextualize the films via texts drawing from anthropology, film studies, basic film production, and culture theory. Coursework will include research papers and the production of a short visual video piece representing the students’ interpretations of “What is scary?”

**GSC 40500. Love and the Novel**

(3-0-3)

*Corequisite:* GSC 27999

Beginning with *The Symposium* and ending with selected modernist writings, how Eros has appeared and been expressed in the West.

**GSC 40501. Fin-de-Siècle Literature**

(3-0-3)

*Corequisite:* GSC 27999

For Victorians, the end of the 19th century was a time of instability, anxiety, as well as possibility. This period, known as fin-de-siècle, witnessed an explosion in sexual and gender transgression, as embodied by dandies and decadents. This time period was also one where there were great political and economic conflicts in the form of growing labor and socialist movement. The fin-de-siècle also observed the birth of the New Woman who lobbied for sexual, economic, and social equality. And this period also saw the emergence of new aesthetic movement, with its radical philosophy of “art for art’s sake.” This course will consider a range of literary texts that are representative of the political, cultural and aesthetic innovations that define the fin-de-siècle. These texts will be organized according to the following four thematic sections: (1) socialism and labor politics, (2) the aesthetic movement, (3) decadents and dandies, and (4) the new woman. We will begin with William Morris’s *New From Nowhere* and then, by section two, move on to poetry by Michael Field and Amy Levy. Our discussions of Oscar Wilde’s prose and novel *The Picture of Dorian Gray* will carry us into section three, where we will also consider prose by Max Beerbohm and Arthur Symons. The course will conclude with Ella Hepworth Dixon’s novel, *The Story of a Modern Woman*, as well as stories by Victoria Cross and Olive Schreiner. Scholarly criticism and selections from Victorian writings will help us to read these texts in response to one another and as situated within their respective historical and cultural contexts.

**GSC 40502. Women and Magazines**

(3-0-3) Green

*Corequisite:* GSC 27999

This course will explore women’s print culture by focusing on women as producers and consumers of periodicals. Some of the key figures in what is sometimes called a “female” modernism made their living by publishing literary pieces and journalism in periodicals or through serving as literary editors: Djuna Barnes, Rebecca West, Virginia Woolf, Jesse Fauset, to name a few, and many of the key texts of literary modernism made their first appearance in periodicals. In addition, the periodical press has been called the medium that best “articulates the unevenness and reciprocities of evolving gender ideologies” and thus is ideal for a study of the role literary culture plays in constructing and diagnosing the contradictions of femininity in modernity. The period between the coincident rise of the New Woman and New Journalism in the 1880s and the dominance of the “woman’s magazine” in the interwar years is extraordinarily rich in examples of diverse approaches to understanding femininity presented in the press. As we consider the connections between women and periodical culture from various angles (reception, circulation, representations of women journalists, the centrality of Little Magazines, “slick” magazines, and women’s magazines as key venues for publishing modernist texts, etc.) we will meet the modern woman journalist and her close relations: female editors, “sob sisters,” “stunt girls,” “agony aunts” to name a few. We will take a good look at a variety of publication venues—modernist “Little Magazines,” feminist periodicals, so-called “women’s magazines” as well as the daily press. We will be working with periodicals in various formats: microfilm, digitalized texts, edited collections, and bound volumes. One brief essay, two mid-length (8- to 10-page) essays and one group presentation.

**GSC 40503. Film and Television Theory**

(3-0-3) Wojcik

*Prerequisite:* (FTT 30101 OR FTT 30102)*Corequisite:* GSC 27999; GSC 41503

This course offers an introduction to the philosophical, aesthetic, cultural, and historical issues that inform current scholarship and production in film and television, including auteurist, psychoanalytic, semiotic, and cultural studies approaches to film, with attention to cinema ideology, including issues of gender and sexuality.

**GSC 40504. Contemporary Women Writers**

(3-0-3) Sayers

*Corequisite:* GSC 27999

We will read, discuss, and write about a wide range of contemporary writing by women, with a particular concentration on the short story and the writers visiting Notre Dame's Women Writers Festival. Our readings will include realistic fiction as well as innovative and experimental work, including graphic fiction; some of our readings will focus on women's experiences and perspectives, but some will "make the leap" to imagine men's consciousness and reality. We'll also read critical essays and reflections by the writers themselves to situate the work within the history of women writers; we'll be especially interested in the publishing and critical realities facing women writers today. Reading journal, midterm and final, brief presentation, and an 8- to 10-page critical paper.

### **GSC 40505. The Romantic Novel in the 1790s**

(2.5-0-3) Joshua

*Corequisite:* GSC 27999

When Lionel reflects, in Charlotte Smith's *Desmond* (1792), "I found that if I would really satisfy myself with a certain view of Geraldine, I must seek some spot, where, from its elevation, I could, by means of a small pocket telescope, have an uninterrupted view of these windows," and the eponymous heroine of Mary Hays's *Memoirs of Emma Courtney* (1796) observes "I shall, I suspect, be impelled by an irresistible impulse to seek you. Though you have condemned my affection, my friendship will still follow you," they represent an extreme unrequited devotion that is part of the period's preoccupation with passion. The novel of the 1790s teems with rapists, stalkers, abusive employers, weeping men, and fighting women who confront prison, madness, murder, jealousy, and suicidal melancholy. This course aims to explore the significance of passion for understanding developments in the representation of femininity, masculinity, social virtue, and humanitarian reform at the end of the 18th century.

### **GSC 40506. Gender and Space (Literature)**

(3-0-3) Green

*Corequisite:* GSC 27999

A study of the spaces of modernity and gender in the novel.

### **GSC 40507. American Women Writers**

(3-0-3) Irving

*Corequisite:* GSC 27999

A survey of American women writers from Chopin to present.

### **GSC 40549. Self, Family, Nation: Insular and U.S. Hispanic Caribbean Women Authors**

(3-0-3)

*Corequisite:* GSC 27999

This course focuses on the literature of Hispanic Caribbean women authors in the islands and in the United States. By contrasting the works of recent and more established authors from Puerto Rico, Cuba, the Dominican Republic, and their counterparts in the United States, we'll explore the construction of gender and sexuality from a Caribbean feminist perspective. Some of the texts that this course will examine include: *In the Time of the Butterflies* by Julia Alvarez, *Papi* by Rita Indiana, *When I was Puerto Rican* by Esmeralda Santiago, *Maldito amor* by Rosario Ferré, and *Dreaming in Cuban* by Cristina García.

### **GSC 40550. Nebraska v. Fields: Death by Abortion, 1920**

(3-0-3)

*Corequisite:* GSC 27999

Students who have not taken the prerequisite courses but have a background and/or particular interest in the study of gender in history are welcome to appeal to the History Department for permission to register for this course. In 1921, Dr. Leslie S. Fields of Omaha, Neb., was sentenced to one-to-10 years in prison for performing an illegal abortion resulting in the death of 20-year-old Miss Ruth Ayer. Although the case has long been forgotten, a complete, word-for-word transcript of Fields's five-day trial recently surfaced on Ebay. This hitherto-unknown, and never-before-analyzed document opens a window into the histories of gender, law, medicine, society, and culture in the American heartland at the end of the progressive era. Students in this class will begin the work of unpacking and analyzing the history and context of the story told by that trial transcript. The first half of the

class will be devoted to understanding the broader historical context of the law, medicine, politics, women, and abortion during the early 20th century; to that end, a number of secondary source books and articles will be read, and students may be asked to locate and read a variety of relevant primary and secondary sources to help us understand the larger historical context. During the last half of the class, each student will research and write an in-depth report on one person, aspect, or issue raised by the case of the *State of Nebraska vs. Leslie S. Fields*.

### **GSC 40551. Migrating Melodramas: Latino/a Literature and Popular Culture**

(3-0-3)

*Corequisite:* GSC 27999

This course examines how various forms of popular culture from Latin America and the Caribbean migrate to the United States and are reappropriated by Latina/o cultural producers. Focusing particularly on theories of melodrama as a feminine discursive space, we will analyze several works of Latina/o literature that underscore women's active interpretation of music, film, and television. While this is a literature-based course, students will also examine how hybrid cultural products such as contemporary boleros, films, and telenovelas produce a transnational imaginary that connects Latinas/os in the United States with Latin America and the Caribbean. We will read novels such as *Loving Pedro Infante* by Denise Chavez, *The Mambo Kings Play Songs of Love* by Oscar Hijuelos, and *Tomorrow They Will Kiss* by Eduardo Santiago.

### **GSC 40552. Films of Pedro Almodovar**

(2.5-0-3)

*Corequisite:* GSC 27999

An introduction to contemporary Spanish culture and society through a selection of Pedro Almodovar's most representative cinematic output. Discussions focus on important features such as postmodernist aesthetics, questions of national identity, pop culture, the controversial representation of gender roles and sexuality in general, and the celebration of heterodox desires vis-a-vis repressive social conventions. This course is taught in Spanish.

### **GSC 40553. Beyond the Islands**

(3-0-3) Moreno

*Corequisite:* GSC 27999

This course examines the literary and cultural production of Latinos/as from the Spanish-speaking Caribbean. Issues of migration, transnationalism, and transculturation will be explored through the analysis of texts by Puerto Rican, Cuban American, and Dominican American authors.

### **GSC 40554. Identity and Gender in Modern Irish Women's Poetry**

(2.5-0-3)

*Corequisite:* GSC 27999

This course interrogates issues of gender and identity in the work of contemporary Irish women poets. We examine the ways in which contemporary poets write from a constellation of identities—sexual, cultural, and linguistic—and will focus in particular on the ways how question as they articulate versions of identity in specific cultural and literary forms. Drawing on recent theoretical work in gender studies, feminist theory and postcolonial studies, among others, this course examines texts that question and problematize essentialist notions of cultural and gender identity. We will also explore tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary Irish-language writing. We read, among others, poets such as Eavan Boland, Nuala Ní Dhomhnaill, Máire Mhac an tSaoi, Maedhbh McGuckian, Paula Meehan, and Eiléan Ní Chuilleanáin.

### **GSC 40555. History of Sport and the Cold War**

(3-0-3) Soares

*Corequisite:* GSC 27999

This course will explore the ways that sport reflected the political, ideological, social, economic and military struggle known as the Cold War. Sport permitted opportunities to defeat hated rivals or to develop competition more peacefully. It reflected the internal politics and societies in nations, and also illuminated

relations among allies. Using a variety of readings, media accounts and film clips, this course will look at a number of crucial teams, athletes and events from the Cold War, including the 1980 U.S. Olympic hockey team, the controversial 1972 Olympic basketball final, “ping pong diplomacy”, Olympic boycotts, Martina Navratilova and other Eastern European tennis stars, East German figure skater Katarina Witt, Romanian gymnast Nadia Comaneci, the ferocious Soviet-Czechoslovakian hockey rivalry following the Soviet invasion of 1968, and more.

### **GSC 40556. Gender, Sexuality, and Colonization in Latin America**

(3-0-3) Graubart

*Corequisite:* GSC 27999

In this course, we will examine the historical construction of gendered roles in the Spanish colonial world. This will entail thinking about gender in the societies that “encountered” each other in the New World, and also thinking about how that encounter produced new forms of gendered relations. Among the questions we will consider: How was the conquest gendered? How did colonial society produce masculinity as well as femininity? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender, determine people’s sense of themselves and their “others”? The course will look at a mixture of primary and secondary materials, including letters and chronicles written by men and women, testimony before the Spanish Inquisition, poetry, and novels. While there are no prerequisites for this seminar, some familiarity with colonial Latin American history will be helpful.

### **GSC 40557. Medieval Nobilities**

(3-0-3)

*Corequisite:* GSC 27999

This course will introduce students to one of the major areas of historical investigation in Europe since 1945: the evolution and function of the hereditary élites now generally called “nobilities.” Although alien to the culture and legal system of the United States, an élite social category of this general type dominated the economic, political, social, and cultural life of every major European people and state throughout and often somewhat beyond the agricultural or pre-industrial era of its history—most commonly to about 1918—and may be seen as a characteristic feature of polities on the levels of chiefdom and agricultural state throughout the world. Thus some understanding of the phenomenon of nobility and its many variant forms is essential to an understanding of the history not only of Europe, but of the civilized world in general before the 20th century. The course will begin with an examination of both medieval and modern ideas of “nobility” (which designated at once an inherent condition, a legal status, and a social category), the words employed to express those ideas, the ways in which noble status could be acquired and lost, the attributes that might be used to express it (including heraldic emblems), and the approaches taken to the whole phenomenon by social, political, constitutional, and cultural historians of various schools. It will then examine the history of a few of the numerous different nobilities that developed in the countries of Catholic Europe between 400 and 1500, and finally examine what is currently known about such themes as noble privilege, power, wealth, and influence.

### **GSC 40558. American Feminist Fiction**

(3-0-3) Brogan

*Corequisite:* GSC 27999

In this course, we will read a number of works, by both women and men, which may be described as feminist fiction. In so doing, we will raise issues about the relation of aesthetics to politics, about the process of canonization, and about aesthetic integrity. Ultimately, we will also be examining the place of women within American culture during the 20th century—how it has changed, how it has remained the same. At the end of the course, students should feel that they have discovered a new body of exciting literature, as well as new ways of reading some of our best-known literature. Texts: Kate Chopin, *The Awakening*, Edith Wharton, *The Age of Innocence*, Zora Neale Hurston, *Their Eyes Were Watching God*, William Faulkner, *The Sound and the Fury*, F. Scott Fitzgerald, *The Great Gatsby*, Alice Walker, *The Color Purple* and *The Temple of My Familiar*; Toni Morrison,

*Sula* and *Song of Solomon*; possibly Elizabeth Dewberry Vaughn, *Many Things Have Happened Since He Died*. Requirements: Two papers, a midterm, and a final examination (25 percent each).

### **GSC 40559. Contemporary American Women Poets**

(3-0-3) Brogan

*Corequisite:* GSC 27999

Although the range and productivity of American women writers over the last two centuries has been enormous, the proliferation of extremely accomplished and important women writers has virtually mushroomed in the last few decades, embracing leading poets (such as Elizabeth Bishop and Adrienne Rich), leading novelists (such as Alice Walker, Joyce Carol Oates, and Toni Morrison) and altogether new voices such as the Chicana poet Lorna Dee Cervantes, the Asian American novelist Amy Tan, and the Native American Susan Power (to name only a few). To narrow the range of this explosive development in American literature, we will primarily focus on the work of women written in this country after WW II, with special interest on the last two decades. In addition to a small sampling of a number of different writers to be found in our class reader, we will ultimately focus on seven writers: Elizabeth Bishop (poetry), Adrienne Rich (poetry and essays), June Jordan (poetry and essays), Amy Tan (fiction), Lorna Dee Cervantes (poetry), Susan Power (fiction), and Sandra Gilbert (poetry and essays).

### **GSC 40560. A Gendered Voice—The Poetry of Nuala Ni Dhomhnaill**

(3-0-3) Nic Dhiarmada

*Corequisite:* GSC 27999

This course will focus on the interstices of gender and cultural identity in the work of Nuala Ni Dhomhnaill, the foremost contemporary poet writing in Irish. Her poetry will be situated within a theoretical framework that draws, inter alia, on recent feminist scholarship. It will address theories of the feminine as well as the specificities of Irish-language literary and oral discourses and their impact on Ni Dhomhnaill’s poetic practice. The course will also address the implications of translation. While texts will be read in English, there will be an opportunity for close textual comparisons with the original Irish-language poems.

### **GSC 40561. Gender and the Nineteenth-Century British Novel**

(3-0-3) Cameron

*Corequisite:* GSC 27999

An exploration of the treatment of gender in the 19th-century British novel.

### **GSC 40562. Contemporary French and Francophone Fiction**

(3-0-3) Perry

*Corequisite:* GSC 27999

Through recent fiction by Francophone writers of Muslim origins, this course will offer us an opportunity to understand and reflect critically upon contemporary issues affecting relations between Muslim and Western cultures. We will read Tahar Ben Jelloun from Morocco (*Partir*, 2006), Yasmina Khadra from Algeria (*Les Sirènes de Bagdad*, 2006), Salim Bachi from Algeria (*Le Silence de Mahomet*, 2008), Chahdortt Djavann from Iran (*La Muette*, 2008), and Atiq Rahimi from Afghanistan (*Syngé sabour: Pierre de patience*, 2008, Prix Goncourt). Apart from their literary merits that call for examination and appreciation, these novels raise key issues in our world today, including exile, immigration, post-colonialism, the wars in Iraq and Afghanistan, Islamic extremism and terrorism, gender and social disparities, and various forms of violence, especially toward women. They also demonstrate various attempts to engage Western readers, in particular through an original, literary approach to the Prophet Muhammad’s biography. Class taught in French. Students are expected to participate fully in class discussions and will be responsible for two essays (one with the opportunity to revise and rewrite) as well as one oral presentation (done in a group).

### **GSC 40600. Global Crime and Corruption**

(2.5-0-3) Nordstrom

*Corequisite:* GSC 27999

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 "out-laws." For example, internationalization has influenced crime in much the same ways that it has multinationals and nongovernmental organizations: criminal networks now span continents, forge trade agreements, and hone 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.

### **GSC 40601. Gender and Health**

(2.5-0-3) Smith

*Corequisite:* GSC 27999

This course looks at the intersection of gender, health policy, and health care organization around the world. Some of the issues to be discussed include medicalization of the female body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; national and international health; and development policies.

### **GSC 40602. Judicial Politics**

(2.5-0-3) Colucci

*Corequisite:* GSC 27999

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; abortion; 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.

### **GSC 40603. Space, Place, and Landscape**

(3-0-3) Rotman

*Corequisite:* GSC 27999

In this course, we will explore human relationships to the built environment and the complex ways in which people consciously and unconsciously shape the world around them. Cultural landscapes are not empty spaces, but rather places we imbue with meaning and significance. We are particularly interested in the ways in which the built environment has worked as an agent of cultural power as well as how social relations (notably class, gender, and ethnicity) have been codified and reproduced through landscapes. We will examine how people perceive, experience, and contextualize social spaces at the intersection of symbolic processes, senses of place, memory, and identity formation, as well as how these change through time and across space. As an interdisciplinary endeavor, we will draw from history, geography, art, environmental science, architecture, landscape studies, anthropology, and urban planning, among other disciplines. Students will undertake a significant original research project that investigates the human experience through space, place, and landscape.

### **GSC 41103. Cinema Ideologies Lab**

(0-1-0)

*Corequisite:* GSC 40103

Required lab that accompanies Cinema Ideologies.

### **GSC 41113. Sex and Gender in Cinema Lab**

(0-3-0)

*Corequisite:* GSC 27999; GSC 40113

During the lab times, certain films will be viewed for further discussion in class.

### **GSC 41251. Theatre and Social Activism**

(3-0-3)

*Corequisite:* GSC 27999

In this course, we will explore the potential of theatre as social activism and as a vehicle for social change. The course will involve two modes of study: (1) investigation of a variety of techniques and approaches to creating activist, "grassroots" theatre (e.g., looking work by artist/activists like Augusto Boal ("Theatre of the Oppressed", Bread and Puppet Theatre, ACT/UP, etc.) and (2) creation of original theatre pieces addressing social concerns in the local community (for example, students might focus on creating theatre centered on local environmental issues, the living wage campaign, the Michiana Peace Coalition, etc). The class will culminate in public performances of our own "activist theatre," with the aim of making an impact and effecting change through the performing arts.

### **GSC 41378. Media Stardom and Celebrity Culture Lab**

(0-1-0)

*Corequisite:* GSC 27999; GSC 40378

Certain presentations will be viewed for further discussion in class.

### **GSC 41502. Honors Seminar: Hitchcock Lab**

(0-2-0)

*Corequisite:* GSC 43502

This course aims to teach honors students research methods, project development and advanced writing techniques through an examination of Alfred Hitchcock. Students will see numerous Hitchcock films and TV shows, and read and research extensively in the literature on Hitchcock. Students will consider different approaches to Hitchcock, including auteurist, generic, feminist, psychoanalytic, and queer methodologies. Students will also consider the work of Hitchcock collaborators, including James Stewart, Cary Grant, and Bernard Hermann. By invitation only.

### **GSC 41503. Film and Television Theory Lab**

(0-0-0)

*Prerequisite:* (FTT 30101 OR FTT 30102)

*Corequisite:* GSC 27999; GSC 40503

This course offers an introduction to the philosophical, aesthetic, cultural, and historical issues that inform current scholarship and production in film and television, including auteurist, psychoanalytic, semiotic, and cultural studies approaches to film, with attention to cinema ideology, including issues of gender and sexuality.

### **GSC 43101. Philosophy in a Different Voice: Feminist Perspectives on Knowledge**

(3-0-3)

Traditional epistemology and philosophy of science analyze the prospects and conditions of knowledge in a very abstract, general way—as though our individual characteristics (gender, race, etc.) and the sociopolitical situation in which we find ourselves have no bearing on such knowledge. In contrast, this course will consider such issues as the epistemic resources and liabilities of particular social locations, the ideological role of epistemic norms, and the relation between social values and objectivity.

### **GSC 43102. The Ethics of Gender**

(3-0-3)

*Corequisite:* GSC 27999

We observe gender differences between men and women, but these differences vary over time and place, depending on the customs and practices of different societies and depending on the choices individuals make. To the degree that gender differences are a product of social and individual choice, we can raise the question, as we will in this course, of what, if any, gender differences, we should have in society.



This question is of particular ethical significance in light of our commitment to the equality of men and women.

**GSC 43103. Seminar: Feminism, Print, and Spectacle in the Twentieth Century**

(3-0-3)

*Corequisite:* GSC 27999

How feminist cultures of the 20th century have engaged print culture and visual culture in imaginative ways to carve a space for discussions of women's issues.

**GSC 43201. Families and Their Interrelations with Gender and Work**

(3-0-3)

*Corequisite:* GSC 27999

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 43251. Contemporary Political Philosophy**

(3-0-3)

*Corequisite:* GSC 27999

In this course, we will critically evaluate the major political ideals of our time, namely, libertarian justice, welfare liberal justice, socialist justice, and feminist justice, with a particular focus on how feminist justice presents an important challenge to the other ideals that needs to be met. We will further consider how these political ideals apply to a range of practical problems on the assumption that addressing practical problems can sometimes lead us to revise the political theories we hold.

**GSC 43301. Seminar: Narratives of Modern Art**

(3-0-3) Pyne

*Corequisite:* GSC 27999

Permission required. Seminar on specific subjects in 19th-century and 20th-century European art.

**GSC 43451. Sociology of Divorce and Remarriage**

(3-0-3)

*Corequisite:* GSC 27999

This course describes the adversity and reorganization of family life through marital discord, divorce, nonmarital births, single parenthood, and remarriage, with a particular focus on how these processes affect children. Through weekly lectures, readings, and discussions, students will become familiar with current research and policy related to these topics.

**GSC 43453. Social Movements in Global Perspectives**

(2.5-0-3)

*Corequisite:* GSC 27999

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.

**GSC 43500. Images of Women in American Cinema**

(2.5-0-3)

*Corequisite:* GSC 27999

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 43501. Seminar: Topics in Medieval Art**

(2.5-0-3)

*Corequisite:* GSC 27999

The topic and format of this course will vary from year to year.

**GSC 43502. Honors Seminar: Hitchcock**

(2.5-2-3) Ohmer

*Corequisite:* GSC 41502

This course aims to teach honors students research methods, project development, and advanced writing techniques through an examination of the films of Alfred Hitchcock. Students will see numerous Hitchcock films and TV shows, and read and research extensively in the literature on Hitchcock. Students will consider different approaches to Hitchcock, including auteurism, genre studies, feminist and psychoanalytic theories, reception studies and industrial histories. Films we will screen include *Rear Window*, *Psycho*, *North by Northwest*, *Blackmail*, *The 39 Steps*, *Rope*, and *Rebecca*. *Corequisite:* FTT 41602 For FTT Honors students and students eligible for honors, by permission of instructor.

**GSC 43549. Race, Gender, and Women of Color**

(2.5-0-3)

*Corequisite:* GSC 27999

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 United States. 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?

**GSC 43550. The Meaning of Things**

(2.5-0-3)

*Corequisite:* GSC 27999

The Meaning of Things asks how objects as diverse as a ND class ring, a pair of jeans, a lava lamp, or an iPod acquire meaning and value. This seminar will introduce students to a range of practices relating to consumption in American history. We will investigate the gendered aspects of production, marketing, buying and using goods as these impact not only on gender, but also on the construction of a range of identities. This will lay the foundation for students to write substantive individual research papers on a "thing" of their choice.

**GSC 43551. The Ethics of Gender and Race**

(2.5-0-3)

*Corequisite:* GSC 27999

This course is concerned with two central ideas—equal opportunity and discrimination. It focuses on what constitutes equal opportunity with respect to gender and race and how best to achieve it, as well as what constitutes sexual and racial discrimination and how best to avoid it. It begins by considering arguments of those who hold that feminist causes discriminate against men and that affirmative action programs discriminates against whites, and then considers opposing arguments. The goal of the course is to help students make up their own minds about which views on these topics are most morally defensible.

**GSC 43600. Global Sociology**

(2.5-0-3) Smith

*Corequisite:* GSC 27999

This course introduces students to global perspectives in sociology. We consider how sociological analyses help us understand variation in people's experiences and life chances as well as larger processes of social change. We examine the history of the world economic and political system and its implications for people today. We consider how the experiences of women, indigenous peoples, and Third World countries have been shaped by global-level institutions and structures. Social

movements challenging economic globalization—fundamentalist movements—are examined as we attempt to understand how global policies and practices shape conflicts in local and national settings. The course is designed for students who simply want to learn how the World Bank, IMF, and United Nations are impacting the experiences of people around the world as well as for those who expect to do further research in the field.

### **GSC 43650. Self, Society, and Environment**

(3-0-3)

*Corequisite:* GSC 27999

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 perspectives 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.

### **GSC 43651. Divorce and Remarriage**

(2.5-0-3) Sobolewski

*Corequisite:* GSC 27999

This course describes the adversity and reorganization of family life through marital discord, divorce, nonmarital births, single parenthood, and remarriage, with a particular focus on how these processes affect children. Through weekly lectures, readings, and discussions, students will become familiar with current research and policy related to these topics.

### **GSC 43652. Families, Employment, and Their Interrelations with Gender**

(2.5-0-3) Aldous

*Corequisite:* GSC 27999

The purpose of the course is to look at how the two genders' relations in the paid labor force are affecting family behaviors, and the reverse. The expectations we have learned from childhood, and the education we are receiving about the tasks men and women should do with respect to household and childcare, affect the kind of jobs we look for. The kinds of jobs people seek and obtain vary according to gender, even though women and men have the same education. Recently, however, women have been obtaining more education than men, but they still tend to go into jobs that pay less money and have fewer opportunities for promotions than those of men. Women continue to be the persons most involved in the household work and childcare. Thus, as we will learn, women with families tend to have less freedom and less opportunity to choose applying within a range of jobs, and women's wages even within the same jobs tend to be less. This course gives you the opportunity to discuss the assigned reading material and to see whether it applies to a woman and man job holder, each in a different partnership, whom you will be interviewing for an interview report. This latter report will be based upon your initial study of the research that is done on some aspect of family life and paid work relations. The latter would include such programs as family leave, varying hours on the job, childcare opportunities, and flexibility of job requirements. All in all, the course can be a demanding one but one that also expands your perspectives on the interrelations of family life, employment requirements, and opportunities as they are affected by gender.

### **GSC 45001. Gender Studies Senior Internship**

(5-0-3)

In collaboration with the gender studies internship advisor, students choose an organization or business in the South Bend area for which they serve as a nonpaid intern. In addition to performing 6–8 hours of internship service per week for their chosen internship site, students write either a research paper which analyzes the roles of gender, sexuality, and/or intersectionality at the internship site and in the broader profession to which it belongs, or propose and complete an applied project that meets a particular need at their internship site. This course may be taken in either the fall or spring semester of the senior year. The hours per week may be spread across several days, or completed in one long block. The student

will be expected to complete a minimum of 80 total hours. This course fulfills the senior capstone project requirement for gender studies supplementary majors, or can be taken as an elective in either the gender studies supplementary major or the gender studies minor.

### **GSC 46501. Seminar: Topics in Medieval Art**

(2.5-0-3)

The topic and format of this course will vary from year to year.

### **GSC 47000. Special Studies**

(7-0-3)

Special studies are available with gender studies-affiliated faculty.

### **GSC 48001. Senior Thesis**

(3-0-3)

In collaboration with the gender studies academic advisor, students choose a gender studies faculty member who will guide them through the semester-long composition of a senior thesis. The senior thesis is an original and professional piece of scholarly writing based on the student's interdisciplinary research in their primary and supplementary majors. The gender studies senior thesis may build upon, but cannot replicate, the work done for a senior thesis or paper in another major or course. This course fulfills the senior capstone project requirement for gender studies supplementary majors. It can only be taken in the fall semester of the senior year. In the spring semester of the junior year, interested students should speak to the gender studies academic advisor about planning their thesis topic and research and securing a faculty advisor. For the thesis to be accepted by gender studies, the minimum page requirement is 30 pages.

### **GSC 50100. Women and Christian Origins**

(3-0-3)

*Corequisite:* GSC 27999

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.

### **GSC 50549. Feminine in Irish Literary and Oral-Vernacular Tradition**

(3-0-3)

*Corequisite:* GSC 27999

This course addresses issues concerning the representation of the feminine in Irish literary and oral-vernacular tradition. It treats of the historical displacement and re-interpretation of the figure of the autonomous "Otherworld" female in literature and oral narrative. In particular it examines a series of texts from pre-modern oral narrative tradition featuring the figures of *cailleach*/hag and *bean feasa*/wise woman with a view to understanding their significance for the "native" ear. The potential significance of such texts as therapeutic resources for the modern reader is also considered.

### **GSC 51104. Cinema, Gender, and Space Lab**

(2.5-2-0)

*Corequisite:* GSC 27999; GSC 53104

This course will explore various configurations of cinema, gender, and space in American film. We will consider the space of the cinema screen and its gendering through framing and mise-en-scene. We will also consider the space of the cinema itself, as a site of amusement, and its shifting gendering. We will examine how various spaces (the city, the department store, the office, the home, the apartment, the West) are represented in film and how those spaces are gendered.

### **GSC 53100. Philosophy in a Different Voice: Feminist Perspectives on Knowledge**

(3-0-3)

Traditional epistemology and philosophy of science analyze the prospects and conditions of knowledge in a very abstract, general way—as though our individual characteristics (gender, race, etc.) and the sociopolitical situation in which we find ourselves have no bearing on such knowledge. In contrast, this course will consider such issues as the epistemic resources and liabilities of particular social locations, the ideological role of epistemic norms, and the relation between social values and objectivity.

### **GSC 53101. U.S. Women's Gender History**

(3-0-3)

This colloquium is intended to serve as an introduction to the field of U.S. women's and gender history. It will provide a basic background to some of the major current methodological approaches and topical interests in the field, as well as acquainting the student with the way approaches to women's history have developed and changed over the past 35 years. Although the course will be organized chronologically, from colonial times through the 20th century, the main focus will be historiographical. We will not attempt to "cover" all the important areas of U.S. women's history. Students who wish to master this field, however, will emerge from the class with the requisite analytical tools to begin that task.

### **GSC 53102. Feminist Theatre Performance**

(3-0-3)

*Corequisite:* GSC 27999

In this course, we'll investigate the history and practice of feminist theatre. The seminar will focus not only on feminist playwrights (such as Caryl Churchill, Sarah Daniels, and Pam Gems in England, and Maria Irene Fornes, Paula Vogel, Claire Chafee, Eve Ensler in the United States), but also on feminist theories of the theater and on theoretical and critical responses to the plays we read (i.e. Elin Diamond, Sue-Ellen Case, Peggy Phelan, etc.). The course will pay particular attention to feminist theatre by women of color (i.e. Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Cherrie Moraga, Coco Fusco, and Diana Son) and to intersections between feminist theatre and queer theatre (The Five Lesbian Brothers, Tony Kushner, Charles Ludlam, Kate Bornstein). We will at all times keep our texts in context, and look closely at the processes and practices that distinguish "feminist" theater (as a stage product, and not merely a playtext) from "nonfeminist" theater. We'll also devote significant attention to feminist performance artists such as Holly Hughes, Karen Finley, Robbie McCauley, and Laurie Anderson. The course will include several translated texts; Ph.D. in literature students will be required to read texts in the original language if they have proficiency in that language. In addition, they will be encouraged to pursue a final project that incorporates research in one of their language proficiencies (for example, a student proficient in French will be directed to research French feminist theatres). The seminar will require each student to offer a presentation of original research, and to write an article length paper on a topic of their choice.

### **GSC 53103. Contemporary Political Philosophy**

(3-0-3)

*Corequisite:* GSC 27999

In this course, we will critically evaluate the major political ideals of our time, namely, libertarian justice, welfare liberal justice, socialist justice, and feminist justice, with a particular focus on how feminist justice presents an important challenge to the other ideals that needs to be met. We will further consider how these political ideals apply to a range of practical problems on the assumption that addressing practical problems can sometimes lead us to revise the political theories we hold.

### **GSC 53104. Cinema, Gender, and Space**

(2.5-0-3) Wojcik

*Prerequisite:* (FTT 10101 OR FTT 20101)

*Corequisite:* GSC 27999; GSC 51104

This course will explore various configurations of cinema, gender, and space in American film. We will consider the space of the cinema screen and its gendering through framing and mise-en-scene. We will also consider the space of the cinema itself, as a site of amusement, and its shifting gendering. We will examine how various spaces (the city, the department store, the office, the home, the apartment, the West) are represented in film and how those spaces are gendered.

### **GSC 53500. Science and Social Values**

(3-0-3)

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?

### **GSC 53651. Global Sociology**

(3-0-3)

The course is designed as a broad overview of sociological analysis that extends beyond traditionally accepted national and local boundaries. It provides a perspective on the discipline as one that seeks to understand human society as a nested collection of interdependent societies. In particular, the course draws from world systems theory and institutional approaches—as well as from related disciplines such as anthropology—to consider how the "development project" of the 20th century evolved over time. The impacts of global economic integration on cultural and institutional change, gender relations, inequality, and on changing identities and forms of collective action (including social movements) are phenomena we explore in the course. The course is designed for students who simply want to learn how the World Bank, IMF, and United Nations are impacting the experiences of people around the world as well as for those who expect to do further research in the field.

## Hesburgh Program in Public Service

### HESB 20000. Introduction to American Government

(3-0-3) Ayala; Campbell

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) Wolbrecht

*Corequisite:* 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 20002. Principles of Microeconomics

(3-0-3)

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.

### HESB 20010. Introduction to Public Policy

(3-0-3) De Ridder

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. U.S. Latino Spirituality

(3-0-3) Elizondo

U.S. 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 U.S. Latino spirituality through the devotions, practices, feasts, and rituals of the people.

### HESB 30100. Methods of Sociological Research

(3-0-3) Guntz; 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 for Social Research

(3-0-3) Peaslee

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.

### HESB 30102. Intermediate Economic Theory—Micro

(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 Analysis

(3-0-3)

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 30104. Statistics for Economics

(3-0-3) Betson

This course seeks to introduce the student to the principles of probability and statistical theory appropriate for the study of economics. The emphasis of the course will be on hypothesis testing and regression analysis.

### HESB 30230. Religion and Social Life

(3-0-3) Christiano

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.

### HESB 30232. Morality and Modernity

(3-0-3) Solomon

*Corequisite:* PHIL 22415

An examination of many of the deepest contemporary moral disputes that rest on philosophical disagreements about the nature of modernity. These disputes focus particularly on the modern commitments to individualism and the idea of progress.

### HESB 30233. Philosophy of Religion

(3-0-3)

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.

### HESB 30237. Medical Ethics

(3-0-3) Solomon

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.

### HESB 30244. 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 experiencing 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.

### **HESB 30245. Political Theory**

(3-0-3) Villa

*Corequisite:* POLS 22600

This course is an introduction to political theory as a tradition of discourse and as a way of thinking about politics. The course surveys selected works of political theory and explores some of the recurring themes and questions that political theory addresses. This introductory course fulfills the political theory breadth requirement for the political science major.

### **HESB 30246. Science, Technology, and Society**

(3-0-3) Peterson

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 avowedly democratic society.

### **HESB 30248. Catholics in America**

(3-0-3) Cummings

Since 1850, Roman Catholics have constituted the single largest religious denomination in the United States. This course explores what the presence of Catholics has meant for the American experience, focusing on themes of church/state separation, religion and politics, education, and social reform. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, gender, region, race and class as variables that have shaped the American Catholic experience. Assigned readings range from excerpts of anti-Catholic publications to first-hand accounts written by American Catholics from the colonial period to the present. In addition we will study the representation of Catholics in American film, themes of Catholic fiction, material culture relating to Catholic devotional life and the sacraments, and the shifting position of American Catholics in the universal Roman Catholic Church.

### **HESB 30249. 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 Christian tradition. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third World theologians, the course will focus on the significance of gender and social location in understanding the nature and sources of theology, theological anthropology, Christology/soteriology, the mystery of God, and women’s spirituality.

### **HESB 30250. Utopias and Dystopias**

(3-0-3) Mendham

“Utopia” is a term coined by Thomas More, probably as a pun suggesting that the “good place” is “no place.” Exploring utopian traditions in politics and political thought reveals a jarring contrast between the noblest human aspirations and the most devastating outcomes. Even so, some students may find grounds for hope in certain utopian traditions, since these include not only the dozens of well-intentioned schemes which quickly led to slaughter or starvation, but also some enduring and simple communities such as the Amish. Other students may come to the more sobering conclusion that dramatic social progress is impossible. But even for them, there may be much to learn from the portrayals of shocking

corruption and degradation in “dystopias” for it may still be possible that, if certain social and cultural trends are left unchecked, society can get far worse. Both utopias and dystopias tend to focus especially on two aspects of society: sexuality and economics which according to some, are the most in need of radical reform, while according to others, are the most dangerous when altered from their traditional patterns. Utopias and dystopias help refine our idea of what excellence and depravity in society look like, how far progress and decline are possible, and what means tend toward these conditions. This course draws from political theory, history, literature, and film.

### **HESB 30251. Ecology, Ethics, and Economics**

(3-0-3) Sayre

An examination, through literature and reasoned argument, of (1) social values behind the economic excesses that have led to our ecological crisis and (2) alternative values by which the crisis might be alleviated.

### **HESB 30252. 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 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.

### **HESB 30253. Popular Culture and Religious Change**

(3-0-3)

This course will examine the relationship between popular culture and religious change, including traditional religions, new religious movements, and other cultural and leisure activities that have meaningful, religious elements. Themes include the adaptation of cultural productions for religious purpose and practice among both religious denominations and popular culture quasi-religions (e.g. *Star Trek* fandom), the dynamics of conversions between religions, all in a context of religious and lifestyle pluralism, with both international and domestic case studies.

### **HESB 30254. Moral Limits of a Free Market**

(1-0-1) Wilber

This class is designed to investigate questions such as: Do markets need ethical standards? Do markets make us moral? Should a market for transplant organs be allowed? What should we think about sweatshops?

### **HESB 30255. Original Intent and Freedom of Religion**

(3-0-3)

The focus of this course is the constitution as interpreted by the United States Supreme Court. It covers landmark constitutional cases.

### **HESB 30256. Human Rights and Human Wrongs**

(3-0-3) Verdeja

This course will examine theories of human rights and their applications and implications for international politics.

### **HESB 30257. Contemporary Political Islam**

(3-0-3) Shahin

This course is designed to provide students with an understanding of the phenomenon of political Islam in the Arab and Muslim worlds. It examines the reasons, implications, and consequences of the reassertion of Islam in today’s politics. The first part of the course provides a thorough analysis of the Islamic order and the model(s) that inspires modern Islamist activists. The second part critically examines the ideas of the main ideologues of contemporary Islamic movements. The

third part discusses the approaches to the understanding of contemporary political Islam and the Islamic movements and presents cases studies of mainstream and radical Islamic movements in a number of Arab and Muslim countries. Finally, the course concludes with a critical analysis of the future of political Islam and its relations with the West.

### **HESB 30258. Christianity and the Modern State**

(3-0-3) McCumbers

In the Gospels, Jesus instructs Christians to give to Caesar the things that are Caesar's and to God, the things that are God's. However, what exactly it is that believers owe to Caesar and to God has been a source of both political and religious division for more than two millennia. Most of the major political thinkers in the western tradition have commented on this issue, and in this course we will evaluate critically the diverse solutions that have been offered to questions such as: What does it mean to have a separation of church and state? Is achieving a separation of church and state possible or desirable? What should be done when one's religious and civic duties come into conflict? The reading list for the course will include selections from thinkers such as St. Augustine, Machiavelli, Luther, Calvin, Rousseau, Jefferson, Madison, Washington, Hume, Lincoln, Tocqueville, and Rawls as well as documents from Vatican Council II, papal encyclicals, and U.S. Supreme Court cases. In addition to learning about this issue that is fundamental to the study of politics both past and present, students will be encouraged to develop their ability to think and write critically through paper assignments and class discussion.

### **HESB 30400. American Congress**

(3-0-3)

*Prerequisite:* (POLS 10100) OR (POLS 20100) OR (GOVT 10100) OR (GOVT 20100)

This class will expose the student to the practical workings of the U.S. 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) Arnold

*Prerequisite:* (POLS 10100) OR (POLS 20100) OR (GOVT 10100) OR (GOVT 20100)

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 30410. 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. 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.

### **HESB 30422. Introduction to 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 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) Wolbrecht

*Prerequisite:* (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A) OR (GOVT 10100 OR GOVT 140) OR (GOVT 20100 OR GOVT 240 OR GOVT 240A)

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.

### **HESB 30437. Constitutional Law**

(3-0-3) Kommers

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. Social Movements**

(3-0-3)

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, paying particular attention to theories of identity, emotion, and networks.

### **HESB 30449. Constitutional Interpretation**

(3-0-3) Barber

*Prerequisite:* (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A) OR (GOVT 10100 OR GOVT 140) OR (GOVT 20100 OR GOVT 240 OR GOVT 240A)

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 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 30467. Information Security**

(3-0-3) Chapple

This course provides students with a working knowledge of information security topics through a focus on best practices, applications and implementation strategies. Students will learn the fundamental principles of information security and

explore contemporary topics in the field, including access control methodologies, business continuity/disaster recovery planning, firewalls, network security, operating system security, intrusion detection, cryptography, and incident handling.

### **HESB 30472. Mexican American History**

(3-0-3) Rodriguez

*Corequisite:* HIST 32621

This course is an introductory survey of Mexican American history in the United States. Primarily focused on events after the Texas revolution and annexation of the American Southwest, we will consider the problems the Spanish and Mexican settlers faced in their new homeland, as well as the mass migration of Anglo-Americans into the region following the annexation. Throughout the course, we will explore the changing nature of Mexican American U.S. citizenship. Other themes and topics examined will include immigration, the growth of agriculture in Texas and California, internal migration, urbanization, discrimination, segregation, language and cultural maintenance, and the development of a U.S.-based Mexican American politics and culture. Although primarily focused on the American Southwest and California, this course also highlights the long history of Mexican American life and work in the Great Lakes and Midwestern United States. We will conclude with the recent history of Mexican and Latin American migration to the United States after 1965, and the changing nature of Mexican American identity and citizenship within this context.

### **HESB 30473. U.S. 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.”

### **HESB 30480. Labor and America Since 1945**

(3-0-3) Graff

This course explores the relationship between workers and the labor movement to American politics and culture since 1945. The United States emerged from World War II as the strongest global power, and its citizens subsequently enjoyed a long postwar economic boom that created what we might call the first truly middle-class society in world history. At the heart of that new society was the American labor movement, those unions like the United Auto Workers and the United Steel Workers who ensured that at least some of the postwar profits made it into the wallets of workers and their families. Today, however, unions represent only 8 percent of workers in the private sector. What accounts for the decline of organized labor since the 1950s? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, and modern conservatism? What is “globalization” and what has been its impact upon American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and Hollywood films, this course will try to answer these questions. Students interested in politics, economic development, international relations, social justice, human rights, peace studies, or mass culture are particularly welcome.

### **HESB 30484. Intermediate Economic Theory—Macroeconomics**

(3-0-3)

An extensive examination of macroeconomics, with particular reference to the determination of economic growth, national income, employment, and general price level.

### **HESB 30486. Introduction to Political Economy**

(3-0-3) Wolfson

The course is an introduction to the “other” side of economics: heterodox economics or political economy. Political economy perspectives include Marxian, Post Keynesian, radical, institutionalist, feminist, and other approaches. The course will

also investigate the theoretical and social consequences of different approaches, and how policies and institutional changes that promote social justice and human dignity can be formulated in our current economic environment.

### **HESB 30487. Population Dynamics**

(3-0-3) Williams

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.

### **HESB 30488. 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 com bubble, the Web has left all of the abovementioned 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.

### **HESB 30490. International Migration and Human Rights**

(2-0-2) Bustamante

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 United States 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.

### **HESB 30494. Religion and American Politics**

(3-0-3) Noll

*Corequisite:* HIST 32630

Since the early 1950s, religion has been an obviously major factor in American political life driven first by the African American leaders of the civil rights movement and then, in more recent decades, by the concerns of the religious right. Especially after the election of John F. Kennedy in 1960, Catholics have also been fully recognized participants in the nation's political uses of religion as well as in debates over whether and how religion should be used politically. This class tries to show that modern political-religious connections are but new instances of what has always gone on in the American past. The shape of contests over religion and politics may have changed considerably over time, but not the fact of dense connections between the two spheres. Readings for the course include primary and secondary accounts that treat notable incidents, problems, debates, and controversies from the colonial period to the present. Lectures spotlight major issues of historical interpretation, like religion and the Constitution, religion and antebellum debates over slavery, religion and Reconstruction, Catholic versus Protestant understandings of liberty, civil rights and the new Christian right.

Opportunities for student writing will feature responses to primary documents and historical interpretations.

### **HESB 30501. 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 '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 30512. Foundations of Sociological Theory**

(3-0-3) Faeges; Konieczny

Sociological theory is the foundation of sociology. Students in this course will learn two things: first, what theorists do and why; and second, how to use fundamental theoretic concepts—such as exploitation and alienation, social structure and solidarity, bureaucracy and charisma—to analyze and explain contemporary society.

### **HESB 30513. The United States in the 1960s**

(3-0-3)

Few periods in American history have been as controversial as the 1960s. Sometimes called the “Long Sixties,” it runs conceptually from the mid-1950s to the early 1970s, and was a turbulent time. Concentrating on politics and society, this course explores the major personalities and events, including Martin Luther King, John F. Kennedy, Lyndon Johnson, Richard Nixon, the New Frontier, the Great Society, the Vietnam War, the breakdown of the liberal consensus, the rebirth of the conservative movement, and national movements led by youths, women, and African Americans. Although the emphasis is on the United States, the course also visits several major international issues. There are two goals for students: acquiring knowledge about the period, and developing analytical tools to form their own judgments about it. Toward the first goal, students will encounter a combination of readings, videos, mini-lectures, and class discussions. Toward the second, they will be exposed to four different approaches: (1) discussing primary documents and writing a paper on some of them; (2) studying three small-scale case studies; (3) examining the large-scale phenomenon of protest; and (4) reading the memoirs of a Cabinet member, hence gaining an insider's view of the life and activities in the White House.

### **HESB 30516. European Cultures and Societies**

(3-0-3) Albahari

This course offers an ethnographically grounded understanding of contemporary European cultures and societies. We start by presenting a brief history of the idea of Europe. Then, we define its geographical focus: where are the boundaries of Europe? Are Israel and Turkey part of Europe? Who gets to decide? Are there European Muslims? We will then read recent works focusing on selected regions and on diverse urban populations. We will explore and discuss socio-cultural facets of European everyday life; trends and challenges in technology, the environment, popular culture, demography, and politics; and the diversity of urban/rural, north/south, and more generally intra-European ways of life. The course will be of interest to students of contemporary global issues, and in particular to students who intend to spend a semester in Europe; are back from the field; or intend to write a related senior thesis.

### **HESB 30517. Education Innovations in Diverse Contexts of Poverty**

(3-0-3) Chattopadhyay

This course will look at innovative educational interventions for socio-economically disadvantaged children in diverse contexts—both here in the United States, and internationally. Whether it is the Comer model in New Haven, Conn.; or Diversity Project in Berkeley, Calif.; or EDUCO schools in Nicaragua; or Pratham's community-based supplementary education programs for slum children in India, the course will explore in-depth promising education interventions for

children and adolescents growing up in poverty in a globalized world. The course will aim to make students aware of the ways in which educators in diverse contexts of poverty and inequality have conceptualized and implemented empowering alternatives. In doing so, the course will help students better understand what is possible in contexts of poverty, and indeed the limits of the possible devoid any structural change in society.

### **HESB 30518. Environmental Politics**

(3-0-3) Doppke

The first half of the course provides an overview of major American environmental policies such as regulating land use and preservation, water, air, and endangered species. The second half of the course deals more directly with issues of policy formulation, implementation, and enforcement.

### **HESB 30519. Church and State in American Constitutional Law and Politics**

(3-0-3) McCumbers

This course analyzes different approaches to understanding the separation of church and state, and examines how these approaches have played out in political practice and Supreme Court decisions.

### **HESB 30520. Judicial Politics**

(3-0-3) Colucci

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 will closely analyze the political consequences of legal decisions in areas such as criminal law, race and education; including desegregation, school finance, and school choice; abortion, the death penalty and homosexual rights. We conclude by evaluating the extent to which courts can or should be expected to bring about social and political change.

### **HESB 30521. The Political Economy of Authoritarian Rule**

(3-0-3) Wright

This course examines the economic conditions that give rise to authoritarian rule, as well as the economic politics that result from it and support it.

### **HESB 30522. Environmental Sociology**

(3-0-3)

This course will explore the relationship between human societies and the larger natural environment of which they are a part. The main focus of the course will be modern society, but we will also review the history of resource use, pollution, wilderness preservation, environmental movements, and other environmental developments. This course is mainly oriented towards a theoretical perspective and will cover different schools of thought to help students understand the ecological world that surrounds them. The course will be divided into four parts (the moral, the material, the ideal, and the practical).

### **HESB 30523. Time and Society**

(3-0-3) Faeges

Ever felt rushed to finish an assignment? A hit song of 1966 urged people to “slow down, you move too fast”, but since then the pace of life in America, where “time is money,” has accelerated and vacations are shorter. However, in many societies efficiency is disdained, life moves to the rhythms of nature, not the “Day-Timer,” and people seem to have all the time in the world. In short, attitudes towards and ways of dealing with time deeply shape people's lives, and societies' attitudes towards and ways of dealing with time vary greatly. “Social time” is the subject of this course, whose major topics include: how societies track time and use it to regulate and coordinate their members' collective lives at work and play, at home and in public, in everyday life and on special occasions; how “ecological time” based on the sun and moon, stars and seasons, differs from contemporary America's technologically-based “clock time”; how and why the pace of life varies between societies; how the timing of life-cycles varies between societies, for example, in the age at which individuals become adults, old enough to marry and have children—or drink alcohol.



**HESB 30525. Gender and Society**

(3-0-3) Gregg

This course is an introduction to the study of gender and society. We will study how gender is constructed through social interaction and how it is patterned in a wide gamut of structural locations, such as the following: education, media, family, the field of medicine, and business and the economy. Major themes in this course include the social construction of gender, how people “do” gender, and patriarchy and the perpetuation of gender inequality in our society. After exploring the core characteristics of patriarchy and its power as a social system, the final project in this course will work toward solutions to gender inequality.

**HESB 30526. Business, Economics, and Culture**

(3-0-3) Oka

Economic, political, and cultural interactions between geographically distant groups have been intensifying over the past century and the 21st century is being seen as the global century. In this rapidly changing world, it is becoming increasingly important to understand the role of cultural (religious, ethnic, and political/socio-economic) factors in determining and shaping interactions. In this course, we will use an ethnographic focused approach to explore the impact of cultural variations on many issues that have arisen or will potentially arise in the course of contemporary global economic interactions. These include the relationships between reciprocity, redistribution and market behaviors, cultural differences in business strategies, relationship building and formation of partnerships, marketing techniques, consumer behavior, and political and environmental situations. We will also look at the impact of business interaction on regional and local economies in Asia (India), Africa (Kenya and the Sudan) and Latin America (Mexico and Guatemala). Coursework will include discussions based on readings, documentaries, an individual ethnographic project and report, and a final paper on the application of cultural factors for global interactions.

**HESB 30527. Foundations of Political Anthropology**

(3-0-3) Mitchell

This course is a survey of the anthropological study of politics. This advanced course will be of interest to students with some background in anthropology or in political science or political theory. We draw on theoretical, ethnographic, and archaeological readings to examine the kinds of political systems that have existed in human history, the transnational politics of the present, and the possible politics of the human future.

**HESB 30528. Law and Religion in U.S. History**

(3-0-3) Przybyszewski

This course explores the interconnections between religion and the law as they evolved over the course of the past three centuries of American history.

**HESB 30529. The Politics of Poverty and Social Welfare**

(3-0-3) Flavin

The United States is the wealthiest nation in the world, yet poverty remains a persistent concern. In this course, we will study the sources of poverty and economic inequality and what has and can be done to address the problem. We begin by discussing different theories on to what extent citizens' income and wealth should be equal in a society and the government's prescribed role, if any, in the process. We then trace the history of poverty in the United States and various government efforts to address the problem through social welfare programs. Finally, we will closely study the different forms poverty takes on today and enter the ongoing debate over what public policies should be implemented in response. Throughout the course, we will pay particular attention to the decidedly political dimension of poverty in America.

**HESB 30530. Economics of the Law**

(3-0-3) Betson

This course will introduce students to the economics analysis of our legal framework pertaining to property, contract, and tort law. Additional topics will include an examination of the legal process and the relationship between crime and punishment.

**HESB 30531. African American Politics: The End or the Beginning?**

(3-0-3) Pinderhughes

This course explores the basic elements associated with black politics in the United States: the role of black institutions such as the black church, the importance of the civil rights movement in challenging barriers to black political participation, the mid-20th-century legal framework created to create access to the political system, and an exploration of black political participation in northern cities, where there are also increasing numbers of Latinos and other non-white groups. Since the course will be taught in spring 2009 immediately after the 2008 presidential campaign, we will also have the chance to explore the impact of Illinois Senator Obama's campaign on national politics, whatever the outcome, and to consider the impact on African American politics itself.

**HESB 30532. Patriotism and Cosmopolitanism**

(3-0-3) Houser

This course will explore the perennial conflict between the cosmopolis and the patria; between adherence to a universal morality and loyalty to one's native country. Because of our common humanity are we called to be “citizens of the world,” and what does such citizenship entail? Is it possible to be both a “citizen of the world” and a citizen of a particular country? What are the sources of these various loyalties? What are the potential areas of conflict between the two? Are there limits to the loyalty of the patriot, and, if so, what form do these limits take? We will examine various manifestations of this conflict from the history of political thought. Readings will include selections from Plato, Aristotle, Cicero, the Stoics, Kant, Lincoln, and Chesterton, as well as some contemporary approaches to both patriotism and cosmopolitanism.

**HESB 30534. Abraham Lincoln's America, 1809–65**

(3-0-3) Graff

Abraham Lincoln's America will use the life of the republic's most celebrated President as a window to explore the transformations and continuities in American politics, cultures, economics, ideologies, and social life during the half-century ending in the cataclysmic Civil War. Using Lincoln's own experiences as a starting point—his poor upbringing, his family's frequent moves across the sectional borderlands, his self-motivation and professional ambition, his embrace of mass politics, and his rapid ascent to national leadership during the republic's greatest crisis—students will explore much more than the sectional struggle and the fight to save the Union from secession. Important topics will include the evolving struggles over the meanings of race, freedom, and slavery; the increasing commercialization of the economy and the forging of new class relationships and identities; migration, property-holding, and relations with Native Americans in the rural and small-town West; changing realities and conceptions of gender, family, childhood, and parental authority; the changing role of local and national governments and the rise of political parties and mass political participation; and the heated contests over nativity, religion, and citizenship. In short, Lincoln's personal experiences will be the entry into understanding American society as a whole during his life (1809–65), and students will ponder the usefulness of biography to the larger historical project as well as the importance of memory and myth in the ways we repeatedly reconstruct the past.

**HESB 30535. Religion and Schooling in American Society**

(3-0-3)

Does religion help children do well in school? Focused on primary and secondary schooling in the United States, this course investigates several academic and policy questions on the relationship between religion and schooling: How does religion affect academic outcomes for children? How do contemporary religious Americans view public schools, and how does religion shape Americans' views on curricular and other school policy issues? What is the role of religion in the schooling choices of families in the United States? Do Catholic or other religious schools improve academic outcomes for children? Why, or why not? Through lectures, discussion of key works, and a research paper, the course advances theory and evidence regarding the relationship of religion and academic achievement, the role of religion in politics of education, and the relationship of religion and democratic education.

**HESB 30536. Domestic Sources of U.S. Foreign Policy**

(3-0-3) Lavallee

This course covers the main developments in American foreign affairs 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. This is a lecture and discussion course. Attendance at BOTH is required. Six books will be assigned (paperbacks). There will be short papers on assigned reading, an 8-page paper, and mid-semester and final examinations. Each student must make an oral presentation in one of the discussion sections.

**HESB 30537. International Law**

(3-0-3) Reydam

This is an undergraduate survey course in international law designed for social (political) sciences majors. Hence it differs significantly from typical graduate international law courses that tend to focus on norms, procedures, and institutions, with little regard to wider international and domestic politico-legal contexts. This course, by contrast, offers an introduction to IL from an interdisciplinary perspective. Specifically, it seeks to build on some of the fundamental courses offered in the first two years of undergraduate studies: international relations, political theory, U.S. foreign policy, American politics, and U.S. constitutional law. The case studies concern primarily the United States. The goal is to make the study of IL relevant for undergraduate students and to integrate it into their curriculum. The detailed study of international law as such (norms and procedures) deliberately is left to law school.

**HESB 30538. International Political Economy**

(3-0-3)

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 the 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.

**HESB 30539. Civil Rights and Protest Movements**

(3-0-3) Ardizzone

This course will look at protest movements for civil rights and other related issues, focusing on the 20th century, especially the second half. One central theme will be the African American civil rights movement of the 1950s and 1960s. How did race, gender, class, religion, and region impact the strategies, goals, and reception of various threads of black struggles for full citizenship? In addition, we will explore previous and later generations of African American activism, as well as other protest movements in the post-WWII period. How did the civil rights movement that emerged in the 1950s draw on early 20th-century activism and leadership? What directions did African American protest movements take after the late 1960s? How did other civil rights, racial and ethnic consciousness, and social reform movements in the 1960s, '70s, and '80s develop from their own historical experiences and in relationship to other protest movements?

**HESB 30540. Reforming America in the Long Nineteenth Century (1776–1919)**

(3-0-3) Turpin

With the recent 2008 presidential election, there is a lot of excitement about the possibility of “change” and “reform” in our country. This class will provide perspective on our present historical moment by examining American reform movements of the past. It will focus on “the long 19th century” from the American Revolution to World War I. During this time optimistic Americans of various stripes set out to reform all sorts of things: religion, sex, eating and drinking, race and gender relations, education, and working and living conditions, to name just a few. As we look at these reform movements, we will ask the questions: What drove certain people to buck convention and seek reform? Why did they choose

to focus on these particular reforms at these times? What did they believe would be the ultimate significance of the changes they were seeking? Why were some movements more successful than others?

**HESB 30541. Courts and Politics Around the World**

(3-3-3) Brinks

This course carries out a comparative study of the nature of courts and law, their position in political systems, and their potential impact on society. The course is very theoretical, and organized around key themes rather than countries. The main themes of the course include the following: Why politicians create powerful courts? How do judges and courts make decisions? What is judicial independence? How do we get it, and which systems have it? And how effective are courts as tools for political and social change? The court has a heavy emphasis on judicial design, and the class will design a court structure for an imaginary country.

**HESB 30542. Globalization**

(3-3-3) Hagopian

This course will examine the movement of money, goods, information, and cultural norms that are collectively known today as “globalization.” We will consider the “pros” and “cons” of the roles played by the institutions that enforce growing financial and 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 nationalism, ethnic identities, and religious fundamentalism. Special emphasis will be placed on contrasting the approach of the United States and other advanced industrial and developing countries.

**HESB 40417. 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 in 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.

**HESB 40420. Current Trends in Computer Applications**

(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.

**HESB 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.

### **HESB 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.

### **HESB 43509. Cultural Aspects of Clinical Medicine**

(3-1-4) Wolosin

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 ombudsman in a local hospital emergency room 4 hours per week. Students MUST have access to transportation to participate in the ER internships. Students are required to sign a waiver, present evidence of immunizations, and receive a TB skin test.

### **HESB 43515. Families, Employers and Their Interrelation 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 43527. Global Sociology**

(3-0-3)

The course is designed as a broad overview of sociological analysis that extends beyond traditionally accepted national and local boundaries. It provides a perspective on the discipline as one that seeks to understand human society as a nested collection of interdependent societies. In particular, the course draws from world systems theory and institutional approaches as well as from related disciplines such as anthropology—to consider how the “development project” of the 20th century evolved over time. The impacts of global economic integration on cultural and institutional change, inequality, and on changing identities and forms of collective action (including social movements) are phenomena we explore in the course. The course is designed for students who simply want to learn how the World Bank, IMF, and United Nations are impacting the experiences of people around the world as well as for those who expect to do further research in the field.

### **HESB 43534. 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.

### **HESB 43535. Crime and Deviance in Ideological Perspective**

(3-0-3) Welch

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.

### **HESB 43537. 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.

### **HESB 43538. Biomedical Ethics, Scientific Evidence, 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.

### **HESB 43540. 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's 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.

### **HESB 43543. Health, Healing, and Culture**

(3-0-3) Lende

This course provides an introduction to the field of medical anthropology. Medical anthropology examines beliefs, practices, and experiences of illness, health, and healing from a cross-cultural perspective to show that illness, health, medicine, and the body are shaped by social relationships and cultural values from the local level of the family and community to the global level of international development and transnational capitalism. 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. Some of the key issues we will explore are medical pluralism and therapeutic choice; biocultural studies; medicalization; the political economy of health and disease; the anthropology of the body; the role of medicine and disease in colonialism and postcolonial movements; and applied medical anthropology.

### **HESB 43544. Sociology, Self, and Catholic Social Tradition**

(3-0-3) Weigert

What's Catholic about sociology? What's sociological about Catholic social tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through an experimental, team-taught seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice.

### **HESB 43547. Controversies and Crises in Modern Criminology**

(3-0-3) Welch

This upper-level seminar course is intended for junior and senior sociology majors only. It will focus on important current issues and controversies (e.g., racial profiling, victimless crimes, cyber-crimes, etc.) that are central to the study of crime and deviance in modern society. Students will be required to discuss and analyze these issues from a variety of sociological perspectives. The issues that are studied may

change each time the course is offered. You cannot take this course (even if you are a sociology major), if you have already taken SOC 43730, Crime and Deviance in Ideological Perspective, because of overlap.

### **HESB 43548. Marxian Economic Theory**

(3-0-3) Ruccio

An introduction to Marx's most significant work, *Capital*, with particular attention to the initial steps of Marx's value theory presented in Volume I of *Capital*.

### **HESB 43551. Materializations of America**

(3-0-3)

Industrialization in the 20th century resulted in a mega-technic America problematically related to materialism and to earlier visions of the New World. The course will consider a variety of materializations of America.

### **HESB 43552. History of Economic Thought**

(3-0-3) Mirowski

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.

### **HESB 43555. Building Democratic Institutions**

(3-0-3) Valenzuela

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.

### **HESB 43556. Religion and Classical Social Theory**

(3-0-3) Christiano

The purpose of this course is, in the setting of a small seminar, to engage students in close reading and broad discussion of sociological writings about religion by classical theorists of the discipline. Works that may be nominated for treatment include such mainstays as *The Elementary Forms of the Religious Life* and other studies of religion by Emile Durkheim; *The Protestant Ethic and the Spirit of Capitalism* and *The Sociology of Religion* by Max Weber; portions of *The German Ideology* by Karl Marx and Friedrich Engels, as well as excerpts from Marx's *Capital*; *The Future of an Illusion* and *Civilization and Its Discontents* by Sigmund Freud; and various essays on religion by Georg Simmel. The course also will cover more recent works, both in the sociology of religion and in related fields, incorporating assumptions about and approaches to religion that can be traced to these pioneering authors.

### **HESB 43557. Anthropology of Globalization**

(3-0-3) Albahari

This course analyzes contemporary patterns of globalization drawing on recent ethnographies. We will briefly overview the historical antecedents of globalization, and then proceed to analyze globalization's cultural, socio-political, and economic complexity, often resulting in urbanization. In particular, we will tackle the global circulation of food, entertainment, fashion, capital, ideologies, violence, religious practice, migrant/trafficked labor, and even of so-called "anti-globalization" movements. Examples of specific topics include youth and free trade in Latin America; cyber-politics among transnational Chinese, Eritreans, and others; McDonald's and consumerism in Moscow; Indian cinema and global media. By locating global processes in everyday practice, we will come to understand the interconnectivity sustaining globalization, and the resulting practices of resistance. More broadly, we will appreciate on the one hand how various cultures and societies become

increasingly interconnected, and on the other how people around the world appropriate large-scale processes in culturally specific ways. The course emphasizes anthropology's role as a discipline that is globally relevant and publicly "engaged." Accordingly, we will focus on the discipline's methodological and theoretical contributions in the study of globalization and its inequalities, and toward a more socially just world. The course will also equip you to design and implement an original research project, and to write an ethnographic account based on such project.

### **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.

### **HESB 47000. Special Studies**

(3-0-3)

Special studies to be determined by the professor and the student.

## Department of History

### **HIST 10010. American History (AP credit)**

(3-0-3)

A student at Notre Dame qualifies for academic credit for this course with a score of 5 on the American History AP exam.

### **HIST 10020. European History (AP credit)**

(3-0-3)

A student at Notre Dame qualifies for academic credit for this course with a score of 5 on the European History AP exam.

### **HIST 10030. World History (AP credit)**

(3-0-3)

A student at Notre Dame qualifies for academic credit for this course with a score of 5 on the World History AP exam.

### **HIST 10050. African History to 1800**

(3-0-3)

*Corequisite:* HIST 12050

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 10085. An Introduction to the History of the 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 10106. 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 10200. Western Civilization I**

(3-0-3) Noble

*Corequisite:* 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 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; and 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 Since 1500**

(3-0-3)

*Corequisite:* 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 10600. U.S. History I: to 1877**

(3-0-3) Turner

*Corequisite:* 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; and sectional division and Civil War.

### **HIST 10605. U.S. History II: 1877–present**

(3-0-3) Blantz

*Corequisite:* 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 Nixon and Watergate, and the presidencies of Gerald Ford, Jimmy Carter, and Ronald Reagan.

### **HIST 10610. Irish American History**

(3-0-3) Griffin

*Corequisite:* HIST 12610

This course will explore the Irish American experience from Atlantic, global, and comparative perspectives. We will, of course, cover traditional topics, such as labor, politics, and religion. And we will encounter many colorful characters and fascinating stories. But we will do so by viewing the Irish who came to America as part of a broader, dynamic diaspora that would span the globe. Viewing migration to the American colonies (including the Caribbean) and the United States from

this vantage point means that we must consider the changing relationship between Ireland and America, as well as the ways in which both regions were parts of broader economic and cultural systems. As such, we will examine dynamics that occurred within the Atlantic basin, such as movement and adaptation to a New World, within a global context. Needless to say, we will cover the history of both sending and receiving societies in rigorous fashion. Only by doing this sort of work can we understand what defined the Irish American experience.

### **HIST 10612. American Catholic Experience**

(3-0-3)

*Corequisite:* HIST 12612

This course will examine the history of the Irish in the United States. In many respects the Irish are the great success story in American history. They have moved from the shantytowns of urban America to the boardrooms of Wall Street. Along the way, they have left their mark on American politics, literature, religion, and the labor movement. These are the areas that the course will study. The course begins in the 18th century when large numbers of Irish immigrated to North America. Then we will examine the Great Famine of the 1840s and the subsequent immigration of over one million Irish people to the United States. The great themes of Irish American history—politics, literature, religion, and labor—will be the focus of our study as we examine the Irish during the century of immigration, 1820–1920. We will conclude our study with an overview of 20th-century Irish America and the new Irish immigrants of the 1980s and 1990s.

### **HIST 10750. History of U.S. National Security Policy Since the 1890s**

(3-0-3)

In the aftermath of 9/11, with American troops deployed in Afghanistan and Iraq, and concern about the nuclear ambitions of such nations as North Korea and Iran, “national security” is the phrase that is often discussed and is of crucial importance to informed citizens. This course will examine national security policy: what it is, how it is formulated and executed, and how U.S. national security policies have evolved since the 1890s. Using a variety of readings and films such as *Casablanca* and *Dr. Strangelove*, this course will examine U.S. national security policies from the late 1890s through two world wars, the interwar period, the cold war, the post-cold war years, and up to the current post-9/11 world. We will identify continuities and departures in historic U.S. national security policies, and consider the roles of policymakers and their critics in a self-governing society.

### **HIST 10901. Colonial Latin America**

(3-0-3)

*Corequisite:* HIST 12901

When Columbus stepped ashore in the Caribbean in 1492, he set in motion a process that led to the creation of wealthy Spanish and Portuguese empires in the Americas, the genocide of countless numbers of indigenous men and women, the enslavement of millions of African men and women, and the eventual formation of a variety of independent states competing in the world economy. In this semester-long survey, we will examine topics in this history that will allow us to consider how history is produced, as well as what happened in the past, from various perspectives, from elite colonial administrators and merchants to indigenous peasants and formerly enslaved men and women.

### **HIST 10929. Andean History and Ethnohistory**

(3-0-3) Graubart

*Corequisite:* HIST 12929

This course looks at the history of the peoples who live in the Andean region of South America (modern-day Ecuador, Peru and Bolivia) from some of the earliest recorded settlements through the end of Spanish colonization. Using ethnohistoric—archaeological and anthropological — as well as historic—written texts—materials, we will look at how Andean peoples adapted to and contributed to the formation of their societies, under arduous geographic and climatic conditions. Topics will include the formation of early imperial civilizations such as the Moche and Wari; the development of an Inca empire out of the remnants of these earlier cultures; Spanish conquest and colonization; the adaptation of Andean

religiosity to Catholicism; the rebellions of the 18th century. The course will include a visit to the Snite Museum in order to work first-hand with objects from ancient Andean cultures.

### **HIST 10990. Environment and Civilization**

(3-0-3) Fernandez-Armesto

*Corequisite:* HIST 12990

This course explores the relationship between environment and human societies across several continents and centuries.

### **HIST 13184. 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 accents the organization and expression of arguments suggested by readings in historical topics.

### **HIST 13196. Honors History Seminar**

(3-0-3)

*Prerequisite:* (ALHN 13950 OR ALHN 195)

A general introduction to history, taught in a seminar format for students in the science and arts and letters honors program.

### **HIST 20075. 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 readings 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.

### **HIST 20076. Revelation and Revolution**

(3-0-3)

Between the years A.D. 100 and 1000, 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, Arabic literature, mytho-poetics, art, and architecture.]

### **HIST 20079. Historical Survey of the Arab Middle East**

(3-0-3) Amar

This course will chart the history of the Arab Middle East from the formative period of the emergence of Islam in the seventh century through the fall of Constantinople in 1453 and the creation of the Ottoman Turkish Empire. Intended to be broad in its coverage and comprehensive in its scope, the course will introduce students to the social, cultural, and religious crosscurrents that came to define the Arab life and culture in the region.

### **HIST 20106. Introduction to Modern South Asian History**

(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 20110. 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 20200. Western Civilization I**

(3-0-3) Noble

*Corequisite:* HIST 22200

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 20204. 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. The historical Arthur is very obscure, but he was probably a Romanized Celtic war-leader who fought the invading Anglos 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 made 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.

### **HIST 20400. Western Civilization II**

(3-0-3)

*Corequisite:* HIST 22400

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 midterm and final exam, and on class participation.

### **HIST 20600. U.S. History I: to 1877**

(3-0-3) Turner

*Corequisite:* 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.

### **HIST 20605. U.S. History II: Since 1877**

(3-0-3) Swartz

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 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 20612. American Catholic Experience**

(3-0-3)

*Corequisite:* 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 (3- to 5-page) essays. Students enrolled in this class must also take HIST 22612, a tutorial.

### **HIST 20614. Critical Issues in American History**

(3-0-3)

The purpose of this course is twofold: to provide the students with a college-level survey of American history from the founding of the colonies through the 1980s, and to examine in some detail 14 “critical issues” in our history: cultural diversity in the American colonies, the American Revolution and the Constitution, the Federalist contributions of George Washington and John Marshall, Jeffersonian and Jacksonian democracy, slavery and antebellum reform, the Civil War and

Reconstruction, the Industrial Revolution, progressivism, the Wall Street Crash and Great Depression, Franklin Roosevelt's New Deal, World War II and the cold war, civil rights and reform, the Great Society and Vietnam, and the Reagan revolution.

### **HIST 20631. History of American Sport Since 1876**

(3-0-3)

Since professional baseball was institutionalized with the establishment of the National League in 1876, sport in the United States has played a large and complex role in American life, intertwined with such developments as the rise of the mass media, democratization of higher education, race and gender issues, and the growing popularity of sport as a form of entertainment exemplified by the rise of the ESPN "family of networks." This course will explore the social, cultural, political, and economic implications of sport in American society since 1876. It will include such topics as the rise of professional sport, the long history and rapid fall of the "reserve clause" that gave so much power to pro sport owners, the origins and development of college sports (and Notre Dame's place in that history), the rise of "sports heroes" in the 1920s, the role of sport in the cold war, sport and the social turmoil of the 1960s, and sports' impact on changing race relations and gender roles in recent decades.

### **HIST 20750. History of U.S. National Security Policy Since 1890**

(3-0-3) Soares

In the aftermath of 9/11, with American troops deployed in Afghanistan and Iraq, and concern about the nuclear ambitions of such nations as North Korea and Iran, "national security" is the phrase that is often discussed and is of crucial importance to informed citizens. This course will examine national security policy: what it is, how it is formulated and executed, and how U.S. national security policies have evolved since the 1890s. Using a variety of readings and films such as *Casablanca* and *Dr. Strangelove*, this course will examine U.S. national security policies from the late 1890s through two world wars, the interwar period, the cold war, the post-cold war years, and up to the current post-9/11 world. We will identify continuities and departures in historic U.S. national security policies, and consider the roles of policymakers and their critics in a self-governing society.

### **HIST 20900. Introduction to Latin American History**

(3-0-3)

This course will introduce students to the history of Latin America from the encounter of European and indigenous civilizations in 1492, up to the present. It will cover three major historical periods (colonial, 19th century, and contemporary), utilizing a variety of sources, including history, literature, and film. The course will pay special attention to such issues as the dynamics of centralization and fragmentation, regionalism and caudillismo, political instability, and international relations. However, it will also serve as an introduction to Latin American culture, popular as well as elite, as reflected in literature and art.

### **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 20975. Making Australia**

(3-0-3)

The struggle to "make" Australia, as opposed to replicating Britain, got under way early on after European settlement, and it has been in process ever since. This course will seek to understand and illuminate 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 20990. Environment and Civilization**

(3-0-3) Fernandez-Armesto

*Corequisite:* HIST 22990

This course explores the relationship between environment and human societies across several continents and centuries.

### **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**

(3-0-3)

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 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, Sierra Leone, and South Africa.

### **HIST 30065. Social History of Modern South Africa**

(3-0-3)

This course offers an overview of modern South Africa from the perspective of radical social history, a major intellectual tradition in South African studies. It will begin by identifying processes of dispossession, urbanization and proletarianization set in train by South Africa's mineral revolution. It will then look at the clash between imperial and Boer interests, and the South African war. The Union of South Africa in 1910 represented a reorganization of white power, and the course will turn to the experiences of Union for both black and white, including the emergence of African nationalism and other, culturally-located, forms of resistance. The apartheid state was inaugurated in 1948, and the course will examine the consolidation of the state, how it sought to control black and white citizens and subjects, and the accelerating politics of defiance. There will be particular emphasis on black consciousness and its role in the 1976 Soweto revolt. By way of conclusion, the course will turn to the culture and politics of resistance in the 1980s, up to the initial dismantling of apartheid in 1990.

### **HIST 30075. Muhammad and the Qur'an**

(3-0-3)

Islamic law, theology, and spirituality are all derived primarily from the Qur'an and the practice (*sunna*) of the messenger and exemplar Muhammad. This course provides students with an in-depth introduction to these twin foundations of the Islamic religious tradition. Students will read a comprehensive biography (*sira*) of Muhammad based on the earliest sources. Students will also read selections from the Qur'an, contextualized within the narrative of Muhammad's prophetic career. In addition to familiarizing students with the traditional narrative of Muhammad's life and the style, content and structure of the Qur'an, this course also explores



contemporary questions and debates in the historical-critical study of Islamic origins.

### **HIST 30078. Hieroglyphs and History**

(3-0-3)

This course will focus on Egyptian hieroglyphs both as a means to reconstruct Egyptian history and culture as well as a reflection of that culture. The student will be taught to translate and interpret primary sources especially on monuments and archaeological finds. Material from the tomb of Tatakhamun will be read and analyzed in detail. In addition there will be lectures and discussions on specific historical topics and also on developing chronologies, understanding color symbolism, recognizing the numerous Egyptian deities, and interpreting Pharaonic names.

### **HIST 30079. Death and the Afterlife in Ancient Egypt**

(3-0-3)

*Prerequisite:* (HIST 30078 OR CLAS 30799)

After an initial survey of historical sources, this course will focus on a wide range of texts, archaeological artifacts, and architectural remains associated with Egyptian funerary practice and conceptions of the Otherworld.

### **HIST 30080. Medieval Middle East**

(3-0-3)

This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century C.E. 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 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 30082. 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. Topics include the origins of the indigenous Christian churches of Syria, Lebanon, Palestine, Armenia, Iraq, and Iran; and the development of these traditions will be viewed in relation to Western/European forms of Christianity that have come to dominate and that are 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.

### **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 30086. Twentieth-Century Jerusalem**

(3-0-3)

This course examines the relationship between what could roughly be defined as "the West" (Europe and the United States) and Middle Eastern societies from

the Napoleonic invasion of Egypt in 1798 until the American invasion of Iraq in 2003. We shall start by trying to make sense of the terms the "West" and the "Middle East." We shall then explore different and eclectic themes such as European colonial penetration into the Middle East, reciprocal stereotypes of the Middle East and the West, cultural exchanges between these regions, and the relationship between contemporary Europe and its growing Muslim population. We shall also examine American involvement in the region by focusing on themes such as oil interests, the Arab-Israeli conflict, and the Iraqi imbroglio. Finally, we shall discuss contemporary Middle Eastern perceptions of the West in light of American hegemonic power around the globe in general and in the Middle East in particular.

### **HIST 30087. The Israeli-Palestinian Conflict**

(3-0-3)

This class discusses the roots, evolution, current situation and prospects of resolution of the Israeli-Palestinian conflict. In order to better understand this theme the class will also locate this conflict in larger regional and global perspectives. Thus, issues such as nationalism in the Middle East, colonial impact in the region, the Arab states and their involvement in the conflict, cold war and post-cold war dynamics, will all be an integral part of the class discussions. We will also juxtapose the competing narratives of Israelis and Palestinians towards this conflict. Finally, we will engage in an un-historical practice by looking at the future and thinking about possible avenues for concluding this protracted conflict.

### **HIST 30088. Middle East and the West**

(3-0-3)

This course explores the complicated relationships between the Middle East and the Western world as they evolved over the past several centuries.

### **HIST 30099. Borders, Boundaries, Frontiers**

(3-0-3)

This course explores political borders, boundaries and frontiers and their changing meaning and dynamics from the beginning of the colonial era (circa 1500) until the present. We will explore the formation of political borders, life along borders and border conflicts and their resolutions (or lack thereof). Themes, including colonialism and globalization, will also be discussed through the prism of political boundaries. Geographically we will look at areas including the Middle East, Africa, Europe, South Asia and the U.S.-Mexican border in order to analyze boundaries through both global and regional perspectives.

### **HIST 30106. Modern South Asia**

(3-0-3) Sengupta

Home to over a billion people, just over 23 percent of humanity, the South Asian subcontinent is a fascinating laboratory in which to analyze the unfolding of such themes in modern history as colonialism, nationalism, partition, decolonization, post-colonial democracies, the modern state, economic development, center-region problems, and relations between Asia and the West. The course will consider critical themes in social, political, economic, and cultural history, which will include imperialism, capitalism, nationalism, religious politics, regionalism, ethnicity, globalization, diaspora, ecology, social inequality, and gender development and democracy. It will not only provide a lively historical narrative told through lectures based on scholarly research and primary texts, but will also seek to embellish this narrative with the perception and articulation of vision and sound, as well as with readings from representative genres of South Asian literature.

### **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 30115. Japan's Imperial House**

(3-0-3)

Japan boasts the longest, unbroken imperial line extant today, but what does this continuity really mean? This course looks at Japan's emperors and empresses from antiquity to the present, raising questions about the nature of power, the idea of good government, gender, divinity, war responsibility, and the liberty of the family now called upon to symbolize a purportedly democratic nation. Although most of the course will focus on modern emperors, it begins with Japan's earliest political structures in order to ask such questions as: Was the Imperial House an indigenous idea or was it an imitation of Chinese ideas of power? Why were there so many powerful women leaders in ancient Japan and why did Japan stop having empresses on the throne? What is the relationship between the imperial house and the various religions of Japan? The course will then consider the medieval and Tokugawa periods asking why powerful samurai failed to overthrow the militarily impotent emperors. Finally, the course will turn to the modern period, beginning in the middle of the 19th century with the elevation of the Meiji Emperor to unprecedented prominence. Why was the ancient imperial house used to modernize Japan? Even though sex of emperors has been male for centuries, why were ancient emperors female and why is the imperial gender (and Japan as a whole) in the modern period often regarded as female? Was Hirohito guilty of fomenting war? What is the function of the Imperial House today? This course sweeps through myth and 1,500 years of Japanese history, tracing the permutations, continuities, and discontinuities of the imperial line.

### **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 30125. Japan Through the Camera Lens**

(3-0-3)

Japanese culture embraced the camera almost as soon as it was invented in Europe. Even while the Japanese government rigorously controlled contact with outside nations, this new device for recording and exploring the world entered a Japanese port and was put to use by Japanese and, eventually, by foreigners to document Japan's opening to the West, its military adventures, its transformation into an industrial and consumer society, and its erotic longing. This course uses photography and film and writing about art and politics as a way of exploring key issues in Japanese society.

### **HIST 30140. Pre-Modern China**

(3-0-3)

The course will provide a general survey of Chinese history from the Shang Dynasty (1766–1027 B.C.) to A.D. 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.

### **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, and 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) Jensen

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 30144. Introduction to Chinese Culture and Civilization**

(3-0-3) Yang

This is a survey course that introduces the students with little or no knowledge of the Chinese language or culture to the major aspects of Chinese cultural tradition from the dawn of its civilization to the present time. Readings (in English translation) include traditional Chinese historical, philosophical, political, religious and literary texts as well as modern scholarship. Students are encouraged to bring in their experience, living or reading, of Western culture in order to approach the Chinese texts from a comparative perspective. This course will use a combination of lectures, discussion, and presentation by students. Movie documentaries will also be used from time to time. Reading assignments should be done before the lectures and in the sequence as they are given in the course schedule for each class so that the students may be ready for discussion in class. Whereas their amount and level of difficulty vary, the texts always demand careful and thoughtful reading.

**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 30169. Sex, Freedom, and Economy in Contemporary China**

(3-0-3)

Today China is undergoing a revolution (a word used so frequently as to be meaningless, but very meaningful in this case as we will learn) in society, politics, economy, and thought perhaps as significant as that which brought the Chinese Communist Party to national power in 1949. The objective of this course, constructed through film and new media investigation, along with readings on social status, identity, sexuality, work, home, youth culture, gender, business, education, sports, and ecology, is to come to an understanding of the multiple domestic forces that have made China a global power. Furthermore, the course will familiarize the student with the very complex ramifications of the passionate national quest for international recognition as it affects every aspect of present-day life while exploring the mercurial manner in which the economic transformation of China has been represented in the media. In this last respect, it represents an experiment in cultural studies in that its avowed subject, contemporary China, is studied in dialogue with the United States—the two nations most exemplifying the promise and terror of modernization. No knowledge of Chinese or previous knowledge of China is required.

**HIST 30189. South Asia: Colonialism and Nationalism**

(3-0-3)

This course will examine the colonial encounter in the Indian subcontinent; i.e. the period of the advent, establishment, and collapse of British colonial power during the period roughly between 1750 and 1950. It will explore the nature of this encounter and its impact on the subcontinent, particularly the emergence of modern nationalisms and the making of the modern South Asian nation-states of India and Pakistan. Recent scholarship on British colonialism and Indian nationalism has been rich and diverse, examining areas ranging from the nature of “anti-colonial” nationalism to the impact on the economy, on state practices, social structures such as caste, peasant resistance, gender relations and modern history-writing itself. One of the objectives of the course is to introduce students to some of the major historical debates in South Asian history through the concepts of “nationalism,” “colonialism,” and “modernity.” Another is to think about the ways in which this encounter has been represented in different kinds of texts ranging from scholarly texts to fiction and films.

**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 30202. History of Catholicism, 300 to 1500**

(3-0-3)

Course explores the evolution of Catholicism from 300 to 1500.

**HIST 30211. 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.

**HIST 30212. History of Ancient Medicine**

(3-0-3) Ladouceur

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.

**HIST 30215. Sport and Spectacle in the Ancient World**

(3-0-3)

This course introduces students to the centrality of athletics and spectacle in Ancient Greece and Rome. Beginning with a survey of sport practices in Mesopotamia and Egypt, the course moves on to discuss the role of athletics in Greek culture, including studies of the ancient Pan-Hellenic games like the Olympia, Homeric sport, Athenian citizen-athletes, and Spartan soldier-athletes. The latter part of the class concentrates on contests in the Roman Empire, to include an examination of the origin and development of the ultimate spectacle: the gladiatorial combats. We will also examine chariot racing in the Roman Empire, both the racers and the fans, who became the first sport fanatics in the world. The course will also discuss the role of sport in society, sport and gender in the ancient world and modern (mis)conceptions of ancient athletics. The course materials will be multimedia, with readings in English.

**HIST 30220. History of Ancient Greece**

(3-0-3)

*Corequisite:* CLAS 32105

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 imperialistic 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 30221. Democracy and the Greeks**

(3-0-3) Baron

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.

**HIST 30223. The Age of Alexander**

(3-0-3) Baron

This course examines the military achievements of Alexander of Macedon (356–323 B.C.) and their far-reaching political, social, cultural, and religious consequences. Topics covered include the Greek, Macedonian, Persian, and other cultural contexts of the time, Alexander's attitude toward divinity (including his own), his concept of empire, his generalship, and his legacy for Greco-Roman antiquity. Particular attention is devoted to representations of Alexander through the ages, beginning during his own lifetime with the accounts of ancient writers (historians and others) down to novels and films of the present day. Ancient authors and documents are read in translation.

**HIST 30230. The History of Ancient Rome**

(3-0-3) Hernandez

*Corequisite:* CLAS 32205

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.

**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, juries, jurists, magistracies, 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 30232. 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 600 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.

**HIST 30233. The Roman Revolution**

(3-0-3)

This course builds on the work of CLAS 30012 and CLAS 30022 and examines the climactic events in Roman history of the late first century B.C. and early first century A.D. that changed Rome from an open republic to a repressive military monarchy. Chronologically, the course begins with the appearance on the Roman political stage of the unabashedly ambitious Julius Caesar, and ends with the accession of a hereditary autocrat in the person of the morose ruler Tiberius. Exploring a variety of sources, the course focuses on the political tensions and civil commotions of the revolutionary era associated with warlords such as Pompey, Crassus, Caesar, and Antony, and concentrates especially on the rise to power of Augustus, the most ruthless warlord of all, and his creation of a personal political regime that was to last in style for centuries.

**HIST 30250. The World of the Middle Ages**

(3-0-3) Noble

*Corequisite:* MI 22001

The Middle Ages have been praised and reviled, romanticized, and fantasized. The spectacular popularity of *Harry Potter*, *The Lord of the Rings*, and *Narnia* have brought a revival of interest in and curiosity about the Middle Ages. But what were they like, these 10 centuries between Rome and the Renaissance? In this course, we will explore major themes and issues in medieval civilization in an attempt to offer some basic answers to that question. We will have in view three kinds of people: rulers, lovers, and believers. But we will also study carefully those who wrote about those kinds of people. We will constantly ask how can we know about the Middle Ages, and what kinds of things can we know? We will consider major literary texts as both works of art and historical documents. We will explore various kinds of religious literature. We will try to understand the limits, boundaries, and achievements of philosophy and theology. Some lectures will incorporate medieval art so as to add a visual dimension to our explorations. This course will constitute an extended introduction to the dynamic and fascinating world of the Middle Ages.

**HIST 30255. Medieval Cities**

(3-0-3) Constable

*Corequisite:* HIST 32255

This course will cover the structure and development of urban centers in Europe and the Mediterranean world from the late antique period until the 14th century. The course will begin with a general discussion of modern urban theory together with ancient and medieval conceptions of what makes a "city." From this point, we will track the history of urban life in medieval Europe, Byzantium, and the Islamic World, with lectures devoted to urban geography, architecture, society, economy, and demography. We will also look in depth at medieval life in individual cities, including London, Paris, Cairo, and Constantinople, in order to consider variations in urban society and institutions in different regions.

**HIST 30260. Late Antiquity**

(3-0-3)

This course will explore the transformation of the Roman World from about A.D. 300 to 600. 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; 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) Perett

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 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 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. Age of Charlemagne**

(3-0-3)

The Carolingian (from *Carolus*, 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 30272. Twelfth-Century Renaissance and Reform**

(3-0-3)

Twelfth-century European Renaissance and reform.

**HIST 30273. World of the Late Middle Ages, 1300–1500**

(3-0-3)

The course studies Europe in the time of the late middle ages, roughly 1300–1500, often called a time of crisis: plague, war, rebellion, and 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, and 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 30274. Violence in Late Medieval and Renaissance Europe**

(3-0-3) Rapple

Violence was a dominant feature of life in late medieval and Renaissance Europe, and students in this course will explore that violence in all its manifestations—political, economic, military, cultural, and social.

**HIST 30282. The Medieval Mind**

(3-0-3)

This course offers an introduction to thought and culture in the European Middle Ages, the era of romance, scholastic theologians, and female mystics. After a relatively brief look at the early Middle Ages, the course will focus on the origins of the literature of love and chivalry, of schoolmen in universities, and of women religious writers. There is a general textbook to guide the course, but much of the reading will be in primary sources, that is, in the thinkers and poets and mystics of the medieval period.

**HIST 30290. Castles and Courts in Medieval Europe**

(3-0-3) Boulton

The expanded title of this course is Castles, Castellannies, 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 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.

**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 such as 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 30320. The Viking Age and the World of the Norse**

(3-0-3) Luckhardt

Vikings are usually painted in modern popular culture as either fierce warriors or bloodthirsty pagan barbarians who descended upon peaceful monks or settlements without cause. The negative view is largely based on the sources written by the early medieval victims of Viking raids, while later medieval Scandinavian saga literature tended to characterize their warrior ancestors as noble savages. Ever since, historians have examined the Vikings as embodying one of these two extremes. However, Viking raids were merely one part of a complex adaptation by the Norse people to the marginal lands of Scandinavia. Raids certainly occurred, but so, too, did explorations, foreign settlement, trade, and extended subsistence activities at the home in Scandinavia. The Norse were also savvy merchants, gifted craftsmen, hardworking farmers, and cunning political players who built kingdoms in Europe, established relations with the Muslim world, and even made it to the shores of North America. In this course students will explore the culture, history, arts and worldviews of the Old Norse, including their mythology, the saga literature, and their conversion to Christianity. They will also investigate how the Vikings have been understood and represented through the centuries between their days and ours, and will ask questions about how our knowledge of the Vikings is produced. This course is open to all students; no previous knowledge of the topic is necessary.

**HIST 30321. Early Medieval Ireland**

(3-0-3) Rapple

Consideration of the period between 950 and 1400 is of crucial importance in understanding Irish history. This course not only covers the range of continuities and radical discontinuities that marked Ireland's development during this time, but also charts the attempted conquest of the entire country by the English Crown. The lecture series also seeks to answer a number of questions. Why did the papacy give the English Crown sovereignty over Ireland? Why did a country like Ireland, on the verge of attaining political and economic centralization,

not organize better resistance to English attempts to subdue it? Why did the English colony fail to prove more successful in exerting its will over indigenous Irish potentates? Culturally the period also witnessed the growing assimilation of English invaders to the norms of Gaelic Irish politics and society. Lastly, events in Ireland had a serious influence on developments in England, Wales, and Scotland, provoking, amongst other things, the fall of the Plantagenet dynasty and an attempted invasion by King Robert I of Scotland.

### **HIST 30330. Muslims and Christians in Medieval Europe**

(3-0-3)

*Corequisite:* HIST 32330

The encounter between Christianity and Islam began in the 7th century A.D., 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 30331. Medieval Spain: Land of Three Religions**

(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 30352. Storming Heaven: Christianity in the Reformation Era**

(3-0-3)

*Corequisite:* HIST 32352

A narrative history of Christianity in Western Europe from c. 1500 to 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 30353. The Catholic Reformation**

(3-0-3)

*Corequisite:* 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 Observantine 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 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 30402. History of Catholicism Since 1500**

(3-0-3) Sullivan

This course surveys the development of modern Catholicism, with an emphasis on Europe. 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 the Church.

### **HIST 30405. Europe from the French Revolution to World War I**

(3-0-3)

*Corequisite:* HIST 32405

During this time, Europe changed dramatically in ways that shaped the 20th century: political reform movements advocating nationalism, democracy, and socialism challenged established regimes; the industrial revolution led to massive changes in society and the economy, including the emergence of a large and affluent middle class and an industrial proletariat; European states consolidated power and mobilized popular support and an advanced technology for wars in Europe and throughout the world, into which they expanded as colonial powers; writers, artists, and composers reacted to the changes and conflicts with novels, paintings, songs, and symphonies that, in their variety of styles, suggest the vitality and anxiety of this period.

### **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)

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. The Holocaust**

(3-0-3)

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 30409. History of Europe Since 1945**

(3-0-3)

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 30410. Tudor England: Politics and Honor**

(3-0-3) Rapple

The period from 1485 to 1603, often feted as something of a “Golden Age” for England, saw that country undergo serious changes that challenged the traditional ways in which the nation conceived of itself. These included the break from Rome, the loss of England’s foothold in France, and the unprecedented experience of monarchical rule by women. Each of these challenges demanded creative political responses and apologetic strategies harnessing intellectual resources from classical, Biblical, legal, chivalric and ecclesiastical sources. This course will examine these developments. It will also look at how the English, emerging from under the shadow of the internecine dynastic warfare of the 15th century, sought to preserve political stability and ensure a balance between continuity and change, and, furthermore, how individuals could use these unique circumstances to their own advantage.

### **HIST 30411. British History: 1660–1800**

(3-0-3) Smyth

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 writing associated with the small seminars into which the class will divide a few times during the semester.

### **HIST 30416. Nineteenth-Century Britain: The Great Victorian Experiment**

(3-0-3)

A thematic survey of Great Britain during the long 19th century, from the impact of the French revolution in 1789 to 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; and 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. Modern Irish History 1: 1600–1800**

(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. Modern Ireland II: Irish History Since 1800**

(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 30434. Early Modern Ireland**

(3-0-3) Rapple

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 reconquest” (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.

### **HIST 30439. Debating Irish History: Conflicting Definitions of Ireland’s Past**

(3-0-3)

There has long been disagreement between academic historians about how best to conceptualize Ireland’s troubled past. This course analyzes the approaches attempted in the 19th, 20th and 21st centuries to explain Ireland’s history and addresses a host of questions relevant to the history of any country. To what degree do influences like religious adherence, state loyalty and political commitment affect history writing? How can an historian best deal with the fact of human suffering? What is the difference between a terrorist and a freedom fighter? What effect do the constraints involved in the very process of writing history have on intelligent expression? Can a good history book ever be entirely satisfying to an ethnicity, a nation or a religious grouping?

### **HIST 30442. Medicine and Disease in Modern Ireland**

(3-0-3) Grimsley-Smith

Ireland is among a handful of modern nations whose histories have been thoroughly transformed by disease events. These events, and the Great Famine in particular, are never simple “visitations of providence” that afflict an undifferentiated populace. They are, rather, inextricably linked with existing social structures and the exercise of power. Changes in government and society from the 1801 Act of Union with Great Britain through the relief of the penal laws against Catholics, emigration, electoral and land reform, and independence in the 20th century are

reflected in the health (or lack thereof) of the Irish people. This course, therefore, is intended to introduce students to the social and political history of modern Ireland as seen through the lens of health and disease. While focusing on Irish conditions, we will discuss issues that remain especially relevant in our own time, including: Who is responsible for health? Is health a universal right? Who is the “public” in public health? Where are the boundaries of medical expertise, and how are they determined?

### **HIST 30450. France: From the Old Regime to the Revolution**

(3-0-3) Kselman

*Corequisite:* HIST 32450

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) Orr

*Corequisite:* HIST 32451

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 30464. German History, 1740–1870**

(3-0-3)

This course begins with Prussia's initial challenge to Austria's dominance in central Europe; it ends with the unification of Germany under Bismarck's Prussia—and Austria's exclusion from it. In addition to covering the on-going Austro-Prussian rivalry in Germany, the course will consider German History in a broad central European perspective that covers the variety of what was German-speaking Europe. We will cover the cultural, social, and political transformations of the period. Specific topics may include enlightened absolutism and the emergence of the “enlightened” police state, and the influence of the French Revolution in the German-speaking lands, as well as the revolutions of 1848 and the struggle for German unification. Additionally, we will cover larger long-term processes such as the emergence of civil society, political transformations such as the growth of German liberalism and nationalism and the emergence of socialism, and German contributions to larger cultural and intellectual fields such as the enlightenment and romanticism.

### **HIST 30465. Modern Germany**

(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 30466. Adolf Hitler and Nazi Germany**

(3-0-3)

*Corequisite:* HIST 32466

An in-depth study of the rise of Adolf Hitler and national socialism from the foundation of the Weimar Republic to the end of World War II. This will include an examination of the origins of Nazi ideology, women and family life under Hitler, adaptation and resistance of the Christian churches, the Holocaust, and World War II and the German home front.

### **HIST 30470. Medieval and Early Modern Russia**

(3-0-3)

This course will examine the history of Russia from its medieval origins until the age of Catherine the Great in the 18th century. We will begin with the genesis of Orthodox Slavic civilization in medieval Kievan Rus and that state's destruction in the Mongol invasion. Then we will study the rise of the tsardom of Muscovy and the fateful developments that nearly doomed it in the 16th–17th century: the reign of Ivan the Terrible, the Time of Troubles, the imposition of serfdom, the schism of the Orthodox Church, and widespread popular revolts. Lastly, we will see how Peter the Great and his 18th-century successors attempted to stabilize the social order, Westernize the upper classes, and make Russia a great European power.

### **HIST 30471. Early Imperial Russia, 1700 to 1861**

(3-0-3)

The course begins in the early 1700s with the reforms of Peter the Great, which made Russia into a highly centralized, powerful, oppressive society whose nobles grew wealthy and Europeanized while its peasants were reduced to poverty and serfdom. Successive tsars made Russia the greatest power of continental Europe while failing to reform its increasingly archaic sociopolitical order. As a result, the regime ultimately faced a restive peasantry, a radicalized intelligentsia, and deepening economic and military backwardness. The course concludes with the final attempt by the monarchy in the 1860s–70s to stave off revolution by dismantling the system that Peter had created.

### **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; and 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. Early Twentieth-Century Russian History, 1894–1945**

(3-0-3)

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 particular, 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 WWII, 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 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 30483. Eastern Europe in the Twentieth Century**

(3-0-3) Kunicki

This course surveys the history of 20th-century Eastern Europe, the conglomeration of states and nations between Germany and Russia, stretching from the Baltic sea in the north to the Black and Adriatic seas in the south. The class aims to provide students with a basic understanding of the chronology of events and developmental processes in this part of Europe. It also attempts to answer the question whether "Eastern Europe" is or is not a meaningful historical, political, and cultural construct. Themes include nationalism, the creation of nation-states and the influence of great powers, indigenous fascism, the role of the intelligentsia, Nazi occupation, Stalinism, the evolution of communism, and response from society. Finally, by employing participant accounts, novels, and films, the course will introduce students to the cultures, traditions, and leading voices of the lands and peoples under discussion.

### **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 centuries under study, Poland ceased to exist as a political nation between 1797 and 1918 and 1939 to 1945. In the wake of World War II, moreover, Poland's geographies shifted once more as the country changed physical shape and simultaneously came under Soviet rule. Each time independence melted away, the Polish nation grew stronger and experienced social, cultural, and political transformation, ultimately spearheading the drive of all of Eastern Europe to overthrow communist rule. Although basically a lecture course, the instructor will provide ample opportunity for discussion and questions in class. About seven books will be assigned. There will be a mid-semester and final examination, as well as a paper.

### **HIST 30495. Twentieth-Century Polish History**

(3-0-3)

This course surveys Polish history from 1900 to the present. It aims to provide a basic knowledge of the major events and processes that shaped the political, social, and cultural history of Poland in the 20th century. Key themes include nationalism and the rise of independent Poland in 1918; democracy and its failure during

the interwar period; Nazi and Soviet occupations, and the impact of World War II on Polish society; the imposition and evolution of communism and response from society; the Polish Solidarity Movement and the collapse of the communist system; and contemporary Poland.

### **HIST 30500. Italian Renaissance**

(2-0-3)

*Corequisite:* HIST 32500

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.

### **HIST 30501. Early Modern Rome**

(3-0-3) Meserve

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 30551. Technology in History**

(3-0-3)

A thematic survey of the history of technology, from the Neolithic discovery of agriculture to the information age. Topics include the chemistry and metallurgy of antiquity (high-tech ca. 1000 B.C.), technology in Christian theology; the power revolution of 1200; arms races from the 15th century onward; the marriage of art and science; the industrial, agricultural, transport and communications revolutions; the American system of manufactures; the evolution of the engineering profession; and modern efforts to plan the technological future. These topics form the basis for exploring the following themes: How does technology change? How did we get where we are—do we have the technology now that we must have, should have, or need to have? What guides technical creativity? How have

social effects of technologies been assessed and dealt with? How have technologies fundamentally changed ordinary life and societal organization?

### **HIST 30553. History and Cinema in East-Central Europe**

(3-0-3) Kunicki

*Corequisite:* HIST 31553

This course examines the legacy of World War II, Stalinism, and politics of memory in communist and contemporary East Central Europe through the comparison of historical sources with feature and documentary films. We will address the following questions: What was the status of film vis-à-vis communist regimes? How did the making of historical films constitute the making of history?

### **HIST 30554. European Military History Since 1600**

(3-0-3)

This course is a survey of European military history and the relationship between European society and its military institutions, technology, and techniques over the last four centuries. Beginning during what some historians have dubbed the “military revolution,” this course will trace Europe’s military history and its links to political, social, and cultural changes until the contemporary period, and include units on decolonization and European experiences with counter-insurgent warfare in the Middle East and North Africa. This class will focus on exploring how changing “styles” of warfare, the composition of the military establishment, and the transformations in military technology have impacted upon state and society. Conversely, it will also investigate how political and societal changes have influenced the nature of warfare.

### **HIST 30579. The Individual and Society in Modern European Intellectual History**

(3-0-3) Beisswenger

This course provides an introduction to the main ideas that shaped modern Europe since the mid-18th century. Using selected key texts (including not only classics of political and social thought, but also significant pieces of literature), we will explore the main intellectual currents of European thought. We will discuss the historical context within which these ideas emerged, learn about the biographies of their authors, and examine the impact they had on subsequent events and generations. Additionally, we will confront and compare approaches and ideas of different thinkers, tracing continuities and identifying contrasts. The main thematic focus is on the problem of the individual’s relationship vis-à-vis his or her environment, in particular society and the state. We will look at the different ways modern European thinkers conceptualized the human being as an individual endowed with certain qualities, rights, and responsibilities. We will also analyze how different thinkers tried to determine the place and status of the individual within a larger collective, as well as how they dealt with the questions of gender, political and economic participation, religion, and violence in modern European history.

### **HIST 30586. Youth in Europe Since 1945**

(3-0-3) Nowinski

Amidst the social and material devastation of Europe in 1945, youth became a symbol of both the continent’s deterioration and its aspirations. This course will examine how the concept of “youth” was continually redefined in response to rapid social and cultural changes. Students will also study how young men and women became an important cultural, political, and economic force—transforming a culture for youth to a culture by youth. Topics will include the cold war, Americanization and youth consumer culture, the sexual revolution, the protests of 1968, the origins of the environmental movement, punk music in the context of the economic crises of the 1970s, and extremist politics and terrorism in the 1970s and 1980s. In addition to secondary readings, students will analyze primary source texts, films, and music clips. This course is open to all students; no previous knowledge of the topic is necessary.

### **HIST 30587. Modern Genocide in Historical Context**

(3-0-3)

This course explores genocide as both a concept and a phenomenon in the 20th-century world, beginning with Germany and the Holocaust and then moving forward in time and across the globe.

### **HIST 30601. Colonial America**

(3-0-3)

*Corequisite:* HIST 32601

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. The American Revolution**

(3-0-3) Griffin

*Corequisite:* HIST 32602

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 American Nation, 1787–1848**

(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. U.S. Civil War and Reconstruction, 1848–77**

(3-0-3)

Through intensive reading and writing students will explore the social and cultural history of America’s most costly war. We will focus on various topics as they relate to the war: antebellum origins, religion, gender, Lincoln’s reasons for waging war, dead bodies, freedmen’s families, black soldiers, and the uses of war memory. This will not be a guns-and-generals-smell-the-smoke course, though knowledge of military matters can be helpful. We will ask and try to answer who really “won” and “lost” the war.

**HIST 30606. U.S. Gilded Age/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 interwar 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) Blantz

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 smaller writing assignments, and three examinations.

**HIST 30610. Irish American History**

(3-0-3) Griffin

*Corequisite:* HIST 32610

This course will explore the Irish American experience from Atlantic, global, and comparative perspectives. We will, of course, cover traditional topics, such as labor, politics, and religion. And we will encounter many colorful characters and fascinating stories. But we will do so by viewing the Irish who came to America as part of a broader, dynamic diaspora that would span the globe. Viewing migration to the American colonies (including the Caribbean) and the United States from this vantage point means that we must consider the changing relationship between Ireland and America, as well as the ways in which both regions were parts of broader economic and cultural systems. As such, we will examine dynamics that occurred within the Atlantic basin, such as movement and adaptation to a New World, within a global context. Needless to say, we will cover the history of both sending and receiving societies in rigorous fashion. Only by doing this sort of work can we understand what defined the Irish American experience.

**HIST 30615. Catholics in America**

(3-0-3) Cummings

Since 1850, Roman Catholics have constituted the single largest religious denomination in the United States. This course explores what the presence of Catholics has meant for the American experience, focusing on themes of church/state separation, religion and politics, education, and social reform. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, gender, region, race and class as variables that have shaped the American Catholic experience. Assigned readings range from excerpts of anti-Catholic publications to first-hand accounts written by American Catholics from the colonial period to the present. In addition we will study the representation of Catholics in American film, themes of Catholic fiction, material culture

relating to Catholic devotional life and the sacraments, and the shifting position of American Catholics in the universal Roman Catholic Church.

**HIST 30617. Gender and American Catholicism**

(3-0-3)

This course is a survey of the history of American Catholic women from the colonial period to the present. Through a combination of lectures, reading and discussion, we will explore the following themes and topics: the role of religious belief and practice in shaping Catholics' understanding of gender differences; the experience of women in religious communities and in family life; women's involvement in education and social reform; ethnic and racial diversity among Catholic women; devotional life; the development of feminist theology, and the emergence of the "new feminism" as articulated by Pope John Paul II. We will seek to understand how Catholic women, both lay and religious, contributed to the development of Church and nation, and examine how encounters with the broader American society have shaped Catholic women's relationship to the institutional church over the last three centuries.

**HIST 30618. American Labor History: Working for a Living in the USA, 1776—present**

(3-0-3)

*Corequisite:* HIST 32618

The labor Questions: "Who does the work? Who reaps the rewards? And who makes the decisions?" are central to any society, and this course explores how those questions have been answered throughout the history of the United States of America. This class will introduce you to the major themes, events, organizations, individuals, and scholarly controversies in American labor history, from 1776 to the present. We will study the diversity of the working-class experience in the United States by exploring the past from multiple perspectives, and we will analyze competing interpretations put forth by labor historians over the past half-century. The workers, workplaces, communities, institutions, and issues will range widely over the semester, but we will investigate some core themes for the duration: issues of power, structure, and agency, from the workplace to Washington, D.C.; workers' wide-ranging efforts to forge organizations, namely labor unions, to represent their collective interests; intersections between class, race, and gender at work, at home, at play, and in politics; and tensions between capitalism, industrialization, and democracy in U.S. history.

**HIST 30621. Mexican American History**

(3-0-3) Rodriguez

*Corequisite:* HIST 32621

This course is an introductory survey of Mexican American history in the United States. Primarily focused on events after the Texas Revolution, and annexation of the American Southwest, we will consider the problems the Spanish and Mexican settlers faced in their new homeland, as well as the mass migration of Anglo Americans into the region following the annexation. Throughout the course, we will explore the changing nature of Mexican American U.S. citizenship. Other themes and topics examined will include immigration, the growth of agriculture in Texas and California, internal migration, urbanization, discrimination, segregation, language and cultural maintenance, and the development of a U.S.-based Mexican American politics and culture. Although primarily focused on the American Southwest and California, this course also highlights the long history of Mexican American life and work in the Great Lakes and Midwestern United States. We will conclude with the recent history of Mexican and Latin American migration to the United States after 1965, and the changing nature of Mexican American identity and citizenship within this context.

**HIST 30626. Medicine and Public Health in U.S. History**

(3-0-3)

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 30627. History of the American West**

(3-0-3)

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.

### **HIST 30628. 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 U.S. "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 30630. Religion and American Politics**

(3-0-3) Noll

*Corequisite:* HIST 32630

Since the early 1950s, religion has been an obviously major factor in American political life—driven first by the African American leaders of the civil rights movement and then, in more recent decades, by the concerns of the religious right. Especially after the election of John F. Kennedy in 1960, Catholics have also been fully recognized participants in the nation's political uses of religion—as well as in debates over whether and how religion should be used politically. This class tries to show that modern political-religious connections are but new instances of what has always gone on in the American past. The shape of contests over religion and politics may have changed considerably over time, but not the fact of dense connections between the two spheres. Readings for the course include primary and secondary accounts that treat notable incidents, problems, debates, and controversies from the colonial period to the present. Lectures spotlight major issues of historical interpretation, like religion and the Constitution, religion and antebellum debates over slavery, religion and Reconstruction, Catholic versus Protestant understandings of liberty, civil rights and the new Christian right.

### **HIST 30631. History of American Sport**

(3-0-3) Soares

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 horseracing 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.

### **HIST 30632. U.S. Environmental History**

(3-0-3)

This course is an introduction to the new field of environmental history. While many people think "the environment" suddenly became important with the first "Earth Day" in 1970 (or a few years earlier), environmental issues have in fact long been of central importance. In recent decades historians have begun actively to explore the past sensibilities of various groups toward their surroundings and fellow creatures. They have also increasingly paid attention to the ways environmental factors have affected history. This course will range widely, from world history to the story of a single river, from arguments about climate change to the significance of pink flamingos, and will survey a number of types of history including cultural, demographic, religious, and animal.

### **HIST 30633. American Religious History**

(3-0-3) Swartz

This course will examine religion in American life from the encounter between Europeans and Native Americans in the 16th century to the present. We'll explore the ways in which religion has shaped American society, culture, and politics, and in turn how the U. S. setting has shaped religious expression. Themes will include the rise of religious diversity and ideas of religious freedom; the interactions between the American religious "mainstream" and minority religious traditions; the relationship between religion in the United States and its international setting; and the diversity and persistence of religion in American culture.

### **HIST 30634. Men, Women, and Work in American History**

(3-0-3)

Why do Wal-Mart's current advertising campaigns idealize the "stay-at-home mom"? Conversely, why does Congress require that mothers on welfare be sent out to work? This course will introduce students to a broad view of American social history that foregrounds the gendered aspects of work and asks students to examine the meaning of work in American history from the colonial period to the 21st century. This broad historical perspective is especially crucial to the examination of the construction of current beliefs about work in the United States since changing gender ideologies dictated the work experiences of large race- and class-defined segments of the population. On one level, this approach allows for the recovery of women and girls' contributions to the formal and informal economies, including their work activities within the household. Male work practices will be similarly illuminated through a gender studies approach. Hence, an overarching purpose of the course will be to explore the fluidity and instability of those conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to white versus non-white, free versus enslaved, and public versus domestic activities.

### **HIST 30638. Women and American Religion**

(3-0-3)

This course surveys the impact of women on American religious thought, tradition, and practice in all its variety, and the simultaneous impact of religion on American women throughout American history.

### **HIST 30639. "Mixed Race" America**

(3-0-3)

Despite popular images of America as a "melting" both of races and ethnicities, our institutions, values, and practices have often tried to create or maintain spatial and social distance between groups defined as racially different. This course will explore that ways in which Americans have transgressed those boundaries or found other ways of interacting across cultural lines, primarily in the 19th and 20th centuries. We will examine popular cultural perceptions of people of mixed ancestry, their social experiences, the development of various mixed-ancestry communities, and historical attempts to limit interracial socializing, relationships, and marriage. These issues were and are deeply imbedded in debates over the meaning of race, gender expectations and ideas about sex and sexuality. We will also pay close attention to how minority communities have understood people of mixed

ancestry in the United States, and how mixed-race identities intersect with African American, Native American, Asian, White, and Latino identities.

### **HIST 30640. Law and Religion in U.S. History**

(3-0-3) Przybyszewski

This course explores the interconnections between religion and the law as they evolved over the course of the past three centuries of American history.

### **HIST 30652. 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 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 instable 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.

### **HIST 30654. Fashioning Identities in Colonial America**

(3-0-3) White

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 30660. Natives and Newcomers to 1815**

(3-0-3) Coleman

Stretching from 1491 (and earlier) to the aftermath of the war of 1812, this course charts the history of early America through the exchanges, misunderstandings, conflicts, and unions between Native Americans and a variety of European newcomers. The course combines methodologies, themes, and questions of both Indian and colonial histories. Through lectures, class discussions, and essay assignments, students will explore early America through the multitudes of nations, peoples, and cultures that staked their claim to the continent.

### **HIST 30680. Jacksonian America: Politics, Culture, and Society, 1815–48**

(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 30681. Reforming America in the Long Nineteenth Century (1776–1919)**

(3-0-3) Turpin

With the recent 2008 presidential election, there is a lot of excitement about the possibility of “change” and “reform” in our country. This class will provide perspective on our present historical moment by examining American reform movements of the past. It will focus on “the long 19th century” from the American Revolution to World War I. During this time optimistic Americans of various stripes set out to reform all sorts of things: religion, sex, eating and drinking, race and gender relations, education, and working and living conditions, to name just a few. As we look at these reform movements, we will ask the questions: What drove certain people to buck convention and seek reform? Why did they choose to focus on these particular reforms at these times? What did they believe would be the ultimate significance of the changes they were seeking? Why were some movements more successful than others?

### **HIST 30685. Abraham Lincoln's America, 1809–65**

(3-0-3) Graff

This course explores the social, economic, intellectual, cultural, and political history of the early to mid-19th-century United States through the prism of Abraham Lincoln's biography. Topics may include trans-Appalachian migration and settlement, U.S.-Native American relations, race and slavery, gender and family, market developments and labor relations, formal and informal politics, the law, and the promise and limits of studying history through singular lives.

### **HIST 30700. African American History to 1877**

(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. 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, 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 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. U.S. 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 American 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 1900**

(3-0-3)

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 30707. American Intellectual History to 1870**

(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.

**HIST 30752. Black Chicago Politics**

(3-0-3)

This course introduces students to the vast, complex and exciting dimensions of black Chicago politics. First, institutional structures, geographic distribution, and population characteristics will inform students about the sociodemographic background of the African American population in the city. Second, the course explores varying types of political expression that have developed over more than a century, including electoral politics, mass movements, partisan politics; it will also examine the impact of the Chicago machine, and of the Washington era on the political and economic status of African Americans in the city. Third, public policy developments in housing, education, and criminal justice will be discussed. Fourth, the course also compares black political standing with other racial and ethnic groups in the city. Finally, the course will introduce students to the long tradition of social science research centered on the city of Chicago.

**HIST 30800. African American History II: Since 1865**

(3-0-3) Pierce

*Corequisite:* 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.

**HIST 30802. U.S. 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 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 30804. History of American Women II**

(3-0-3)

This course surveys women's relationships to the social, cultural, and political developments shaping U.S. 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 30805. U.S. Foreign Policy Since 1945**

(3-0-3)

This course offers an overview of U.S. foreign policy since World War II, focusing on the major crises and conflicts that have occurred since then—U.S. and Soviet Union, Korea, Vietnam, Gulf War, and Kosovo.

**HIST 30806. Sex, Sexuality, and Gender in U.S. History Since 1880**

(3-0-3)

Topics may include representations of sexuality in movies and advertising; new courtship practices among unmarried heterosexuals (from courting to dating to hooking up); changing concepts of same-sex love (from inversion to homosexuality to gay liberation to LGBTQ); the demographic shift to smaller families; the 20th-century movements for and against birth control and legal abortion; and the late-20th-century politicization of sexual issues.

**HIST 30807. American Intellectual History II**

(3-0-3)

This lecture course will survey major developments in American thought from the later 19th century to the end of the 20th 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 present ways of thinking.

**HIST 30854. U.S. 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.

**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 U.S. 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 culture wars of the 1980s and 1990s.

**HIST 30856. Labor and America Since 1945**

(3-0-3)

This course explores the relationship between workers and the labor movement to American politics and culture since 1945. The United States emerged from World War II as the strongest global power, and its citizens subsequently enjoyed

a long postwar economic boom that created what we might call the first truly middle-class society in world history. At the heart of that new society was the American labor movement, those unions like the United Auto Workers and the United Steel Workers who ensured that at least some of the postwar profits made it into the wallets of workers and their families. Today, however, unions represent only 8 percent of workers in the private sector. What accounts for the decline of organized labor since the 1950s? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, and modern conservatism? What is “globalization,” and what has been its impact upon American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and Hollywood films, this course will try to answer these questions. Students interested in politics, economic development, international relations, social justice, human rights, peace studies, or mass culture are particularly welcome.

### **HIST 30857. The United States During the 1960s**

(3-0-3)

Few periods in American history have been as controversial as the 1960s. Sometimes called the “Long Sixties,” it runs conceptually from the mid-1950s to the early 1970s, and was a turbulent time. Concentrating on politics and society, this course explores the major personalities and events, including Martin Luther King, John F. Kennedy, Lyndon Johnson, Richard Nixon, the New Frontier, the Great Society, the Vietnam War, the breakdown of the liberal consensus, the rebirth of the conservative movement, and national movements led by youths, women, and African Americans. Although the emphasis is on the United States, the course also visits several major international issues. There are two goals for students: acquiring knowledge about the period and developing analytical tools to form their own judgments about it. Toward the first goal, students will encounter a combination of readings, videos, mini-lectures, and class discussions. Toward the second, they will be exposed to four different approaches: (1) discussing primary documents and writing a paper on some of them; (2) studying three small-scale case studies; (3) examining the large-scale phenomenon of protest; and (4) reading the memoirs of a Cabinet member, hence gaining an insider’s view of the life and activities in the White House.

### **HIST 30859. Reagan’s America: The United States in the 1980s**

(3-0-3) Strauss

In his campaign for re-election to the presidency in 1984, Ronald Reagan released a television commercial that began with the line, “It’s morning in America again.” The ad suggested the many ways in which President Reagan and the Republican Party were improving the economy and bringing optimism back to America. “Under the leadership of President Reagan,” the commercial concluded, “our country is prouder and stronger and better.” Reagan’s campaigns for the nation’s highest office stressed the themes of patriotism and individual responsibility, while his presidential administrations oversaw an economic agenda that privileged corporate America and wealth production and a foreign policy that justified extreme measures by citing the dangers posed by the Soviet Union and communism. The United States in the 1980s was dominated by the presidency and personality of Ronald Reagan. His aggressive economic and foreign policies influenced the major events of the decade, while his politics helped to shape the wider culture, a period often characterized as “the me decade” (and one Madonna called “a material world” in a hit song). In this course, students will explore the 1980s and assess the conventional wisdom about Reagan and the decade he dominated. Were Americans too blinded by greed to confront the nation’s social problems, or was there a serious debate going on about individual conscience and social responsibility? Students will debate these and other questions as they explore several of the major themes of 1980s America: the cold war, the Christian right, progressivism, conservatism, popular culture, and the media. In addition to probing political speeches, congressional testimony, the Reagan diaries, pop music, and sitcoms, students will also examine some of the new books by historians, who are just now beginning to come to grips with this pivotal recent time in American history.

### **HIST 30860. Images of Science and Technology in American Film**

(3-0-3)

*Corequisite:* HIST 31860; HIST 32860

From *Star Trek* and *Star Wars* to *Metropolis* and *Wall-E*, Americans have been fascinated with images of science at the movies for a century. This is not that surprising: Through the last hundred years, film has been one of the most popular forms of entertainment in America. When a movie is well-done, it transports us to another time or place, often with our full consent. And, at least if we listen to our politicians, the progress of America itself hinges on the performance of American scientists. For many Americans, movies and science go together like popcorn and Coke. Despite their escapist packaging, however, movies are rarely message-neutral. Through subtle and not-so-subtle plots, dialog, music, and images, movies both reflect back ideas we already hold and show images to us that might be uncomfortable if simply “told” to us. They play on the hopes and fears that the audience brings in with them, and sometimes can subvert these beliefs and expectations. In this course, we will study the entanglement of American history and science as portrayed in film through the 20th century. Though we can’t pretend that films influence the doing of science in any meaningful way, we will assert that the cultural product of film both illustrates and exploits the concerns of a given period. On the one hand, movies are just entertainment; on the other, they offer us a window into our greatest hopes and fears and how science was and is thought to deliver both.

### **HIST 30885. Popular Culture**

(3-0-3)

This is the first of a two-semester senior seminar in oral history theory and methods. By surveying the current field, students will learn how oral history is uniquely suited to both contribute to historical knowledge and challenge dominant narratives. The final project will prepare students to engage in collecting oral histories during the spring semester if they register in Oral History II: Practicum.

### **HIST 30886. American Men, American Women**

(3-0-3) Ardizzone

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.

### **HIST 30890. Civil Rights and Protest Movements**

(3-0-3) Ardizzone

This course will look at protest movements for civil rights and other related issues, focusing on the 20th century, especially the second half. One central theme will be the African American civil rights movement of the 1950s and 1960s. How did race, gender, class, religion, and region impact the strategies, goals, and reception of various threads of black struggles for full citizenship? In addition, we will explore previous and later generations of African American activism, as well as other protest movements in the post-WWII period. How did the civil rights movement that emerged in the 1950s draw on early 20th-century activism and leadership? What directions did African American protest movements take after the late 1960s? How did other civil rights, racial and ethnic consciousness, and social reform movements in the 1960s, ‘70s, and ‘80s develop from their own historical experiences and in relationship to other protest movements?

### **HIST 30892. American Utopias**

(3-0-3)

From our colonial roots to the present day, from the Puritans’ “City Upon a Hill” to the Branch Davidians 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.

### **HIST 30893. The U.S.-Mexico Border in the American Imagination**

(3-0-3) Ruiz

The United States-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-19th century. Today, the border remains the source of contentious debates in the United States—from proposed amnesty for undocumented workers and unprecedented activism for migrants' rights to those who argue for a 700-mile fence to physically divide the two nations—even as Latinos have become America's largest minority group. This course will unpack these varied (and often contradictory) meanings of the border, paying particular attention to the history of representations of Mexico and "Mexican-ness" in the United States and their impact upon foreign policy, political organizing, and cultural relations. Our approach will be interdisciplinary, drawing on methods and texts from history, sociology, film studies, critical race theory, cultural studies, and ethnic studies. Together we will read texts as varied as Gloria Anzaldúa's *Borderlands/La Frontera* and Steven Soderberg's *Traffic*.

### **HIST 30895. Race and American Popular Culture**

(3-0-3) Ruiz

While "race" is a notoriously difficult concept to define, it is undoubtedly a powerful force in American life. But how do we know what we know about race? Where do these ideas come from? How will matters of race and representation change in the era of Barack Obama? Focusing on the late 19th century to the present, this course explores the ways in which ideas about race are formed, negotiated, and resisted in the arena of American popular culture. From blackface minstrelsy on the Vaudeville stage to contemporary comedy, television, and music, this course will ask how popular culture actively shapes—rather than merely reflects—American ideas about race and ethnicity. Rather than emphasizing on a particular racial or ethnic group, we will more broadly examine the politics and practices of representing difference in the United States. By engaging with a diverse set of theoretical, historical, and primary texts, students will learn to approach and analyze popular culture with a critical eye.

### **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 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.

### **HIST 30898. Latinos in American Film**

(3-0-3) Ruiz

This course will survey the history of representations of Latinos in American cinema from the silent era to the present. We will examine how stereotypes associated with Latinos have been produced, reinforced, and challenged in American films—from "greasers" and "Latin lovers" to gangsters, kingpins, and border crossers. We will explore the fascinating contradiction that, despite a long history of misrepresentation and underrepresentation, Latinos have made significant

contributions to Hollywood and independent cinema. We will also examine the rise of Latino directors in recent years and their drive to reframe the Latino image for American audiences. Screenings will range from the silent epic *Martys of the Alamo* (1915) to more recent films such as *Maria Full of Grace* (2004). Our interdisciplinary approach to the subject will draw upon readings from history, film theory and criticism, and ethnic/American studies.

### **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)

*Corequisite:* HIST 32901

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)

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. Course requirements include reading assigned chapters and essays for each class, a midterm exam, a book review essay, and a final exam.

### **HIST 30903. Modern Latin America**

(3-0-3)

From Patagonia at the extreme southern tip of South America to Ciudad Juárez on the U.S. border, the Latin American region encompasses a great diversity of nations, peoples, and cultures. This course examines central trends and problems in the study of Latin American history from the mid-19th century to the present, including Revolutions in Mexico, Guatemala, Cuba, Nicaragua, Chile and Peru; the Catholic Church in both its progressive and conservative faces; the pervasive influence of the United States; and the changing welfare of most Latin Americans through a century of economic development from the export boom to neoliberalism. We will use readings, film, news accounts, and lectures to examine this history. No previous exposure to Latin American history is necessary.

### **HIST 30911. Indigenous and Colonial Mexico**

(3-0-3)

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) Pensado

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.

**HIST 30929. Andean History and Ethnohistory**

(3-0-3) Graubart

*Corequisite:* HIST 32929

This course looks at the history of the peoples who live in the Andean region of South America (modern-day Ecuador, Peru and Bolivia) from some of the earliest recorded settlements through the end of Spanish colonization. Using ethnohistoric—archaeological and anthropological—as well as historic—written texts—materials, we will look at how Andean peoples adapted to and contributed to the formation of their societies, under arduous geographic and climatic conditions. Topics will include the formation of early imperial civilizations such as the Moche and Wari; the development of an Inca empire out of the remnants of these earlier cultures; Spanish conquest and colonization; the adaptation of Andean religiosity to Catholicism; the rebellions of the 18th century. The course will include a visit to the Snite Museum in order to work first-hand with objects from ancient Andean cultures.

**HIST 30930. Chronicles of the Conquest of Latin America**

(3-0-3)

This seminar examines key aspects of the conquest of Latin America through readings of chronicles and other texts written by Spaniards and Amerindians in the 15th–17th centuries. We will focus upon the ways in which Spaniards and Amerindians theorized and explained their experiences, and their representations of themselves and their “others.” In particular, we will pay attention to the beginnings of modern notions of race and ethnicity through discussions of barbarians, wildmen and cannibals, among other “types” important to the colonial encounter.

**HIST 30940. U.S. Operations in Central America**

(3-0-3) Pensado

As European countries furthered their economic penetration of Africa and Asia during the 19th century, the United States continued its westward expansion by extending its borders to the Pacific and securing its economic and political dominance throughout the Latin American Hemisphere. This course examines the social, cultural and political repercussions a broad range of U.S operations had in Central America since the writing of the Monroe Doctrine in 1823 until the “fall of communism” in the late 1980s, including “Dollar Diplomacy,” CIA-sponsored coups, paramilitary training of “death squads,” and overt military occupations.

**HIST 30952. Inequalities in Latin American History**

(3-0-3)

Any quick survey of contemporary Latin America quickly uncovers a glaring range of social inequalities. Sharp divides and diverging conditions separate individuals and groups along economic, political, ethnic, educational, and gender lines, to name a few. Although nearly all the earth's societies exhibit social inequalities, Latin America's have proved particularly endemic, enduring, and intractable; they have fundamentally shaped the region's potential for democratic governance and economic development; they are also deeply rooted in the region's past. This course will begin by examining manifestations of social inequalities in the region today. We will then spend most of the semester tracing the roots of today's conditions through the region's history. Students need not have any background in Latin American history.

**HIST 30975. Making Australia**

(3-0-3) Miscamble

The struggle to “make” Australia, as opposed to replicating Britain, got under way early on after European settlement, and it has been in process ever since. This course will seek to understand and illuminate 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 30985. World History of Christianity Since 1900**

(3-0-3)

*Corequisite:* HIST 32985

A survey of the dramatic changes that have recently altered the face of Christianity in the world. For Catholics, Protestants, Eastern Orthodox, and the rapidly growing number of “independent” churches, the last century witnessed changes on a scale not seen since the first centuries of Christian history. The long-time Christian heartlands of Europe and North America have undergone unprecedented secularization. The once-missionary regions of Africa, Asia, and Latin America have developed larger communities of active believers than now exist in “the Christian West.” All over the world, Christian interactions with war (and peace), poverty (and affluence), disease (and health) have multiplied with increasing complexity. The course concentrates on Asia, Africa, and Latin America, with developments in Europe and North America in the background. Throughout, a primary aim is to link Christian events with major international developments like the world wars, the cold war, economic globalization, and colonization-decolonization.

**HIST 30986. History and Photography**

(3-0-3)

Both history and photography were practices invented and developed in the 19th century, and they share a capacity to illuminate events in the past. Both history and photography can depict human suffering and point to political practices that might alleviate that suffering. Both must grapple with the nature of time. Both, in odd ways, transcend, but also cement, the finality of death. Both promise a form of truthfulness which they to not always achieve. Given these similarities, it is no wonder that so many writers have considered them together. Often however, when compared, the distinctive qualities of each come to the fore. By reading about photography and history and by looking at images, students in this course will explore the limits and possibilities of each modern pursuit.

**HIST 30987. The Canadian Alternative**

(3-0-3) Noll

*Corequisite:* HIST 32987

This course offers an introduction to Canadian history that is designed especially for American students. While serious attention is devoted to the important phases, problems, personalities, and prospects of Canadian history considered as subjects in their own right, the question of comparison with the United States is always in view. Why, as examples of differences with the United States, has Canada possessed a national system of universal health care for at least two generations? What difference did it make for Canada to have two founding peoples (French, English) and two founding religions (Catholic, Protestant)? How did Canada's evolution into modern nationhood make it different from the United States with its revolutionary origins? Why does every Canadian province provide some kind of financial support for private schools, including religious schools? What are the advantages and disadvantages of Canada's parliamentary democracy compared with the United States' democratic republic?

**HIST 30988. Slavery in the Atlantic World**

(3-0-3) Challenger

This survey course explores the role of coerced African labor in the birth of the Atlantic World. What do we mean by Atlantic World? What do we mean by slavery? What varied and nuanced claims to humanity did Africans make against a dehumanizing labor system? How did sexuality and gender norms shape the experiences of slavery for men and women? Together, we will examine slave autobiographies, travel diaries, and pictorial sources to address these questions. We will focus on the peoples of West Africa, Brazil, and the Caribbean who were enslaved from the 15th to the 19th century. This course fulfills the degree requirements of history, gender studies, American studies, and Africana studies majors and minors.

**HIST 33000. History Workshop**

(3-0-3) Coleman; Kselman; Meserve

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 33005. Exploring History Beyond the Classroom**

(1-0-1) Graff

In this special course designed for inquisitive history majors, students will attend a number of lectures, panels, and seminars on campus during the semester—and then have a follow-up discussion for each led by a historian (either a visitor or a member of the history faculty). Before each session, students will be expected to complete a short reading assignment. At each follow-up session, the students will submit a 1- to 2-page summary and analysis of the talk, with a critical question for discussion. The goal is to encourage students to enrich their major experience by participating in the intellectual discussions that occur amongst ND and visiting scholars across the campus.

**HIST 35000. History Internship**

(V-V-V)

History internship credit is designed for students who undertake unpaid internships with organizations dedicated to the discipline of history, whether through preservation, exhibition, public education, or scholarship. Please see the director of undergraduate studies for more information about this opportunity.

**HIST 37050. Directed Readings**

(V-0-V)

Independent study of special topics under the direction of a faculty member. Requires permission of the faculty member as well as the director of undergraduate studies.

**HIST 40123. American 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. This course examines three aspects of this effort, namely the political, economic, and cultural restructuring of Japan. We will explore the goals, methods, and mix-ups of the (mostly) American attempt to recast Japanese society in a democratic mold and the Japanese response. 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 40180. Gandhi’s India**

(3-0-3) Sengupta

The dominant figure in India’s nationalist movement for nearly thirty years, M.K. “Mahatma” Gandhi has also been the 20th-century’s most famous pacifist, and a

figure of inspiration for peace and civil rights movements throughout the world. This course offers an examination of Gandhi and the nature of his unconventional and often controversial politics. It charts Gandhi’s career against the background of events in London, South Africa, and India. Examines the evolution and practical application of his ideas and techniques of nonviolent resistance, and his attitudes toward the economy, society, and state. Gandhi’s influence on Indian politics and society is critically assessed and his reputation as the “apostle of nonviolent revolution” examined in the light of developments since his death in 1948. Some of the questions that will be discussed are: How far did the distinctive character of Gandhian politics derive from his absolute commitment to India’s nationalist struggle? Was his success due to the force and originality of his political ideas and his advocacy of nonviolent action? Can his achievements be explained by political willness and pragmatism, or by willingness to embark on new experiments with the truth? Though helpful, a prior knowledge of Indian history is not required for this course.

**HIST 40231. Cicero and Political Tradition**

(3-0-3)

The life and writings of Marcus Tullius Cicero (106–43 B.C.) 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. 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 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 demography of the Roman world.

**HIST 40235. Rome, the Christians, and Early Europe**

(3-0-3)

The course studies continuity and discontinuity in the Mediterranean world during a formative period, the transition from Roman Empire to early medieval European kingdoms. Christianity played a vital role during this transformation, but not the only one. Beginning with a review of Roman institutions, law, culture, and religion, we will observe the changes they underwent between c. 150 C.E. and c. 750 C.E. At this latter point in time, some people were still thinking of themselves as living within the Roman empire, even though the local potentate was a non-Roman king. Also, Roman law had become Christian law, and Latin was beginning to generate the languages now collectively described as “Romance.” On the fringes of Europe, in England and Ireland, meanwhile, missionaries shared with their converts not just Christianity but also the Latin language and Latin literature along with certain Roman concepts of culture and political organization.

**HIST 40236. The Roman Empire**

(3-0-3)

This advanced course in ancient history examines the Roman Empire from Augustus to Constantine. It deals with the establishment of the Augustan Principate and the progression of autocracy at Rome in the first two centuries of the imperial age, leading to discussion of what is generally called the third-century crisis and the new monarchy of Diocletian and Constantine. It investigates how the Roman Empire as a geopolitical unit was governed and administered (paying particular attention to the all-powerful figure of the Roman emperor), and how the diverse regional cultures of the greater Mediterranean world were affected by Roman rule. Among topics studied are contemporary debates on Roman society, economy, demography, and culture.

**HIST 40237. The Roman World of Apuleius**

(3-0-3)

An advanced course in Roman history and literature that investigates the Latin author Apuleius in his socio-cultural context. The course begins with the Romano-African setting into which Apuleius was born, recreates the educational travels to Carthage, Athens, and Rome that occupied his early life, and focuses especially on his trial for magic in Sabratha in Tripolitania before following him back to Carthage where he spent the remainder of his life. Notice will be taken of all Apuleius's writings, but special attention will be paid to the *Apology*, a version of the speech of defense made at his trial, and to the socio-cultural significance of his work of imaginative fiction, the *Metamorphoses*. The course is open to students with or without Latin.

**HIST 40238. Creation, Time, and City of God in Augustine of Hippo**

(3-0-3)

In his youth, Augustine (A.D. 354–430) received an excellent education in the Latin classics, the benefits of which remained with him throughout his life. Later, he also read philosophical writings, and, after his conversion, works by Christian authors. The book he quoted most frequently was the Bible. From his childhood, Augustine was endowed with a most unusual ability to ask awkward questions. Initially targeting his teachers, he later addressed his questions to the authors whose books he read, and to God. His writings, therefore, tend to take a dialogic form where the interlocutors include not only the reader but God, and—among human beings—Cicero, Vergil, and other Romans, and also Augustine's Christian contemporaries, including Jerome, Paulinus of Nola, and Count Marcellinus. To whom he addressed the *City of God*. In following these dialogues, we will read not just Augustine's best known writings (*Confessions* and *City of God*) but also his commentaries on Genesis, and some of his letters and sermons. The purpose is to arrive at an understanding of Augustine's ideas about creation and time, and about the nature of human society and its goals. We will also ask what can be learnt from Augustine's dialogic and sometimes disputatious way of thinking, explaining and debating. Almost all of Augustine's writings have been translated into English, but obviously, an ability to read Latin will be most useful.

**HIST 40239. Augustine and the City of God**

(3-0-3)

The aim of the course is to gain a detailed understanding of one of the world's important works of historical and political theology. Writing in response to the destruction of the City of Rome by Visigothic invaders in A.D. 410, Augustine devoted the first half of this “long and difficult work” to a refutation of Roman religion and ancient philosophy (Books I–X). In the second half (Books XI–XXII) he explained what he meant by City of God and Terrestrial City and traced the evolution through time of the two cities in relation to each other. We will study the *City of God* in light of the sources Augustine engaged with. For the first part, these include the philosophers Plato, Apuleius, Plotinus and Porphyry, the historians Sallust and Livy, and also the statesman Cicero and the poet Vergil. In the second part, Augustine builds on biblical theology, history, and chronology. To conclude, we will devote some time to the influence of this very long book. It will be studied in English, but those with viable Latin will be encouraged to use it.

**HIST 40240. Constantine and Julian**

(3-0-3) Bradley

This advanced seminar in ancient history and literature examines the lives and reigns of the fourth-century Roman emperors Constantine and Julian. Constantine was a pivotal figure in world history, the founder of a new dynasty of rulers in a centuries-old empire facing many challenges, and the first Roman emperor to embrace and promote Christianity. His rule changed the complexion of the ancient world. His descendant Julian reigned only for a short time, but he is remembered above all for the concerted effort he made to return Rome to its traditional religious orientation. He failed in his attempt, in part because of his premature death, but as the last pagan emperor of Rome, he remains a figure of almost mythological status. The course investigates the principal features of the history of these two rulers, political, military, socio-economic, and religious. A principal theme is the question of how historical experience can be recovered. Readings from original sources (in English translation) are studied in conjunction with documentary and iconographic evidence. The course also considers how modern historians, biographers, and novelists have recreated these compelling figures.

**HIST 40252. Medieval Nobilities**

(3-0-3) Boulton

This course will introduce students to one of the major areas of historical investigation in Europe since 1945: the evolution and function of the hereditary élites now generally called “nobilities.” Although alien to the culture and legal system of the United States, an élite social category of this general type dominated the economic, political, social, and cultural life of every major European people and state throughout and often somewhat beyond the agricultural or pre-industrial era of its history—most commonly to about 1918—and may be seen as a characteristic feature of politics on the levels of chiefdom and agricultural state throughout the world. Thus some understanding of the phenomenon of nobility and its many variant forms is essential to an understanding of the history not only of Europe, but of the civilized world in general before the 20th century. The course will begin with an examination of both medieval and modern ideas of “nobility” (which designated at once an inherent condition, a legal status, and a social category), the words employed to express those ideas, the ways in which noble status could be acquired and lost, the attributes that might be used to express it (including heraldic emblems), and the approaches taken to the whole phenomenon by social, political, constitutional, and cultural historians of various schools. It will then examine the history of a few of the numerous different nobilities that developed in the countries of Catholic Europe between 400 and 1500, and finally examine what is currently known about such themes as noble privilege, power, wealth, and influence.

**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; and 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 40297. Knighthood and Chivalry in Medieval Europe, 750–1625**

(3-0-3)

This course introduces students to the history of knighthood (the status of noble heavy cavalryman) and chivalry (the distinctive ethos and code of the knightly class) from their emergence in Western Europe between 950 and 1180 through their apogee between 1180 and 1380 to their slow decline between 1380 and 1625 (and their revival in the 19th century). It will deal first with the knight as warrior, vassal, and monk (in the religious orders of knighthood), then with the knight as nobleman and landowner, and finally with the knight as courtier and civil servant in the emerging state. It will next proceed to an examination of knightly games, festivals, and iconography, and conclude with a look at the survival and revival of chivalry in the post-Gothic period.

### **HIST 40475. Modern Russian Society and Politics 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-Stalinist 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 40502. Family and Society in Early Modern Italy**

(3-0-3)

A dialogue intensive class focusing on the family and society in early modern Italy.

### **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.

### **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)

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.

### **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 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 though 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. United States and the Vietnam War**

(3-0-3) Brady

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.

### **HIST 40855. Labor Movements in Twentieth-Century United States**

(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?

### **HIST 40857. History of Sport and the Cold War**

(3-0-3) Soares

This course will explore the ways that sport reflected the political, ideological, social, economic and military struggle known as the cold war. Sport permitted opportunities to defeat hated rivals or to develop competition more peacefully. It reflected the internal politics and societies in nations, and also illuminated relations among allies. Using a variety of readings, media accounts, and film clips, this course will look at a number of crucial teams, athletes, and events from the cold war, including the 1980 U.S. Olympic hockey team, the controversial 1972 Olympic basketball final, “ping pong diplomacy,” Olympic boycotts, Martina Navratilova and other Eastern European tennis stars, East German figure skater Katarina Witt, Romanian gymnast Nadia Comaneci, the ferocious Soviet-Czechoslovakian hockey rivalry following the Soviet invasion of 1968, and more.

### **HIST 40858. Nebraska v. Fields: Death by Abortion, 1920**

(3-0-3)

Students who have not taken the prerequisite courses but have a background and/or particular interest in the study of gender in history are welcome to appeal to the department for permission to register for this course. In 1921, Dr. Leslie S. Fields of Omaha, Neb., was sentenced to one-to-10 years in prison for performing an illegal abortion resulting in the death of 20-year-old Miss Ruth Ayer. Although the case has long been forgotten, a complete, word-for-word transcript of Fields's five-day trial recently surfaced on Ebay. This hitherto-unknown, and never-before-analyzed document opens a window into the histories of gender, law, medicine, society, and culture in the American heartland at the end of the Progressive Era. Students in this class will begin the work of unpacking and analyzing the history and context of the story told by that trial transcript. The first half of the class will be devoted to understanding the broader historical context of the law, medicine, politics, women, and abortion during the early 20th century; to that end, a number of secondary source books and articles will be read and students may be asked to locate and read a variety of relevant primary and secondary sources to help us understand the larger historical context. During the last half of the class, each student will research and write an in-depth report on one person, aspect or issue raised by the case of the *State of Nebraska vs. Leslie S. Fields*.

### **HIST 40859. Jim Crow America**

(3-0-3)

*Prerequisite:* (HIST 30800 OR AFAM 30202 OR AMST 30341 OR HESB 30458)

“Jim Crow” laws barred African Americans from access to employment and to public places such as restaurants, hotels, and other facilities. In the South especially, blacks lived in fear of racially motivated violence. The history of Jim Crow encompassed every part of American life, from politics to education to sports. The emergence of segregation in the South began immediately after the Civil War when the formerly enslaved people acted to establish their own churches and schools separate from whites. Many southern states tried to limit the economic and physical freedom of the formerly enslaved by adopting laws known as Black Codes. In Jim Crow America, we will study the vast literature that encompasses the origination, sustenance, resistance, and eventual defeat of Jim Crow, along with the lingering effects of the organized infrastructure of inequality in America.

### **HIST 40884. Oral History I: Memory and Truth**

(3-0-3)

This is the first of a two-semester senior seminar in oral history theory and methods. By surveying the current field, students will learn how oral history is uniquely suited to both contribute to historical knowledge and challenge dominant

narratives. The final project will prepare students to engage in collecting oral histories during the spring semester if they register in Oral History II: Practicum.

### **HIST 40885. The Meaning of Things**

(3-0-3)

“The Meaning of Things:” asks how objects as diverse as a ND class ring, a pair of jeans, a lava lamp, or an iPod acquire meaning and value. This seminar will introduce students to a range of practices relating to consumption in American history. We will investigate the gendered aspects of production, marketing, buying, and using goods as these impact not only on gender, but also on the construction of a range of identities. This will lay the foundation for students to write substantive individual research papers on a “thing” of their choice.

### **HIST 40891. 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 United States. 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?

### **HIST 40893. Media and the Presidency**

(3-0-3)

*Corequisite:* FTT 41501

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 U.S. 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.

### **HIST 40896. Presidency in American Culture**

(3-0-3)

This course examines the interactions among journalists, media companies, and Presidents in the United States since the Great Depression. Throughout the term, we will emphasize several general principles or trends. We will explore how new forms of technology have triggered changes in political practice, a trend that becomes clear when we analyze the role the Internet has taken in this year's campaign. During the semester we will look at representations of Presidents and the presidency that are embodied in films and television programs.

### **HIST 40909. Gender, Sexuality, and Colonization in Latin America**

(3-0-3) Graubart

In this course, we will examine the historical construction of gendered roles in the Spanish colonial world. This will entail thinking about gender in the societies that “encountered” each other in the New World, and also thinking about how that encounter produced new forms of gendered relations. Among the questions we will consider: How was the conquest gendered? How did colonial society produce masculinity as well as femininity? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender, determine people's sense of themselves and their “others”? The course will look at a mixture of primary and secondary materials, including letters and chronicles written by men and women, testimony before the Spanish Inquisition, poetry, and novels. While there are no prerequisites for this seminar, some familiarity with colonial Latin American history will be helpful.

**HIST 40910. Experience of Conquest: Native Perceptions of Relations with Spaniards in 16th-C. Mesoamerica**

(3-0-3) Fernandez-Armesto

Experience of Conquest explores Native American perceptions of and relations with Spaniards in 16th-C. Mesoamerica.

**HIST 40950. 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 40951. 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.

**HIST 40952. Slavery and Human Bondage**

(3-0-3) Hauser

For many Americans, the history of slavery is synonymous with plantations in the Atlantic world. This course seeks to expand our view of Atlantic slavery by looking to the ancient world, Africa, Asia, and Europe in historic and contemporary contexts. This course examines slavery as a labor system and a social form intimately connected with the political economies and cultural groups within which it arose. It will also examine debates about contemporary forms of bonded labor and slavery emerging from global encounters today. By examining different types of bonded and unfree labor, such as chattel, domestic, and wage slavery, we will form an inquiry about slavery's relationship to the following: personhood and social death; the emergence of market economies; systems of differentiation used to maintain the social condition of the enslaved; and power and violence. This course will take an interdisciplinary approach relying on archaeology, anthropology, and history for our case studies in understanding this particular social form.

**HIST 40973. Archives and Empires: Inca/Spaniards**

(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 the kind of information that was preserved,

and if so, how? And also, what role did culture and religion (as documented in imperial records) play in the creation and maintenance of imperial power?

**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, Bartolome 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 *Apologetica 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 40985. Historical Archaeology**

(3-0-3) Rotman

This course examines the methodological and theoretical foundations for the archaeology of European colonization and the post-colonial material world. Course materials focus on material life and the diversity of sociocultural experiences in North America since 1492. The class examines how historical archaeologists have interpreted life in the world of global capitalism and colonization over the last half millennium and how archaeological insights can be used to understand and critique our own world. The distinctive analytical techniques of historical archaeology will be studied, including documentary research, artifact analysis methods, and field excavation techniques. The course will probe the interdisciplinary nature of historical archaeology, assess the social significance of archaeological knowledge, and scrutinize cultural, class, and gendered influences on archaeological interpretation.

**HIST 40986. Space, Place, and Landscape**

(3-0-3) Rotman

In this course, we will explore human relationships to the built environment and the complex ways in which people consciously and unconsciously shape the world around them. Cultural landscapes are not empty spaces, but rather places we imbue with meaning and significance. We are particularly interested in the ways in which the built environment has worked as an agent of cultural power as well as how social relations (notably class, gender, and ethnicity) have been codified and reproduced through landscapes. We will examine how people perceive, experience, and contextualize social spaces at the intersection of symbolic processes, senses of place, memory, and identity formation, as well as how these change through time and across space. As an interdisciplinary endeavor, we will draw from history, geography, art, environmental science, architecture, landscape studies, anthropology, and urban planning, among other disciplines. Students will undertake a significant original research project that investigates the human experience through space, place, and landscape.

**HIST 43075. Seminar: 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. Seminar: 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. This course examines three aspects of this effort, namely the political, economic, and cultural restructuring of Japan. We will explore the goals, methods, and mix-ups of the (mostly) American attempt to recast Japanese society in a democratic mold and the Japanese response. 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 43230. The Age of Hadrian**

(3-0-3)

This advanced seminar in ancient history and literature examines the life and reign of the Roman emperor Hadrian, who is remembered as one of the most complex and enigmatic of Roman rulers: the builder of the Wall in Britain and the Pantheon and Castel Sant’Angelo in Rome, an inveterate traveler across the ancient Mediterranean world, a devotee of Greek culture, a reformer of Roman law, a poet who mused about his soul on his death-bed, a creator of new gods, the first Roman emperor to wear a beard. A principal theme of the course is the question of how historical experience can be recovered, and readings from original sources (in English translation) are studied in conjunction with documentary and iconographic evidence. The course also considers how modern historians, biographers, and novelists have recreated this mysterious figure, Ronald Syme and Marguerite Yourcenar included.

**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 C.E.), 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 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 43435. Irish Memoir and Autobiography**

(3-0-3) Smyth

This seminar has four basic objectives: to explore different ways in which to read texts, to explore the different ways in which memoir and autobiography can be read, to introduce modern Irish social and political history to students through the lives of the authors, and to introduce students to different human experiences. Key texts may include Frank McCourt’s *Angela’s Ashes*, Brendan Behan’s *Borstal Boy*, and Maurice O’Sullivan’s *Twenty Years Agrowing*. In addition, we may study extracts from other books, by writers such as William Carlton, Elizabeth Bowen, and Robert Harbinson.

**HIST 43440. Northern Ireland Troubles**

(3-0-3)

This discussion-based seminar explores the history of the six northeastern counties of Ireland that became “Northern Ireland” in 1920/1. Northern Ireland remained part of the United Kingdom and had a built-in Protestant unionist majority. The Catholic minority, alienated from the state from the outset, looked across the new border and to Dublin, capital of the Irish Free State, as the true site of their allegiance. Northern Ireland was thus, from the beginning, dysfunctional, scarred by sectarian violence and systematic discrimination in housing and employment. After examining the origins of the state and the early decades of its existence, the seminar will turn to its main concern “the Troubles,” which broke out in the late 1960s. The major episodes under scrutiny include the civil rights movement, Bloody Sunday, the hunger strikes, and the Good Friday Peace Agreement. Students are obliged to produce a 25-page essay based on original research, and many are expected to draw on the rich microfilm archive of “the troubles,” the Linenhall Collection, held in the Hesburgh Library.

**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. Research Seminar: The Cold War**

(3-0-3) Soares

This course will explore the cold war as a cultural phenomenon. We will consider the cold war’s impact on American art and popular culture, and culture as a venue of cold war confrontation. We also will treat international sport as a form of cold war cultural competition and sometimes cooperation. The course will be structured around American society and U.S.-Russian cultural rivalry, but the cold war was not limited to the United States and students’ interests in other nations will be encouraged. The main work in the course will be a research paper on a topic each student will devise in consultation with the instructor.

**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 placed on the theoretical underpinnings of nationalism, and on how national mythology influences historiography. The second portion of the course offers students an opportunity to conduct research on topics approved by the instructor. Research can focus on any European national experience in either the 19th or the 20th century. The instructor will consider topics touching on any aspect of diplomatic, social, religious, intellectual, or political history as long as the inquiry helps to enlarge our understanding of European nationalism. Students will be expected to present the results of their research at the end of the semester. Course requirements include submission of a bibliography, a thesis statement, a first draft, and a 25-page research paper at the end of the term. No prior knowledge of European history is required, though some basic knowledge of historical events will provide a firmer foundation to select a research topic. Students with even a rudimentary knowledge of a European foreign language will be expected to test their linguistic abilities in the final research project.

**HIST 43553. Seminar: Republicanism**

(3-0-3)

“Republicanism” refers principally, but not exclusively, to republican ideas in the English-speaking Atlantic world in the period 1600 to 1800. After looking briefly at republican ideology in the ancient world and in renaissance Europe, the seminar will move to the substance of the course: the English “classical” republicans of the 17th century, such as Marchamont Nedham, John Milton, and James Harrington; the transmission of their ideas to 18th-century America; and, finally, the particular version of republicanism as it developed in Ireland in the same period. This seminar course is discussion-based. Members of the seminar are expected to research topics, which will at first be stipulated by the instructor, and will subsequently be of the student’s own choice. Students will present the findings of their research as the basis for leading a class discussion. The semester’s work will conclude with a 20-page essay on a subject negotiated between the student and the instructor.

**HIST 43554. Major Research Seminar: Europe in the Two World Wars**

(3-0-3)

Students in this seminar will devote much of their time to producing a major research paper on some aspect of European history in the age of the world wars. Substantial work with primary sources is required. As a group we will also read and discuss some important studies by scholars of World Wars I and II.

**HIST 43555. Seminar: Europe in the Nazi Era**

(3-0-3)

This research seminar will address issues related to the rise, expansion, and defeat of Nazism between 1933 and 1945. Although Germany occupies a central place in this history, we will focus on the Europe-wide impacts of Nazi ideas and aggression. 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)

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 in the fall of 2003). Students are required to write a major research paper based largely on primary sources.

**HIST 43558. Major Seminar: European Enlightenment**

(3-0-3) Sullivan

The course will establish that enlightenment (not THE Enlightenment) brought into being the modern Atlantic world. Because European enlightenment was various and contradictory, our own world is various, tense, and contradictory. It is impossible to understand the formative long 18th century (ca. 1687–1807) as a game of either capture the flag or follow the leader. Sampling some of the variety of the cultural achievement of Europeans, from Ireland to Italy and from Prussia to Spain, will locate everyone on a level playing field. (No prior knowledge of European history is expected.) You will devote the rest of the semester to researching and writing of seminar papers on one or another major theme of or contributor to enlightenment in Europe. You will present your seminar papers for class discussion over the last four meetings of the semester. Students who possess even an elementary reading knowledge of a non-English European language will apply their knowledge in their seminar papers.

**HIST 43559. The Age of Democratic Revolutions, 1770–1850**

(3-0-3)

Between 1770 and 1850 North America, South America, and Europe were swept by waves of revolutionary unrest, a period that marks the beginnings of the modern world across several dimensions—political, social, and cultural. This seminar will begin with some common readings, looking at this period in comparative perspective through works by R.R. Palmer, Eric Hobsbawm, and others, in order to define both the common and distinctive features of the revolutions as they affected the different nations. Students will write research papers of about 25 pages based on their interests in particular topics and regions.

**HIST 43560. Communist Europe: The Soviet Bloc, 1945–91**

(3-0-3)

This research seminar examines the rise, progression, and fall of communist regimes in East Central Europe, the conglomeration of states that by 1948 had fallen under the Soviet political and military domination. The left and the right are elusive concepts in Eastern Europe. Therefore, we will begin by analyzing communism against the backdrop of the political and historical traditions in the region. We will examine how the communists conformed to domestic realities, in order to identify commonalities and differences between members of the Soviet bloc. Primary issues include: communist takeovers and the founding of people’s democracies; the cold war rivalry and its impact on the communist regimes; Stalinism and de-Stalinization; the pattern of relationship between the Moscow center and its Eastern European peripheries; the entanglement of nationalism and communism; pluralism within communism; détente and the democratic opposition; the dynamics of the revolutionary and reforming processes that led to the collapse of the communist system. Students will research and write a 25-page paper based upon primary and secondary sources.

**HIST 43561. Seminar: Religion, Politics, and Society in Modern Europe**

(3-0-3)

This seminar will deal with some of the key problems in the history of religion in modern Europe. Students are expected to write a major research paper for the course, based on a topic and a set of primary sources chosen in consultation with the instructor. For the purposes of this course modern Europe begins with the French Revolution and concludes with the present, a period of just over 200 years that witnessed enormous and significant changes in the relationship between church and state, in the cultural status of religion, and the ways in which individuals defined and enacted religious identities. The course will deal with key events and institutions, starting with the religious conflicts sparked by the French Revolution. We will then consider religious responses to the Industrial Revolution, and the ways in which churches and religious practice have been shaped by urbanization, the growth of the working class, and changes in family life and



gender relations. The relationship between religion and modern political ideologies constitutes another major topic of the course, which will deal with the responses of Christians and Christian churches to liberalism, nationalism, and socialism, and to the totalitarian regimes of the 20th century. We will conclude with some readings and discussion of the contemporary religious scene in Europe, looking particularly at the issues of secularization and the status of Islam. Students will spend the first half of the course reading works that will introduce them to the historical literature on the history of religion in modern Europe, defining a topic that they will pursue for their essays, and identifying relevant primary and secondary sources. In the second half of the course students will concentrate on research and writing. They will meet individually with the instructor several times, and periodically with the class to discuss progress and findings.

### **HIST 43610. Seminar: 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—academic program, student life, 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, C.S.C., 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, C.S.C., and the Kennedy Family; Rev. Theodore Hesburgh, C.S.C., 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: U.S. 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: U.S. 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 43615. The Right to Vote in American History, 1607–present**

(3-0-3)

This research seminar focuses on the right to vote in American history. Students will explore the right to vote as it evolved over the course of American history, beginning with the colonial experiments in Virginia in the 17th century and ending with the contested presidential elections of 2000 and 2004. Alex Keyssar's *The Right to Vote: The Contested History of Democracy in the United States* will provide the central text, and we will investigate case studies centering on age, property, religion, race, gender, naturalization, and other issues throughout four centuries of American history. Each student will explore one particular case study from any period in American history and produce a 25-page paper based on primary source research.

### **HIST 43617. Seminar: Race and Religion in North America**

(3-0-3)

This course aims at preparing students to write a substantial paper on a topic involving the interconnection of race and religion. While a few assignments will touch on Latin America and the Caribbean, the main focus is on North America. The first half of the course will be devoted to intensive readings in major works and anthologies of primary sources, and in selection of a topic for research. Readings will come from books like Colin Kidd, *The Forging of Race: Race and Scripture in the Protestant Atlantic World, 1600-2000*; David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World*; Jon Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World*; Mason Lowance, ed., *A House Divided: The Antebellum Slavery Debates in America, 1776–1865*; David Chappell, *A Stone of Hope: Prophetic Religion and the Death of Jim Crow*; and D.D. Collum, *Black and Catholic in the Jim Crow South*. During the second half of the course, students will be coached on bibliography, research strategies, writing, and rewriting, and they will take part in ongoing discussion of the individual projects that class members are researching.

### **HIST 43618. Research Seminar: American Environmental History**

(3-0-3) Coleman

This seminar will give students the chance to research and write a substantial historical essay. The topic is environmental history, and students are free to mold the topic to the time periods and subjects they are interested in. From depictions of nature in popular culture to the role of global warming in international relations, environmental history can serve as a doorway into almost any historical field. We will also spend a good portion of the course learning to write clear and compelling prose.

### **HIST 43651. Women and Gender in the United States, 1929–84**

(3-0-3)

This research seminar will cover changing gender relations in the United States 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 work force 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 43750. Seminar: United States in the Twentieth Century**

(3-0-3)

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 U.S.**

(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, and John Courtney Murray, S.J.). 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 United States**

(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 43755. Major Seminar: U.S. Presidents and Presidencies, FDR to Clinton**

(3-0-3)

The purpose of this course is essentially twofold. First, it should permit the student to gain a greater familiarity with American history from the New Deal through to the end of the century using the prism of the American presidency. 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 this broad area. Approximately one-third of the semester will be devoted to reading and discussion of the various presidential administrations, and the rest of the semester to research and writing of the seminar paper. The papers will be presented for class discussion in the last four meetings of the semester.

**HIST 43756. Era of Franklin D. Roosevelt**

(3-0-3) Blantz

The purpose of this course is threefold: first, through readings and discussions to give the student a good understanding of United States history during the presidency of Franklin D. Roosevelt, 1933–45, the critical years of the Great Depression and World War II; second, to enable the student to research and produce a scholarly research paper of approximately 25 or 30 pages on a topic of his or her choice during this period; and third, to improve writing skills by producing a paper unified and coherent in structure and persuasive in argumentation. Possible areas of discussion and research are President Roosevelt's New Deal efforts of raise the country from the Depression; various public works programs; the growth of labor and rise of the CIO; conservative opposition to the Roosevelt program; the status of Black Americans; the role of women; the coming of World War II; the Roosevelt-Churchill collaboration; the home front during World War II; the Atlantic Charter and the Yalta Conference; and the place of Roosevelt in the ranking of presidents.

**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 first draft, and a 25-page research paper.

**HIST 43902. Latin American Research Seminar**

(3-0-3)

After briefly examining different models of research and writing, students will undertake a major, semester-long primary source research project on a topic within Latin American history (which could include foreign relations with the United States or European nations, immigration to or from the region, etc.). I anticipate that most students will use research materials available at Notre Dame. Interested students are encouraged to see the instructor prior to the beginning of the semester in order to begin exploring possible topics and available research materials.

**HIST 43975. Student Politics and Movements**

(3-0-3) Pensado

This is a history seminar for undergraduate majors on student protests and activism during the 20th century. While assignments will attempt to cover most of the century, the seminar will concentrate the discussion on the "long sixties" (1956–77) in Europe, the United States, and Latin America. In particular, students will be asked to explore a "student movement" of their choice during this (or another) period in history and write a 25-page research paper based on primary sources.

**HIST 47050. Special Studies**

(V-0-V)

Independent study, writing, and research under the direction of a faculty member.

**HIST 53001. Honors Methodology**

(3-0-3) Rodriguez

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) Lyandres

This course, open only to students in the history honors program, introduces students to the ways in which history is conceptualized, written, and argued about. Students approach these issues by reading and discussing the historiography of the instructor's chosen field or fields. The emphasis of the class will be on understanding how historians have framed their questions for research, in conversation with one another and with their own interests, and how their work, collectively and individually, has shaped the development and the research agendas of the larger discipline of history.

### **HIST 53657. Catholics and Protestants in American History**

(3-0-3) Noll

This seminar will concentrate on books featuring American Protestants who engaged with Catholics and books on Catholics who were responding to their situation in America, especially the Protestant influences in American life. The reading list will include older classics like Ray Allen Billington, *The Protestant Crusade, 1800-1860* (1938) and Jenny Franchot, *Roads to Rome: The Antebellum Protestant Encounter with Catholicism* (1994) as well as more recent classics like John McGreevy, *Catholicism and American Freedom* (2003) and Michael Hochgeschwender, *Wahrheit, Einheit, Ordnung: Die Sklavenfrage und der amerikanische Katholizismus, 1835–1870* (2006). Student writing will include brief responses week-by-week to assigned texts and a more extensive historiographical or research paper.

### **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)

### **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 (40 to 80 pages) under the supervision of a specific faculty member.

## Irish Languages and Literatures

### **IRLL 10101. Beginning Irish I**

(4-0-4) MacLeod; Ó Meara

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. IRLL 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**

(4-0-4) MacLeod; Ni Bheaglaoich

*Prerequisite:* (IRLL 10101 OR IRLL 101) OR (IRST 10101 OR IRST 101) OR (CLIR 10101 OR CLIR 101)

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) Nic Dhiarmada

This course offers an introduction to modern and contemporary Irish language literature. We will begin by tracing the influence of the revival and cultural nationalism on the development of a modern literature in the Irish language. We will read key texts in the light of the national narrative, taking note of cultural change and contested identities in considering the specificities of a literature that can trace an unbroken line to what is often described as the oldest vernacular literature in Europe. Among the texts discussed will be work by Pearse, Ó Conaire, the Blasket autobiographies, Ó Cadhain, Ó Riordáin, Ní Dhomhnaill, and Mac Lochlainn, among others. All texts will be read in translation. Relevant documentaries will also be used and shown in class to further illustrate and elucidate the work of particular authors.

### **IRLL 20103. Intermediate Irish**

(3-0-3) McKibben

*Prerequisite:* (IRLL 10102 OR IRLL 102) OR (IRST 10102 OR IRST 102) OR (CLIR 10102 OR CLIR 102)

Continuation of the study of the Irish language with increased emphasis on the ability to read 20th-century literary work in the original Irish.

### **IRLL 20105. Old Irish**

(3-0-3)

The aim of this course is to enable students with no previous knowledge of Irish, medieval or modern, to take the first steps toward acquiring a reading knowledge of Old Irish. "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.

### **IRLL 20109. Celtic Heroic Literature**

(3-0-3) Fogarty

An exciting introduction to Celtic literature and culture, this course introduces the thrilling sagas, breathtaking legends, and prose tales of Ireland and Wales. Readings include battles, heroic deeds, and feats of strength and daring and dilemma faced by the warrior heroes of the Celts. Celtic Heroic Literature, which requires no previous knowledge of Irish or Welsh, studies the ideology, belief system, and concerns of the ancient Celtic peoples as revealed in their saga literature. By examining the hero's function in society, students investigate the ideological concerns of a society undergoing profound social transformation and

religious conversion to Christianity and the hero's role as a conduit for emotional and social distress. Among the heroes to be studied in depth are Cu Chulainn, Lug, St. Patrick, and the king-heroes. Wisdom literature and archaeological and historical evidence will also be considered in this course. No prior knowledge of Irish required. All texts provided in English.

### **IRLL 20120. The Irish Short Story**

(3-0-3) O'Conchubhair

This course introduces students to the themes, motifs, approaches, and various forms common to the Irish short story as well as the critical debates associated with the genre. We begin with a survey of the literary history and cultural politics of Ireland in the 19th century and the emergence of the Irish short story and compare it to the American and French story, before considering the relationship between folklore and literature and the origins of the modern short story form. Having discussed various theories of the short story, we proceed to examine the interactive relationship between orality and print culture, tradition and modernity, native and foreign, and natural/authentic and artificial/other. Among the authors we read in detail are George Moore, P.H. Pearse, James Joyce, Pádraic Ó Conaire, Máirtín Ó Cadhain, Frank O'Connor, Sean O'Faolain, Liam Ó Flaithearta/Liam O'Flaherty, Seamus Ó Grianna, Seosamh Mac Grianna, Angela Bourke, Samuel Beckett, Máire Mhac an tSaoi, Pádraic Breathnach, Seán Mac Mathúna, Micheál Ó Conghaile, Alan Titley, Dara Ó Conaola, and Eilís Ní Dhuibhne. Stories are read primarily as literary texts that shed light on evolving cultural, political, and social conditions and provide incisive insights into the Irish literary and cultural tradition. This course is an ideal introduction to literary criticism and cultural studies. No prior knowledge of Irish or Ireland is required. All texts will be available in English.

### **IRLL 20203. Advanced Readings in Irish Culture**

(3-0-3) O'Conchubhair

*Prerequisite:* (IRLL 20103 OR IRLL 103) OR (IRST 20103 OR IRST 103) OR (IRLL 60103 OR IRLL 503)

An advanced course focusing on reading and translating a variety of texts in the Irish language. We concentrate on further development of reading, interpretive, and technical skills mastered in previous language courses (IRLL 10101, IRLL 10102, IRLL 20103). Texts from various authors and historical periods allow students to taste different writing styles: contemporary fiction, journalism, literary criticism, and historical and cultural texts. Emphasis will be on sentence structure, stylistics, and syntax. Students are required to have earned a high grade in IRLL 20103 in order to take this class. At the conclusion of this course, students will be able to conduct independent research with Irish texts.

### **IRLL 23511. Irish Heroic Literature in Modern Adaptation**

(3-0-3)

Beginning with a study of the ethos of Irish/Celtic heroic literature in its historic and cultural context, this course examines the ideological, aesthetic, and personal uses to which that material has been put by Irish writers of the past two centuries (19th and 20th centuries) writing in English and Irish. Among the authors to be studied are Seamus Heaney, Flann O'Brien/Myles na Gopaleen, Nuala Ní Dhomhnaill, and Eugene Watters/Eoghan Ó Tuairisc. Particular attention will be paid to shifting concepts of "authenticity" and the degree to which various creative artists have retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. This course will interest English majors, modernists, and medievalists.

### **IRLL 26311. Directed Readings**

(3-0-3)

Undergraduate directed readings in Irish literature.

### **IRLL 30107. The Hidden Ireland**

(3-0-3) McQuillan

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 that are raised by the book will be studied in the context of the poetry of the period. Poetry will be read in translation.

### **IRLL 30108. Twentieth-Century Literature in Irish (in Translation)**

(3-0-3)

This course will introduce you to the vibrant contemporary literature in Irish (Gaelic) from the Gaelic Revival, which sought to rescue the language from extinction, right up to the present. This course will focus on developing your ability to read, analyze, and write about literature with care and precision. You will do a LOT of writing, both graded and ungraded, to become a stronger reader and writer. In the process, we will consider the particular excitement and difficulty of writing in (and about!) a minority language that also happens to be the first official language of Ireland, as well as debates about identity, belonging, symbolization, history, Anglicization, assimilation, and hybridity, the new prominence of women writers, and ongoing challenges to stereotypes about Irish as tradition-bound (rather than, say, tradition-enabled), puritanical or premodern.

### **IRLL 30109. Introduction to Irish Writers**

(3-0-3) O'Conchubhair

*Corequisite:* IRLL 32109

This course introduces undergraduate students to Irish literature, explores its dominant themes and motifs, and surveys canonical texts and major authors from the 18th century to the present day. A broad range of texts and genres—poetry, novels, short stories, folklore and drama—are studied from a historical and cultural perspective and in relation to transnational literary trends and movements. Attention is also paid to modernization and tradition as well as post-colonialism, feminism, and censorship. No prior knowledge of Ireland or the Irish language is required. Irish-language texts will be available in translation.

### **IRLL 30110. The Hidden Ulster**

(3-0-3)

This course introduces students to the literature, language, culture, and history of Ulster in Ireland and confronts the stereotypes of binary opposition that commonly mark the region. Through close textual readings of literary texts from the 17th century onward, we discuss and interrogate the literary, religious, cultural, and linguistic forces that shaped identity in Ulster from the colonial period onwards and explore the shared heritage of both communities—Irish/English, Catholic/Protestant, and Native/Planter. This course will suit English majors and those interested in the study of identity formation and competing cultural ideologies. No prior knowledge of Irish is required for this course. All texts will be in translation.

### **IRLL 30111. The Celtic Otherworld in Early Irish Sources**

(3-0-3)

In early Irish tradition, the everyday world (of men, women, kings, warriors, and cattle) and the Otherworld stand in unstable and uneasy relation to one another. The Otherworld has several aspects: it can be positive and beneficial—indeed, it is viewed as the legitimating source of rule in this world—but also baleful and destructive. In this course, we will study a range of Otherworld encounters, seeking to understand the vast range of contacts between the human world and the other world (or worlds) of early Irish tradition.

### **IRLL 30112. Irish Folk Custom and Belief: Popular Religion and Rural Ireland**

(3-0-3) Gillan

*Irish Folk Custom and Belief* is both the title of a popular work from 1967 by Seán Ó Súilleabháin (1903–96), archivist of the Irish Folklore Commission, and an approach to the study of rural Irish popular religion. That approach was long dominant among Irish folklorists. It tended to frame rural popular religion

historically and to fudge the issue of its relationship to specific social groups. At the same time, it led to the recording of extraordinarily rich data, mostly from the Irish-speaking population of the West. Concentrating on the work of 19th-century antiquarians and 20th-century folklorists and anthropologists, the course will examine the study of rural popular religion in Ireland. It will contextualize it both in terms of historical, sociological, and anthropological knowledge of Irish rural society and specifically of Irish peasant society, and in terms of the scientific study of religion. Specific topics often identified under the headings of “folk custom and belief” will be discussed, in particular ritual, festival, magic, supernatural beings, sacred places, and the oral narratives that deal with them. Specific scholarly texts, including texts by leading contemporary scholars of Irish rural popular religion, will be discussed, as well as ethnographic texts recorded by the Irish Folklore Commission

### **IRLL 30120. The Irish Short Story**

(3-0-3)

This course studies the Irish short story as a literary genre that reflects the changing political and cultural forces at play in Ireland. We begin the course by surveying various critical theories that can be applied to the genre before reading and discussing a wide selection of short stories. The course considers Irish writing in the broader sense literature written in either Irish or English. Among the authors included are Patrick Pearse, Pádraic Ó Conaire, Séamus Mac Grianna, James Joyce, Liam O’Flaherty, Elizabeth Bowen, Frank O’Connor, Sean O’Faolain, Éilís Ní Dhuibhne, Angeal Bourke, Seán Mac Mathúna, Micheál Ó Conghaile, Eithne Strong, Pádraic Breathnach, Alan Titley, Mary Lavin, William Trevor, Gerry Adams, and Bernard MacLaverty.

### **IRLL 30123. Advanced Irish Conversation**

(3-0-3) O’Conchubhair

This is an advanced Irish language course, designed for students who have successfully completed Intermediate Irish and who plan to attend a language immersion program this summer or to take courses through Irish during Junior Year abroad (UCD/Trinity). This course expands on the language’s grammatical structures, with emphasis on communication and acquisition of advanced language skills: reading and listening comprehension, and oral and written expression. A study of contemporary Irish-language culture and literature supports the language study. The conversational component of the course requires student-teacher and student-student interaction to exchange information, clarify meanings, express opinions, argue points of view, and engage in any other communicative function for which native speakers use language.

### **IRLL 30203. Advanced Readings in Irish Culture**

(3-0-3)

Reading on culture, literature, sport, current affairs, and politics form the basis of this course. Each week we read and contextualize a prearranged text. Students are encouraged to suggest readings/texts that relate to their studies or research topics, and every reasonable effort is made to incorporate such material into the syllabus. Examples of texts studied in this class include interviews with contemporary Irish writers Nuala Ni Dhomhnaill & Alan Titley; essays by political figures (Sinn Féin/SDLP), journalism/opinion pieces from the *Irish Times*, *Foinse*, *Feasta*, and *Beo*; and literature criticism by Breandan O Buachalla, and Diarmuid O Giollain. This course suits students returning from a semester/year in Dublin, eager to keep in touch with current affairs and to stay in touch with the political and cultural landscape in Ireland. A solid command of the language is required for this course. All texts are in Irish. This course is required for the minor in Irish language and literature

### **IRLL 30210. Transculturation in Irish Literature**

(3-0-3) McKibben

This course considers the vexed topic of cultural change in the context of colonialism by examining key texts originally written in Irish (or a mixture of Irish and English) from a range of time periods, including works of comedy, satire, lament, and protest. We will consider the critical literature on transculturation and examine primary texts and consider how they change over time and what they seem

to suggest about how people negotiate competing sociocultural and economic imperatives. Knowledge of Irish is helpful, but not necessary; translations will be provided along with original texts. Requirements: enthusiastic participation, several short and one long term paper.

### **IRLL 30223. Introduction to Irish Folklore**

(3-0-3)

This course will discuss the 19th-century concept of folklore and its application in Ireland. “Irish folklore” is usually understood in terms of three main and related domains: “folk narrative” (or oral literature), “folk belief” (or popular religion), and “material folk culture.” These will be examined with special emphasis placed on narrative. Representative oral narrative texts from the Gaelic tradition will be studied in translation.

### **IRLL 30301. Women in Irish Oral Tradition**

(3-0-3)

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 30306. Saints and Kings in Celtic Ireland**

(3-0-3)

This course focuses on a series of encounters (in early Irish and Hiberno-Latin) between saints and kings or other royal characters. Through these stories and characters, tensions between the domains of spiritual and secular, the local and the “national,” the native and the external, are raised, explored and (sometimes, though by no means always) resolved. Saints such as Patrick, Colmcille, Brigit, Ciarán, and Cainnech, together with kings such as Lóegaire Mac Néill, Diarmuid Mac Cerbaill, and Muirchertach Mac Erca will be studied.

### **IRLL 30307. The Irish Tradition I**

(3-0-3)

Ireland possesses the oldest vernacular literary tradition in Europe, spanning over 1,500 years to the present day. This course will provide a survey of the origins and development of that literary tradition through more than a millennium from its beginnings until the 17th century, when political circumstances led to the collapse of the highly developed native system of learning, poetry and patronage. The development of the Irish literary tradition will be traced against this background of political and cultural upheavals from approximately 500 to 1650.

### **IRLL 30308. Irish in Their Own Words II: A Survey of Early-Modern Irish Literature**

(3-0-3)

This course will investigate the literature of the early modern period (1500–1800) in Irish, both prose and poetry. This period is one of cumulative social, cultural, and political crisis for Irish-speaking Ireland. Students read closely a selection of texts representative of various facets of this crisis and of Irish responses to them in their own language (all texts are read in English translation). Many of the English translations are accompanied by facing original text so that students gain some working knowledge of the Irish language, which will assist them in evaluating the translations they are reading and in appreciating the sensuous beauty of much of the poetry in particular. We will also consider aspects of the relationship between literature and history. The material provides interesting contrasts and comparisons for those who have already studied some Anglo-Irish literature and it will also be of interest to students of modern Irish history.

### **IRLL 30309. Great Irish Writers**

(3-0-3)

The early modern period (16th to late-18th centuries) is a time of English conquest in Ireland. It is, therefore, a period of cumulative crisis for the Irish and is important in the formation of their identity. We will read closely a selection of texts, both prose and poetry, representative of various facets of this crisis, and of Irish responses to them. All texts, originally written in Irish, will be read in English

translation. The material provides interesting contrasts and comparisons for those who have already studied some Anglo-Irish literature (we will, in fact, read some English writing on Ireland in this period), and it will also be of interest to students of Irish history. We will supplement the material with readings from the work of historians on early-modern European nationalism in order to place it in its wider context. In addition, we will examine some recent work on the interface between language, literature, and anthropology in order to deepen our cultural understanding of the texts we are studying.

### **IRLL 30320. Contemporary Irish Literature**

(3-0-3)

This course is an introduction to contemporary literature written in Irish. No prior knowledge of Irish is required, and all texts are in translation. We read a selection of texts from a variety of genres, including novels, short stories, poetry, short films, plays, and autobiographies. In the course, we examine the politics of writing in a less frequently spoken language and discuss the issue of translation. We interrogate text from a variety of perspectives: literary, cultural, political, and ideological and consider the relevance of biographical detail as well.

### **IRLL 32109. Introduction to Irish Writers Discussion**

(0-1-0)

*Prerequisite:* (IRLL 30109 (MAY BE TAKEN CONCURRENTLY) OR IRST 30372 (MAY BE TAKEN CONCURRENTLY) OR ENGL 20513 (MAY BE TAKEN CONCURRENTLY))

This course is the discussion section associated with IRLL 30109 Introduction to Irish Writers and its cross-lists.

### **IRLL 40103. Irish Heroic Literature in Modern Adaptation**

(3-0-3)

Beginning with a study of the ethos of Irish/Celtic heroic literature in its historic and cultural context, this course examines the ideological, aesthetic, and personal uses to which that material has been put by Irish writers of the past two centuries (19th and 20th centuries) writing in English and Irish. Among the authors to be studied are Seamus Heaney, Flann O'Brien/Myles na Gopaleen, Nuala Ní Dhomhnaill, and Eugene Watters/Eoghan ÓTuairisc. Particular attention will be paid to shifting concepts of "authenticity" and the degree to which various creative artists have retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. This course will interest English majors, modernists, and medievalists.

### **IRLL 40109. The West of Ireland: An Imagined Space**

(3-0-3) Nic Dhiarmada

This course will interrogate and examine representations of the West of Ireland in various 20th-century texts focusing, in particular, on the role of "the West of Ireland" in state formation and legitimization during the early decades of independent Ireland and its role in the construction of an Irish identity. We will look at how images of the West of Ireland were constructed in various utopian or romanticized formulations as well as examining more dystopian versions. This course will take an interdisciplinary approach, drawing on the visual arts and film, as well as on literary texts in both Irish and English. (Irish language texts will be read in translation).

### **IRLL 40110. A Gendered Voice—The Poetry of Nuala Ní Dhomhnaill**

(3-0-3) Nic Dhiarmada

This course will focus on the interstices of gender and cultural identity in the work of Nuala Ní Dhomhnaill, the foremost contemporary poet writing in Irish. Her poetry will be situated within a theoretical framework that draws, inter alia, on recent feminist scholarship. It will address theories of the feminine as well as the specificities of Irish-language literary and oral discourses and their impact on Ní Dhomhnaill's poetic practice. The course will also address the implications of translation. While texts will be read in English, there will be an opportunity for close textual comparisons with the original Irish-language poems.

### **IRLL 40304. Poetry and Politics in Early Modern Ireland, 1541–1688**

(3-0-3)

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.

### **IRLL 40305. The Poetry of Nuala Ní Dhomhnaill**

(3-0-3)

This course will focus on the interstices of gender and cultural identity in the work of Nuala Ní Dhomhnaill. Her poetry will be situated within a theoretical framework that draws, inter alia, on recent feminist scholarship. It will address theories of the feminine as well as the specificities of Irish-language literary and oral discourses and their impact on Ní Dhomhnaill's poetic practice. The course will also address the implications of translation. While texts will be read in English, there will be an opportunity for close textual comparisons with the original Irish-language poems.

### **IRLL 40306. The Irish in Their Own Words: Identities in Early Modern Ireland**

(3-0-3)

The topic to be covered in this course is the formation of individual and collective identity through language, literature, and history in this period. In addition to the works of the great early-modern poets (16th–18th centuries) such as Tadhg Dall Ó hUiginn, Dáibhí Ó Bruadair, and Aogán Ó Rathaille, we will focus on such important prose works as *Foras Feasa ar Éirinn*, the foundation history of the "new" Irish nation of the 17th century. Important secondary works here will include those of Anthony D. Smith and Adrian Hastings on pre-modern forms of nationalism, as well as Stephen Greenblatt on identity formation in 16th-century England and Paul Friedrich on linguistic relativism and the poetic in language.

### **IRLL 40307. Gender, Politics, and the Poetic Tradition in Irish**

(3-0-3)

This course begins with the fundamental feminist assumption that gender matters, and that gender is one of the central terms through which people both understand and critique their world. Our particular area of inquiry will be the role of gender in the Irish poetic tradition from the 16th-century onward, something that has only recently begun to receive attention from critics such as Angela Bourke, Mairín Nic Eoin, and Briona Nic Dhiarmada. The class will focus on how gendered representations of masculinity and femininity underwrite political appeals, particularly regarding Ireland's colonial relationship to England. We'll also look at how gender is used to represent and to resist related social changes, such as shifting class relations, unstable power relations between men and women, and contested notions of sexuality. We will read a variety of poetic texts, some serious and formal, some funny and popular; genres will include formal bardic poetry, the aising (or vision poem), oral lament, song poetry, and comic verse. The methodology will be historically informed close reading, meaning that we will read texts closely, rather than generalize abstractly, so that we have a sound basis for our analysis. No knowledge of Irish language is required or necessary, though original texts will be provided alongside translations. This class is discussion-based and will ask for your engaged participation at all times. Students will be responsible for presentations and will write several shorter papers and a longer term paper.

### **IRLL 40308. Modern Irish Poetry**

(3-0-3)

An introduction to modern Irish literature and the Irish poetic tradition, this course is a magnificent opportunity to study modern Irish poetry with the foremost Irish-language critic. Visiting Notre Dame for this academic year, Prof. Briona Nic Dhiarmada, as the Fulbright Professor-in-Residence, will teach a course on modern and contemporary Irish poetry in the Department of Irish Language and Literature. This course focuses on key canonical texts by Irish-language poets and students will conduct close textual readings, examine the social and political context, consider various theoretical applications, and deconstruct the mechanics

of individual poems. Among the texts to be studied are Cathal Ó Searcaigh, Gearóid Mac Lochlainn, Biddy Jenkinson, Michael Hartnett, Máire Mhac an tSaoi, Michael Davitt, Gabriel Rosenstock, Liam Ó Muirlithe, Pearse Hutchinson, Seán Ó Riordáin, Máirtín Ó Direáin, and Áine Ní Ghlinn. Particular attention will be paid to the poetry of Nuala Ní Dhomhnaill and the politics of translation.

### **IRLL 40309. Gender and Identity in Contemporary Irish Language Texts**

(3-0-3)

This course will interrogate issues of gender and identity in the work of contemporary Irish language writers. We will examine the ways in which contemporary writers in Irish writing from a constellation of identities, sexual, cultural, and linguistic, exploring these issues as they articulate them in specific cultural forms. Drawing on recent theoretical work in gender studies and postcolonial studies the course will look at texts that question and analyze essentialist notions of cultural identity. It will explore, in particular, some of the tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary writing in Irish. We will read, among others, texts from writers such as Máire Mhac an tSaoi, Biddy Jenkinson, Nuala Ní Dhomhnaill, Pearse Hutchinson, Cathal Ó Searcaigh, Seán Mac Mathúna, and Micheál Ó Conghaile.

### **IRLL 40310. Ideology, Poetry, and Politics in Jacobite Ireland**

(3-0-3)

Jacobitism, or allegiance to the course of the House of Stuart (from Latin *Jacobus* James, the deposed James II), was the common voice of political dissent in 18th-century Ireland, Scotland, and England. Irish Catholic advocacy of the Stuart cause had already become a political orthodoxy in the course of the 17th century, and when the Stuarts were deposed by William of Orange (King Billy) later succeeded by the Hanoverians (1714), the culture of dispossession and displacement and the rhetoric of return and restoration became firmly entrenched in the political ideology of Catholic Ireland. This course will examine the development of Irish Jacobitism in its various literary, historical, and ideological aspects in addition to placing it within its wider British and European context in the 18th century.

### **IRLL 40312. Identity and Gender in Modern Irish Women's Poetry**

(3-0-3)

This course interrogates issues of gender and identity in the work of contemporary Irish women poets. We examine the ways in which contemporary poets write from a constellation of identities—sexual, cultural, and linguistic—and will focus in particular on the ways how question as they articulate versions of identity in specific cultural and literary forms. Drawing on recent theoretical work in gender studies, feminist theory, and postcolonial studies, among others, this course examines texts that question and problematize essentialist notions of cultural and gender identity. We will also explore tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary Irish-language writing. We read, among others, poets such as Eavan Boland, Nuala Ní Dhomhnaill, Máire Mhac an tSaoi, Maedhbh McGuckian, Paula Meehan, and Eiléan Ní Chuilleanáin.

### **IRLL 40313. The Celtic Otherworld in Early Irish Sources**

(3-0-3)

In early Irish tradition, the everyday world (of men, women, kings, warriors, and cattle) and the Otherworld stand in unstable and uneasy relation to one another. The Otherworld has several aspects: it can be positive and beneficial—indeed it is viewed as the legitimating source of rule in this world—but also baleful and destructive. In this course, we will study a range of Otherworld encounters, seeking to understand the vast range of contacts between the human world and the other world (or worlds) of early Irish tradition.

### **IRLL 40316. Folklore, Literature, and Irish National Culture**

(3-0-3)

The ideological character of the 19th-century concept of folklore allowed it to transcend the social category of peasants from whom it was largely recorded. This

course will look at the role of folklore in the building of an Irish national culture from the time of the Gaelic Revival. Programmatic texts in Irish and in English by Douglas Hyde, first president of the Gaelic League, and by Séamus Delargy, director of the Irish Folklore Commission, will be discussed. It will also look at a later polemical text of the Gaelic writer Máirtín Ó Cadhain directed at what he perceived as the essentialism of Irish folklorists.

### **IRLL 50110. A Gendered Voice—The Poetry of Nuala Ní Dhomhnaill**

(3-0-3)

This course will focus on the interstices of gender and cultural identity in the work of Nuala Ní Dhomhnaill, the foremost contemporary poet writing in Irish. Her poetry will be situated within a theoretical framework that draws, inter alia, on recent feminist scholarship. It will address theories of the feminine as well as the specificities of Irish-language literary and oral discourses and their impact on Ní Dhomhnaill's poetic practice. The course will also address the implications of translation. While texts will be read in English, there will be an opportunity for close textual comparisons with the original Irish-language poems.

### **IRLL 50318. The Feminine in Irish Literary and Oral-Vernacular Tradition**

(3-0-3) O'Crualaoich

This course addresses issues concerning the representation of the feminine in Irish literary and oral-vernacular tradition. It treats of the historical displacement and re-interpretation of the figure of the autonomous “otherworld” female in literature and oral narrative. In particular, it examines a series of texts from pre-modern oral narrative tradition featuring the figures of *cailleach*/hag and *bean feasa*/wise woman with a view to understanding their significance for the “native” ear. The potential significance of such texts as therapeutic resources for the modern reader is also considered.

### **IRLL 57001. Special Studies**

(3-0-3)

Special studies course with instructor.

## Irish Studies Program

### IRST 10101. Beginning Irish I

(4-0-4) MacLeod; Ó Meara

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

(4-0-4) MacLeod; Ni Bheaglaioich

*Prerequisite:* (CLIR 10101 OR CLIR 101) OR (IRST 10101 OR IRST 101) OR (IRLL 10101 OR IRLL 101)

The second of three courses in Irish; see preceding for description of program.

### IRST 13186. Literature University Seminar

(3-0-3)

Medieval Ireland witnesses a political and military struggle between England and Ireland, Protestantism and Catholicism, colonists and natives. This course introduces students to the literature of medieval Ireland. Students read literary texts and explore how and why these texts shed light on the bloody and turbulent political and military life of medieval Ireland. No prior knowledge of Irish required.

### IRST 20020. Ireland in Transition: Emigration to Immigration and Beyond

(3-0-3)

Throughout the 20th century, Ireland was characterized by a relatively high rate of emigration. Over the century, however, the nature, type, and destination of Irish emigrants changed. Whereas, Irish emigrants were once drawn almost exclusively from the agricultural and laborer classes, in the closing decades of the 20th century emigration came to permeate the entire social system. Thus, Irish migrants were to be found not just among the ranks of skilled and semi-skilled labor, but also among the trans-national professional elite that criss-crosses the globe. Current migration trends suggest a radical departure from the pattern that has characterized Irish demography for more than two centuries. Nowadays, more people are entering Ireland than leaving, bringing the country's migratory profile more into line with its European partners. Apart from a high rate of return migration, there has been an enormous increase in the numbers of immigrants coming to Ireland, particularly, after several Eastern European countries entered the EU in 2004. Just over 10 percent of the population is now foreign-born, and up to 200 different languages are spoken on the island. The study of migration and its meaning in the context of the unprecedented buoyancy of the Irish economy directs us to new concerns about multiculturalism, immigration policy and practices, Ireland's position in the global economy, and the relationship between the Irish diaspora and the homeland. This course will focus on four key themes in particular: (1) The socio-historical context of Irish emigration; (2) case studies of the lived experience of Irish emigrants in the late-20th century; (3) the phenomenon of return migration; and (4) immigration into Ireland and the multicultural challenge.

### IRST 20103. Intermediate Irish

(3-0-3) McKibben

*Prerequisite:* (CLIR 10102 OR CLIR 102) OR (IRST 10102 OR IRST 102) OR (IRLL 10102)

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)

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 20109. Celtic Heroic Literature

(3-0-3) Fogarty

An exciting introduction to Celtic literature and culture, this course introduces the thrilling sagas, breathtaking legends, and prose tales of Ireland and Wales. Readings include battles, heroic deeds, and feats of strength and daring and dilemma faced by the warrior heroes of the Celts. Celtic Heroic Literature, which requires no previous knowledge of Irish or Welsh, studies the ideology, belief system, and concerns of the ancient Celtic peoples as revealed in their saga literature. By examining the hero's function in society, students investigate the ideological concerns of a society undergoing profound social transformation and religious conversion to Christianity and the hero's role as a conduit for emotional and social distress. Among the heroes to be studied in depth are Cu Chulainn, Lug, St. Patrick, and the king-heroes. Wisdom literature and archaeological and historical evidence will also be considered in this course. No prior knowledge of Irish required. All texts provided in English.

### IRST 20120. The Irish Short Story

(3-0-3) O'Conchubhair

This course introduces students to the themes, motifs, approaches, and various forms common to the Irish short story as well as the critical debates associated with the genre. We begin with a survey of the literary history and cultural politics of Ireland in the 19th century and the emergence of the Irish short story and compare it to the American and French story, before considering the relationship between folklore and literature and the origins of the modern short story form. Having discussed various theories of the short story, we proceed to examine the interactive relationship between orality and print culture, tradition and modernity, native and foreign, and natural/authentic and artificial/other. Among the authors we read in detail are George Moore, P.H. Pearse, James Joyce, Pádraic Ó Conaire, Máirtín Ó Cadhain, Frank O'Connor, Sean O'Faolain, Liam Ó Flaithearta/Liam O'Flaherty, Seamus Ó Grianna, Seosamh Mac Grianna, Angela Bourke, Samuel Beckett, Máire Mhac an tSaoi, Pádraic Breathnach, Seán Mac Mathúna, Micheál Ó Conghaile, Alan Titley, Dara Ó Conaola, and Eilís Ní Dhuibhne. Stories are read primarily as literary texts that shed light on evolving cultural, political, and social conditions and provide incisive insights into the Irish literary and cultural tradition. This course is an ideal introduction to literary criticism and cultural studies. No prior knowledge of Irish or Ireland is required. All texts will be available in English.

### 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 20203. Advanced Readings in Irish Culture

(3-0-3) O'Conchubhair

*Prerequisite:* (IRLL 20103 OR IRL 103) OR (IRST 20103 OR IRST 103) OR (IRLL 60103 OR IRL 503)

An advanced course focusing on reading and translating a variety of texts in the Irish language. We concentrate on further development of reading, interpretive, and technical skills mastered in previous language courses (IRLL 10101, IRL 10102, IRL 20103). Texts from various authors and historical periods allow students to taste different writing styles: contemporary fiction, journalism, literary criticism, and historical and cultural texts. Emphasis will be on sentence structure, stylistics, and syntax. Students are required to have earned a high grade in IRL 20103 in order to take this class. At the conclusion of this course, students will be able to conduct independent research with Irish texts.

### IRST 20229. Twentieth-Century Irish and Native-American Literature: When We Were Noble Savages

(3-0-3)

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)

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 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 and 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- to 12-page paper, and a midterm.

### **IRST 20401. The Irish Military Tradition**

(2-0-3)

*Corequisite:* IRST 22401

A study of the history and culture of "Fighting Irish" military tradition from medieval through modern times.

### **IRST 20403. The Irish American Experience**

(3-0-3)

*Corequisite:* 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)

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 20515. Celtic Mythology**

(3-0-3)

A review of the legends and myths of the Celtic world, along with some of their contemporary adaptations.

### **IRST 20518. Anglo-Irish Literature: The Cultured Misrule of Dissolute Lords and Rebel Countesses**

(3-0-3)

An examination of Irish identity through an introduction to the literature, both historical and contemporary, of Anglo Ireland.

### **IRST 20520. Modern British and Irish Literature**

(3-0-3)

The 20th century arrived to a world altered by industry and the metropolis, by scientific theory and psychoanalysis, by mechanical transportation and communication devices. Such a climate challenged traditional values, social mores, class distinctions, gender roles, and conceptions of nation, propriety, and home. The literature from the first half of the century suggests that the increasingly alienating world forces interpersonal connection to take place under new circumstances, often outside of the traditional settings regulated by marital, social, and religious convention. Through close reading, students in this course will examine how the literature presents colonialism, The Great War, the deterioration of aristocratic class values and privilege in both Britain and Ireland, the destruction of the metropolis and the home during the London air raids of World War II, and the shift in personal values vis-à-vis alcohol consumption and marital infidelity. The course will look at these modernist works in light not only of the alienating circumstances they represent, but also of the effect that alienation has on the interpersonal connections between individuals.

### **IRST 20522. Mapping Ireland**

(3-0-3)

In this course, we will read modern Irish history, film, poetry, drama, short fiction, and the novel to explore the various ways Irish artists and writers have sought to give shape to national identity and the political geography of Irish life. Our primary intention will be to read and appreciate the individual works, but over the course of the semester, we shall seek to compare the different visions of nation and culture those works present. Because of Ireland's exceptional history, we may in fact discover that the central element of so much of its best art is precisely to imagine what it means to be Irish. In consequence, Irish works provide us a window through which to examine the relation between art and politics, imagination, and the nation. Readings will range from John Ford's *The Quiet Man*, to poems by Seamus Heaney, W.B. Yeats, and Eavan Boland, to fiction by Edna O'Brien, John McGahern, and James Joyce. Assignments include four short essays, several in-class presentations, and a final exam.

### **IRST 20528. Folklore in Irish Literature**

(3-0-3)

A close reading of traditional Irish myths, tales, songs, customs, rituals, and beliefs.

### **IRST 20530. Contemporary Irish and Native American Literature**

(3-0-3)

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 20538. Irish Prison Literature**

(3-0-3) O'Brien

Along with the church, the university and the army, the prison is one of the central institutions in Ireland, and literature has traditionally been the way prisoners protest, resist, and critique their harrowing experiences. In this course, we will examine work written by men and women during and after their incarceration, including major literary figures (Brendan Behan and Oscar Wilde), key figures in Irish history (Jeremiah O'Donovan Rossa and Tom Clarke), and revolutionary women (Maude Gonne and Kathleen Clarke). Course requirements include response papers, presentations, and a research paper.

### **IRST 20539. British and Irish Gothic**

(3-0-3) Edwards

Although the Gothic is most often associated with the Romantic period, the Victorian period was marked by a revival in interest in Gothic themes and literary strategies. This course explores how Victorian writers refashioned the Gothic to reflect the anxieties of their own period, creating in particular distinct domestic and urban versions of the Gothic. Texts will include Emily Brontë's *Wuthering Heights*, Joseph Sheridan Le Fanu's *Carmilla*, Mary Elizabeth Braddon's *Lady Audley's Secret*, Bram Stoker's *Dracula*, Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*, and Oscar Wilde's *The Portrait of Dorian Gray*, among others. Students will become familiar with Gothic influences in the art and architecture of the period.

### **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:* IRST 20401

Corequisite tutorial for The Irish Military Tradition.

### **IRST 30105. Irish Folk Custom and Belief: Popular Religion and Rural Ireland**

(3-0-3) Gillan

*Irish Folk Custom and Belief* is both the title of a popular work from 1967 by Seán Ó Súilleabháin (1903–96), archivist of the Irish Folklore Commission, and an approach to the study of rural Irish popular religion. That approach was long dominant among Irish folklorists. It tended to frame rural popular religion historically and to fudge the issue of its relationship to specific social groups. At the same time, it led to the recording of extraordinarily rich data, mostly from the Irish-speaking population of the West. Concentrating on the work of 19th-century antiquarians and 20th-century folklorists and anthropologists, the course will examine the study of rural popular religion in Ireland. It will contextualize it both in terms of historical, sociological, and anthropological knowledge of Irish rural society, and specifically of Irish peasant society, and in terms of the scientific study of religion. Specific topics often identified under the headings of “folk custom and belief” will be discussed—in particular ritual, festival, magic, supernatural beings, sacred places, and the oral narratives that deal with them. Specific scholarly texts, including texts by leading contemporary scholars of Irish rural popular religion, will be discussed, as well as ethnographic texts recorded by the Irish Folklore Commission.

### **IRST 30106. Irish Poetry in Translation: 1880–2000**

(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) McQuillan

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 30108. Twentieth-Century Literature in Irish (in Translation)**

(3-0-3)

This course will introduce you to the vibrant contemporary literature in Irish (Gaelic) from the Gaelic Revival, which sought to rescue the language from extinction, right up to the present. This course will focus on developing your ability to read, analyze and write about literature with care and precision. You will do a LOT of writing, both graded and ungraded, to become a stronger reader and writer. In the process, we'll consider the particular excitement and difficulty of writing in (and about!) a minority language that also happens to be the first official language of Ireland, as well as debates about identity, belonging, symbolization, history, Anglicization, assimilation and hybridity, the new prominence of women writers, and ongoing challenges to stereotypes about Irish as tradition-bound (rather than, say, tradition-enabled), puritanical or premodern.

### **IRST 30109. Migration and Identity in the New Ireland**

(3-0-3) O'Brien

In less than two decades, the Republic of Ireland has shifted from a relatively poor country with a high level of national, racial, and ethnic homogeneity to a country with the world's fourth highest per capita income experiencing an exponential expansion of cultural diversity. One of the names used to describe this shift is “New Ireland,” and this course will discuss the cultural dimensions of this term. We will examine selections from contemporary Irish literature and film that contribute to this analysis and contextualize our discussions with legal, political, and economic approaches to Irish social issues. Class work will include several short papers, a long research paper, and an exam.

### **IRST 30110. The Hidden Ulster**

(3-0-3)

This course introduces students to the literature, language, culture, and history of Ulster in Ireland and confronts the stereotypes of binary opposition that commonly mark the region. Through close textual readings of literary texts from the 17th century onwards, we discuss and interrogate the literary, religious, cultural, and linguistic forces that shaped identity in Ulster from the colonial period onward and explore the shared heritage of both communities—Irish/English, Catholic/Protestant, and Native/Planter. This course will suit English majors and those interested in the study of identity formation and competing cultural ideologies. No prior knowledge of Irish is required for this course. All texts will be in translation.

### **IRST 30111. Archaeology of Ireland**

(3-0-3) Kuijt

*Prerequisite:* ANTH 30102

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 30120. The Celtic Otherworld in Early Irish Sources:**

(3-0-3)

In early Irish tradition, the everyday world (of men, women, kings, warriors, and cattle) and the Otherworld stand in unstable and uneasy relation to one another. The Otherworld has several aspects: it can be positive and beneficial—indeed, it is viewed as the legitimating source of rule in this world—but also baleful and destructive. In this course, we will study a range of Otherworld encounters, seeking to understand the vast range of contacts between the human world and the other world (or worlds) of early Irish tradition.

**IRST 30125. The Irish Short Story**

(3-0-3)

This course studies the Irish short story as a literary genre that reflects the changing political and cultural forces at play in Ireland. We begin the course by surveying various critical theories that can be applied to the genre before reading and discussing a wide selection of short stories. The course considers Irish writing in the broader sense literature written in either Irish or English. Among the authors included are Patrick Pearse, Pádraic Ó Conaire, Séamus Mac Grianna, James Joyce, Liam O'Flaherty, Elizabeth Bowen, Frank O'Connor, Sean O'Faolain, Éilís Ní Dhuibhne, Angeal Bourke, Seán Mac Mathúna, Micheál Ó Conghaile, Eithne Strong, Pádraic Breathnach, Alan Titley, Mary Lavin, William Trevor, Gerry Adams, and Bernard MacLaverty.

**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 British and 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.

**IRST 30209. Irish Fiction, 1945–2001**

(3-0-3)

A study of major Irish writers since World War II.

**IRST 30210. Transculturation in Irish Literature**

(3-0-3) McKibben

This course considers the vexed topic of cultural change in the context of colonialism by examining key texts originally written in Irish (or a mixture of Irish and English) from a range of time periods, including works of comedy, satire, lament, and protest. We will consider the critical literature on transculturation and examine primary texts and consider how they change over time and what they seem to suggest about how people negotiate competing sociocultural and economic imperatives. Knowledge of Irish is helpful but not necessary; translations will be provided along with original texts. Requirements: enthusiastic participation, several short and one long term paper.

**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 Northern Troubles. Readings from Shaw, Yeats, Joyce, Bowen, Friel, Heaney, and Deane.

**IRST 30215. Exile in the Irish Literary Tradition**

(3-0-3)

This course is designed to meet the University's literature requirement and will explore the centrality of emigration and immigration in the literary production of Irish fiction and drama by both writers in Ireland and abroad. The course will range from the nationalist movements of the early-20th century and their demand for a stop to emigration from Ireland to the early-21st century, which has seen a tremendous influx of immigrants, refugees, and asylum seekers into Ireland. Special attention will be paid to the homeless Irish woman and the immigrant Irish woman, domestic violence, the concept of emigration as librationary or as exile, the problems of the returnee, and fantasies of gender and ethnic essentialism and of a threatened “authentic” home and nation. The course will be reading-intensive, and will emphasize close reading skills, cultural analysis, and historical contexts for each text. Students will write weekly short papers (3 pages) that perform literary analysis and incorporate historical readings and/or literary theory from library reserves. Course texts will include W.B. Yeats's and Lady Gregory's *Cathleen ni Houlihan*, Joyce's *Dubliners*, Brian Friel's *Philadelphia, Here I Come*, Maeve Brennan's *The Rose Garden*, Betty Smith's *A Tree Grows in Brooklyn*, Eugene O'Neill, *Long Day's Journey Into Night*, Edna O'Brien, *Down by the River*, Marina Carr's *By the Bog of Cats* and Roddy Doyle's *The Woman Who Walked into Doors*.

**IRST 30216. Victorian Irish Literature**

(3-0-3)

The 19th century was a dynamic period for Ireland, and writers from a many different backgrounds offer a range of perspectives on these changes. The central works of the class reflect diverse ideas on Irish and British history and literature and will provide a frame for debate and discussion of violence and social change, sexuality, economics, and politics during the Victorian period. Readings will include works from a variety of genres including Somerville & Ross, Oscar Wilde, Robert Louis Stevenson, W.B. Yeats, Sir Arthur Conan Doyle, Matthew Arnold, and James Clarence Mangan. Coursework will include several brief essays and a research paper.

**IRST 30219. Reading the “Unwritten story”: Mother-Daughter Relationships in Twentieth-Century Irish Fiction**

(3-0-3)

While the role of father-son relationships (and their attendant conflict) in contemporary Irish literature has been well established, the Irish mother-daughter relationship is, as Anne Fogarty notes, “an unwritten story in Ireland,” not because it really is unwritten, but because it has not been well-charted in literary studies. The dilemmas that the family poses and that daughters face are fruitful topics for exploration; Declan Kiberd notes that “for some women writers the family was a trap, for others it remained a zone of resistance.” This course will engage in a chronological reading of 20th-century Irish women writers, tracing the developing mode(s) of representation employed to depict Irish maternity and analyzing their place in the Irish literary canon; it will also explore the relationships between these images and other pertinent themes, such as political and social issues, expressions of sexuality, the role of religion in Ireland, and images of nationhood. Authors to be read include Elizabeth Bowen, Maeve Brennan, Jennifer Johnston, Molly Keane, Mary Lavin, Dorothy Macardle, Edna O’Brien, and Kate O’Brien. Course requirements include 1-page response papers, two short papers, and midterm/final exams.

**IRST 30220. Reading the Irish Revival**

(3-0-3)

This course will examine the Irish Revival (1891–1939) as a dynamic moment in modern Irish literature in which key literary figures such as W.B. Yeats, Lady Gregory, John Millington Synge, and James Joyce worked to make Ireland a center of cultural innovation once again. This significance of this period to Ireland’s decolonization and to related debates over the appropriate forms and language for an Irish national literature will provide a central focus. Texts to be considered will include the drama of J.M. Synge and Lady Gregory, the poetry of W.B. Yeats and Joyce’s *Dubliners*.

**IRST 30222. Culture and Politics in Northern Ireland**

(3-0-3)

This course discusses the literature of Northern Ireland and how it reveals the culture and politics of Northern Ireland.

**IRST 30223. Introduction to Irish Folklore**

(3-0-3)

This course will discuss the 19th-century concept of folklore and its application in Ireland. “Irish folklore” is usually understood in terms of three main and related domains: “folk narrative” (or oral literature), “folk belief” (or popular religion) and “material folk culture.” These will be examined with special emphasis placed on narrative. Representative oral narrative texts from the Gaelic tradition will be studied in translation.

**IRST 30226. Writing Nations: Defining Englishness and Irishness in Victorian-Era Literature**

(3-0-3)

This course seeks to counter the view of English and Irish literature as unrelated during the Victorian period by exploring how both Irish and English writers of the period engage in the process of defining their respective countries and cultures. Certainly, in the Victorian Era defining Ireland’s relationship to England was anything but simple. What becomes apparent by exploring Irish and English attempts to write about their respective “nations” is not only the divergence in ways Irish and English writers characterized the relationship between the two countries, but also how the process of defining Irish and English realities ultimately took different forms. Therefore, this course will not only explore how individual writers go about writing “nations,” but also how the forms these writings take also reveal certain intersections and divergences between what characterizes Irish-ness and English-ness.

**IRST 30274. Violence in Late-Medieval and Renaissance Europe**

(3-0-3) Rapple

During the late-medieval and early-modern period Western Europe was a particularly violent place, but Europeans did not conceive of themselves as living

in a state of unmitigated and continuous chaos. This course will examine the ways in which violence manifested itself during the period, with particular attention to the theoretical justifications that underpinned it, the rituals that surrounded it, and the calculation with which it was used. The centrality of violence in upholding personal honor as well as the persistent notions that its employment lay at the heart of government and the legal system will also be scrutinized. The benediction that the cult of the knight as Christian professional gave to much violence, and the opportunities for financial advancement that mercy could offer those capable of devastating action will be of special interest. Using contemporary accounts, the course will bring the student from the streets of 16th-century Rome to the fields of war-torn France, from the western seaboard of Ireland to the contested waters of the Mediterranean in a world where life was often cheap and mercy was generally expensive.

**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 depiction of and performances by women and offering gendered readings of the material studied.

**IRST 30306. Saints and Kings in Medieval Ireland**

(3-0-3)

This course focuses on a series of encounters (in early Irish and Hiberno-Latin) between saints and kings or other royal characters. Through these stories and characters, tensions between the domains of spiritual and secular, the local and the “national,” the native and the external, are raised, explored, and (sometimes, though by no means always) resolved. Saints such as Patrick, Colmcille, Brigit, Ciarán, and Cainnech, together with kings such as Lóegaire Mac Néill, Diarmuid Mac Cerbaill, and Muirchertach Mac Erca will be studied.

**IRST 30307. The Irish Tradition I**

(3-0-3)

Ireland possesses the oldest vernacular literary tradition in Europe, spanning over 1,500 years to the present day. This course will provide a survey of the origins and development of that literary tradition through more than a millennium from its beginnings until the 17th century, when political circumstances led to the collapse of the highly developed native system of learning, poetry, and patronage. The development of the Irish literary tradition will be traced against this background of political and cultural upheavals from approximately 500 to 1650.

**IRST 30308. Irish in Their Own Words II: A Survey of Early-Modern Irish Literature**

(3-0-3)

This course will investigate the literature of the early modern period (1500–1800) in Irish, both prose and poetry. This period is one of cumulative social, cultural, and political crisis for Irish-speaking Ireland. Students read closely a selection of texts representative of various facets of this crisis and of Irish responses to them in their own language (all texts are read in English translation). Many of the English translations are accompanied by facing original text so that students gain some working knowledge of the Irish language, which will assist them in evaluating the translations they are reading and in appreciating the sensuous beauty of much of the poetry, in particular. We will also consider aspects of the relationship between literature and history. The material provides interesting contrasts and comparisons for those who have already studied some Anglo-Irish literature, and it will also be of interest to students of modern Irish history.

**IRST 30309. Great Irish Writers**

(3-0-3)

The early modern period (16th to late-18th centuries) is a time of English conquest in Ireland. It is, therefore, a period of cumulative crisis for the Irish and is important in the formation of their identity. We will read closely a selection of texts, both prose and poetry, representative of various facets of this crisis and of Irish responses to them. All texts, originally written in Irish, will be read in English translation. The material provides interesting contrasts and comparisons for those who have already studied some Anglo-Irish literature (we will, in fact, read some

English writing on Ireland in this period), and it will also be of interest to students of Irish history. We will supplement the material with readings from the work of historians on early modern European nationalism in order to place it in its wider context. In addition, we will examine some recent work on the interface between language, literature, and anthropology in order to deepen our cultural understanding of the texts we are studying.

### **IRST 30310. Contemporary Irish Literature**

(3-0-3)

This course is an introduction to contemporary literature written in Irish. No prior knowledge of Irish is required, and all texts are in translation. We read a selection of texts from a variety of genres, including novels, short stories, poetry, short films, plays, and autobiographies. In the course we examine the politics of writing in a less frequently spoken language and discuss the issue of translation. We interrogate text from a variety of perspectives: literary, cultural, political, and ideological and consider the relevance of biographical detail as well.

### **IRST 30320. Screening the Irish Troubles**

(3-0-3)

This course will look at how political conflict in Ireland from the 1916 Rebellion and the War of Independence up to and including what became known as “The Troubles” in the North of Ireland has been represented on the screen. Students will analyze a wide variety of cinematic texts, mainstream commercial Hollywood features, as well as independent Irish and British films. Documentary film will also be analyzed. Certain seminal events such as Bloody Sunday and the 1981 Hunger Strikes, which have a diverse representational history on screen, will be given particular attention. Among the films discussed will be *Mise Eire*, *Saoirse*, *Michael Collins*, *The Wind that Shakes the Barley*, *Some Mother’s Son*, *In the Name of the Father*, and *Bloody Sunday*.

### **IRST 30321. Medieval Ireland**

(3-0-3)

Consideration of the period between 950 and 1400 is of crucial importance in understanding Irish history. This course not only covers the range of continuities and radical discontinuities that marked Ireland’s development during this time, but also charts the attempted conquest of the entire country by the English Crown. The lecture series also seeks to answer a number of questions. Why did the papacy give the English Crown sovereignty over Ireland? Why did a country like Ireland, on the verge of attaining political and economic centralization, not organize better resistance to English attempts to subdue it? Why did the English colony fail to prove more successful in exerting its will over indigenous Irish potentates? Culturally the period also witnessed the growing assimilation of English invaders to the norms of Gaelic Irish politics and society. Lastly, events in Ireland had a serious influence on developments in England, Wales, and Scotland, provoking, amongst other things, the fall of the Plantagenet Dynasty and an attempted invasion by King Robert I of Scotland.

### **IRST 30325. Early Medieval Ireland**

(3-0-3) Rapple

Consideration of the period between 950 and 1400 is of crucial importance in understanding Irish history. This course not only covers the range of continuities and radical discontinuities that marked Ireland’s development during this time, but also charts the attempted conquest of the entire country by the English Crown. The lecture series also seeks to answer a number of questions. Why did the papacy give the English Crown sovereignty over Ireland? Why did a country like Ireland, on the verge of attaining political and economic centralization, not organize better resistance to English attempts to subdue it? Why did the English colony fail to prove more successful in exerting its will over indigenous Irish potentates? Culturally the period also witnessed the growing assimilation of English invaders to the norms of Gaelic Irish politics and society. Lastly, events in Ireland had a serious influence on developments in England, Wales, and Scotland, provoking, amongst other things, the fall of the Plantagenet Dynasty and an attempted invasion by King Robert I of Scotland.

### **IRST 30371. Introduction to Irish Writers**

(3-0-3)

*Corequisite:* IRST 32371

As the visit to campus of the most recent Irish winner of the Nobel Prize in Literature suggests, this small island has produced a disproportionate number of great writers. Designed as a general literature course, the class will introduce the student to a broad range of Irish writers in English from the 18th century to the present. Writers will include Jonathan Swift, Maria Edgeworth, Oscar Wilde, James Joyce, William Butler Yeats, Elizabeth Bowen, Brian Friel, and John McGahern. We will also look at recent film versions of several of these writers’ works, including Wilde’s *Importance of Being Earnest*. Themes to be explored include representations of “national character” and the relationships between religion and national identity, gender and nationalism, Ireland and England, and “Irish-ness” and “English-ness.” Students can expect a midterm, a paper (5–6 pages typed) and a final.

### **IRST 30372. Introduction to Irish Writers**

(3-0-3) O’Conchubhair

*Corequisite:* IRL 32109

This course introduces undergraduate students to Irish literature, explores its dominant themes and motifs, and surveys canonical texts and major authors from the 18th century to the present day. A broad range of texts and genres—poetry, novels, short stories, folklore, and drama—are studied from a historical and cultural perspective and in relation to transnational literary trends and movements. Attention is also paid to modernization and tradition as well as post-colonialism, feminism, and censorship. No prior knowledge of Ireland or the Irish language is required. Irish-language texts will be available in translation.

### **IRST 30404. Irish History I**

(3-0-3)

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. Ireland: From Famine to Independence**

(3-0-3)

This course explores Irish politics and society from the Great Famine (1845–49) to the establishment of the independent Irish Free State amidst civil war (1922–23). It examines the causes of the famine and its legacies of mass emigration, nationalism, and rapid linguistic, devotional, and demographic change; the political and social origins of the “Land War”; the politics of Parnell and Home Rule; “New Nationalism” and Ulster Unionism; and the WW I-era “revolution” that undermined British authority in Ireland and led to the establishment of two new states. Particular attention is given to the “Irish Revolution” (1913–23): its longer-term origins; how and why the British Government lost legitimacy

in Ireland; the nature of revolutionary violence; who joined the IRA and other nationalist organizations; and what changed and what remained the same with the achievement of independence.

### **IRST 30409. Late-Medieval and Early-Modern Ireland**

(3-0-3)

This course is intended as a broad survey of Irish political, cultural, and social history in the medieval and early modern periods. Starting with an examination of Gaelic-Irish world prior to the 12th-century Anglo-Norman invasion, we will emphasize a vibrant and viable society and its interaction with its neighbors throughout the British Isles. The Anglo-Norman invasion and the Gaelic response will be the next major theme. Norman perceptions of the Irish as “Other” will be studied through the work of Giraldus Cambrensis. The development of a feudal society in the Norman-controlled portions and its interaction with Gaelic Ireland and the subsequent development of two interacting societies, Gaelic and the other, English, yet significantly Gaelicized, will receive special attention. The 16th-century Tudor conquest will be the next major topic with a focus on the development of colonizing schemes. Elizabethan representations of the Irish will follow, with an emphasis on the work of the poet and settler Edmund Spenser. Seventeenth-century developments including plantations, the rebellion of 1641, and the interaction of languages will be tracked to 1690.

### **IRST 30411. Tudor England: Politics and Honor**

(3-0-3)

England underwent profound changes between the death of King Henry VIII and the death of Elizabeth I, including its establishment as an international economic force and an empire in the making. Social consequences included assertiveness mixed with anxiety, desires for change tinged by fears of disorder, and a new sense of freedom haunted by fears of isolation. Such anxieties found public expression through two contradictory issues: (1) England’s role of principal defender of the Protestant Reformation in a Europe increasingly under the influence of an ascendant Counter-Reformation, and in a world now dominated by Hapsburg Spain; and (2) the accident of England’s rule by a female monarch, Elizabeth, who dominated domestic and foreign politics, asserting her right as a true king and supreme governor of the English church while refusing either to produce an heir through marriage or to name a successor. In this turmoil, great literary and artistic flowering took place. 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 30412. 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.

### **IRST 30413. British History, 1660–1800**

(3-0-3) Smyth

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.

### **IRST 30415. Irish History, 1600–1800**

(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.

### **IRST 30416. Tudor England: Politics and Honor**

(3-0-3) Rappale

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 non-Western 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.

### **IRST 30420. The Logics and Politics of International Migration**

(3-0-3)

This course investigates the primary economic, humanitarian, and political forces that are driving and sustaining the complex phenomenon of contemporary transnational migration. Within this context, three core questions are addressed. First, have the forces of globalization and the entanglements of international commitments and treaty obligations significantly diminished the policy-making autonomy of the traditional nation-state? Second, what are the significant benefits and costs of transnational migration for the immigration-receiving countries? Finally, is a liberal immigration regime desirable and, if so, can it be politically sustained?

### **IRST 30432. Irish History II: Irish History Since 1800**

(3-0-3)

This course examines political history and Anglo-Irish relations from the Act of Union (1801) up to and including the Northern Ireland “Troubles” and the peace process. It focuses on religious conflict, Catholic emancipation, famine, the development of romantic and revolutionary nationalism, unionism, rebellion, the changing nature of Anglo-Irish relations, modernization, and the special problems of the North.

### **IRST 30433. Ireland Since 1800**

(3-0-3)

*Corequisite:* HIST 32432

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 midsemester examination, a paper/essay, and a final will be required.

### **IRST 30434. Early Modern Ireland**

(3-0-3) Rappale

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 reconquest” (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.

### **IRST 30435. 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. Although the course traces political developments, it pays equal attention to socioeconomic and cultural issues, including the shift from high fertility to sexual restraint; patterns of emigration, consumption, and social unrest; improvements in education and literacy; linguistic change; changing devotional practices and cultural “revival” in the late-1800s.

### **IRST 30436. Irish History Since 1800**

(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 midsemester examination, a paper/essay, and a final will be required.

### **IRST 30438. Science and Medicine in Ireland, 1600–1900**

(3-0-3)

This course surveys the history of science and medicine in Ireland from the 17th to the 19th centuries. The course will consider the role of science and medicine in Irish social and political life and will offer a fresh dimension to the cultural and intellectual history of Ireland. Lectures will situate scientists and doctors within their historical contexts, showing how intellectual history intersects with political history. Topics will include science as an instrument of colonialism in Cromwellian Ireland, the scientific satires of Jonathan Swift, the role of the medical community during the Great Famine, women in Irish science, and the role of science in the Cultural Revival. Note that no scientific knowledge is assumed or required.

### **IRST 30439. Debating Irish History**

(3-0-3)

There has long been disagreement between academic historians about how best to conceptualize Ireland’s troubled past. This course analyzes the approaches attempted in the 19th, 20th and 21st centuries to explain Ireland’s history and addresses a host of questions relevant to the history of any country. To what degree do influences like religious adherence, state loyalty, and political commitment affect history writing? How can an historian best deal with the fact of human suffering? What is the difference between a terrorist and a freedom fighter? What effect do the constraints involved in the very process of writing history have on intelligent expression? Can a good history book ever be entirely satisfying to an ethnicity, a nation, or a religious grouping?

### **IRST 30442. Medicine and Disease in Modern Ireland**

(3-0-3) Grimsley-Smith

Ireland is among a handful of modern nations whose histories have been thoroughly transformed by disease events. These events, and the Great Famine in particular, are never simple “visitations of providence” that afflict an undifferentiated populace. They are, rather, inextricably linked with existing social structures and the exercise of power. Changes in government and society from the 1801 Act of Union with Great Britain through the relief of the penal laws against Catholics, emigration, electoral and land reform, and independence in the 20th century are reflected in the health (or lack thereof) of the Irish people. This course, therefore, is intended to introduce students to the social and political history of modern Ireland as seen through the lens of health and disease. While focusing on Irish conditions, we will discuss issues that remain especially relevant in our own time, including: Who is responsible for health? Is health a universal right? Who is the

“public” in public health? Where are the boundaries of medical expertise, and how are they determined?

### **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:* FTT 31232

This course examines the films of Ireland and other countries to reveal their distinctive styles, stories, and visual and narrative techniques.

### **IRST 30610. Irish-American History**

(3-0-3) Griffin

*Corequisite:* HIST 32610

This course explores the history, politics, and culture of Irish-Americans from the colonial era to the near present.

### **IRST 31603. National Cinema: Irish Cinema/Culture Lab**

(0-1-0)

*Corequisite:* IRT 30603

Corequisite for IRT 30603.

### **IRST 32371. Introduction to Irish Writers/Discuss**

(0-1-0)

*Corequisite:* IRT 30371

Corequisite discussion section for IRT 30371.

### **IRST 40014. Anglo-Irish Theatre, 1700–1990**

(3-0-3) Pilkinton

Students of English theatre and drama often ignore both the overt and covert contributions made by Ireland, its people, and its culture. Many of the greatest English playwrights since the Restoration have, in fact, been Irish, Anglo-Irish, or heavily influenced by Ireland, and this discussion-oriented course will examine and explore this important symbiosis in terms of theatre, history, and society. Both in terms of internal aspects and external relations, the course will examine a dozen significant Anglo-Irish playwrights writing in English including Congreve, Goldsmith, Sheridan, O’Keeffe, Boucicault, Yeats, Lady Gregory, Synge, O’Casey, Shaw, Wilde, Beckett, Behan, and Friel. We will relate a play (the drama) to the production history of that play (the theatre) while exploring both the larger societal issues of the times, internally to Ireland and externally to England, France, and the United States while also looking at the important World Drama component (as seen with Yeats and Japanese Noh).

### **IRST 40103. Heroic Literature in Modern Adaptation**

(3-0-3)

Beginning with a study of the ethos of Irish/Celtic heroic literature in its historic and cultural context, this course examines the ideological, aesthetic, and personal uses to which that material has been put by Irish writers of the past two centuries (19th and 20th centuries) writing in English and Irish. Among the authors to be studied are Seamus Heaney, Flann O’Brien/Myles na Gopaleen, Nuala Ni

Dhomhnaill, and Eugene Watters/Eoghan ÓTuairisc. Particular attention will be paid to shifting concepts of “authenticity” and the degree to which various creative artists have retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. This course will interest English majors, modernists, and medievalists.

### **IRST 40110. The West of Ireland: An Imagined Space**

(3-0-3)

This course will interrogate and examine representations of the West of Ireland in various 20th-century texts focusing, in particular on the role of “the West of Ireland” in state formation and legitimization during the early decades of independent Ireland and its role in the construction of an Irish identity. We will look at how images of the West of Ireland were constructed in various utopian or romanticized formulations as well as examining more dystopian versions. This course will take an interdisciplinary approach, drawing on the visual arts and film, as well as on literary texts in both Irish and English. (Irish language texts will be read in translation).

### **IRST 40112. A Gendered Voice—The Poetry of Nuala Ní Dhomhnaill**

(3-0-3) Nic Dharmada

This course will focus on the interstices of gender and cultural identity in the work of Nuala Ní Dhomhnaill, the foremost contemporary poet writing in Irish. Her poetry will be situated within a theoretical framework that draws, inter alia, on recent feminist scholarship. It will address theories of the feminine as well as the specificities of Irish-language literary and oral discourses and their impact on Ní Dhomhnaill's poetic practice. The course will also address the implications of translation. While texts will be read in English, there will be an opportunity for close textual comparisons with the original Irish-language poems.

### **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 200 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)

W.B. Yeats, Elizabeth Brown, Bram Stoker, J.M. Synge, Seamus Heaney, and Medbh McGuckian.

### **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 40302. Beckett, Theater, and Visual Art**

(3-0-3)

In this course, we will read and watch Samuel Beckett's plays, read some of his art criticism and view work by artists he admired—where possible, we will seek out paintings by these artists in the L.A. area. As a dramatist, Beckett makes extensive use of painterly effects, both in stage design and in direction. We will be able to watch both TV productions of plays like *Krapp's Last Tape*, *Not I*, and *Eh Joe* that Beckett, himself, closely supervised, and the newly completed film versions of his plays (including *Waiting for Godot*, *Endgame*, and *Happy Days*) by directors that range from Neil Jordan and Atom Egoyan to Damien Hirst and David Mamet. Artists we will look at will include the Irish painter Jack B. Yeats (brother of W.B. Yeats), Bram Van Velde, the Dutch abstract painter, and Avigdor Arikha, the Israeli figurative painter and close friend of the writer from the late 1950s. We will, accordingly, read Beckett as dramatist in the context of the visual arts and their influence on his work, and learn to read visual material—painting, film, and plays. We will try to understand Beckett both in the context of Irish drama and art (reading a little of the drama of Synge and W.B. Yeats) and in the context of the international avant-garde of which he was part. The dramas and visual material will be supplemented by a small number of critical works that will aid students in understanding Beckett's works. Students will be expected to do response papers and one longer research paper.

### **IRST 40303. Identities in Early Modern Irish Literature**

(3-0-3)

The topic to be covered in this course is the formation of individual and collective identity through language, literature, and history in this period. In addition to the works of the great early-modern poets (16th to 18th centuries) such as Tadhg Dall Ó hUiginn, Dáibhí Ó Bruadair, and Aogán Ó Rathaille, we will focus on such important prose works as *Foras Feasa ar Éirinn*, the foundation history of the “new” Irish nation of the 17th century. Important secondary works here will include those of Anthony D. Smith and Adrian Hastings on pre-modern forms of nationalism, as well as Stephen Greenblatt on identity formation in 16th-century England and Paul Friedrich on linguistic relativism and the poetic in language.

### **IRST 40304. Poetry and Politics in Early Modern Ireland 1541–1688**

(3-0-3)

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 40305. The Poetry of Nuala Ni Dhomhnaill**

(3-0-3)

This course will focus on the interstices of gender and cultural identity in the work of Nuala Ni Dhomhnaill. Her poetry will be situated within a theoretical framework that draws, *inter alia*, on recent feminist scholarship. It will address theories of the feminine as well as the specificities of Irish-language literary and oral discourses and their impact on Ni Dhomhnaill's poetic practice. The course will also address the implications of translation. While texts will be read in English, there will be an opportunity for close textual comparisons with the original Irish-language poems.

**IRST 40306. Irish In Their Own Words**

(3-0-3)

The purpose of this course is to introduce students to the richness and variety of literature produced in the Irish language during the medieval and early modern periods (we will cover primarily the period between approximately 800 and 1700 AD). The emphasis in the first half of the semester will be on studying the mainly prose saga literature of the medieval period in its various literary, cultural, and historical contexts. This will involve both a close reading of the texts themselves in English translation and an examination of the material in the light of recent scholarship in this area. The second half will investigate the literature of the early-modern period, in this case largely the poetry. This period is one of cumulative crisis for the Irish and their linguistic and cultural well-being. Students read closely a selection of texts representative of various facets of this crisis and of Irish responses to them in their own language rather than in the English language of their colonizers. All the translations are accompanied by facing original text so that students gain some working knowledge of the Irish language, which will assist them in evaluating the translations they are reading and in appreciating the sensuous beauty of much of this poetry. The material provides interesting contrasts and comparisons for those who have already studied some Anglo-Irish literature and it should also be of interest to students of modern Irish history.

**IRST 40307. Gender, Politics, and the Poetic Tradition in Irish**

(3-0-3)

This course begins with the fundamental feminist assumption that gender matters, and that gender is one of the central terms through which people both understand and critique their world. Our particular area of inquiry will be the role of gender in the Irish poetic tradition from the 16th century onward, something that has only recently begun to receive attention from critics such as Angela Bourke, Mairin Nic Eoin, and Briona Nic Dhiarmada. The class will focus on how gendered representations of masculinity and femininity underwrite political appeals, particularly regarding Ireland's colonial relationship to England. We'll also look at how gender is used to represent and to resist related social changes, like shifting class relations, unstable power relations between men and women, and contested notions of sexuality. We will read a variety of poetic texts, some serious and formal, some funny and popular; genres will include formal bardic poetry, the *aisling* (or vision poem), oral lament, song poetry, and comic verse. The methodology will be historically informed close reading, meaning that we will read texts closely, rather than generalize abstractly, so that we have a sound basis for our analysis. No knowledge of Irish language is required or necessary, though original texts will be provided alongside translations. This class is discussion-based and will ask for your engaged participation at all times. Students will be responsible for presentations and will write several shorter papers and a longer term paper.

**IRST 40308. Modern Irish Poetry**

(3-0-3)

An introduction to Ireland and the Irish poetic tradition, this course is a magnificent chance to study with a world-renowned poet. It offers a unique opportunity to study modern Irish poetry with the greatest living Irish-language poet. Visiting Notre Dame for the 2006 fall semester only, Nuala Ni Dhomhnaill will teach a course on modern and contemporary Irish poetry. This class will spotlight key canonical texts by Irish-language poets as students conduct close readings, examine the verses' social and political context, and deconstruct the mechanics of each individual poem. We will read Cathal O Searcaigh, Gearoid Mac Lochlainn, Biddy

Jenkinson, Michael Hartnett, Maire Mhac an tSaoi, Michael Davitt, Gabriel Rosenstock, Liam O Muirlithe, Pearse Hutchinson, Sean O Riordain, Mairtin O Direain, and Aine Ni Ghlinn. This course also focuses on Nuala Ni Dhomhnaill's own work. All texts will be available in English. No prior knowledge of Irish required.

**IRST 40309. Northern Ireland Troubles**

(3-0-3)

This discussion-based seminar explores the history of the six northeastern counties of Ireland that became "Northern Ireland" in 1920–21. Northern Ireland remained part of the United Kingdom and had a built-in Protestant unionist majority. The Catholic minority, alienated from the state from the outset, looked across the new border and to Dublin, capital of the Irish Free State, as the true site of their allegiance. Northern Ireland was thus, from the beginning, dysfunctional, scarred by sectarian violence and systematic discrimination in housing and employment. After examining the origins of the state and the early decades of its existence the seminar will turn to its main concern "the Troubles" that broke out in the late 1960s. The major episodes under scrutiny include the civil rights movement, Bloody Sunday, the hunger strikes, and the Good Friday Peace Agreement. Students are obliged to produce a 25-page essay based on original research, and many are expected to draw on the rich microfilm archive of "the Troubles," the Linenhall Collection, held in the Hesburgh Library.

**IRST 40310. Ideology, Poetry, and Politics in Jacobite Ireland**

(3-0-3)

Jacobitism, or allegiance to the course of the House of Stuart (from Latin *Jacobus*—James—the deposed James II), was the common voice of political dissent in 18th-century Ireland, Scotland, and England. Irish Catholic advocacy of the Stuart cause had already become a political orthodoxy in the course of the 17th century, and when the Stuarts were deposed by William of Orange ("King Billy") later succeeded by the Hanoverians (1714), the culture of dispossession and displacement and the rhetoric of return and restoration became firmly entrenched in the political ideology of Catholic Ireland. This course will examine the development of Irish Jacobitism in its various literary, historical, and ideological aspects, in addition to placing it within its wider British and European context in the 18th century.

**IRST 40311. Visits to Bedlam**

(3-0-3)

Until visitation was restricted in 1770, London's Bethlem Hospital (popularly known as "Bedlam") attracted as many as 96,000 spectators per year who paid for the privilege of watching mental patients: Like the tigers in The Tower, these patients were not simply chained, but shown, put on exhibition. The cruelty of this practice and the fact that it was stopped both point to the 18th-century fascination with madness, with the irrational, with what Freud would call the *Unheimlich*, the uncanny. Johnson's astronomer who comes to believe that he personally controls the weather, Sterne's mad Maria, piping for her lost lover, Locke's man who believes himself made out of glass and who acts, "reasonably," to avoid hard objects; or Swift's modest proposer who concocts a cookbook to save the Irish nation—all bear witness to this other side of the 18th century, which will be the subject of this course. We will begin with selections from Cervantes's *Don Quixote* and some short readings in Locke and others who attempted to analyze madness. We will then move on to explorations of Johnson, Smollett, Sterne, and Swift. Our major focus will be the last writer, with special attention to his poetry, *Gulliver's Travels* and *A Tale of A Tub*. (Swift, who was a governor of Bethlem Hospital, left most of his money to fund the first mental hospital in Ireland, St. Patrick's, which is still there). For the sake of comparison, we will conclude with several 19th-century selections.

**IRST 40312. Identity and Gender in Modern Irish Women's Poetry**

(3-0-3)

This course interrogates issues of gender and identity in the work of contemporary Irish women poets. We examine the ways in which contemporary poets write from a constellation of identities—sexual, cultural, and linguistic—and will focus in

particular on the ways they articulate versions of identity in specific cultural and literary forms. Drawing on recent theoretical work in gender studies, feminist theory, and postcolonial studies, among others, this course examines texts that question and problematize essentialist notions of cultural and gender identity. We will also explore tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary Irish-language writing. We read, among others, poets such as Eavan Boland, Nuala Ní Dhomhnaill, Máire Mhac an tSaoi, Maedhbh McGuckian, Paula Meehan, and Eiléan Ní Chuilleanáin.

**IRST 40315. Re-Imagining Ireland: Sociological Perspectives on a Changing Society**

(3-0-3)

In recent years, we have witnessed the passing of many of the old orthodoxies in Irish society. The Roman Catholic Church has lurched from one scandal or crisis to another, all the time losing its legitimacy among the body politic. Politics has been exposed as a less than honorable affair, as tribunal after tribunal lay bare the unsavory financial ties between politicians, developers, and leading Irish businessmen. Irish sport, language, music, and culture have gone global in the process, transforming themselves into commodities that ultimately stretch their capacities to remain true to their local qualities. A sustained, if uncertain, economic prosperity engulfs the land. A new cult of individualism promotes the idea of more choice—whether that relates to supermarkets, schools, hospitals, or health care packages. In this course, we employ critical sociological analysis to explore present-day Ireland in relation to class and social mobility, the rise of consumer culture, gender and gender relations, transformations of place and space, and cultural/media innovation and its diffusion.

**IRST 40316. Folklore, Literature, and Irish National Culture**

(3-0-3)

The ideological character of the 19th-century concept of folklore allowed it to transcend the social category of peasants from whom it was largely recorded. This course will look at the role of folklore in the building of an Irish national culture from the time of the Gaelic Revival. Programmatic texts in Irish and in English by Douglas Hyde, first president of the Gaelic League, and by Séamus Delargy, director of the Irish Folklore Commission, will be discussed. It will also look at a later polemical text of the Gaelic writer Máirtín Ó Cadhain, directed at what he perceived as the essentialism of Irish folklorists.

**IRST 40320. Gender and Identity in Irish-Language Texts**

(3-0-3)

This course will interrogate issues of gender and identity in the work of contemporary Irish-language writers. We will examine the ways in which contemporary writers in Irish writing from a constellation of identities, sexual, cultural, and linguistic, exploring these issues as they articulate them in specific cultural forms. Drawing on recent theoretical work in gender studies and postcolonial studies, the course will look at texts that question and problematize essentialist notions of cultural identity. It will explore, in particular, some of the tensions inherent in the articulation of a cross-cultural sexual identity and the specificity of linguistic and cultural inheritance in contemporary writing in Irish. We will read, among others, texts from writers such as Máire Mhac an tSaoi, Biddy Jenkinson, Nuala Ní Dhomhnaill, Pearse Hutchinson, Cathal Ó Searcaigh, Seán Mac Mathúna, and Micheál Ó Conghaile.

**IRST 40409. Elizabethans 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. Early 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 40415. Reading Ulysses**

(3-0-3)

A close analysis of James Joyce's *Ulysses*.

**IRST 40420. Nineteenth- and Twentieth-Century Scottish Literature**

(3-0-3) Smyth

This course will survey major authors, genres, and themes of the literature of Scotland from the era of Burns to the present.

**IRST 40500. Religious Persecution in Early Modern England and Ireland**

(3-0-3)

This course examines the dynamics of religious persecution in the early modern period in England and Ireland. We will look at the experiences and perspectives of both the victims and the perpetrators in these two rapidly evolving and interacting societies. The theories of persecution and resistance will be examined in particular for the period of the reformation. Intolerance and persecution are not new phenomena, and what we find when we examine their manifestation in the past that some of the same motivations are exhibited in religious sectarianism and bigotry today. This is a course that calls on us to consider the experiences of mainstream Catholics and Protestants and the authorities involved and to make connections with our present day world.

**IRST 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.

**IRST 40503. Archaeology of Ireland**

(3-0-3)

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 on 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 40506. Modern Irish Drama**

(3-0-3) Harris

A study of the romantic theme in Irish literature from Edgeworth and Moore to the young Yeats and Joyce. This course will include poetry, fiction, drama, and aesthetics.

### **IRST 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.

### **IRST 40510. Romantic Ireland**

(3-0-3) Campbell

A study of the romantic theme in Irish literature from Edgeworth and Moore to the young Yeats and Joyce. This course will include poetry, fiction, drama, and aesthetics.

### **IRST 40513. Culture and Politics of 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.

### **IRST 40515. Contemporary British and Irish Fiction**

(3-0-3) Smyth

This course will introduce students to the contemporary fiction of Ireland, England, Scotland, and Wales, as well as some of the best recent black British fiction. Some of the authors whose work we will read are Pat McCabe, Neil Jordan, John Banville, Zadie Smith, Monica Ali, Andrea Levi, Irvine Welsh, James Kelman, and Pat Barker. These writers will be read in the context of “the Break-up of Britain” and a concomitant sense of the changes in British and Irish identity in the past 20 years or so. Expect a lot of reading, but also some superb novels. Two 12-page papers and a presentation.

### **IRST 40517. The Politics of Civil Wars**

(3-0-3)

This course will explore social scientific explanations for the phenomenon of modern civil wars. It will do so through detailed exploration of individual theories of civil war with a view to testing how they explain a variety of civil wars in the 20th century. Students will be expected to acquaint themselves with these theories and also with the history of some individual cases. The course will, therefore, cover both political science and historical materials, and students will be expected to write both a theoretical paper and an analysis of one individual case. The course will be assessed through two papers and a general exam.

### **IRST 40525. Gender, Genre, and the Short Story**

(3-0-3)

This course discusses how representations of gender were explored in a survey of 19th- and 20th-century short stories from England, Ireland, France, Russia, and the Southern United States.

### **IRST 40540. Conflict and Consensus in Twentieth-Century Ireland**

(3-0-3)

*Prerequisite:* (POLS 10200 OR POLS 141 OR POLS 141A) OR (POLS 20200 OR POLS 241 OR POLS 241A) OR (GOVT 10200 OR GOVT 141 OR GOVT 141A) OR (GOVT 20200 OR GOVT 241 OR GOVT 241A)

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.

### **IRST 40605. Film, Literature, and Irish Culture**

(3-0-3) Gibbons

*Corequisite:* IRST 41606

This course will examine some of the dominant images of Ireland in film and literature, and will place their development in a wider cultural and historical context. Comparisons between film, literature, and other cultural forms will be featured throughout the course, and key stereotypes relating to gender, class, and nation will be analyzed, particularly as they bear on images of romantic Ireland and modernity, landscape, the city, religion, violence, family, and community. Particular attention will be paid to key figures such as Yeats, Synge, and Joyce, and contemporary writers such as John McGahern, William Trevor, Patrick McCabe and Roddy Doyle will be discussed in terms of the wider implications of their work for contemporary Irish culture. The resurgence of Irish cinema and new forms of Irish writing in the past two decades will provide the main focus of the second part of the semester, tracing the emergence of new distinctive voices and images in an increasingly globalised and multicultural Ireland.

### **IRST 41606. Irish Film and Culture Lab**

(0-1-0)

*Corequisite:* IRST 40605

Required for IRST 40605 Irish Film and Culture.

### **IRST 50316. Folklore, Literature, and Irish National Culture**

(3-0-3) Gillan

The ideological character of the 19th-century concept of folklore allowed it to transcend the social category of peasants from whom it was largely recorded. This course will look at the role of folklore in the building of an Irish national culture from the time of the Gaelic Revival. Programmatic texts in Irish and in English by Douglas Hyde, first president of the Gaelic League, and by Séamus Delargy, director of the Irish Folklore Commission, will be discussed. It will also look at a later polemical text of the Gaelic writer Máirtín Ó Cadhain, directed at what he perceived as the essentialism of Irish folklorists.

### **IRST 50318. The Feminine in Irish literary and Oral-Vernacular Tradition**

(3-0-3) O’Cruaioich

This course addresses issues concerning the representation of the feminine in Irish literary and oral-vernacular tradition. It treats of the historical displacement and re-interpretation of the figure of the autonomous “otherworld” female in literature and oral narrative. In particular it examines a series of texts from pre-modern oral narrative tradition featuring the figures of *cailleach*/hag and *bean feasa*/wise woman with a view to understanding their significance for the “native” ear. The potential significance of such texts as therapeutic resources for the modern reader is also considered.

## Latin American Studies

### LAST 10500. Beginning Quechua I

(4-0-4) Callalli Villafuerte

This is an introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for Quechua culture is also encouraged through readings and class discussions.

### 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 20002. Societies and Cultures of Latin America

(3-0-3) Smith

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 20003. Witchcraft and Magic in the Contemporary World

(3-0-3)

Witchcraft and the ritualistic use of magic for shaping the future and controlling the present have been a part of human development from the earliest times. The advent of science and technology has only modified or altered the role and significance of witchcraft in contemporary societies, as witchcraft and magic services and their providers have gone online. Anthropological studies on witchcraft in contemporary societies have pointed out the relationship between the development of witchcraft and the prevailing economy, politics, public health, culture, and the environment. This course will explore the role and evolution of witchcraft in modern societies of Africa, Asia, and Latin America. Through assigned readings, in-class discussions, movies, documentaries, and ethnographic projects, we will seek to understand why witchcraft and magic and associated beliefs are universal phenomena in human societies, and how these practices themselves adapt to the changing world.

### LAST 20151. 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.

### LAST 20152. Latino Literature

(3-0-3)

A survey of Latino fiction, poetry, and other literary works.

### LAST 20153. Caribbean Women Writers

(3-0-3)

A sampling of novels written by Caribbean writers, with a particular emphasis on such themes as colonization, madness, childhood, and memory.

### LAST 20154. Literature of the Early Americas

(3-0-3)

Close examination of selected works written by Americans from the 17th century through the Civil War.

### LAST 20400. Studies in Spanish American Culture

(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 20402. La Telenovela

(3-0-3) Mangione-Lora

In this course, you will explore the genre of the telenovela (a major social, cultural, political, and economic force in Latin America and, more recently, in the United States) by reading about the genre (in Spanish) and watching two condensed telenovelas (also in Spanish). You will demonstrate your understanding of the telenovela and its importance in Hispanic culture through writing and discussion and through application of these ideas as you write, produce, direct, act in, record, and edit a mini-telenovela as a class. During this process you will learn and apply basic production (videography) and post-production (computer-based video and audio editing) techniques.

### LAST 20403. Studies in Andean Culture

(3-0-3) Callalli Villafuerte

An intermediate Spanish course focusing on Andean culture and the Inca Empire.

### 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 20550. Globalization, Coffee, and Fair Trade

(3-0-3) Brenneman

This special spring '09 course will examine globalization and its effects on people at the global "margins," especially in economically depressed Central America. The drop in world coffee prices, the rise of the maquila industry, and the increase of emigration from Central America are just a few of the topics that will be considered during this course. The course will also examine how lifestyle choices and consumption habits in the United States affect farmers and artisans in the "third world." A key focus of the course will be the examination of the international fair trade movement, both a result of and a response to globalization. A required one-week cross-cultural experience in Guatemala during spring break will bring students face-to-face with some of the people who are most deeply impacted by economic globalization. During the trip, students will meet and hear from Guatemalan coffee farmers, large and small, as well as from economists and sociologists with differing views on the subjects of "fair trade" and "free trade." You must be willing and able to travel to Guatemala from March 7 to 15 in order to pass this class. Students will use conceptual tools from global sociology, economic sociology, and social movement theory. Students in other majors such as finance, marketing or economics, will learn how economic sociology sheds light on economic behavior and international economic forces. The course is a natural fit for sophomore or junior sociology majors and Latin American Studies minors, but seniors are also welcome. The course content and the cross-cultural component would also make it an ideal elective for majors in marketing; Spanish; and film, theatre, and television. This course is capped at 19 students, and all registering students must receive approval for enrollment by Dec. 10, 2008.

### LAST 20725. Pirates, Planters, and Peasants: Caribbean Experiences in the Past

(3-0-3) Hauser

The Caribbean is often depicted as a sea inhabited by pirates, filled with exotic islands, picturesque beaches, and bucolic landscapes. What is often overlooked is the culture and history of the people who actually lived there. Who were the pirates of the Caribbean? Why were the islands so important to European powers? And what were the effects of slavery? Focusing on Jamaica, Belize, and Barbados, this course charts the emergence of a multi-ethnic Anglophone Caribbean through an examination of plantation colonies and the aftermath of slavery. Specifically,

it will focus on cultural encounters between Native Americans, Africans, and Europeans through a combination of ethnography, history, and archaeology.

### **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 27501. Intermediate Quechua I**

(3-0-3)

This course is by department approval only for the student who wants to learn and study Quechua at an intermediate level.

### **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 30002. Archaeology of the African Diaspora**

(3-0-3)

This course is designed to serve as an in-depth undergraduate level introduction to archaeological perspectives on the African Diaspora. In this course, we examine the formation and transformation of the Black Atlantic World beginning with the transatlantic slave trade to the middle of the 19th century through the study of archaeological and historical sources. The emphasis in this course is on English-speaking African America, where the vast majority of archaeological investigations have been undertaken. A major objective of this course is to understand the material world of communities of the African Diaspora within the context of the history and historiography of the Black Atlantic. This course is organized around the following themes: (1) diaspora and the Atlantic world; (2) material life of the diaspora; (3) diverse communities of the diaspora; and (4) intersections of race, class, gender, and representation.

### **LAST 30003. Immigration in Comparative Perspective**

(3-0-3)

How do people in immigrant-receiving countries form their attitudes toward immigrants? What are the unintended consequences of increased governmental investments in border and immigration control? What are the differences between refugees and other migrants? How is immigration related to the 2005 riots in France? In this course, we will be able to examine such questions, and more generally understand the causes, experiences, and consequences of transnational migration. We will acquire a sound interdisciplinary understanding of migration in its historical, social, political, and cultural facets. Diverse aspects of immigration history, policy implementation, and migrants' lives will be examined, with fieldwork accounts from countries of origin and from the United States, Europe, and Japan. Issues to be addressed include ethnic neighborhood formation; gender and class differences in migration and settlement; religion; identity formation; border enforcement; racism; and mass-media representation.

### **LAST 30100. Economic Development of Latin America**

(3-0-3)

An examination of the roots of independence in Latin America. An analysis of the key problems of economic development and the policies prescribed for their solution.

### **LAST 30101. Global Economic History**

(3-0-3)

The course presents a comparative economic history emphasizing the sources of long-term economic growth. The comparative analysis is used to explore different development strategies around the world over the past two centuries, from the British Industrial Revolution to the contemporary developing countries, focusing on examples from Europe, Latin America, and North America. Subjects include population change, migration, technological change, industrialization, market integration, education, inequality, and government expenditure. Each topic is discussed through a current economic policy concern. Special attention will be placed upon the role played by the natural resources endowments and institutional change. The last section of the course centers around the debates on globalization and inclusive development. Does going global foster growth? Who gains and who loses?

### **LAST 30102. Development Economics**

(3-0-3)

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.

### **LAST 30150. 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.

### **LAST 30200. History of Modern Mexico**

(3-0-3) Pensado

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.

### **LAST 30201. Indigenous and Colonial Mexico**

(3-0-3)

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)

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. 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.

**LAST 30205. Modern Latin America**  
(3-0-3)

A survey of modern Latin American history.

**LAST 30206. Inequalities in Latin American History**  
(3-0-3)

Any quick survey of contemporary Latin America quickly uncovers a glaring range of social inequalities. Sharp divides and diverging conditions separate individuals and groups along economic, political, ethnic, educational, and gender lines, to name a few. Although nearly all the Earth's societies exhibit social inequalities, Latin America's have proved particularly endemic, enduring, and intractable; they have fundamentally shaped the region's potential for democratic governance and economic development; they are also deeply rooted in the region's past. This course will begin by examining manifestations of social inequalities in the region today. We will then spend most of the semester tracing the roots of today's conditions through the region's history. Students need not have any background in Latin American history.

**LAST 30207. Religion and Social Movements in Latin American History**  
(3-0-3)

The purpose of this course is to give students an understanding of the role religion has played in Latin American history from the colonial period to the present. We will focus specifically on how religion mediates relations between culturally distinct peoples during points of encounter and the role it plays in social movements. Religion in Latin America served paradoxically as a means of and justification for conquest, but also at times as a foundation for subordinate people's resistance to domination. We will examine this dynamic as it evolved in successive efforts by outsiders to impose control over people of indigenous and African descent. The course will focus on Spanish proselytization and its results during the colonial period, millenarian movements by people of indigenous and African descent during the 19th century, and American Catholic and Protestant mission endeavors and their outcomes in the 20th century.

**LAST 30208. Race and Nation in Latin American History**  
(3-0-3)

This course offers a critical analysis of the particular representations of race and nation as presented in film, art, and essays from the colonial to the current era in Latin America. Utilizing these materials, we will examine issues of independence, statehood, slavery, revolution, wealth, poverty, education, and gender in public culture.

**LAST 30209. Colonial Latin America**  
(3-0-3)

*Corequisite:* HIST 32901

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 30210. Chronicles of the Conquest of Latin America**  
(3-0-3)

This seminar examines key aspects of the conquest of Latin America through readings of chronicles and other texts written by Spaniards and Amerindians in the 15th–17th centuries. We will focus upon the ways in which Spaniards and Amerindians theorized and explained their experiences, and their representations of themselves and their “others.” In particular, we will pay attention to the beginnings of modern notions of race and ethnicity through discussions of barbarians, wildmen, and cannibals, among other “types” important to the colonial encounter.

**LAST 30211. Andean History and Ethnohistory**  
(3-0-3) Graubart

*Corequisite:* HIST 32929

The Andean countries—the area occupied by the Inca State at the height of its power—are modern-day Ecuador, Peru, and Bolivia, as well as the northern half of Chile and the northwest of Argentina. This region is marked by geographic extremes (snow-capped mountain ranges, arid deserts, rainforests, and lots of rocky terrain in between), as well as a complex and often violent political and social history. In this course, we will survey the ways that Andean peoples have adapted and contributed to the formation of their societies, from pre-Columbian civilizations, most notably the Inca, to the invasion of Europeans in the 16th century, to the modern states struggling with questions of political integration, economic development, and foreign intervention. Our readings will come, when possible, from primary sources, including archaeological artifacts and first-person accounts, to allow for an ethnohistorical approach to these complex cultures.

**LAST 30212. United States Operations in Central America**  
(3-0-3) Pensado

As European countries furthered their economic penetration of Africa and Asia during the 19th century, the United States continued its westward expansion by extending its borders to the Pacific and securing its economic and political dominance throughout the Latin American hemisphere. This course examines the social, cultural, and political repercussions a broad range of U.S. operations had in Central America since the writing of the Monroe Doctrine in 1823 until the “fall of communism” in the late 1980s, including “Dollar Diplomacy,” CIA-sponsored coups, paramilitary training of “death squads,” and overt military occupations.

**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 re-democratization 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 U.S.-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. U.S.-Latin American International Relations**

(3-0-3) Hagopian

This course examines the international relations of Latin America with an emphasis on what determines U.S. 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 U.S.-Latin American relations, including the response of the United States to dictatorships, expropriations of U.S.-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)

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.

#### **LAST 30311. Law and Democracy in Latin America**

(3-0-3)

This course explores many of the challenges to the rule of law across Latin America, and their connection to democracy. We will begin by examining the relationship between law and democracy, then look at a series of issues that illustrate the strength or weakness of the rule of law in the region. Rather than focusing on one country at a time or a few countries in depth, we will use events and systems in various countries as illustrations of important themes. We will then look at the possible consequences of these challenges for democracy in the region, and possible solutions. The course materials will at times cover difficult and controversial topics such as violence, human rights violations, and corruption. By the end of the course, you will have acquired some basic information about Latin American legal systems and some basic concepts about the different ways courts work in that part of the world. More importantly, however, you will have a greater understanding of what a robust democracy should look like, and where different countries fall short. You should be able to engage in a discussion about the role courts and laws do play, should play, and can play in the (democratic) political systems of Latin America, and its potential for improvement.

#### **LAST 30312. Politics and Development in Central America**

(3-0-3)

This course will explore the impact that politics and politicians have had on development in Central America. It will begin with a discussion of the concept of development and how we attempt to measure it. It will then proceed to review the different approaches used to spur development and what conventional wisdom holds today to be the determinants of growth. After this, it will review the socio-economic indicators of Central America and how they have evolved with time. It will subsequently study how politics and politicians, through current constitutions, laws, institutions, political culture, and practice have affected the determinants of growth. It will close with a discussion of the changes needed to foster high, sustainable, and equitable growth in the region.

#### **LAST 30314. Politics and Institutions in Latin America**

(3-0-3) Wieschomeier

This course aims at enabling students to understand politics in the Latin American region by introducing important concepts of comparative politics and discussing, from a comparative perspective, institutional components and configurations of Latin American countries. We will focus on the question of how institutional frameworks influence policy decisions and actors' behavior; that is, how they affect governability and representation. The course will revolve around central issues such as electoral systems, party system, legislative decision making, and executive-legislative relations and representation. One important aspect of the course is to get students acquainted with quantitative indicators of comparative politics that not only help to map representation, but also to understand some puzzles of policy making we will encounter throughout Latin American countries. Thus, the course will help students to better understand democratic representation, as well as quantitative approaches to the study of democratic institutions.

#### **LAST 30315. Globalization**

(3-0-3) Hagopian

This course will examine the movement of money, goods, information, and cultural norms that are collectively known today as “globalization.” We will consider the “pros” and “cons” of the roles played by the institutions that enforce growing financial and 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 nationalism, ethnic identities, and religious fundamentalism. Special emphasis will be placed on contrasting the approach of the United States and other advanced industrial and developing countries.

#### **LAST 30316. Law and Democracy in Latin America**

(3-0-3) Brinks

Democracy and the rule of law seem to be the prescription for what ails the developing world. But they are harder to put into practice than they at first

appear. This course explores many of the challenges to the rule of law across Latin America, and how they affect the quality of democracy in the region. We begin by examining the meaning of democracy and its relationship to the rule of law. Then we look at a series of issues that illustrate the strength or weakness of the rule of law in the region. We use academic writings primarily, but also movies, news reports, and statistical reports to examine topics such as violence and crime, human rights violations, judicial independence, and corruption. Rather than focusing on one country at a time or a few countries in depth, we will use events and systems in various countries as illustrations of important themes. We will then look at the possible consequences of these challenges for democracy in the region and possible solutions.

#### **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) Anderson; Heller

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 30500. Brazilian Short Story**

(3-0-3)

In this course, we will study some of the finest short stories written by Brazilian authors from the 19th century to the present, with special emphasis on historical context, literary movements, and theoretical issues related to the genre. Authors studied include Machado de Assis, Graciliano Ramos, João Guimarães Rosa, Samuel Rawet, Érico Veríssimo, Rubem Fonseca, Clarice Lispector, Lygia Fagundes Telles, Nélida Piñon, Raduan Nassar, and Moacyr Scliar.

#### **LAST 30501. When Empires Fall**

(3-0-3) Ferreira Gould

Offered in Portuguese, “When Empires Fall” examines contemporary Luso-Brazilian literature and historiography that explore major shifts in Portugal’s status from world power to semi-peripheral, European nation. We focus on responses to three major traumas: the end of the Luso-Brazilian empire in the early 1800s, the confrontation with Britain and the Ultimatum of 1890, and the fall of the African empire with the subsequent decolonization of 1974–75. The course seeks to evaluate the role that imperial decline plays as a theme in contemporary narrations of the nation, to investigate how literature contributes to interpretations of Portugal’s imperial past, and to study the interconnections between history, memory, and national identity. This course is designed for students pursuing a minor in Portuguese and Brazilian studies and/or for students pursuing a minor in Latin American studies.

#### **LAST 30550. Chile in Comparative Perspective**

(3-0-3)

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 30551. Global Sociology**

(3-0-3)

The course is designed as a broad overview of sociological analysis that extends beyond traditionally accepted national and local boundaries. It provides a perspective on the discipline as one that seeks to understand human society as a nested collection of interdependent societies. In particular, the course draws from world systems theory and institutional approaches—as well as from related disciplines such as anthropology—to consider how the “development project” of the 20th century evolved over time. The impacts of global economic integration on cultural and institutional change, inequality, and on changing identities and forms of collective action (including social movements) are phenomena we explore in the course. The course is designed for students who simply want to learn how the World Bank, IMF, and United Nations are impacting the experiences of people around the world, as well as for those who expect to do further research in the field.

#### **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 30601. Catholic Church for Medellín to Aparecida: An Evangelizing Option for the Poor**

(3-0-3)

Medellín (1968) was the first General Conference of the Latin American Bishops after the Second Vatican Council. Medellín was a strong step forward in clarifying the role of the Latin Church. This course will explore the following question: Did Aparecida (the fifth General Conference) in Brazil 2007, rekindle the vision of Medellín?

#### **LAST 30650. Mexican Photography**

(3-0-3)

This course examines Mexican photography from the 19th century on to contemporary works. Theoretical issues pertaining to the histories of photography, with emphasis in documentary photography, photography as an art form, photojournalism, and photo manipulation are part of this course. Key films, such as *Mala Hierba* from 1940 and *Canoa* (1970), will be discussed in the context of the relation they have with still images. Photography and film will be situated to particular photographic moments and specific socio-cultural and political developments in Mexico. Critical questions on the role of photography in the formation of national narratives and the role of photographers in the life of art and culture will be addressed. Works by Romuldo García, Agustín Casasola, Manuel Álvarez Bravo, Nacho López, Lola Álvarez Bravo, Tina Modotti, Lourdes Grobet, Graciela Turbide, and other artists will be discussed.

#### **LAST 30652. Creole Language and Culture**

(1.5-0-1.5)

This course introduces students to the vivid, sonorous language of Kreyòl, or Creole, and to the fascinating culture of its speakers. This intensive, beginning-level course is intended for students with no knowledge of Creole. In small-group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques. Our study of Kreyòl is closely linked to our anthropological exploration of how the language is tied to Caribbean society and culture. The course takes a holistic, anthropological approach to the history, political economy, and religion of Haiti. In addition to class work, audiotapes, music, and film enhance the study of the Haitian language and culture.



**LAST 30653. Migration, Documented**

(1-0-1)

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. The course will conclude with a discussion of equity in light of the nation's rapidly changing demographics.

**LAST 30654. Caribbean Diasporas**

(3-0-3) Richman

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. This course will explore the consciousness and experience of Caribbean diasporas through ethnography and history, religion, literature, music, and culinary arts.

**LAST 30725. Caribbean Historiography**

(3-0-3)

This class will introduce students to major events in Caribbean history and the various ways in which these histories have been represented. This course will present a picture of the Caribbean very different from that held by many North Americans. For 500 years, this region has been the site of encounters and clashes among Native Americans, Europeans, Africans, and Asians. For three centuries Europe's leading states fought each other to control these islands, which were the most valuable real estate in the Atlantic world. At the same time Dutch, English, French, and Spanish colonists imported millions of enslaved men, women, and children from Africa to work on the sugar and coffee plantations that made the region so profitable for its masters. Supported by racism and colonialism, plantation slavery left its mark on the Caribbean long after emancipation and independence. We will be emphasizing recent, representative texts, monographs, and essays, but placing them in the context of early research.

**LAST 30726. Anthropology of Race**

(3-0-3)

While issues of race and racism are pervasive in our society, most people know surprisingly little about the social, biological, political, and historical factors at play. Race is simultaneously a very real social construct and a very artificial, biological one. How can this be? Why do we care so much about classifications/divisions of humanity? This course will tackle the anthropology of race from a critical perspective. We will learn about the biology of human difference and similarity, how societies view such similarities and differences, how our social and scientific histories create these structures, and why this knowledge is both extremely important and too infrequently discussed.

**LAST 30727. Material Life of Africans in the Americas**

(3-0-3)

This course will provide the student with a sampling of the diversity of experiences of people of African descent in the Americas as viewed from the archaeologist's and historical anthropologists' perspectives. Because the language of archaeology is material culture, we'll be exploring how people have used crafts, goods, and space to communicate and negotiate identities and relationships with one another in the contexts of colonization, the birth of new nations, industrialization, and modernization. The experiences of colonizers and colonized, enslaved people, and post-colonial immigrant peoples and their families will be discussed. Due to the breadth and diversity of the material to be covered, the course will have both a loosely chronological and topical structure, but will not adhere formally to either.

**LAST 33100. Political Economy of Development**

(3-0-3)

The course is divided into two parts. The first part provides an overview of the institutional and empirical features of the developing world, followed by a survey

and critical evaluation of the conventional development theories. The second part looks into the selected topics evoking the critical, controversial stakes in Third World development debates today. The topics include rent-seeking activities, land tenure and peasantry, micro-financing, corporate governance, failed state and market failure, market and democracy, income distribution and poverty, feminism in development, ethnic conflicts in resource use, and population pressures. The approach taken in this course is a political-economy perspective with references to the historical, cross-cultural, and empirical materials. The course aims at providing the students with intellectual spaces for alternative development paradigms and strategies. Where appropriate, the tools used in economic analysis will be reviewed at an elementary and accessible level.

**LAST 36500. Testimonials From Urban Brazil**

(3-0-3)

This course, taught in Portuguese, explores contrasting images of social change in recent Brazilian literature and cinema. The focus is on attempts to give voice to the poor, the marginal, the rogue, and other agents of social change in urban Brazil. Course materials are drawn from fictional auto/biographies and diaries, street memoirs, documentary novels, crime stories, prisoners' accounts, films, and documentaries. Texts by Caio Fernando Abreu, Rubem Fonseca, Sebastião Uchoa Leite, Paulo Lins, João Gilberto Noll, Esmeralda do Carmo Ortiz, Moacyr Scliar, and others. Films by Cláudio Assis, Ana Carolina, Fernando Meirelles and Kátia Lund, Murilo Salles, and Walter Salles and Daniela Thomas. (*Prerequisite*: a 20000-level course in Portuguese or equivalent).

**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 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.

**LAST 40003. Human Rights in Latin America**

(3-0-3)

*Prerequisite*: (ANTH 10109 OR ANTH 109) OR (ANTH 30104 OR ANTH 326 OR ANTH 326A) OR (ANTH 30103 OR ANTH 328 OR ANTH 328A)

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 contribution anthropologists can make to international efforts to understanding human rights.

**LAST 40004. 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.

**LAST 40006. Cultural Memory**

(3-0-3)

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.

**LAST 40007. 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. Students can only enroll with the permission of the instructor. 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. Course readings will cover such topics as world systems theory, globalization, development, NGOs, various understandings of "human rights," applied anthropology, activism, and the relation between cultural relativism and service. Students will develop three collaborative websites during the semester (although each student will receive individual grades for their work). These collective projects will present the student's own research interests based on their overseas experience, and will focus on the site where they worked, a problem that they observed in cross-cultural perspective, and an analysis of strategies for redressing this sort of problem. The overall goal of the course will be for students to gain an understanding of how social science analysis might help to understand and confront problems in cross-cultural contexts.

**LAST 40008. Archaeology of Catholic Missions**

(3-0-3)

The Catholic Church has sponsored missions for centuries. As colonial forces seeking land, labor, and resources spread European influence across the globe, Catholic missions became a global phenomenon that continues to this very day. This course is designed to look at Catholic missions in the "New World" (North and South America) during the colonial period using historical and material evidence. The course will take a comparative approach by studying missions in different geographic and cultural areas, and in different colonial contexts. Historical sources are used to contextualize how Catholicism and missionary activities were a part of broader colonial endeavors. Material evidence is used to tell us about day-to-day activities and local living conditions, as well as how missions affected the lives of local native populations. In this course, we will attempt to use historical and material sources in tandem to learn more about these institutions than either type of source could provide alone.

**LAST 40009. Race, Ethnicity, and Power**

(3-0-3)

This course explores race and ethnicity as biological, social, legal, and cultural constructs and lived experiences. Its underlying objective is to understand how relations of power affect racial and ethnic affiliations, categorizations, and experiences. Rather than merely learning a collection of facts on specific racial and ethnic groups, we will examine race and ethnicity as they intersect with dynamics of social class, gender, mass media representation, racism, immigration, and everyday life in urban settings. We will focus on the diversity of U.S. recent, real life experiences—from problems of inequality to the flourishing of "ethnic" food and music—but also look at postcolonial and European locales. This will enable

us to compare racial and ethnic understandings, practices, and identities across geopolitical settings, and in global and transnational context.

**LAST 40150. Icons and Active Figures in Latino/a Literature**

(3-0-3)

Understanding U.S. Latino/a literature, art, and film through its many allusions to and representations 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/a, African, Asian, and European cultures).

**LAST 40151. Latino/a 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.

**LAST 40152. Literatures Across the Americas**

(3-0-3)

A survey of literatures written by English- and Spanish-speaking peoples from the late-16th century to the mid-19th century.

**LAST 40153. Literatures of the American Hemisphere**

(3-0-3)

National borders mark our Americas today, but for the first European explorers the landscapes of their "new world" were uncharted and unbounded. The newly encountered land invited utopian dreams even as it became the arena for genocidal violence. To reconsider these moments of violence and possibility, we will approach early American literature intra-hemispherically, reading not just from the British colonial record, but also from Spanish documents in English translation. We will read comparatively in order to ask key questions about American identity, both then and now. For example, what do we learn when we juxtapose Cortés's invasion of the Mexican empire to King Philip's War in the New England colonies? To what degree do these legacies of imperialism still shape our modern world? What comparisons arise between the poetry of Anne Bradstreet and Sor Juana Inés de La Cruz; between the captivity adventures of Cabeza de Vaca and Mary Rowlandson? How might these contact points continue to shape our views of "others"? How have native nations across the Americas written or spoken the loss of worlds? The authors and subjects noted above will serve as key markers, but we will also read primary works by William Bradford, Bernal Díaz, John Smith, William Apress, and others as we reconsider the literatures and histories of the Americas in a cross-national paradigm. Students will be expected to write three short papers, take a final exam, and participate actively in class.

**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 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.

**LAST 40201. 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.

**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 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 first draft, and a 25-page research paper.

**LAST 40204. Gender, Sexuality, and Colonization in Latin America**

(3-0-3) Graubart

In this course we will examine the historical construction of gendered roles in the Spanish colonial world. This will entail thinking about gender in the societies that "encountered" each other in the New World, and also thinking about how that encounter produced new forms of gendered relations. Among the questions we will consider: How was the conquest gendered? How did colonial society produce masculinity as well as femininity? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender, determine people's sense of themselves and their "others"? The course will look at a mixture of primary and secondary materials, including letters and chronicles written by men and women, testimony before the Spanish Inquisition, poetry, and novels. While there are no prerequisites for this seminar, some familiarity with colonial Latin American history will be helpful.

**LAST 40205. Experience of Conquest in Mesoamerica**

(3-0-3) Fernandez-Armesto

Experience of Conquest explores Native American perceptions of and relations with Spaniards in 16th-century Mesoamerica.

**LAST 40400. Studies in Latin-American Colonial Literature**

(3-0-3)

An in-depth study of a particular theme, author, or genre in colonial Latin-American literature.

**LAST 40401. Mexican Literature**

(3-0-3)

Combines an overview of the historical development 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 representative authors.

**LAST 40403. Spanish American Poets of the Twentieth Century**

(3-0-3) Heller

This course will focus on the principal trends of Spanish America lyrical production through close readings of poetry from the avant-garde to the present.

**LAST 40404. Argentine Narrative**

(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 40405. Spanish American Short Story**

(3-0-3) Ibsen

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, llanos y otro**

(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 40408. Film and the Latin American Imagery**

(3-0-3)

*Corequisite:* LAST 41408

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.

**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 40411. Does This Nation Have a Woman's Face?**

(3-0-3)

A study of the national imaginary depicted in 19th-century Spanish American fictional prose and essays. Special attention will be given to gender issues and historical events.

**LAST 40412. Topics in Spanish American Poetry**

(3-0-3)

A survey of the development of the short-story genre in Spanish America. Close readings of works by representative authors.

**LAST 40413. Spanish American Literature: Borges y Cortazar**

(3-0-3)

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 40415. Studies in Latin American Colonial Literature**

(3-0-3)

An in-depth study of a particular theme, author, or genre in colonial Latin American literature.

**LAST 40419. Beyond the Islands: Latino/a Caribbean Literature and Culture**

(3-0-3) Moreno

This course examines the literary and cultural production of Latinos/as from the Spanish-speaking Caribbean. Issues of migration, transnationalism, and

transculturation will be explored through the analysis of texts by Puerto Rican, Cuban American, and Dominican American authors. From Loisaida to Washington Heights to Calle 8, Latinos/as from the Spanish-speaking Caribbean have become a strong cultural presence across the United States. Like other minorities in the United States, the centuries-old history of Caribbean Latino settlement in this country has been recorded in the literature and cultural production of this group. In this course, we will examine literary works and other artistic expressions (film, music, etc.) by Puerto Rican, Cuban American, and Dominican American authors and artists. We will also examine precursor texts from Puerto Rico, Cuba, and the Dominican Republic, which offer representations of the immigrant experience from an island-centered perspective. Readings from various disciplines such as history, sociology, and anthropology will help students understand the reasons behind the massive movements of peoples from the Hispanic Caribbean to the United States, as well as their current conditions in their new homeland. Issues of migration, transnationalism, transculturation, gender, and racial and class discrimination will be central to our discussions. Some of the authors studied include Jose Luis Gonzalez, Pedro Juan Soto, Pedro Pietri, Piri Thomas, Lino Novas Calvo, Gustavo Perez Firmat, Cristina Garcia, Junot Diaz, and Julia Alvarez. Texts discussed will be in Spanish and/or English. There will be several short essays, a final paper, a midterm and a final exam. Knowledge of Spanish is required. Class discussions and written work will be in Spanish.

#### **LAST 40420. Women's Narrative in the Southern Cone**

(3-0-3)

This course designed as a seminar for upper-level Spanish students aims to critically analyze some of the most important narrative texts by twentieth-century Argentine, Chilean and Uruguayan women authors. Some of the writers to be studied include Somers, Geel Guido, Peri-Rossi, Mercado, Eltit, and Valenzuela, among others. Our readings of the selected works will be informed by the social and political circumstances of their time, which will enable us to understand the emergence of feminine subjectivities and their fictional representations. Concepts of gender, sex, and sexuality will be central to our discussions. Thus, theoretical and critical texts on feminism will also be included.

#### **LAST 40421. Self, Family, Nation: Insular and Hispanic Caribbean Women Writers**

(3-0-3) Moreno

This course focuses on the literature of Hispanic Caribbean women authors in the islands and in the United States. By contrasting the works of recent and more established authors from Puerto Rico, Cuba, the Dominican Republic, and their counterparts in the United States, we'll explore the construction of gender and sexuality from a Caribbean feminist perspective. Some of the texts that this course will examine include: *In the Time of the Butterflies* by Julia Alvarez, *Papi* by Rita Indiana, *When I was Puerto Rican* by Esmeralda Santiago, *Maldito amor* by Rosario Ferré, and *Dreaming in Cuban* by Cristina García.

#### **LAST 40422. Modernization in Latin America: Urban Changes, Technology and Desires at the Turn of the Last Century**

(3-0-3)

This course designed as a seminar for upper-level Spanish students aims to critically analyze some of the major transformations of Latin America at the time of its entrance in the world market (1875–1910). Focusing on the dramatic transformations of space—urban changes—and of time—the popular knowledge and use of modern technology—we will study how literature responds to these major changes, at the same time that it proposes ways to articulate the new Latin American sensitivity. Writes such as Cuban José Martí, Nicaraguan Rubén Darío, Argentine Leopoldo Lugones, Uruguayans José Enrique Rodó, Julio Herrera y Reissig, and Delmira Agustini, among others, will enable us to reflect on the thoughts of Latin American intellectuals regarding the advantages and disadvantages of modernization as well as their ideas on the different development of the two Americas at a pivotal time in their history. Concepts of nationalism, subjectivities, and gender will be part of our discussions. Thus, theoretical and critical texts on these subjects will also be included.

#### **LAST 40423. Literature and Popular Culture in Modern Cuba**

(3-0-3) Anderson

In this class, we will study a number of aspects of popular culture in the modern 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 Guimarães 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 English (discussion group available in Portuguese). Requirements will include active class participation, two oral presentations, and two papers.

#### **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 Guimarães 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 Rawet, Nelda 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 painted in popular fiction and film production.

#### **LAST 40504. Colonialism Revisited**

(3-0-3)

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 40505. Brazilian Cinema and Popular Music**

(3-0-3) Ferreira Gould

This course offers social, cultural, and historical perspectives on Brazil through film and popular music.

#### **LAST 40506. Carnival in Cinema and Literature**

(3-0-3)

Brazil, the largest South American country, has tantalized our imagination with the images of Samba and Carnival. As Brazilian anthropologist Roberto DaMatta asserts, Carnival creates a festival out of the everyday social world in which there is no emphasis on the harsh rules that govern membership and identity. This course will offer an exploration of Brazilian culture by investigating the ways in which the celebrations of Carnival have been viewed, articulated, and unsettled by film and literature. Along with major films, documentaries, and literary works, we will

examine contemporary sociological and anthropological writing that contributes to our understanding of Carnivals within and beyond Brazil. We will learn how key issues in Brazilian society (race and gender relations, national identity, rituals and symbols, values and social roles) play out in Carnival. Course offered in English.

#### **LAST 40507. Fictions of the South Atlantic**

(3-0-3) Ferreira Gould

Taught in English, this seminar offers a comparative study of 19th-, 20th-, and 21st-century fiction writing in the Lusophone South Atlantic, particularly exploring the historical connections and the cultural links between Brazil and Angola.

#### **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's 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, Prebish, Medina Echavarrá, Germani, Cardoso, and others and their discourses—nationalism, revolutionary nationalism, Latin American Marxism, developmentalism, modernization theory, dependency theory, and 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 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) Valenzuela

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 40650. Mexican Immigration: A South Bend Case Study**

(3-1-4) Richman

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. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next, we learn ethical fieldwork methods in preparation for community research. Students working in two-person teams will gather data on local and transnational households and kin networks, political involvement, employment, consumption practices, cultural activities, and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino studies to be given to those who shared their lives with us and to entities that are committed to helping them.

#### **LAST 40651. Migration, Markets, and Entrepreneurship**

(3-0-3)

This course combines methodological tools from business and anthropology for analyzing the impact of migration movements on local socio-economic conditions and on the markets and the economy. This joint approach will focus on the study of the economic, social and cultural dimensions of Mexican migration—the largest contemporary source of migration to the United States—with a particular emphasis on two economic aspects, namely (1) entrepreneurial traits and skills of the migrant population, and (2) the pattern and level of remittances by the migrant sector residing in the United States. The course also considers how transnational social, cultural, political, and religious networks and institutions affect and are affected by Mexicans' activities as workers, consumers, entrepreneurs, and general economic agents. The course will examine the following topics: the role of remittances in the Mexican economy; local business partnerships between migrant organizations and the state; Mexican transnational households' financial structure; characteristics of the Mexican migrant labor force; consumption patterns and savings behavior; and the study of a Latino/Hispanic market segment in the United States that includes the production and/or sales of Mexican products, special advertising, and promotion techniques specifically targeted for that market. Comparative case studies of entrepreneurs based in central Mexico and those of Mexican immigrants in the U.S. Midwest complete the course and seek to understand how these economic agents and community leaders build economic, social, and cultural capital in the context of the communities where they reside.

#### **LAST 40997. Colonialism Revisited**

(3-0-3)

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 41408. Film and the Latin American Imagery**

(3-0-3)

*Corequisite:* LAST 40408

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.

**LAST 43150. Seminar: Latino/a Literature**

(3-0-3)

Close readings of several seminal works of 20th-century Latino/a literature.

**East Asian Language and Cultures****EALC 10111. First-Year Chinese I**

(5-0-5)

*Corequisite:* EALC 12111

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:* EALC 10111*Corequisite:* EALC 12112

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 12111. First-Year Chinese I Lab**

(0-2-0)

*Corequisite:* EALC 10111

This class is the lab corequisite for EALC 10111 First-Year Chinese I.

**EALC 12112. First-Year Chinese II Lab**

(0-2-0)

*Corequisite:* EALC 10112

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:* EALC 10112

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:* EALC 20211*Corequisite:* EALC 22212

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 20555. Chinese for Mandarin Speakers**

(3-0-3)

This course is for heritage speakers, offered in a tutorial format for students who speak Mandarin but wish to learn to read and write Chinese. This course is writing intensive, which requires a great deal of practice and memorization on the part of the students. A strong commitment to hard work and a willingness to accept challenges are keys to succeed in this class. The class will meet once a week to briefly go over the texts and homework. Students have to be prepared. After completing two semesters of this course, students will be expected to join Fourth-Year Chinese, where the reading of essays and stories written for native Chinese readers (not language learners) will take place.

**EALC 20556. Chinese for Mandarin Speakers II**

(3-0-3) Ling

Continuation of first course is for heritage speakers, offered in a tutorial format for students who speak Mandarin but wish to learn to read and write Chinese. This course is writing intensive, which requires a great deal of practice and memorization on the part of the students. A strong commitment to hard work and a willingness to accept challenges are keys to succeed in this class. The class will meet once a week to briefly go over the texts and homework. Students have to be prepared. After completing two semesters of this course, students will be expected to join Fourth-Year Chinese, where the reading of essays and stories written for native Chinese readers (not language learners) will take place.

**EALC 22212. Second-Year Chinese II Lab**

(0-2-0)

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 30311. Third-Year Chinese I**

(3-0-3) Yin

*Prerequisite:* EALC 20212

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:* EALC 30311

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:* EALC 30312

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:* EALC 40411

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 40421. Advanced Chinese**

(3-0-3)

*Prerequisite:* EALC 40412

This course is appropriate for majors and individuals with language experience overseas. The yearlong sequence helps students become functional speakers, readers, and writers of modern Chinese through articles and essays from newspapers, magazines, scholarly journals, as well as engagement with popular media and online communications. *Prerequisite:* successful completion of four years of Chinese language training, as determined by placement examination. The learning goals of the course are to introduce modern Chinese culture while developing competence in reading, speaking and writing standard modern Chinese.

**EALC 40422. Advanced Chinese II**

(3-0-3)

*Prerequisite:* EALC 40421

This course is appropriate for majors and individuals with language experience overseas. The yearlong sequence helps students become functional speakers, readers, and writers of modern Chinese through articles and essays from newspapers,

magazines, scholarly journals, as well as engagement with popular media and online communications. *Prerequisite:* successful completion of four years of Chinese language training, as determined by placement examination. The learning goals of the course are to introduce modern Chinese culture while developing competence in reading, speaking, and writing standard modern Chinese.

**EALC 47498. Special Studies**

(V-0-V)

This course is designed with the purpose of allowing students to engage in an individual or small group study under the direction of a departmental faculty member.

**EALJ 10111. First-Year Japanese I**

(5-0-5)

*Corequisite:* EALJ 12111

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, Katakana and Kanji. This course uses Chapters 1-6 in *Nakama I*.

**EALJ 10112. First-Year Japanese II**

(5-0-5)

*Prerequisite:* EALJ 10111*Corequisite:* EALJ 12112

Introduction to the fundamentals of Japanese. Equal emphasis on the four skills: speaking, listening, reading, and writing. This course uses *Nakama I*.

**EALJ 12111. First-Year Japanese I Lab**

(0-2-0)

*Corequisite:* EALJ 10111

This course is the corequisite lab for EALJ 10111 First-Year Japanese I.

**EALJ 12112. First-Year Japanese II Lab**

(0-2-0)

Introduction to the fundamentals of Japanese. Equal emphasis on the four skills: speaking, listening, reading, and writing. This course uses *Nakama I*.

**EALJ 20211. Second-Year Japanese I**

(5-0-5)

*Prerequisite:* EALJ 10112*Corequisite:* EALJ 22211

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. This course uses Chapters 5–8 in *Nakama I*.

**EALJ 20212. Second-Year Japanese II**

(5-0-5)

*Prerequisite:* EALJ 20211*Corequisite:* EALJ 22212

This course has continued training in the fundamentals of the modern language. Equal emphasis on the four skills: speaking, listening, reading, and writing. This course uses *Nakama II*.

**EALJ 22211. Second-Year Japanese I Lab**

(0-2-0)

*Corequisite:* EALJ 20211

This is the corequisite lab for EALJ 20211 Second-Year Japanese I.

**EALJ 22212. Second-Year Japanese II Lab**

(0-2-0)

This course has continued training in the fundamentals of the modern language. Equal emphasis on the four skills: speaking, listening, reading, and writing. This course uses *Nakama II*.

**EALJ 30311. Third-Year Japanese I**

(3-0-3)

*Prerequisite:* EALJ 20212

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.

**EALJ 30312. Third-Year Japanese II**

(3-0-3)

*Prerequisite:* EALJ 30311

Development of oral-aural skills with an emphasis on typical conversational situations. Improvement of reading and writing skills.

**EALJ 40411. Fourth-Year Japanese**

(3-0-3) Scott

This is a course for students who have completed third-year Japanese 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 *Chukyuu No Nihongo* (An Integrated Approach to Japanese), supplemented with authentic materials such as newspaper articles, video clips, and songs.

**EALJ 40421. Advanced Japanese I**

(3-0-3)

*Prerequisite:* EALJ 40412 OR EALJ 30312

Advanced Japanese is a three-credit course for students who have completed EALJ 30312 or 40412. 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 45498. EALJ Internship: Nanzan Student Internship**

(0-V-V)

In this course, exchange students from Nanzan University will serve as peer tutors in a variety of capacities for the Japanese language program.

**EALJ 47498. Special Studies**

(V-0-V)

This course takes students beyond textbook Japanese by introducing original materials created for Japanese audiences (literature, current events, video materials, etc.) Emphasis is on grammar and syntax, vocabulary building, speaking, reading, and writing.

**EALK 10111. First-Year Korean I**

(5-0-5)

*Corequisite:* EALK 12111

This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.

**EALK 10112. First-Year Korean II**

(5-0-5)

*Prerequisite:* EALK 10111*Corequisite:* EALK 12112

This introductory course is to provide beginners with a continued solid foundation in modern Korean focusing on the balanced development of four basic language skills of speaking and listening, comprehension, reading and writing. Along with

basic conversational and grammatical patterns, the course continues to introduce students to Korean culture through various channels such as Korean movies, music and a number of cultural activities.

**EALK 12111. First-Year Korean I Lab**

(0-2-0)

*Corequisite:* EALK 10111

This course is the corequisite lab for EALK 10111 First-Year Korean I.

**EALK 12112. First-Year Korean II Lab**

(0-0-0)

*Corequisite:* EALK 10112

This course is the corequisite lab for EALK 10112, First-Year Korean II.

**EALK 20211. Second-Year Korean I**

(5-0-5) Lee

*Prerequisite:* EALK 10112

Korean 20211 is the first semester of an Intermediate course on spoken and written Korean. It is catered for learners who have taken First-Year Korean or have prior knowledge of Korean language and culture. It is designed to continue building students' language skills with emphasis on enhancing the speaking ability, writing skills, and usage of more complex constructions. Hence, classroom activity and assignments will be designed and conducted with the main purpose of facilitating students' learning process. Furthermore, the medium of instruction will be in Korean and students are expected to use the target language as much as they can throughout the course. There will be nine lessons covered during fall semester, with supplementary activities relevant to each lesson. Moreover, approximately 90 Chinese characters will be introduced for the achievement of basic literacy.

**EALK 20212. Second-Year Korean II**

(5-0-5)

Korean 20212 is the second semester of an Intermediate course on spoken and written Korean. It is catered for learners who have taken First-Year Korean or have prior knowledge of Korean language and culture. It is designed to continue building students' language skills with emphasis on enhancing the speaking ability, writing skills, and usage of more complex constructions. Hence, classroom activity and assignments will be designed and conducted with the main purpose of facilitating students' learning process. Furthermore, the medium of instruction will be in Korean and students are expected to use the target language as much as they can throughout the course. There will be nine lessons covered during fall semester, with supplementary activities relevant to each lesson. Moreover, approximately 90 Chinese characters will be introduced for the achievement of basic literacy.

**EALK 22211. Second-Year Korean I Lab**

(0-0-0)

*Corequisite:* EALK 20211

This course is the corequisite lab for EALK 20211, the intermediate course on spoken and written Korean.

**EALK 40422. Advanced Korean for Heritage Students**

(3-0-3)

This course is designed for students who have previous exposure to Korean. The target audience is students who can speak Korean fluently but are not able to read and write at the same level. During the first one third of the semester we will cover important Korean grammar points (e.g., verb conjugation, noun-modifying forms, honorific expressions, etc.). The rest of the semester, then, we will read advanced materials (e.g., newspapers, articles) on various topics in Korean culture, society and politics, and discussion will follow. Toward the end of the semester, students are asked to do a short presentation on Korea in a formal setting. Throughout the course reading, writing, and formal speech will be emphasized



**EALK 47498. Special Studies Korean**

(1-0-1)

Requires “contractual agreement” with the professor prior to scheduling. For advanced students who wish to pursue an independent research project reading Korean language materials.

**LLEA 13186. Literature University Seminar**

(1-0-3)

An introduction to the study of East Asian literature. The course will focus on either Chinese or Japanese literature.

**LLEA 20101. Introduction to Chinese Civilization and Culture**

(3-0-3)

This is a survey course that introduces the students with little or no knowledge of the Chinese language or culture to the major aspects of Chinese cultural tradition from the dawn of its civilization to the present time. Readings (in English translation) include traditional Chinese historical, philosophical, political, religious, and literary texts, as well as modern scholarship. Students are encouraged to bring in their experience, living or reading, of Western culture in order to approach the Chinese texts from a comparative perspective. This course will use a combination of lectures, discussion, and presentation by students. Movie documentaries will also be used from time to time. Reading assignments should be done before the lectures and in the sequence as they are given in the course schedule for each class so that the students may be ready for discussion in class. Whereas their amount and level of difficulty vary, the texts always demand careful and thoughtful reading.

**LLEA 20105. Introduction to Korea and Korean Culture**

(3-0-3)

This introductory course is designed for students without extensive prior knowledge of Korea or Korean culture. Diverse aspects of Korea such as natural environment, history, religion, family relations, thought, literature, and arts will be surveyed. Through this course, students will gain a greater appreciation and knowledge of Korean culture and literature, allowing them to engage in more advanced, in-depth study in subsequent semesters. The contemporary culture of Korea will be an important focus of the course, enriching students understanding of Korean society and culture today.

**LLEA 20106. Modern Korean Literature and Drama in Translation**

(3-0-3)

This course aims to provide basic understanding of modern Korean literature and drama. In this class, we will first briefly survey the history of Korean literature from 2,000 years ago, till now. Then we will select a few important literary texts to read. Through this lecture, students will be able to understand the various forms and contents, and important themes of Korean literature, through which deeper understanding of the lives and thoughts of the Korean people will be possible. Also, students will watch Korean TV dramas, popular in Korea and abroad, and through it have a chance to see and understand various aspects of Korean life. Through this introductory course, students will be prepared for a more in-depth study of Korean literature and culture.

**LLEA 20107. Understanding Korean Culture: Yesterday and Today**

(3-0-3)

This course aims to help students to understand Korean society and culture. Starting from its unique historical background, students will explore and discuss various aspects of Korea such as religion, thoughts, literature, politics, arts, life styles and pop culture (“Korean Wave”) throughout the course. The in-depth examination of traditional features will guide students to extensive understanding of contemporary phenomena in Korea. Lecture-based teaching format will be enriched by a variety of supplementary channels such as movies, documentaries, and invited speakers in the field.

**LLEA 23101. Chinese Literary Traditions**

(3-0-3)

A survey course introducing students to the major themes and genres of Chinese literature through selected readings of representative texts.

**LLEA 23301. Masterpieces of Japanese Literature**

(3-0-3)

This course is a survey of Japanese poetry, fiction, and drama from the earliest times through the 20th century. All texts are in English, and no special knowledge of Japan or Japanese is required. The course is divided into four units. We will begin with the development of court poetry (*waka*) as found in the *Manyoshu* (Collection of 10 Thousand Leaves) and the first *Imperial Anthologies*, followed by episodes from the *Tales of Ise*, and selected chapters from Murasaki Shikibu’s masterpiece of courtly love, *The Tale of Genji* (ca. A.D. 1000). In addition to social and historical factors influencing the development of a courtly aesthetic, we will also consider the influential role played by Buddhism and Chinese literature. In the second unit, we will look at how Japanese literature developed under the patronage of the samurai aristocracy during Japan’s “medieval” period (12TH–16th centuries) with readings of Noh plays, linked verse (*renga*) and philosophical essays such as *An Account of My Hut* and *Essays in Idleness*. For the third unit, we move to the early modern period with the haiku poetry of Basho, short stories by Saikaku (“Five Women Who Loved Love”), and *The Love Suicides at Amijima*, a play by Chikamatsu Monzaemon. For the last unit, we will read a selection of modern stories and plays.

**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 “Non-Confucianism,” and the latest religious accommodations of Christianity and Islam.

**LLEA 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). Topics include: the China-centered system in east Asia prior to the intrusion of the new world system carried by western imperialism; the Western impact, including colonialism, the Chinese revolution, and Japan’s “defensive modernization”; the clash between Japanese and Chinese nationalism; the diplomacy of the Second World War and postwar developments; the cold war; decolonization and the emergence of new states and nationalism; the Sino-Soviet rift; the failure of the American policy of deterrence in Vietnam; the diplomatic reconciliation of the United States and China; the liberal reforms in China and their partial disappointment; the end of the cold war; China’s growth as a potential world power; Japan’s perhaps increasing restiveness in serving as an American surrogate; Asian assertiveness against perceived American hegemonic aspirations; potential tensions and rivalries within the region itself; and the collapse of the Asian economic boom and the onset of a period of chronic economic troubles. Specific readings have yet to be decided. Course requirements include assigned readings and class participation; a midterm and final examination; and completion of two brief research papers dealing with the foreign policy of one of the “smaller” Asian countries (that is, one of the countries other than China and Japan).

**LLEA 30465. Chinese Politics**

(3-0-3)

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 Chinese societies

### **LLEA 30608. The Worlds of Buddhism**

(3-0-3) Gimello

A thematic introduction to the pan-Asian (i.e., South, Southeast, and Central Asian as well as East Asian) Buddhist tradition exploring the fundamentals of Buddhist doctrine and practice while also sampling major themes in the religion's social, cultural, and material history. Among the particular topics to be covered are: the life of the Buddha (history and hagiography), the "Four Noble Truths" (the essentials of the Buddhist "creed"), the Buddhist canon (the nature and scope of Buddhist scripture), Buddhist cosmology (Buddhist conceptions of the formation and structure of the universe, i.e., of time and space), Buddhist monasticism, meditation and the Buddhist contemplative life, Buddhist ethics, the ritual lives of Buddhists, Buddhism and politics, Buddhist "family values," Buddhism and the arts, etc.

### **LLEA 30609. Buddhism in China**

(3-0-3)

Buddhism is the only one of the major religions traditionally regarded as Chinese that did not originate in China. China is arguably the Asian civilization in which Buddhism underwent its most extensive development and its most thoroughgoing transformations. This course is designed to be a thematic and historical overview of the development of Buddhist thought and practice in China with special emphasis on the process of mutual influence by which Buddhism, without ceasing to be Buddhist, became also a Chinese religion while China, without abandoning its indigenous religious heritage, became also a Buddhist culture. As such, the course will serve a threefold purpose: it will introduce students to fundamental Buddhist beliefs and values as they took shape in China; it will acquaint them with essential elements of Chinese civilization attributable to Buddhism's presence; and it will provide an opportunity to study what may well be world history's most remarkable instance of successful cross-cultural religious communication.

### **LLEA 30611. Buddhist Meditation Traditions**

(3-0-3)

Relying chiefly on English translations of primary, mostly East Asian canonical sources, this course will examine varieties of Buddhist meditation practice while also posing theoretical questions about the nature of meditation as a form of religious life; its ethical implications; its relations with other elements of Buddhism like doctrine, ritual, art, institutions; etc. all considered against the background of theological and philosophical concern with the role of contemplative experience in the religious life.

### **LLEA 30612. Buddhism in Practice**

(12-0-3)

An introduction to Buddhism in East Asia (principally China, but also Japan, Korea and Vietnam) with emphasis less on what Buddhists think or believe and more on what they actually do in their public as well as private lives—e.g., the rituals they perform; their disciplines of self-cultivation; the institutions they establish; and the ethical, political, and economic decisions they make.

### **LLEA 31105. Masters of Contemporary Chinese Cinema—Lab**

(0-2-0)

*Corequisite:* LLEA 33105

This introductory film course showcases master directors and major films from China, Hong Kong, and Taiwan. Students will learn to appreciate Chinese cinema both for its content and techniques, while familiarizing themselves with social and political changes under which these films were produced in Greater China. We will examine cinematic accomplishments by master directors and analyze how they recreate for the audience different Chinese societies on the screen. This course is taught in English. No prior knowledge of Chinese is required.

### **LLEA 31316. Introduction to Japanese Popular Culture Lab**

(0-0-0)

*Corequisite:* LLEA 33316

This course will examine postwar Japanese popular culture using the theories and methods of cultural studies, media studies and gender studies. We will explore some of the primary sites of postwar popular culture across media, as well as emphasizing the theoretical distinctions between those media. Rather than chronological order, the course will be grouped into sections by media, including novels, film, television, manga, and anime. As we discuss issues specific to each of these media and across genres, however, our discussion will be framed by some key questions: What was the role of popular culture in defining a national identity to the postwar? What was the role of foreign influences, most importantly, American pop culture? How have popular culture texts spoken to and defined specific audiences (for instance, teenagers, women, non-Japanese)? Knowledge of Japanese is not required.

### **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 33103. Twentieth-Century Chinese Literature**

(3-0-3)

In this course, we will read English translations of works in 20th-century Chinese literature, especially short stories and plays written from the May 4th Movement in 1919 to the beginning of the Reform in the early '80s. We will discuss the literary expressions of China's weal and woe in modern times and of the Chinese people's frustrations and aspirations when their country was experiencing unprecedented social changes. No prior knowledge of the Chinese language or Chinese culture is required for taking the course.

### **LLEA 33105. Masters of Contemporary Chinese Cinema**

(3-0-3) Lin

*Corequisite:* LLEA 31105

This introductory film course showcases master directors and major films from China, Hong Kong, and Taiwan. Students will learn to appreciate Chinese cinema both for its content and techniques, while familiarizing themselves with social and political changes under which these films were produced in Greater China. We will examine cinematic accomplishments by master directors and analyze how they recreate for the audience different Chinese societies on the screen. This course is taught in English. No prior knowledge of Chinese is required.

### **LLEA 33107. City in Chinese Film/Fiction**

(3-0-3)

Since the first decade of the 20th century, China has undergone tremendous changes, which are most evident in the life of city dwellers. In this class, we will read short stories and analyze films about urbanites and their desires, anguish, and aspirations. We will examine, for instance, why Shanghai was portrayed as the nadir of vice in the 1930s. Or how the underprivileged youths struggle in present-day Beijing. We will read about how the men and women of Taipei and Hong Kong grapple with their changing social, political, economic, and spiritual realities. To complete our understanding of the city in the mind of the Chinese, we will also explore writings by overseas Chinese on foreign cities such as New York and Paris. We will try to answer questions such as how different cities are portrayed and what these diverse perceptions represent. How have these perceptions changed

over time? Is the city always exciting, threatening, or benign, and how do people in these various places cope with modern life in the city? Is there no more distinction among cities, now that we are all living in a global village?

### **LLEA 33108. 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, anti-conventional, 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.

### **LLEA 33111. Chinese Literary Dreams and Dream in the Red Chamber**

(3-0-3)

Dreams have long been objects of fascination for people in all cultures, including the Chinese. Focusing on the 18th-century Chinese masterwork *Dream of the Red Chamber*, this course examines the literary functions of dreams in the Chinese context. Dreams will be discussed as a catalyst in the process of fiction making, serving as a master trope for the "complementary oppositions" between truth and falsehood, between history and literature, between reality and fictionality, and between the sublunary and the supernatural. The goal of the course is to familiarize students with a novel that is generally considered the pinnacle of Chinese fictional literature and with some of the cultural convictions that underscore Chinese literary dreams. The primary text of the course is the 5-volume English translation of *Dream of the Red Chamber*. Supplementary readings include scholarship on the novel and modern theories on dream and the unconscious. Prior knowledge in Chinese language and culture not required.

### **LLEA 33112. Readings in Chinese Drama**

(3-0-3)

This course studies a number of works in Chinese dramatic traditions from the pre-modern times up to the 20th century. While attention will be paid to Chinese theater as performing art, the plays selected for this course will be studied primarily as literary texts. The purpose of the course is to familiarize students with some of the most outstanding formulations in Chinese drama and their underpinning cultural meanings. All readings are in English translations, and no prior knowledge of Chinese culture or language is required.

### **LLEA 33114. LAC Chinese, Heroism and Eroticism in Traditional Chinese Fiction**

(1-0-1)

Students who have completed advanced Chinese are eligible to sign up for an additional single credit of work in the target language as part of the Languages Across the Curriculum (LAC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in the Chinese language materials, and meet once a week with faculty tutor from the Department of East Asian Languages & Cultures, who will guide the discussion and direct the written work. The LAC section in association with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LAC discussion sections can be applied toward a major, secondary major or minor in Chinese. 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.

### **LLEA 33115. LAC Introduction to Japanese Popular Culture**

(1-0-1)

Students who have completed the first semester of third-year Japanese or higher, or who possess equivalent Japanese language skills, are eligible to sign up for an additional 1-credit section. The Languages Across the Curriculum (LAC) section will meet for one hour once a week for discussion of course material in Japanese. Students will also read selections of course material in the original, and submit three short (2- to 3-page) writing assignments. The LAC section will be graded on a pass/fail basis. This course is a component of LLEA 33316, Introduction to Japanese Popular Culture. This course will examine postwar Japanese popular culture using the theories and methods of cultural studies, media studies, and gender studies. We will explore some of the primary sites of postwar popular culture across media, as well as emphasizing the theoretical distinctions between those media. Rather than chronological order, the course will be grouped into sections by media, including novels, film, television, manga, and anime. As we discuss issues specific to each of these media and across genres, however, our discussion will be framed by some key questions: What was the role of popular culture in defining a national identity in the postwar? What was the role of foreign influences, most importantly, American pop culture? How have popular culture texts spoken to and defined specific audiences (for instance, teenagers, women, non-Japanese)?

### **LLEA 33155. Multicultural China**

(3-0-3) Lin

This course showcases the multifaceted aspects of China, not only in the ethnic sense but also in the political sense. We will read literary works by writers of different ethnic backgrounds (e.g., Han, Tibetan, the Atayal tribe from Taiwan) and geographical origins (the PRC, Taiwan, and Hong Kong). The objective of this course is to help students to gain a deeper understanding of the notion of "Greater China" and the concept of "Chinese-ness." Through analyzing works by different ethnic writers, we will learn to appreciate the diversity of Chinese culture that is often overshadowed by a misconception about Chinese homogeneity. Likewise, fictional creation by writers from the three regions will give us a broader knowledge of Chinese culture that is constantly threatened by a political need for unity. This course is taught in English, and no prior knowledge of the Chinese languages is required.

### **LLEA 33301. Love and Death in Traditional Japanese Drama**

(3-0-3)

In this course, we will explore the themes of love and death in the three main forms of traditional Japanese theater: Noh, Kabuki, and *Bunraku* (puppet theater). We will begin with the medieval No theater, which evolved out of a variety of performing arts and reached maturity in the 15th century under the patronage of the warrior aristocracy. In an effort to create an atmosphere of mystery and beauty, these plays transformed episodes from folk tales, courtly romances, and military epics into highly stylized dance-dramas imbued with the austere aesthetic of Zen Buddhism. For the remainder of the course, we will study Kabuki (a theater of live actors) and *Bunraku*. These two rival forms of popular entertainment first appeared in the 17th century 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 Shakespeare," who wrote for both Kabuki and *Bunraku*. Plays such as *The Love Suicides at Sonezaki* (1703) *Gonza the Lancer* (1717), and *The Woman-killer and the Hell of Oil* (1721), bring to life tragic tales of star-crossed lovers, adulterous wives, and murdering ne'er-do-wells. In addition to reading and discussing selected plays, students will view scenes from modern performances and from modern film adaptations. All readings will be English translation and no previous knowledge of Japan is required.

**LLEA 33314. Cruel Stories of Youth: Children and Teens in Japanese Film**

(3-0-3)

From the wide-eyed children of anime to the crazy street fashions of Harajuku, images of kids and teens in Japanese popular culture are now distributed and consumed around the world. How then are those young audiences depicted and addressed within Japanese popular culture? What aspects of childhood or teen identity are repeated across generations? In order to answer these questions, we will look at Japanese films, including animation, from across the 20th century, that represent children and teens from a variety of perspectives, from the celebration of innocence to the threat of juvenile delinquency. In addition to analyzing representations of children and teens, students will also gain familiarity with Japanese film history and genres, and develop the critical vocabulary of film analysis. Films will include *I Was Born But*, *Crazed Fruit*, *A Cruel Story of Youth*, *Battle Royale*, *All About Lily Chou Chou*, *Nobody Knows*, *Grave of the Fireflies*, and *Akira*. All films will be subtitled. There will also be secondary readings in cultural studies and film studies, relating to the films we watch in class. Assignments will include an oral presentation, several short writing assignments, a film viewing journal, and a longer paper.

**LLEA 33315. Men and Women in Modern Japanese Literature**

(3-2-3)

In 20th-century Japan, as old roles such as samurai and geisha waned, both men and women had to redefine the characteristics and meaning of masculinity and femininity. This course will look at constructions of gender in modern Japanese literature by both female and male authors. As we discuss both normative and deviant depictions of male and female roles, some topics we will address include: men and women at work and at war, marriage and family life, homosociality and homosexuality. Students will also gain familiarity with some of the major authors, genres, and literary movements of modern Japanese literature. Texts will include *Kokoro* by Natsume Soseki, *Confessions of a Mask* by Mishima Yukio, *Diary of a Vagabond* by Hayashi Fumiko, and short stories by Higuchi Ichiyo, Kono Taeko, and Oe Kenzaburo. This course is taught in English and no knowledge of the Japanese language is required.

**LLEA 33316. Introduction to Japanese Popular Culture**

(3-0-3)

*Corequisite:* LLEA 31316

This course will examine postwar Japanese popular culture using the theories and methods of cultural studies, media studies and gender studies. We will explore some of the primary sites of postwar popular culture across media, as well as emphasizing the theoretical distinctions between those media. Rather than chronological order, the course will be grouped into sections by media, including novels, film, television, manga, and anime. As we discuss issues specific to each of these media and across genres, however, our discussion will be framed by some key questions: What was the role of popular culture in defining a national identity in the postwar? What was the role of foreign influences, most importantly, American pop culture? How have popular culture texts spoken to and defined specific audiences (for instance, teenagers, women, non-Japanese)? The goals of this course are to gain familiarity with some key texts in postwar Japan, and to learn various methods of analyzing those texts. As we approach each medium, we will be using film, television, and comics theories to analyze them. In order to gain proficiency in the academic analysis of popular culture, you will use those theories in writing and in a formal oral presentation. Students who have completed the first semester of third-year Japanese or higher, or who possess equivalent Japanese language skills, are eligible to sign up for an additional 1-credit section. The Languages Across the Curriculum (LAC) section will meet for one hour once a week for discussion of course material in Japanese. Students will also read selections of course material in the original, and submit three short (2- to 3-page) writing assignments. The LAC section will be graded on a pass/fail basis.

**LLEA 33317. The Samurai in Classical Japanese Literature**

(3-0-3)

The sword-wielding samurai warrior is perhaps the most familiar icon of pre-modern Japan, one that continues to influence how Japanese think of themselves and how others think of Japan even in modern times. Who were the samurai? How did they see themselves? How did other members of Japanese society see them in the past? How did the role and the image of the samurai change over time? To answer these questions, we will explore the depiction of Samurai in various kinds of texts: episodes from quasi-historical chronicles, 14th-century Noh plays, 17th-century short stories, and 18th-century Kabuki and puppet plays (many Kabuki plays, a theater of live actors, were first written for the puppet theater). While some of these texts emphasize themes of loyalty, honor, and military prowess, others focus on the problems faced by samurai in their domestic lives during times of peace. The last part of the course will be devoted to the most famous of all stories, "The Revenge of the 47 Samurai." Students will read eyewitness accounts of this vendetta, which occurred in 1702, and then explore how the well-known Kabuki/puppet play *Chushingura* (A Treasury of Loyal Retainers, 1748) dramatizes the conflicting opinions surrounding it. All readings will be English translation, and no previous knowledge of Japan is required.

**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 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.

**LLEA 40615. Hong Kong Action Cinema**

(3-0-3) Magnan-Park

*Corequisite:* LLEA 41615

This course addresses the global significance of the *gong fu vague* [kung fu new wave] that hit world cinema in the early 1970s and its ripple effects up to the present. As the signature genre of the Hong Kong film industry, it does not stand in global isolation but is rather a product of careful market research in developing a distinctive genre that could have global popularity outside of its traditional regionalized domestic market (HK and Southeast Asia) and its overseas ethnic Chinese enclaves in numerous Chinatowns across the world. Some of the key issues that we will cover include: How does a small non-national population sustain a commercially viable film industry? How can a film industry create a version of action cinema that supersedes Hollywood's dominance in the genre? Is this purely a "Chinese" phenomenon or one that is inherently dependent on non-Chinese participation? Do these films have ideological, aesthetic, and economic significance within a larger framework or must they be critically dismissed outright? What does it mean that "everybody was kung fu fighting" and continuing to do so? Taught in English. No knowledge of Mandarin or Cantonese is required. Whenever possible, we will view the films in their original language with English subtitles. A few films will be dubbed in English.

**LLEA 47498. 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.

**LLEA 48311. Honors Thesis, Chinese**

(3-0-3)

Majors in Chinese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria: (1) fulfillment of all the requirements for a first major of 30 credit hours in Chinese; and (2) a cumulative GPA of at least 3.6 or permission from the department chair. In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis of at least 30 pages that demonstrates the student's originality and ability to do research in the target field. For this endeavor the student will receive 3 hours of graded credit. This means that to graduate with departmental honors, the student must earn 33 hours of credit in the major. Based on past experience, it is our expectation that honors projects will emerge from previous coursework where close interaction between faculty and students has planted the seeds for a larger project; from the student's leadership role in the cultural and intellectual life of the department; or as a follow up to experiences begun during his/her study abroad program. A thesis director is chosen to guide the student and provide assistance.

**LLEA 48312. Honors Thesis, Research and Writing, Chinese program**

(0-0-3)

Majors in Chinese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria: (1) fulfillment of all the requirements for a first major of 30 credit hours in Chinese; and (2) a cumulative GPA of at least 3.6 or permission from the department chair. In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis of at least 30 pages that demonstrates the student's originality and ability to do research in the target field. For this endeavor the student will receive 3 hours of graded credit. This means that to graduate with departmental honors, the student must earn 33 hours of credit in the major. Based on past experience, it is our expectation that honors projects will emerge from previous coursework where close interaction between faculty and students has planted the seeds for a larger project; from the student's leadership role in the cultural and intellectual life of the department; or as a follow up to experiences begun during his/her study abroad program. A thesis director is chosen to guide the student and provide assistance.

**LLEA 48411. Honors Thesis, Japanese**

(3-0-3)

Majors in Japanese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria: (1) fulfillment of all the requirements for a first major of 30 credit hours in Japanese; and (2) a cumulative GPA of at least 3.6 or permission from the department chair. In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis of at least 30 pages that demonstrates the student's originality and ability to do research in the target field. For this endeavor the student will receive 3 hours of graded credit. This means that to graduate with departmental honors, the student must earn 33 hours of credit in the major. Based on past experience, it is our expectation that honors projects will emerge from previous coursework where close interaction between faculty and students has planted the seeds for a larger project; from the student's leadership role in the cultural and intellectual life of the department; or as a follow up to experiences begun during his/her study abroad program. A thesis director is chosen to guide the student and provide assistance.

**LLEA 48412. Honors Thesis, Research and Writing, Japanese program**

(0-0-3)

Majors in Japanese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria: (1) fulfillment of all the requirements for a first major of 30 credit hours in Japanese; and (2) a cumulative GPA of at least 3.6 or permission from the department chair. In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis of at least 30 pages that demonstrates the student's originality and ability to do research in the target field. For this endeavor the student will receive 3 hours of graded credit. This means that to graduate with departmental honors, the student must earn 33 hours of credit in the major. Based on past experience, it is

our expectation that honors projects will emerge from previous coursework where close interaction between faculty and students has planted the seeds for a larger project; from the student's leadership role in the cultural and intellectual life of the department; or as a follow up to experiences begun during his/her study abroad program. A thesis director is chosen to guide the student and provide assistance.

## Department of German and Russian Languages and Literatures

### German

#### GE 10101. Beginning German I

(4-0-4) Della Rossa; Boes; McChesney; Wimmer

An introductory course of the spoken and written language. Aims at the acquisition of basic structures, vocabulary, and sound systems. For students with no previous study of the language.

#### GE 10102. Beginning German II

(4-0-4) Boes; Della Rossa; McChesney; Wimmer

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 strongly recommended for students with no previous study of German who wish to participate in the International Studies Program in Innsbruck. The course is also open to any student who wishes to make more rapid progress in German language skills and cultural competence.

#### GE 10112. Intensive Beginning German II

(6-0-6) Weber

Continuation of GE 10101 (with permission) or 10111. In this course students will continue to develop and improve 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 strongly recommended for students who wish to participate in the International Studies Program in Innsbruck. It is also open to any student who wishes to make rapid progress in German language skills and cultural competence.

#### GE 13186. Literature University Seminar

(3-0-3) Hösle; McChesney; Wimmer; Della Rossa

This course introduces German 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.

#### GE 20201. Intermediate German I

(3-0-3) Boes; Profit; Della Rossa; Hagens; Wimmer

In this course, students will build on and develop their communicative abilities acquired in Beginning German I and II. The four-skills approach (speaking, listening, reading, and writing) is centered on authentic texts, recordings, videos, and other images. The course includes grammar review, concentrated vocabulary expansion, and intensive practice.

#### GE 20202. Intermediate German II

(3-0-3) Hagens; Della Rossa

In this bridge course, students will strengthen and refine the four linguistic skills (speaking, listening, reading, and writing). Students will work toward greater fluency, accuracy, and complexity of expression. They will debate, analyze, and express opinions. Materials and class discussions will center on a cultural topic that will carry through the entire semester.

#### GE 10112. Intensive Beginning German II

(6-0-6) Weber

Continuation of GE 10101 (with permission) or 10111. In this course students will continue to develop and improve 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 strongly recommended for students who wish to participate in the International Studies Program in Innsbruck. It is also open to any student who wishes to make rapid progress in German language skills and cultural competence.

#### GE 20211. Intensive Intermediate German I

(6-0-6) Weber

This course provides comprehensive training in all the communicative language skills, speaking, reading, writing, and listening, as well as cultural competence. Students will work with authentic texts, recordings, videos, and other images. During class, emphasis will be placed on using the language to communicate and interact in a variety of situations and contexts. The course includes grammar review, concentrated vocabulary expansion, and intensive practice. This course is strongly recommended for students who wish to study abroad in a German speaking country and for any student who wished to progress rapidly in the ability to communicate in the German language.

#### GE 20212. Intensive Intermediate German II

(6-0-6) Weber

This course provides comprehensive training in all language skills, speaking, reading, writing, and listening, with the goal of greater fluency, accuracy, and complexity of expression. Students will read and discuss selected cultural and literary texts with an emphasis on the period between 1945 and the present. They will review grammar in the context of situations and readings, become acquainted with Austrian and German 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 study abroad in Innsbruck or Berlin. It is also recommended for any student who wishes to make more rapid progress in German language skills and cultural competence.

#### GE 20320. Pre-Study Abroad—Austria and Germany

(1-0-1) Weber

This mini-course will prepare students accepted for study abroad in Notre Dame's CES program in Innsbruck, Austria, and the program in Berlin, Germany, for living and studying in their chosen location. Topics for discussion will include, among others, practical aspects of everyday life, handling cultural differences, adjusting to the academic system, optimizing academic opportunities, culture with a small and capital C, making the most of travel, and possibilities for post-study abroad internships, fellowships, research projects and other opportunities for returning to the German-speaking world. Course begins the week after spring break.

#### GE 20610. The Crises of Modernity in German Culture, 1900–33

(3-0-3) Boes

German culture during the period from 1900 to 1933 can be read as the sustained response to a series of crises that overturned moral, religious and social conventions. Sexual and political emancipation, the mass suffering of the First World War, the turmoil of the "Golden Twenties" and the ultimate rise of the Nazi party presented writers, artists, and philosophers with unprecedented experiences that demanded new forms of creative expression. In this course, we will study the varied responses to this challenge and discover how the foundations for our modern consciousness were laid in the first three decades of the 20th century. After reading two influential theoretical accounts of modernity by Nietzsche and Freud, we will move on to the sumptuous aestheticism of Vienna during the age of Strauss, Kafka, and Kokoschka. During the second half of the course, we will study the

frantic urban culture of Berlin during the 1920s, paying special attention to works by Brecht, Mann, Weill, and others. In addition to literature and philosophy, we will cover music, film, and the fine arts, paying special attention to mixed genres and limit cases of literature, such as opera, song cycle, and artist book. (In English)

### **GE 20810. Spectors, Spectators, and the Spectacular in the German Novella**

(3-0-3) McChesney

Innate human curiosity has long fueled our desire to gain a glimpse, if but for a moment, into others' lives and into other worlds. The German novella delights in fulfilling this wish, and it presents readers with vivid tales of fantastic dreams, scandalous realities and ghostly encounters. This course retraces the visual legacy of this short literary form from its roots in the spectacular novella cycles *1001 Arabian Nights* and Boccaccio's *Decameron* to its presentation of specters and spectacles in the German novellas from the 18th century to the present. Each work will be read and discussed with careful attention to its formal characteristics, its visual thematic, and their effects. We will also consider comparable novellas in the broader European tradition.

### **GE 27998. Special Studies: German**

(3-0-V)

This course was created to allow students to add credit in special circumstances to an already existing course offered in the department. Approval of department chair and instructor of the course is required.

### **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. Advanced German Conversation**

(3-0-3) Norton

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) McChesney

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 30107. Kulturgeschichte**

(3-0-3) DellaRossa

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 interrelationship 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) DellaRossa

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**

(3-0-3) Wimmer

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 *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 *Reineke 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 30565. The German Novella**

(3-0-3) Della Rossa

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 30620. Three Modern German Writers: Mann, Kafka, and Seghers**

(3-0-3) Boes

Detailed study of selected short fiction by three authors whose work exemplifies both different stylistic approaches to and different periods of German literary modernism. Primary sources will be complemented by background readings on German history from 1890 to 1945 and by a few theoretical texts on modernism and modernity in both English and German. Class conducted in German.

### **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 30685. Discourses of Unity or Disunity? Representing Germany After 1990**

(3-0-3) McChesney

The fall of the Berlin Wall in 1989 brought the hope of unity to two diverse German traditions. Yet despite rapid political and geographical unification, even now, more than 15 years later, Germany seems in many respects more dis-united than ever. In this course we will examine the unity discourse in contemporary German film and text. Focusing in particular on current depictions of the former East and West, we will consider whether these representations contribute to a new sense to national unity by emphasizing the similarities in a common past and present, or whether in fact they accentuate a sense of disunity by bringing out areas of difference, divergence, and even conflict. The course will facilitate explorations of the literary, cultural, and historical impact of (dis)unity in present-day Germany through intensive discussion, written essays, and short student-led presentations.

### **GE 30850. Law and Justice on the German Stage**

(3-0-3) Boes

The relationship between spectacle and law, narrative resolution and ethical justice is a recurrent theme in the German theatrical tradition from the 18th century to the present. This course will focus on a number of plays that dramatize the contentious relationship between state power and the individual, between personal conscience and the normative demands of society. We will pay special attention to the disquieting similarity between the theater and the courtroom, between the dramas that divert us and those by which we decide between right and wrong. Readings will be drawn from Lessing, Goethe and Kleist, as well as from the Brechtian tradition, which includes, besides Brecht himself, also Peter Weiss and Heiner Müller. Taught in German.

### **GE 30891. Masterpieces of German Literature**

(3-0-3) Hagens

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, Max Frisch, Karl Krolow, and Rainer Maria Rilke. The written assignments will evolve from the texts studied. Taught in German.

### **GE 40430. The Classical Period of German Literature (1750 to 1830)**

(3-0-3)

Modern German literature comes into being at the middle of the 18th century. This period of German culture, often referred to as its “classical age,” is represented by such figures as Klopstock, Lessing, Herder, Schiller, Goethe, Hölderlin, and Kleist. In this class, we will read and discuss some of the great works written by these authors and analyze them in relation to the intellectual and cultural currents of the time.

### **GE 40440. Goethe and His Time**

(3-0-3) Norton; Hölsle

An intensive study of Goethe’s major works of poetry, prose, and drama within the cultural framework of his times.

### **GE 40471. Twentieth-Century Prose and Poetry**

(3-0-3) Profit

In order to acquaint the student with the rich diversity characteristic 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 Tur*, 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. Taught in German.

### **GE 40484. Overcoming Political Tragedy**

(3-0-3) Hagens

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 40490. Schiller (in German)**

(3-0-3) Norton

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 Rauber*, *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 naive 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 40610. Crises of Modernity in German Culture**

(3-0-3) Boes

To a European citizen living in the year 1900, the world would have seemed a promising place. The continent had enjoyed almost universal peace for the past 80 years, science and the arts were prospering, the economy was booming. Yet less than 50 years later, Europe lay in ruins, reeling from a half-century of war, economic depression, and genocide. This course will set out to explore what happened. Instead of focusing on political, economic, or military history, however, we will enter the minds of some of the thinkers and poets who shaped cultural life during the first third of the century, choosing Germany as our specimen case. It was here that modern thought attained its greatest heights and here, also, that it ultimately sank to its lowest depths. Through close analysis of selected texts, we will uncover how the heights and the depths were intimately related to one another, and how modernity was from the very beginning dogged by a series of profound crises. Readings and discussion in English. Students taking the course for German credit will study selected texts in the original and write their papers in German. Open to sophomores with permission of instructor only. Authors will



include Nietzsche, Freud, Weber, Heidegger, Brecht, Hesse, Höch, Riefenstahl, and others.

**GE 40648. German Cinema in the Weimar Republic (1918–33) (in English)**

(3-0-3) Hagens

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 obsessive 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.

**GE 40669. Modern Metropolis in German Literature**

(3-0-3) Hagens

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 (1900–33) 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 epitome 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) Wimmer

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) DellaRossa

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) Hagens

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, Trakl, Thomas Mann, Kafka, Musil, Brecht, Celan, Bachmann, Frisch, Durrenmatt, 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 40850. Verbrechen, Detektion, und Gerechtigkeit im deutschen Kriminalroman**

(3-0-3) McChesney

*Verbrechen, Detektion, und Gerechtigkeit im deutschen Kriminalroman* (Crime, Detection and Justice in the German Crime Story): Tales of crime and detection famously engage their readers in enthralling stories about perplexing criminal acts and the harrowing search to solve the crimes and to capture and judge the guilty. Through these depictions, German detective stories however also fundamentally challenge ideas of justice. They present the reader with questions such as: What is the source of justice? Which type of justice drives the detective? Which idea of justice determines the judgment? And, what happens when these ideas are at odds? In this course, we will look at the changing depictions of justice in German detective stories from 1786 to the present and how they cast a critical light on society. Each work will be read and discussed with careful attention to its formal characteristics as well as to the historical changes in the judicial system that are reflected in the works. Among the authors we will read are Schiller, Kleist, Hoffmann, Dürrenmatt, and Schlink.

**GE 40855. German Drama 1750 to the Present (in German)**

(3-0-3) Hagens

We will read and discuss some of the greatest plays in the German dramatic tradition, by authors such as Lessing, Goethe, Schiller, Kleist, Grillparzer, Nestroy, Freitag, Hauptmann, Hofmannsthal, Brecht, and Werfel. This semester 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 Höhle 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) Roche

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 autonomous status in the second half of the 18th century, it did, to be sure, shed its subservient function relative to religion, yet in terms of its topics, themes, and, most particularly, its claim to interpret and give meaning to human existence, literature remained tied to religion; in fact, became its great rival. This seminar will examine several stations of this development. Beginning with church hymns during the Renaissance and baroque, we will see how the Bible was discovered as a literary text in the 18th century. At the end of the century, art is conceived as an autonomous, even holy artifact. Poetry, for some, even becomes the medium of human self-definition and the place in which new myths are created. In the romantic period, art and religion become fused into a single unity. A century later, art and religion again come into close contact in lyric poetry of the fin-de-siècle. The seminar concludes with a consideration of the psalm form in 20th-century poetry. Readings will include works by Luther, Paul Gerhardt, Klopstock, Hölderlin, Wackenroder, Stefan George, Rilke, Trakl, Brecht, Celan, and Bachmann.

**GE 40891. Evil and the Lie (English and German)**

(3-0-3) Profit

In an attempt to define the nature of evil and its relation to such phenomena as lying and the preservation of a self-image, this seminar will carefully analyze works spanning the years 1890–1972. Among them will be Wilde, *The Picture of Dorian Gray*; Gide, *The Immoralist*; and Frisch, *Andorra*. Further courses acceptable for comparative literature majors will be found listed by the Department of English. Consultation of program director is required.

**GE 40911. Self-Definition and Quest for Happiness in Continental and American Prose of the Twentieth Century**

(3-0-3) Profit

Everyone from the ancients to the most technologically conscious CEOs tell us that those who succeed know the difference between the important and the unimportant and they allocate their time accordingly. But how does one make these choices? If, in fact, success and happiness are synonymous, as some would claim, which way lies success; lies happiness? And what are the guideposts? What really matters? In an age such as ours, does anything have lasting value? Do I really matter? If I am most assuredly defined by my beliefs and my deeds, what then do I believe, what do I do? In the final analysis, who am I? If literature, as so many maintain, not only mirrors but also foretells world events, how have several 20th-century authors representing diverse national traditions formulated the answers to these seminal questions? Readings will include F. Scott Fitzgerald, *The Great Gatsby*; Albert Camus, *The Stranger*; and Max Frisch, *Homo Faber*.

**GE 40920. Hermeneutics and Literary Theory**

(3-0-3) Dutt

What makes an interpretation of a literary text valid? The reconstruction of what the author meant by his text, intentionalists say. But does one understand enough if one just goes back to what the author had in mind, some anti-intentionalists ask. Both intentionalists and anti-intentionalists claim to derive their respective hermeneutic norms from insights into the nature of textual meaning in general and literary semantics in particular. This seminar will focus on the relationship between the theory and methodology of interpretation and literary theory. We will analyze major contributions by, among others, Hans-Georg Gadamer, E.D. Hirsch, Paul Ricœur, Frank Kermode, Umberto Eco, and Richard Rorty. Note: Readings in English and German, discussions in English.

**GE 40928. Literary Criticism From Aristotle to Jakobson**

(3-0-3) Hösle

The course will render the students familiar with some basic texts from two millennia. We will begin with Aristotle's *Poetics*, discuss Horace's *Ars poetica* and Longinus's *On the Sublime*. The medieval period will be represented by a work by Dante. A special focus will lie on the creation of modern literary criticism in German idealism, but we will also discuss post-idealistic works (including Nietzsche) and end with Roman Jakobson's groundbreaking structuralist approach to the nature of poetic language.

**GE 40980. From Goethe to Nietzsche to Kafka: The Search for God in German Literature and Philosophy**

(3-0-3) Hösle

One of the peculiarities of German culture is the strong connection between philosophy and literature; another the heroic attempt to develop a religion no longer based on authority, but on reason. We will discuss the main steps in this German quest for God, alternating philosophical and literary texts by authors such as Lessing, Goethe, Kant, Hegel, Schopenhauer, Nietzsche, and Kafka. Texts and discussions in English. *Prerequisite*: junior or senior standing

**GE 40988. Plato Before The Republic**

(3-0-3) Hösle

Plato is the philosopher most difficult to interpret. The range of his interests, the innovative nature and the complexity of his thought, finally the fact that he does not speak in first person adds to the difficulty. After a general introduction into the main problems and positions of Plato scholarship today, we will read some of his dialogues written before his most important work, *The Republic*, dealing with

such various topics as virtues, the nature of art, the relation of ethics and religion, the politics of Athens, and the essence of knowledge. We will analyze both his arguments and the literary devices by which he communicates them and partly withholds and alludes to further ideas.

**GE 40989. Philosophical Dialogues**

(3-0-3) Hösle

Philosophy is communicated in different literary genres—as essays, treatises, didactic poems—the choice of which influences in a subtle manner the contents exposed. One of the most interesting literary genres used by philosophers is certainly the dialogue, since it allows to hide the author's mind behind a variety of different positions which get the chance to articulate themselves and since it shows the connection between philosophical ideas and discursive behavior. We shall read different texts ranging from Plato to Feyerabend to see how different philosophers have exploited the possibilities of this genre.

**GE 43439. Goethe's Lives**

(3-0-3) Hösle

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's in particular.

**GE 43483. Seminar on German Women Writers (in German)**

(3-0-3) DellaRossa

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**

(V-0-V)

Under the supervision of the assigned instructor, this course permits a student to conduct research in a particular approved area of special studies.

**GE 48499. Senior Thesis**

(V-0-V) Staff

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), a second faculty member reader acts in an advisory role 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.

**GE 53100. Literary Theory: Philology and Weltliteratur**

(3-0-3) Buttigieg

The Literature Programs course on literary theory deals with theories of different time and places with emphasis on the critical problems that arise when what

we call “literature” is investigated in a multicultural context. Issues that may be expected to arise include the following: the problems of translation, the meaning of metaphor, hermeneutics complexity, the meaning of the word “style” the relation between oral and written literatures. Eric Auerbach’s essay “Philology and Weltliteratur,” from which this course derives its title, serves as a point of departure for exploring the possibility of developing an approach to literary history and literary interpretation that: (a) attends to the historical, cultural, and aesthetic specificity of the individual literary work; and (b) at the same time, brings into relief the complex ways in which cultures interact, overlap, and modify one another. The course will focus primarily on the pertinent works of Vico, Herder, and the German romantics, Auerbach (and other historicists), Arnold, C.L.R. James, Raymond Williams, and Edward W. Said, as well as selections from the writings of Fanon, Ngugi, Lamming, Césaire, and others.

### Russian

#### RU 10101. Beginning Russian I

(4-0-4) Gillespie; 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) Gillespie; Marullo

*Prerequisite:* RU 10101

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

(3-0-3) Staff

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

*Prerequisite:* RU 10102

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) Peeney; Gasperetti

*Prerequisite:* RU 20101

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 23500. Chance or Choice: Fate and Free Will in Russian Literature (in English)

(3-0-3) Peeney

No prerequisite. The opposition of fate vs. free will is central to matters of philosophy, religion, ethics, and science, and the same opposition figures in the sphere of our daily lives as well. Common phrases such as “It’s meant to be” and “I can make it happen” shape our parlance in terms of fate and free will. This course will explore the complex interaction of these seemingly contradictory concepts as

they are particularly manifested in Russian literature and the arts. We will analyze these themes broadly, tracing them through 19th and 20th-century Russian literary history and connecting them to major ideas such as romantic will and Marxist determinism. We will also consider the interplay of destiny and chance in the context of the private realm, framing individual characters’ fates in terms of certain rituals of Russian culture, such as card games, fortune-telling, and dueling. The reading list will include works by major Russian authors and thinkers such as Pushkin, Dostoevsky, Bulgakov, and Nabokov.

#### RU 30101. The Literature of Imperial Russia I (in English)

(3-0-3) Marullo

No prerequisite. 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) Marullo

No prerequisite. The second part of a two-semester survey of long and short fiction and 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 30103. Literature of the Russian Revolution, 1900–25 (in English)

(3-0-3) Marullo

No prerequisite. Literature of the Russian Revolution (in English) focuses on the national written expression that attended the explosion in the arts in Russia in the first 30 years of the 20th century, e.g., Stravinsky in music, Diaghilev in ballet, and Benois, Goncharova, Chagall, and Larionov in art. Readings include the “decadence” of Ivan Bunin, Leonid Andreev, and Feodor Sollogub; the “proletarian” writings of Maxim Gorky; the “symbolism” of Andrei Bely and Alexander Blok; and the “modernism” of Mikhail Kuzmin, Evgeny Zamiatin, Vladimir Maiakovsky, Isaac Babel, and Boris Pilniak. (Bunin was the first Russian writer to be awarded the Nobel Prize in literature; Zamiatin’s novel, *WE*, was the model for the anti-utopian fiction of Orwell and Huxley; Bely is the Russian James Joyce). Topics to be considered are the content and method of Russian “decadence,” “symbolism,” and “modernism”; the “lost” man and woman in the early 20th century; the conflict between city and country, “old” and “new,” Russia and the West; the dynamics of revolution, catastrophe, and apocalypse; the nature of “imprisonment,” “liberation,” and “exile” (physical, social, spiritual, and aesthetic); the interplay of “patriarchal,” “maternal,” and “messianic” voices; the form and function of anti-utopian themes, psychological investigation, and the grotesque; the yearning for “ancient” Russia and the dismay at the new Soviet state; links to “modern” Russian painting, music, and ballet; and the critique of modernity and its implications for humankind. Daily readings and discussions; several small papers, projects, and exams. The course is designed to sharpen students’ aesthetic and analytical capabilities, improve their reading comprehension, and strengthen their written and oral skills.

**RU 30104. Literature of Russian Dissidence, 1927–90 (in English)**

(3-0-3) Marullo

No prerequisite. The second half of a yearlong survey of 20th-century Russian literature, this course focuses on literature as protest against Soviet totalitarianism and as an assertion of the freedom and dignity of the individual in the face of challenges from the state and from “modern life.”

**RU 30201. Dostoevsky (in English)**

(3-0-3) Marullo

No prerequisite. This course 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 “Pauline 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) Marullo

No prerequisite. 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 Ilyich* (1886), *The Kreutzer Sonata* (1889), *Master and Man* (1895), *Father Sergius* (1898), and *Hadji Murad* (1904). 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,” and his distrust of socially inspired “great men” in life.

**RU 30301. Confessions in Russian Literature**

(3-0-3) Peeney

No prerequisite. This course explores the confessional mode of narration in various manifestations, beginning with some of the earliest forms of Russian writing comprising the lives of saints, and ending with the famous American novel by a Russian émigré writer: Nabokov's masterpiece *Lolita*. The narrators of the selected works pick up their pens for various reasons: to ease one's conscience; to justify oneself; to instruct the wayward; to create art. We will challenge the aesthetic efficacy of these motivations to confess, and discuss the unique features of first-person narration. We will explore the repetitions and innovations in these themes over the course of centuries and trace their progress into a distinctly American novel.

**RU 30510. One Thousand Years of Russian Culture (in English)**

(3-0-3) Gillespie

In 1939 Winston Churchill famously called Russia “a riddle, wrapped in a mystery, inside an enigma.” This course is an introduction to the mysteries of Russian culture from medieval times to the present that are often overlooked in surveys of Western European art, literature, and culture. Through our explorations into the Russian religious tradition, painting, music, architecture, dance, cinema, folk

art and folk tales, proverbs and superstitions, intellectual debates, socio-political movements, and of course literature, we will explore the ways in which Russians define themselves and their place in the world, and how they experience and express their cultural uniqueness as well as their ties to both East and West. By the end of the course, students will be able to trace certain patterns of belief and sensibility in Russian culture that persist in spite of the country's long history of succumbing to sudden, revolutionary change. Literary readings for the course will range from the ancient historical chronicles and lives of early Russian saints, to short works by such classic Russian authors as Pushkin, Tolstoy, Dostoevsky, and Chekhov, to poems and stories by several contemporary authors. Course materials will also include a background textbook on Russian history and culture and frequent audio-visual, Internet, and musical presentations.

**RU 30515. Russian Realms: Societies/Cultures of Eastern Europe and Beyond (in English)**

(3-0-3) Gaffney

No prerequisite. This course explores the social structures, the historical contexts, and the symbolic universes of the peoples who either identify themselves as Russian or whose way of life has come to be deeply affected by the Russian tradition. It concentrates on those territories that were formerly incorporated into the Tsarist Empire and subsequently formed parts of the Soviet Union. It will include an examination of the extensive efforts by Russian thinkers to characterize their own national spirit, reflecting, for example, on classic and contemporary attempts to define *dusha*, or a distinctively Russian “soul,” as well as some of the consequences of these formulations, looking at this famous “civilization” question through art, literature, and film as well as social science works. However, the chief approach of the course will be through reading of anthropological studies that have addressed the larger questions from numerous specific local venues. A strong emphasis will also be placed on the so-called current “transition period,” as a new Russia in the neighborhood of the “commonwealth of independent states” seeks to reshape its heritage amid complex problems arising from social, economic, political, and cultural factors, not to mention old ghosts of global rivalry, terrorism, and disputed legitimacy.

**RU 33301. Brothers Karamazov (in English)**

(3-0-3) Gasperetti

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) Gillespie

No prerequisite. 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.

**RU 33450. Progress, Prosperity, (In)Justice: The Plight of the Individual in Nineteenth-Century Literature (in English)**

(3-0-3) Gasperetti

No prerequisite. 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).

### **RU 33520. Post-Soviet Russian Cinema (in English)**

(3-0-3) Gillespie

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: reassessing 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 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 supplement the film component of the course. Film screenings optional; films will also be available on reserve.

### **RU 40101. Advanced Russian I (in Russian)**

(3-0-3) Gillespie

*Prerequisite:* RU 20102

This yearlong 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 fall semester 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.

### **RU 40102. Advanced Russian II (in Russian)**

(3-0-3) Gillespie

*Prerequisite:* RU 40101

This yearlong 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 spring semester 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 20th-century literary texts writing essays in Russian; and extensive work on vocabulary building and advanced conversation skills.

### **RU 40301. Confessions in Russian Literature—Language Across the Curriculum Tutorial**

(1-0-1) Peeney

*Prerequisite:* RU 20101

*Corequisite:* RU 30301

This 1-credit tutorial is open to students enrolled in RU 30301 Confessions of Saints, Sinners, and Madmen in Russian Literature. Students in the LAC tutorial will gain the additional benefit of analyzing excerpts of the course readings in the original Russian. This experience will deepen their knowledge of Russian and strengthen their grasp of the texts as they learn the nuances that are lost in translation. Furthermore, one of the lines of inquiry in the course centers on whether Nabokov’s American novel fits into the tradition of the Russian confessional. The LAC students will have a chance to read portions of Nabokov’s own translation of his masterpiece into Russian to learn whether and how the author made adaptations for a Russian audience. The readings for the supplemental tutorial will be limited in scope, suited to the language level of students who enroll (4–6 pages assigned per class period). Writing assignments for the tutorial will be in

English and will consist of short reflection papers that compare the original texts and their translations. LAC students will also have the opportunity to incorporate analysis of the original Russian texts into their already required analytical papers for RU 30301. Up to three LAC tutorial credits can be applied toward a major, supplemental major, or minor in Russian or a minor in Russian and East European Studies. Graded pass/fail.

### **RU 43101. Nineteenth-Century Russian Literature Survey (in Russian)**

(3-0-3) Gasperetti

*Prerequisite:* RU 40102

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) Gasperetti

*Prerequisite:* RU 40102

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, acmeism, futurism, the “fellow travelers,” socialist realism, and the “thaw.” Readings, discussions, and written assignments are in Russian and English.

### **RU 43204. Pushkin**

(3-0-3) Gillespie

*Prerequisite:* RU 40102

This course is an introduction to the life and works of the great Russian poet Alexander Pushkin, often called the father of Russian literature. Through a reading and discussion of selections from Pushkin’s lyric verse, narrative poetry, drama, and prose, students will gain an appreciation for Pushkin’s extraordinary literary imagination and innovativeness, as well as his significance for the history of Russian literature as a whole. Attention will be given to Pushkin’s evolving understanding of his role as Russia’s national poet, including such themes in his work as the beauty of the Russian countryside, the poet’s sacred calling, political repression and the dream of civic freedom, Russia’s relationship to East and West, the dialectic between chance and fate, St. Petersburg and the specter of Revolution, and the subversive power of art. *Prerequisite:* Russian 40102 or permission of the instructor.

### **RU 43208. Chekhov (in Russian)**

(3-0-3) Gillespie

*Prerequisite:* RU 40102

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) Gillespie

*Prerequisite:* RU 40102

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 Tiutchev, 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 43416. Modernity in Shorts: The Modern Short Story in Russian Literature (in Russian)**

(3-0-3) Peeney

*Prerequisite:* RU 40102

The term “modern” is notoriously difficult to define for a number of reasons. It suggests both a period of time and an artistic movement that embodies certain principles of creation. Depending on the set of criteria, “modernity” might begin anywhere from the middle of the 19th century to the beginning of World War I, and “modern” may indicate simply a break with tradition or suggest a more complex set of characteristics. In a similar way, the short story as a genre is often reductively defined in terms of a number of pages, but certain qualities separate the short story from other short prose forms. This course will combine these two contentious concepts and consider a selection of Russian short prose pieces from the 19th century up until 1932, when the Soviet Union adopted socialist realism as its official artistic method. We will consider the stories in terms of content and form in an effort to determine what constitutes the Russian modern short story.

**RU 43450. Models of Exile in Nineteenth- and Twentieth-Century Russian Literature (in Russian)**

(3-0-3) Peeney

*Prerequisite:* RU 40102

The Russian writer’s relationship to Russia is traditionally a source of artistic inspiration and contemplation for the author. When that relationship is complicated by reform, revolution, oppression and/or banishment, it becomes an even more fascinating thread of investigation. This course will explore exiled authors and models of exile in (or outside of) the Russian context, beginning with Pushkin, who was exiled twice in his lifetime, and whose artistic identity was tied to the tradition of romanticism and romantic exile. This 19th-century model of exile will be compared to 20th-century examples of exile beginning with the inception of what would become of the Soviet empire. The revolution of 1917 marked the beginning of waves of emigration that brought some of Russia’s most talented artists outside its borders, others under the yoke of an oppressive regime within the cities, and some banished to Siberia. We will study the themes of exile, exilic imagination, and the artistic expression of one’s relationship to mother Russia, as written most famously by authors such as Pushkin, Nabokov, Bunin and Brodsky.

**RU 43501. St. Petersburg as Russian Cultural Icon (in Russian)**

(3-0-3) Gasperetti

*Prerequisite:* RU 40102

Uses St. Petersburg’s rich cultural heritage to investigate Russia’s struggle for national identity. Areas to be covered include literature (Pushkin, Gogol, Dostoevsky, Blok, Akhmatova, Zamiatin), painting (Repin, Surikov, Malevich), music (Stravinsky, Shostakovich) and film (Eisenstein).

**RU 46101. Directed Reading**

(3-0-3)

Directed reading course.

**RU 47100. Area Studies Enrichment**

(1-0-1)

Students enrolled in this course will be required to attend at least five lectures and/or cultural enrichment events (films, concerts, art exhibits, etc.) relevant to Russian and East European Studies, and then write a 1-page report summarizing each event and what they learned from it.

**RU 47101. Area Studies Thesis Research and Writing I**

(1.5-0-1.5)

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.

**RU 47102. Area Studies Thesis Research and Writing II**

(1.5-0-1.5)

Spring semester research in Russian and East European area studies. Working closely with the faculty advisor, the student will produce a polished final draft of the area studies thesis.

**RU 48410. Honors Thesis Research and Writing I**

(1.5-0-1.5)

Thesis writers work closely with their advisor, who guides them through the bulk of their research and the initial stages of writing the thesis. Goals to be accomplished in the first semester include the submission of a thesis statement and one-paragraph introduction by October 1, a two-page prospectus and an annotated bibliography by November 15, and 10 pages of the thesis by the end of the semester.

**RU 48420. Honors Thesis Research and Writing II**

(1.5-0-1.5)

Working closely with an advisor, the student completes the research and writing of the honors thesis. Goals to be accomplished in the second semester include the submission of the completed thesis to the advisor in mid-March (the first Monday after spring break), submission of the final draft of the thesis incorporating the revisions suggested by the advisor (Monday of the last full week of classes), and the candidate’s oral defense of the thesis before the faculty of the Russian section (approximately one week after the submission of the final draft).

## Department of Romance Languages and Literatures

### LLRO 10101. Beginning Quechua I

(4-0-4)

The principal aims of this beginning-level Quechua language course are to encourage the development of competency and proficiency in listening, speaking, reading, writing, and to generate cultural understanding. LLRO 10101 taken in connection with LLRO 10102 and 20201 fulfill the language requirement.

### LLRO 13186. Literature University Seminar

(3-0-3)

An introduction to the seminar method of instruction, emphasizing the analysis of literary texts.

### LLRO 27201. Special Studies: Intermediate Quechua I

(3-0-3)

An intermediate-level, third-semester college language course with emphasis on and refinement of grammatical competence and oral and written language skills. Class time is dedicated to interactive discussion encouraging the development of language proficiency and generating cultural understanding.

### 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 30592. Humor in European Film

(0-0-0)

To provide a forum for exploring this contemporary theme of humor in European film, the Nanovic Institute is hosting a series of films and lectures, followed by a 1-credit course open to Notre Dame students. This film series will allow the students to explore the cultural, historical, and ideological or political dimensions of humor.

### LLRO 30610. Of Sans-Culottes and Saint-Domingue: Revolution in France and Haiti

(3-0-3) Douthwaite

This course will take an interdisciplinary literary-historical approach to revolutionary movements that electrified populations around the world: the revolt of the sans-culottes in France (1789–94) and the slave uprisings in colonial Saint-Domingue (1791–1804). Through analysis of short stories and novels by authors such as Condorcet, Balzac, and Hugo, and readings in 19th-century and modern-day historiography by scholars such as Michelet, Soboul, James, and Dubois, students will appreciate the controversies that have perplexed observers for centuries.

### LLRO 30800. Rome: Journey in Art and History

(3-0-3)

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.

### LLRO 40040. Introduction to Linguistics

(3-0-3)

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 and England in the Hundred Years 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.

### LLRO 40106. Latin and Vernacular Codicology

(3-0-3)

This course will explore the variety of medieval books including Bibles, liturgical books, classical texts, manuals of theology and philosophy, song books, romances, and epics.

### LLRO 40107. Meaning, Vulnerability, and Human Identity: the Relationship Between Theological and Literary Reflections

(3-0-3)

This course explores the contribution that the coming together of theological and literary reflection can make to our understanding of the nature of meaning. Focusing on the work of Augustine, Aquinas, Dante, Primo Levi, Dostoevsky, and Shakespeare, students will address questions such as "What is it we are doing when speaking, reading, or using language?" "How do the intellect and the imagination work in relation to literary texts?" "How might all this relate to our ways of thinking about God, human nature, and the relationship between them?" Such questions will be addressed, in particular, through reflection on how the texts studied invite us to think about the nature of love, forgiveness, vulnerability, and creativity.

### LLRO 40115. Dante I

(3-0-3)

Dante I and Dante II are an in-depth 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*, and *De vulgari eloquentia*). Dante I focuses on the *Inferno* and the minor works; Dante II focuses on the *Purgatorio* and *Paradiso*. 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.

### LLRO 40116. Dante II

(3-0-3)

Dante I and Dante II are an in-depth 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*, and *De vulgari eloquentia*). Dante I focuses on the *Inferno* and the minor works; Dante II focuses on the *Purgatorio* and *Paradiso*. 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.

### LLRO 40120. Words and Music: Lyric Poetry of the Middle Ages

(3-0-3)

This course will explore medieval poetry set to music in Latin and vernacular languages, including French, Provençal, Spanish, Italian, and English

**LLRO 40125. King Arthur in European Literature**

(3-0-3) Boulton

We will read representative works chosen from the major medieval European literary traditions, including, for example Latin (Geoffrey of Monmouth), English (Lawman, Malory), French (Chrétien de Troyes, the *Vulgate Cycle*), Spanish (*La Tragedia de Lançolot, Tristán*), German (Hartmann von Aue, Gottfried von Strassburg), and Italian (*La Tavola Ritonda, Tristan Panciaticchiano*).

**LLRO 40145. Dante I**

(3-0-3)

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 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 40212. Primo Levi: Language, Ethics, and the Pursuit of Knowledge**

(3-0-3)

This course explores the work of Primo Levi, focusing especially on his writings on the Shoah. It addresses, in particular, the questions that such writings raise concerning the nature of meaning, suffering, creativity, and freedom. As such, the course invites students to consider the nature of the relationship between literature and the study of literature, on the one hand, and reflection concerning the nature of human community and identity, on the other.

**LLRO 40230. Renaissance Woman**

(3-0-3)

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It considers the image of women in the writings of male authors, as well as the work of female authors.

**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) Welle

*Corequisite:* 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 1934–66, 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 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, Pietro Germi, 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.

**LLRO 40560. Brazilian Film and Popular Music**

(3-0-3) Ferreira Gould

This course provides insights into 20th- and 21st-century Brazilian history, culture, and politics through film, photography, literature, and popular music. Topics discussed include Samba, Bossa Nova, Tropicalia, and the reception of Cinema Novo and of the new Brazilian Cinema. Special attention will be paid to Tropicalia (a movement with key manifestations in the visual arts, cinema, popular music, and literature) and the circumstances surrounding its creation, including the repressive military regime that governed Brazil from 1964 to 1985. This course satisfies the fine arts requirement and is cross-listed in FTT. Offered in English.

**LLRO 40655. Italy in Modern Europe**

(3-0-3)

The course will treat the cultural, literary, artistic, and political relationships between Italy and the rest of Europe in the modern period (since the Renaissance). Central concerns will be the presence and influence of masterpieces of Italian literature both in translation and in the original Italian in other European countries, and the image of Italy (and in particular of Rome) in the religious polemics (Catholic/Protestant) of modern Europe.

**LLRO 40906. French Literature Goes to the Opera**

(3-0-3) MacKenzie

In this course, the full title of which is *Taking Liberties: From Book to Libretto*, or *French Literature Goes to the Opera*, and which is taught in English, we will be looking at a series of parent texts, written originally in French, and their operatic offspring. Works include *The Barber of Seville* (Beaumarchais/Rossini), *The Marriage of Figaro* (Beaumarchais/Mozart), *Don Juan* (Molière), *Don Giovanni* (Mozart), *Manon Lescaut* (Prévost/Puccini), and *Carmen* (Mérimée/Bizet).

**LLRO 40955. Dictatorships in Luso-Brazilian Fiction and Film**

(3-0-3)

This course offers a literary and cinematic study of 20th-century dictatorships in Brazil and Portugal, with readings in Luso-Brazilian fiction, history, film, and cultural theory. Authors studied include Loyola Brandao, Antonio Callado, Ivan Angelo, Fernando Gabeira, Antonio Lobo Antunes, Lidia Jorge, Maria Isabel Barreno, et al, and Artur Portela. Viewing of films by Maria de Medeiros, Manoel de Oliveira, Joao Botelho, Glauber Rocha, Sergio Rezende and Bruno Barreto. Offered in English (discussion group in Portuguese).

**LLRO 40956. Carnival in Cinema and Literature**

(3-0-3)

Brazil has tantalized our imagination with images of Samba and Carnival. This course explores Brazilian culture by investigating the ways in which the celebrations of Carnival have been viewed, articulated, and unsettled by film and literature. Along with major films, documentaries, and literary works, we examine contemporary sociological and anthropological writing that contributes to our understanding of Carnivals within and beyond Brazil. We learn how key issues in Brazilian society (class, race, and gender relations; national identity; rituals and symbol; values; and social roles) play out in Carnival. Course offered in English.



**LLRO 40957. Transnational Immigration in European Cinema**  
(3-0-3)*Corequisite:* LLRO 41957

This seminar will examine fundamental aspects of immigration in the European Union and the way this is represented in contemporary film. This course is loosely divided in four thematic units. The first unit will consider (1) the paradox where, on the one hand, the European Union, in its constant growth, promotes a cosmopolitan, borderless society, while, on the other hand, it attempts to curb what it considers an invasion by the immigrant other. In the second unit, we will examine (2) the legacies of France's and England's colonial past and how second- and third-generation national subjects enrich and complicate the countries' cultural terrains. In addition, we will also examine how the effects of Germany's *gasterbeiter* (guest worker) program were initially represented in German cinema of the 1970s. In the second half of the course, we will study how (3) the immigration wave of the early 1990s affected the southern European countries of Spain, Italy, and Greece, and how the massive influx of immigrants challenges each country's preconceived notion of a homogeneously imagined community. We will spend the last part of the semester concentrating on (4) subtler issues of nation, gender, politics, and religion, and the possible solutions that directors offer in the beginning of the 21st century as a way of escaping the ideological and cultural impasse of the end of the 20th century.

**LLRO 40981. Short Fiction Across the Atlantic: Brazil, Portugal, and Lusophone Africa**

(3-0-3) Ferreira Gould

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 Guimaraes Rosa, Clarice Lispector, Mario de Sa-Carneiro, Miguel Torga, and Luandino Vieira. Texts and discussions in English.

**LLRO 40983. Immigrant Voices in Modern Brazilian Literature**  
(3-0-3)

This course examines literary perspectives on the European and non-European immigrant experience in Brazil and addresses fundamental questions that have occupied major contemporary Brazilian authors: How do we recreate a sense of home after having lost it? What makes us feel at home in a new place or country? How do we adapt to relocations of home? We will search for answers in the fiction of Milton Hatoum, Elisa Lispector, Salim Miguel, Ana Miranda, Raduan Nassar, Nelida Pinon, Samuel Rawet, and Moacyr Scliar. Conducted in English with readings in Portuguese or English (discussion groups available in Portuguese.)

**LLRO 40997. Portuguese Colonialism Revisited**

(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, 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.

**LLRO 40998. Fictions of the South Atlantic**

(3-0-3) Ferreira Gould

Taught in English, this seminar offers a comparative study of 19th-, 20th-, and 21st-century fiction writing in the Lusophone South Atlantic, particularly exploring the historical connections and the cultural links between Brazil and Angola.

**LLRO 41512. Comedy, Italian Style! Lab**

(0-2-0)

*Corequisite:* LLRO 40512

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 *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 41545. Italian National Cinema Lab**

(3-1-4)

*Corequisite:* LLRO 40545

Conducted in English, this is the lab component of the course that 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 41548. Italian Cinema: Realities of History: Lab**

(2-0-0)

*Corequisite:* LLRO 40548

xxxThis is the lab component of the course that 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 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, Pietro Germi, 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.

**LLRO 41957. Transnational Immigration in European Cinema**

(0-0-0)

*Corequisite:* LLRO 40957

This seminar will examine fundamental aspects of immigration in the European Union and the way this is represented in contemporary film. This course is loosely divided in four thematic units. The first unit will consider (1) the paradox where, on the one hand, the European Union, in its constant growth, promotes a cosmopolitan, borderless society, while, on the other hand, it attempts to curb what it considers an invasion by the immigrant other. In the second unit, we will examine (2) the legacies of France's and England's colonial past and how second- and third-generation national subjects enrich and complicate the countries' cultural terrains. In addition, we will also examine how the effects of Germany's *gasterbeiter* (guest worker) program were initially represented in German cinema of the 1970s. In the second half of the course, we will study how (3) the immigration wave of the early 1990s affected the southern European countries of Spain, Italy, and Greece, and how the massive influx of immigrants challenges each country's preconceived notion of a homogeneously imagined community. We will spend the last part of the semester concentrating on (4) subtler issues of nation, gender, politics, and religion, and the possible solutions that directors offer in the beginning of the 21st century as a way of escaping the ideological and cultural impasse of the end of the 20th century.

**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 10102.

### **ROFR 10102. Beginning French II**

(4-0-4)

*Prerequisite:* (ROFR 10101 OR ROFR 101) OR CEFR FOR MIN. SCORE OF 231

The second-semester course of the beginning French sequence. Focus is on a balanced approach to acquisition and appreciation of French language and culture.

### **ROFR 10115. Intensive Beginning French**

(6-0-6)

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 10115 counts as two courses and is designed more for highly motivated students. It is to be followed by ROFR 20201 or ROFR 20215.

### **ROFR 20201. Intermediate French I**

(3-0-3)

*Prerequisite:* ((ROFR 10102 OR (ROFR 10115)) OR CEFR FOR MIN. SCORE OF 301

ROFR 20201 course fulfills the language requirement. This is a third-semester, second-year language sequence, with equal focus on oral and written production. It includes a review of basic grammar and then transitions into more difficult features of French. Students learn to discuss and write about French cultural topics, current events, and literary texts. This course is to be followed by ROFR 20202 or ROFR 20215.

### **ROFR 20202. Intermediate French II**

(3-0-3)

*Prerequisite:* (ROFR 20201) OR CEFR FOR MIN. SCORE OF 351

A fourth-semester college language course. Includes review and expansion of basic grammatical structures, extensive practice in speaking and writing, and readings and discussions of a variety of literary and nonliterary text of appropriate difficulty.

### **ROFR 20215. Intensive Intermediate French**

(6-0-6)

*Prerequisite:* (ROFR 10102 OR ROFR 10115) OR CEFR FOR MIN. SCORE OF 301

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:* (ROFR 20201 OR ROFR 103 OR ROFR 201F) OR (ROFR 20215 OR ROFR 115F OR ROFR 215F)

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.

### **ROFR 20300. Conversational French**

(3-0-3) Escoda-Risto

*Prerequisite:* (ROFR 20202 OR ROFR 202 OR ROFR 202F) OR (ROFR 20215 OR ROFR 103 OR ROFR 201 OR ROFR 201F) OR CEFR FOR MIN. SCORE OF 401

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) McDowell

*Prerequisite:* (ROFR 20202 OR ROFR 201 OR ROFR 202 OR ROFR 202F) OR (ROFR 20215 OR ROFR 201F)

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 intended for international study returnees.

### **ROFR 20450. French for Business**

(3-0-3)

In this course, students investigate the particularities of the Francophone business world in order to acquire cultural and linguistic tools enabling them to establish links within it. For business students, this would fulfill a requisite in the International Business Program.

### **ROFR 20680. Creole Language and Culture**

(1.5-0-1.5)

This course introduces students to the vivid, sonorous language of Kreyòl, 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. In small-group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques. Our study of Kreyòl is closely linked to our anthropological exploration of how the language is tied to Caribbean society and culture. The course takes a holistic, anthropological approach to the history, political economy, and religion of Haiti. In addition to class work, audiotapes, music, and film enhance the study of the Haitian language and culture.

### **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 21206. Post-Study Abroad**

(1.5-0-0)

A mini-course for students returning from study abroad in Notre Dame's program in Angers, France.

### **ROFR 22300. LAC French Discussion Group**

(0-1-1)

Students who have completed the Notre Dame language requirement in French are eligible to sign up for an additional single-credit discussion section as part of the Languages Across the Curriculum (LxC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in French language materials (approximately 20–25 pages a week), and meet once a week with a graduate student or faculty tutor from the Department of Romance Languages and Literatures who will guide a discussion in French and grade some brief writing assignments. The LxC discussion section in French associated with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LxC discussion sections can be applied toward a major, secondary major, or minor in French. Please talk to the instructor if you are interested in adding this supplemental credit.

### **ROFR 26201. Directed Readings: Intermediate French I**

(3-0-3)

This directed readings course is a third-semester, second-year language sequence, with equal focus on oral and written production. It includes a review of basic grammar and then transitions into more difficult features of French. Students learn to discuss and write about French cultural topics, current events, and literary texts.

**ROFR 27500. Approaches to French and Francophone Cultures**  
(3-0-3)

*Prerequisite:* ((ROFR 20202 OR ROFR 20215 OR ROFR 20215 OR ROFR 20300 OR ROFR 20305) OR CEFR FOR MIN. SCORE OF 401

This content-driven course is intended for students who want to 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. Recent topics taught are Facets of French: France, and the French; French Civilization and Culture; Tahiti.

**ROFR 30310. Textual Analysis: The Art of Interpretation**  
(3-0-3)

*Prerequisite:* ROFR 27500

Introduction to French techniques of formal analysis of literary texts through detailed study of content and form. Application to prose, poetry, and theater. Includes significant written and oral component. Required of all majors. ROFR 30310 should be completed by the end of junior year.

**ROFR 30320. Advanced Grammar and Writing**  
(3-0-3)

*Prerequisites:* CEFR FOR MIN. SCORE OF 501 AND (ROFR 20202 OR ROFR 20202 OR ROFR 202F OR ROFR 20215 OR ROFR 201)

This advanced-level course, taught in French, is designed for students including those returning from abroad who wish to improve their speaking and writing skills and for students already in the 30000–40000 sequence who seek additional assistance with writing skills and grammar.

**ROFR 30510. On Stage and Screen: French Theater and Film from 1900 to 1967**

(3-0-3) Toumayan

This course will examine the parallel and related evolutions of theater and film from the beginning of the 20th century to the eve of May 1968. We will study the principal playwrights and filmmakers, works, and movements, as well as the manner in which these works both expressed and influenced the dominant ideological trends and aesthetic movements of the first two-thirds of the century. Texts by Anouilh, Artaud, Beckett, Camus, Claudel, Cocteau, Giraudoux, Ionesco, and Sartre. Films (or excerpts of films) by Carne, Cocteau, Godard, Marker, Resnais, and Renoir. Conducted in French. *Prerequisites:* by placement, 20000-level French course or equivalent, or by permission. Requirements: one oral presentation, two papers, final examination.

**ROFR 30630. Landscape in French Canadian Literature and Art**  
(3-0-3) Boulton

The course will look at the theme of landscape—wilderness, agricultural and urban—and its portrayal by major writers and artists in French Canada. We will read short stories and novels by major authors (Anne Hébert, Gabriel Roy, Robert de Rocquebrune, Antonine Maillet, Germain Guèvremont, and Philippe Aubert de Gaspé) and confront them with the paintings of important Canadian painters (Cullen, Leduc, Jackson, Fortin, Gagnon, Hébert, and Suzor-Côté).

**ROFR 30710. Survey of French Literature and Culture I**  
(3-0-3)

*Prerequisite:* ROFR 30310

Reading of selections and complete works of outstanding French authors from major genres from the Middle Ages through the 17th century. 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)

*Prerequisite:* ROFR 30310

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 30310 or to take ROFR 30310 concurrently with the first survey taken.

**ROFR 30900. Writings of Disaster**  
(3-0-3)

*Prerequisite:* (ROFR 30310 OR ROFR 310) OR (ROFR 30710 OR ROFR 371) OR (ROFR 30720 OR ROFR 372)

It has often been said that the 20th century began in Sarajevo on June 28, 1914. In the years that followed, a number of disasters struck Europe, and occasionally the larger world. This course will focus specifically on the reaction of French writers and philosophers to disasters ranging from the two world wars to decolonization. These traumatic incidents not only changed the way we narrate, but also the idea of narration itself: Is it possible to represent and fictionalize historical events that are often referred to as “unimaginable” or “unrepresentable”? We will first ask the following question: How are the disasters of European and world history written? Then we will try to emphasize an apparent contradiction: On the one hand, literature confronts its limitations when it seeks to render disasters that defy words and representations; on the other hand, literature is in a sense always a narration of the unimaginable, whether it is deemed a success or a failure. In this seminar, we will analyze literary works including poems, novels, and short stories. We will also examine select cultural productions such as plastic art, music, and film, from 1914 to the present. The course will be conducted in French.

**ROFR 30910. Caribbean Diasporas**  
(3-0-3) Richman

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. This course will explore the consciousness and experience of Caribbean diasporas through ethnography and history, religion, literature, music, and culinary arts.

**ROFR 30932. Politics of Fiction, Fictions of Politics**  
(3-0-3)

*Prerequisite:* (ROFR 30310 OR ROFR 310) OR (ROFR 30710 OR ROFR 371) OR (ROFR 30720 OR ROFR 372)

This course will explore the influence of several fictional productions (including some cinematographic examples) on daily politics in France since 1848, from Victor Hugo to Yasmina Reza. Readings will focus on the interactions of politics and literature, with a special focus on the link between the history of democracy and the invention of literature.

**ROFR 32300. LAC French Discussion Group**  
(0-1-1)

Students who have completed the Notre Dame language requirement in French are eligible to sign up for an additional single-credit discussion section as part of the Languages Across the Curriculum (LxC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in French language materials (approximately 20–25 pages a week), and meet once a week with a graduate student or faculty tutor from the Department of Romance Languages and Literatures who will guide a discussion in French and grade some brief writing assignments. The LxC discussion section in French associated with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LxC discussion sections can be applied toward a major, secondary major, or minor in French. Please talk to the instructor if you are interested in adding this supplemental credit.

**ROFR 37000. Special Studies**  
(V-0-V)

This course is designed with the purpose of allowing students to engage in an individual or small group study under the direction of a departmental faculty member. *Prerequisite:* Junior standing, dean's list.

**ROFR 40100. Introduction to Old French and Anglo-Norman**  
(3-0-3)

This course is designed to be an introduction to the language and dialects of medieval France, including Anglo-Norman. Readings will include texts written between the 12th and the 14th centuries, such as the *Lais of Marie de France*, trouvère poetry, the prose *Lancelot*, Machaut, and Froissart.

**ROFR 40108. Love and War in Late Medieval France**  
(3-0-3) Boulton

This course will examine the literature of 14th- and 15th-century France in its social and historical context.

**ROFR 40110. 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.

**ROFR 40150. Topics in Medieval Literature**  
(3-0-3) Boulton

A concentrated study of a particular author, theme, or genre of Medieval French literature.

**ROFR 40220. Life, Love, and Literature in Renaissance Lyons**  
(3-0-3) Della Neva

This course focuses on the city of Lyons, the cultural center of the French Renaissance. Literary works include extensive readings from the city's major poets, Scève, Du Guillet, and Labé, as well as excerpts from the works of Rabelais, Marot, and Du Bellay. Cultural topics include the role of women in Lyonnais society, art, music, royal pageantry, banking, printing, and the presence of Italians in Lyons.

**ROFR 40221. Love Poetry of the Renaissance**  
(3-0-3) Della Neva

*Prerequisite:* ROFR 30310 OR ROFR 310

This is an in-depth study of the love poetry of Scève, DuBellay, Ronsard, and their contemporaries.

**ROFR 40222. Music and Lyrics of the French Renaissance**  
(3-0-3) Della Neva

This course constitutes a survey of French Renaissance poetry on various topics: love, religion, politics, social satire, etc. Special attention is given to poetry that was set to music at that time.

**ROFR 40230. La femme à la Renaissance**  
(3-0-3)

This course will consider the image of women in the works of Renaissance male writers as well as the literary production of women in Renaissance France. Authors to be discussed include Jeanne Flore, Hélisenne de Crennes, Marguerite de Navarre, Louise Labé, and Pernelle Du Guillet. Taught in French.

**ROFR 40231. The Renaissance Woman**  
(3-0-3)

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It considers the image of women in the writings of male authors, as well as the work of female authors. Taught in English.

**ROFR 40250. Topics in French Renaissance Literature**  
(3-0-3) Della Neva

This is an in-depth study of a particular theme, author, or genre in Renaissance literature.

**ROFR 40300. Reading Versailles**  
(3-0-3) MacKenzie

The political, social, and artistic phenomena resumed in the word Versailles, approached from a number of perspectives: historical, architectural, mythological, and in literature.

**ROFR 40340. Seventeenth-Century French Theater**  
(3-0-3) MacKenzie

A study of major works by Corneille, Racine, and Molière.

**ROFR 40350. Qu'est-ce que le classicisme**  
(3-0-3) MacKenzie

An in depth study of the ideological, aesthetic, artistic, musical, and political "pressures" we now commonly call classical, not in the broad construal of the term, but rather as that which defines 17th-century France.

**ROFR 40410. L'Utopie et la dystopie au 18e siècle**  
(3-0-3) Douthwaite

This course treats the topic of utopian literature and its dark alter ego, the dystopian world of *roman noir* and gothic fiction from the Enlightenment and revolutionary era in France. With a base in stylistics and genre studies, this course embraces an interdisciplinary approach.

**ROFR 40411. A Revolution in French**  
(3-0-3)

This interdisciplinary seminar explores diverse facets of revolutionary culture, including politics, religion, art history, cuisine, fiction, and films about the events of 1789–1800.

**ROFR 40540. Renaissance Woman**  
(3-0-3)

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It considers the image of women in the writings of male authors, as well as the work of female authors.

**ROFR 40590. Global France: Fifty Years of Film as Text**  
(3-0-3) Rice

This course will focus on cinematographic production in French and other Francophone areas (in Africa and the Caribbean) over the last 50 years. Students will acquire a vocabulary for film analysis by reading critical articles and analyses in French and will also examine the literary inspirations behind the films.

**ROFR 40610. Nineteenth-Century French Literature**  
(3-0-3) Toumayan

Lectures and extensive readings on and from French literature of the various schools and genres of the 19th century.

**ROFR 40635. Nineteenth-Century Short Story**  
(3-0-3) Toumayan

This course will focus on the development of the genre of short narrative during the 19th century in France. Representative works of Balzac, Nerval, Barbey d'Aurevilly, Flaubert, Gautier, Mérimée, Maupassant, Nodier, and Villiers de l'Isle Adam will be considered. We will examine distinctive features of the various aesthetics of Romanticism, realism, and symbolism, as well as generic considerations relating to the *conte fantastique*.

**ROFR 40718. Humanism and Responsibility**  
(3-0-3) Toumayan

An interdisciplinary investigation of the idea of the responsibility of both individuals and sovereign states to respond to social injustice, political persecution or conflict, natural disasters, and humanitarian crises.

**ROFR 40805. French Travelers to North Africa**  
(3-0-3) Perry

This course explores works by French writers and artists who visited or resided in the North-African countries of Morocco and Algeria from the early 19th through the late 20th centuries. We examine a variety of works, including diaries, letters, paintings, travel narratives, short stories, novels, and studies on Orientalism and Islamic culture.

**ROFR 40830. Francophone Picaresque**

(3-0-3) Rice

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.

**ROFR 40831. World Literature in French**

(3-0-3) Rice

This course focuses on contemporary writing in French by writers from around the world. It examines a new trend of writing and reading “World-Literature in French” in a “postcolonial,” “globalized” French capital city.

**ROFR 40835. Contemporary French and Francophone Fiction**

(3-0-3) Perry

What are some of the main areas of concern to us in our world today? This course will offer a means to explore and reflect upon contemporary issues such as exile, immigration, postcolonialism, East-West encounters, the war in Iraq, Islamic extremism and terrorism, and the critique of French cultural values through the most recent fiction by French and Francophone writers such as Tahar Ben Jelloun, Chahdortt Djavann, Yasmina Khadra, J.-M. G. Le Clézio, André Makine, and Amélie Nothomb, Atiq Rahimi, and Éric-Emmanuel Schmidt.

**ROFR 40836. Women’s Voices in French Prose from the Twentieth Century to the Present**

(3-0-3) Perry

This course examines the gendered notions of “voice” and “silence” in the narrative prose of French and Francophone women authors of the 20th to 21st centuries. Works by Anna de Noailles, Gerard d’Houville (Marie de Régnier), Colette, Simone de Beauvoir, Anne Hébert, Marguerite Duras, Sylvie Germain, and Amélie Nothomb, and essays in French feminist criticism.

**ROFR 40905. Literature and Opera**

(3-0-3)

This course will examine a certain number of important French Literary texts and the operas they engendered.

**ROFR 40906. French Literature Goes to the Opera**

(3-0-3)

In this course, the full title of which is Taking Liberties: From Book to Libretto, or French Literature Goes to the Opera, and which is taught in English, we will be looking a series of parent texts, written originally in French, and their operatic offspring. Works include *The Barber of Seville* (Beaumarchais/Rossini), *The Marriage of Figaro* (Beaumarchais/Mozart), *Don Juan* (Molière), *Don Giovanni* (Mozart), *Manon Lescaut* (Prévost/Puccini), and *Carmen* (Mérimée/Bizet).

**ROFR 40950. Existentialism**

(3-0-3) Toumayan

This course will examine the elaboration of the humanist doctrines of Camus, Malraux, and Sartre.

**ROFR 41590. French Theatre Production**

(1-0-1) McDowell

In this course, we work on a French play throughout the fall semester, which is produced the second week of the spring semester. The first six-weeks of the course are dedicated to a workshop on Molière’s theater. Students register after auditions on the first class day.

**ROFR 46000. Directed Readings**

(V-0-V)

Specialized reading related to the student’s area of study.

**ROFR 47000. Special Studies**

(3-0-3)

This course is designed with the purpose of allowing students to engage in an individual or small group study under the direction of a departmental faculty member. *Prerequisite:* 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**

(3-0-3)

An in-depth study of a particular author, theme, genre, or century. Senior seminar courses may be offered anywhere in the course number range of ROFR 53000 to 53999.

**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 20201 or ROIT 20215.

**ROIT 10102. Beginning Italian II**

(4-0-4)

*Prerequisite:* (ROIT 10101 OR ROIT 14101 OR ROIT 101)  
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 20201 or ROIT 20215.

**ROIT 10105. Beginning Italian for Architects I**

(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 II**

(3-0-3) Lenzi-Sandusky

*Prerequisite:* (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) Vivirito

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 20201 or ROIT 20215 to fulfill the language requirement. This course is designed for highly motivated students and is especially useful for those planning to study abroad.

**ROIT 20201. Intermediate Italian I**

(3-0-3)

*Prerequisite:* (ROIT 10102 OR ROIT 10106 OR ROIT 10115)

ROIT 20201 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)

*Prerequisite:* (ROIT 10115 OR ROIT 10102)

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 study in Italy. This course counts as two courses and covers material of ROIT 20201 and ROIT 20202 in one semester.

**ROIT 20655. Italy Through Cinema**

(1-0-1) Vivirito

This advanced, fourth semester, content-driven discussion course is designed to further students' written and oral communication skills. Students will strengthen their language proficiency by analyzing movies created by the new generation of Italian directors. The selection of the movies (from comedies to dramas) will reveal changes during the last decade in Italian society such as unemployment, the mafia, immigration, religion, and youth culture. Students will have the chance to express their own opinions, to investigate and compare American and Italian cultures, to discuss in class and online new trends in Italian society, and to get closer to modern Italian reality.

**ROIT 21205. Pre-Study Abroad**

(1-0-1) Blad

A mini-course that prepares students accepted for study abroad in Notre Dame's programs in Italy. Students are prepared for various cultural and day-to-day challenges that await them in Italy. Course begins the week after spring break.

**ROIT 22300. LAC Italian Discussion Group**

(0-1-1)

Students who have completed the Notre Dame language requirement in Italian are eligible to sign up for an additional single-credit discussion section as part of the Languages Across the Curriculum (LxC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in Italian language materials (approximately 20–25 pages a week), and meet once a week with a graduate student or faculty tutor from the Department of Romance Languages and Literatures who will guide a discussion in Italian and grade some brief writing assignments. The LxC discussion section in Italian associated with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LxC discussion sections can be applied toward a major, secondary major, or minor in Italian. Please talk to the instructor if you are interested in adding this supplemental credit.

**ROIT 27500. Intermediate Italian II**

(3-0-3)

*Prerequisite:* (ROIT 20201 OR ROIT 20215)

An advanced, fourth-semester, content-driven language course is designed to further the student's conversational skills as well as 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). Each course focuses on a different aspect of Italian culture. Recent topics include Art and Culture, Italian Mass Media, Media and Culture, and Attitude: Italian Style, Italian Society Today.

**ROIT 30200. Renaissance Italy**

(3-0-3)

*Corequisite:* HIST 32500

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. This course counts toward the major as an Italian studies course.

**ROIT 30205. Italian Renaissance**

(3-0-3)

*Corequisite:* HIST 32500

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, and 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.

**ROIT 30206. Early Modern Rome**

(3-0-3) Meserve

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.

**ROIT 30310. Passage to Italy: Textual Analysis and Advanced Grammar**

(3-0-3)

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 30711 or 30721 (formerly ROIT 371 and 372).

**ROIT 30610. Rome: A Journey in Art and History**

(3-0-3)

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. This course counts toward the major as an Italian studies course.

**ROIT 30620. Italian Baroque Survey: Caravaggio to Guarini**

(3-0-3)

This course surveys Italian painting, sculpture, and architecture of the 17th century, a period that also witnessed the expansion of the Jesuit Order, the Counter-Reformation, and absolute monarchy. Thus, the course begins with the "new Rome" of Pope Sixtus V, which attracted pilgrims and artists from all over Europe. From Northern Italy came Caravaggio and the Carracci, artists who were responsible for creating a new style based on 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

(Caravaggio's only female follower), and the great ceiling painters Pietro da Cortona, Baciccio, Pozzo, and Maratti.

### ROIT 30711. Medieval-Renaissance Italian Literature and Culture

(3-0-3) Moevs; Cachey

*Prerequisite:* ROIT 30310

An introduction to the close reading and textual analysis of representative texts from the Duecento through the Renaissance, including Lentini, Guinizzelli, Cavalcanti, Dante, Petrarch, 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. Taught in Italian. Required for majors and supplementary majors in the literature and culture concentration; either this course or ROIT 30721 is required for majors in the Italian studies concentration.

### ROIT 30721. Modern Italian Literature and Culture

(3-0-3) Cachey

This course introduces students to major writers and literary movements in 18th-, 19th-, and 20th-century Italy, including Goldoni, Leopardi, Foscolo, Manzoni, Verga, Pirandello, and many others. Taught in Italian. Required for majors and supplementary majors in the literature and culture concentration; either this course or ROIT 30711 is required for majors in the Italian studies concentration.

### ROIT 30830. High Renaissance and Mannerist Art

(3-0-3) Coleman

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. This course counts toward the major as an Italian studies course.

### ROIT 37000. Special Studies

(3-0-3)

This course is designed with the purpose of allowing students to engage in an individual or small group study under the direction of a departmental faculty member. Permission of the department required. *Prerequisite:* Junior standing, dean's list.

### ROIT 40115. Dante I

(3-0-3)

Dante I and Dante II are an in-depth 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*). Dante I focuses on the *Inferno* and the minor works; Dante II focuses on the *Purgatorio* and *Paradiso*. 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)

Dante I and Dante II are an in-depth 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*). Dante I focuses on the *Inferno* and the minor works; Dante II focuses on the *Purgatorio* and *Paradiso*. 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 40117. Boccaccio

(3-0-3)

A textual analysis of *The Decameron*, with emphasis on structure and themes. Different critical approaches will be used in the analysis of individual tales, their relationships to the frames and their reflection on Boccaccio's society.

### ROIT 40150. Amori Infelici, Amori Felici Tra Medioevo E Rinascimento

(0-3-3)

Conducted in Italian, this course explores various representations of unhappy and happy love in medieval and Renaissance Italian literature as they were shaped by six of the major Italian authors of those times, through a selection of texts of different genres: lyric poetry, short narrative, chivalrous epic, pastoral drama. The first part of the course will focus on stilnovistic poetic experiences in the late Duecento, Cavalcanti's destructive love and Dante's *Vita nuova e Rime*, and on its ripest fruits: Boccaccio's realistic paintings of happy and unhappy loves in days four and five of *The Decameron*, and Petrarch's tireless identification of love and poetry in his *Canzoniere*. The second part, focused on Quattrocento Florence and central Italy, will present texts by Poliziano, Lorenzo de Medici, and Boiardo. The third part will concentrate on the Cinquecento: Michelangelo's *Rime*, Ariosto's "Orlando Furioso", and Tasso's *Aminta*. The discussion of the texts will be accompanied by forays into visual arts (painting and sculpture) and music.

### ROIT 40215. Petrarch: The Soul's Fragments

(3-0-3)

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 Letteratura 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. Machiavelli and Guicciardini

(3-0-3)

This course will compare and contrast major works of these "classical" Italian Renaissance authors.

### ROIT 40232. Renaissance Woman

(3-0-3)

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It considers the image of women in the writings of male authors, as well as the work of female authors. This course counts toward the major as an Italian studies course.

### ROIT 40505. Italian National Cinema

(3-0-3) Welle

*Corequisite:* 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 40508. Cinema e letteratura

(3-0-3)

*Corequisite:* ROIT 41508

Conducted in Italian, this course analyzes Italian films and literary works in studying points of intersection and divergence between film and literature.

### ROIT 40512. Comedy, Italian Style!

(3-0-3)

*Corequisite:* 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, 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.

**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.

**ROIT 40530. Commedia all'italiana**

(3-0-3)

Taught in Italian, this course explores Italian comic traditions in drama, literature, and film in relation to history, politics, and society from the 18th century until today. Authors, directors, and performers include Goldoni, Collodi, Marinetti, Pirandello, Fellini, Toto, Calvino, Wertmuller, Fo, and Benigni.

**ROIT 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 1934–66, 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 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 analyzes neo-realism's impact on later filmmakers, such as Federico Fellini, Pietro Germi, 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 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 40655. Italy in Modern Europe**

(3-0-3)

The course will treat the cultural, literary, artistic, and political relationships between Italy and the rest of Europe in the modern period (since the Renaissance). Central concerns will be the presence and influence of masterpieces of Italian literature, both in translation and in the original Italian in other European countries, and the image of Italy (and in particular of Rome) in the religious polemics (Catholic/Protestant) of modern Europe. This course counts towards the major as an Italian studies course.

**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 Betti, 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 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 on 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 40810. Topics in Medieval Art**

(3-0-3)

The topic and format of this course will vary from year to year. Counts toward the major as an Italian studies course.

**ROIT 40820. Seminar: Topics in Renaissance and Baroque Art**

(3-0-3)

Topics course on special areas of Renaissance art. Counts toward the major as an Italian studies course.

**ROIT 40825. Fifteenth-Century Italian 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, Medician patronage, and art for the Renaissance courts of northern Italy and Naples. This course counts toward the major as an Italian studies course.

**ROIT 40828. 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.

**ROIT 40908. Italian Women Writers**

(3-0-3)

This course is taught in English and explores the role of women writers in the Italian literary canon across the centuries. Particular emphasis will be given to 20th-century women writers and the ways in which their works reflect specific



social and cultural environments. Texts include poetry, prose and drama, and films, and discussions will include topics such as motherhood, female subjectivity, fascism, and feminism. This course counts toward the major as an Italian studies course.

**ROIT 40920. Alfieri, Foscolo, and Leopardi**

(3-0-3)

A study of selected works from the three greatest poets of the neoclassical and Romantic period, with particular attention paid to the tension and fusion in their thoughts between Enlightenment and Romantic conceptions of self, humanity, and nature.

**ROIT 40921. Ariosto e Calvino: “un’ idea di letteratura”**

(3-0-3)

This course examines Lodovico Ariosto’s “Orlando Furioso” in the light of Italo Calvino’s reading of the poem and the recent “Calvinian” reading of the poem by one of Italy’s leading philologist-critics, Corrado Bologna (*La macchina del Furioso*). This course will begin with a reading of Calvino’s “Six Memos for the Next Millennium” and then move on to a reading of “Furioso.”

**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 folktale 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.

**ROIT 40936. Novellando l’Italia: Italy through Its Short Fiction**

(3-0-3) Kriesel

The course will examine modern and contemporary Italy through the study of its short fiction (the novella and film). Authors will include Boccaccio, Machiavelli, Verga, Pirandello, Primo Levi, Deledda, Ginzburg, Calvino, Maraini, and Sciascia.

**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 41505. Italian National Cinema Lab**

(0-0-0)

This is the lab component of the course ROIT 40505.

**ROIT 41508. Italian Cinema: Realities Lab**

(0-0-0)

This is the lab component of the course ROIT 40508.

**ROIT 41512. Comedy, Italian Style Lab**

(0-0-0)

This is the lab component of the course ROIT 40512.

**ROIT 41548. Italian Cinema: Realities of History Lab**

(0-0-0)

*Corequisite:* ROIT 40548

This is the lab component for the course ROIT 40548.

**ROIT 41590. Italian Theatre Workshop**

(3-0-3)

A full-immersion language experience for the study, practice, production, and performance of authentic Italian texts. Includes analytical and writing components.

**ROIT 42115. Dante I LAC Discussion Group**

(1-0-1)

Students of the Italian language are eligible to sign up for an additional single-credit discussion section as part of the Languages across the Curriculum (LAC) initiative in the College of Arts and Letters. Choosing this option means that students will read a canto per week of the *Comedy* in Italian and meet once a week with a section leader who will guide a discussion in Italian and grade some brief writing assignments. The LAC discussion section in Italian associated with this course will be graded on a pass/fail basis and credited to the student’s transcript. Up to three LAC discussion credits can be applied toward a major, secondary major, or minor in Italian.

**ROIT 42116. Dante II LAC Discussion Group**

(1-0-1)

Students of the Italian language are eligible to sign up for an additional single-credit discussion section as part of the Languages across the Curriculum (LAC) initiative in the College of Arts and Letters. Choosing this option means that students will read a canto per week of the *Comedy* in Italian and meet once a week with a section leader who will guide a discussion in Italian and grade some brief writing assignments. The LAC discussion section in Italian associated with this course will be graded on a pass/fail basis and credited to the student’s transcript. Up to three LAC discussion credits can be applied toward a major, secondary major, or minor in Italian.

**ROIT 47000. Special Studies**

(V-0-V)

This course is designed with the purpose of allowing students to engage in an individual or small group study under the direction of a departmental faculty member. *Prerequisites:* Senior standing, dean’s list.

**ROIT 53000. Italian Seminar**

(3-0-3) Sbordoni

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. The Italian seminar courses are numbered in the range ROIT 53000 to 53999.

**ROIT 53609. Senior Seminar**

(3-0-3)

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. The Italian seminar courses are numbered in the range ROIT 53000 to 53999.

**ROIT 58000. Honors 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.

**ROPO 10103. Brazilian Portuguese Language and Culture I**

(4-0-4) Teixeira

This course sequence provides a solid foundation in the Portuguese language and introduces students to contemporary Brazilian culture through film, music, news media, and Internet resources. Designed for students with no previous knowledge of Portuguese, this sequence offers equal emphasis on speaking, listening, reading, and writing. ROPO 10103–10104 uses a situational approach that privileges active communication in context. The sequence is followed by ROPO 20201 or ROPO 20202. ROPO 10103–10104 and either ROPO 20201 or ROPO 20202 together fulfill the language requirement.

**ROPO 10104. Beginning Portuguese II**

(4-0-4) Teixeira

*Prerequisite:* (ROPO 102 OR ROPO 10102)

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.

### **ROPO 10105. Portuguese for Spanish Speakers I**

(3-0-3) 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 diverse cultures of the Portuguese-speaking countries through current video, printed media, music, and short fiction. This sequence is followed by ROPO 20201 or ROPO 20202. ROPO 10105–10106 and either ROPO 20201 or ROPO 20202 together fulfill the language requirement.

### **ROPO 10106. Portuguese for Spanish Speakers II**

(3-0-3) Teixeira

*Prerequisite:* (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 diverse cultures of the Portuguese-speaking countries through current video, printed media, music, and short fiction. This sequence is followed by ROPO 20201 or ROPO 20202. ROPO 10105–10106 and either ROPO 20201 or ROPO 20202 together fulfill the language requirement.

### **ROPO 10115. Intensive Beginning Portuguese for Study Abroad**

(6-0-6) Teixeira

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:* (ROPO 10102 OR ROPO 10106 OR ROPO 10115 OR ROPO 10104)

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 in Portuguese grammar and on developing students' writing abilities. ROPO 20201 fulfills the language requirement and prepares students to study abroad in Brazil.

### **ROPO 20202. Intermediate Portuguese II**

(3-0-3) Teixeira

*Prerequisite:* (ROPO 20201 OR ROPO 201)

This is a continuation of ROPO 20201, but it may be taken separately. ROPO 20202 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 films, as well as on short stories, chronicles, and newspaper articles.

### **ROPO 20300. Advanced Oral Expression in Portuguese**

(1-0-1) Teixeira

Designed for students interested in developing their comprehension, fluency, and pronunciation. This mini-course in Portuguese offers both informal and structured conversation based on current events. Topical conversation on Brazilian politics, society, and culture will be based on authentic materials. In addition to meeting one hour per week for group discussions, students organize and participate

collectively in a round-table on a topic of their choice. Conducted in Portuguese. Recommended for returnee students from Brazil.

### **ROPO 22300. LAC Portuguese Discussion Group**

(0-1-1)

Students who have completed the Notre Dame language requirement in Portuguese are eligible to sign up for an additional single-credit discussion section as part of the Languages Across the Curriculum (LxC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in Portuguese language materials (approximately 20–25 pages a week), and meet once a week with a graduate student or faculty tutor from the Department of Romance Languages and Literatures who will guide a discussion in Portuguese and grade some brief writing assignments. The LxC discussion section in Portuguese associated with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LxC discussion sections can be applied toward a major, secondary major, or minor in Portuguese. Please talk to the instructor if you are interested in adding this supplemental credit.

### **ROPO 30600. Testimonials from Urban Brazil**

(3-0-3) Ferreira Gould

This course, taught in Portuguese, explores contrasting images of social change in recent Brazilian literature and cinema. The focus is on attempts to give voice to the poor, the marginal, the rogue, and other agents of social change in urban Brazil. Course materials are drawn from fictional auto/biographies and diaries, street memoirs, documentary novels, crime stories, prisoners' accounts, films, and documentaries. Texts by Caio Fernando Abreu, Rubem Fonseca, Sebastião Uchoa Leite, Paulo Lins, João Gilberto Noll, Esmeralda do Carmo Ortiz, Moacyr Scliar, and others. Films by Cláudio Assis, Ana Carolina, Fernando Meirelles and Kátia Lund, Murilo Salles, and Walter Salles and Daniela Thomas. (*Prerequisite:* a 20000-level course in Portuguese or equivalent).

### **ROPO 30990. When Empires Fall**

(3-0-3) Ferreira Gould

Offered in Portuguese, "When Empires Fall" examines contemporary Luso-Brazilian literature and historiography that explore major shifts in Portugal's status from world power to semi-peripheral, European nation. We focus on responses to three major traumas: the end of the Luso-Brazilian empire in the early 1800s, the confrontation with Britain and the Ultimatum of 1890, and the fall of the African empire with the subsequent decolonization of 1974–75. The course seeks to evaluate the role that imperial decline plays as a theme in contemporary narrations of the nation; to investigate how literature contributes to interpretations of Portugal's imperial past; and to study the interconnections between history, memory, and national identity. This course is designed for students pursuing a minor in Portuguese and Brazilian studies and/or for students pursuing a minor in Latin American studies.

### **ROPO 32300. LAC Portuguese Discussion Group**

(0-1-1)

Students who have completed the Notre Dame language requirement in Portuguese are eligible to sign up for an additional single-credit discussion section as part of the Languages Across the Curriculum (LxC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in Portuguese language materials (approximately 20–25 pages a week), and meet once a week with a graduate student or faculty tutor from the Department of Romance Languages and Literatures who will guide a discussion in Portuguese and grade some brief writing assignments. The LxC discussion section in Portuguese associated with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LxC discussion sections can be applied toward a major, secondary major, or minor in Portuguese. Please talk to the instructor if you are interested in adding this supplemental credit.

### **ROPO 37000. Special Studies: When Empires Fall**

(3-0-3)

Offered in Portuguese, "When Empires Fall" examines contemporary Luso-Brazilian literature and historiography that explore major shifts in Portugal's status

from world power to semi-peripheral, European nation. We focus on responses to three major traumas: the end of the Luso-Brazilian empire in the early 1800s, the confrontation with Britain and the Ultimatum of 1890, and the fall of the African empire with the subsequent decolonization of 1974–75. The course seeks to evaluate the role that imperial decline plays as a theme in contemporary narrations of the nation; to investigate how literature contributes to interpretations of Portugal's imperial past; and to study the interconnections between history, memory, and national identity. This course is designed for students pursuing a minor in Portuguese and Brazilian studies and/or for students pursuing a minor in Latin American studies.

### **ROPO 40560. Brazilian Film and Popular Music**

(3-0-3) Ferreira Gould

This course provides insights into 20th- and 21st-century Brazilian history, culture, and politics through film, photography, literature, and popular music. Topics discussed include Samba, Bossa Nova, Tropicalia, and the reception of *Cinema Novo* and of the new Brazilian Cinema. Special attention will be paid to Tropicalia (a movement with key manifestations in the visual arts, cinema, popular music, and literature) and the circumstances surrounding its creation, including the repressive military regime that governed Brazil from 1964 to 1985. This course is cross-listed in FTT. Offered in English.

### **ROPO 40950. Luso-Brazilian Literature and Society**

(3-0-3) Ferreira Gould

This course focuses on questions of national identity in the Luso-Brazilian world. We examine how social and cultural issues are perceived, conceptualized, represented, and understood in and by literature. Conducted in English with readings in Portuguese or English (discussion group available in Portuguese).

### **ROPO 40951. Immigrant Voices in Modern Brazilian Literature**

(3-0-3) Ferreira Gould

This course examines literary perspectives on the European and non-European immigrant experience in Brazil and addresses fundamental questions that have occupied major contemporary Brazilian authors: How do we recreate a sense of home after having lost it? What makes us feel at home in a new place or country? How do we adapt to relocations of home? We will search for answers in the fiction of Milton Hatoum, Elisa Lispector, Salim Miguel, Ana Miranda, Raduan Nassar, Nelida Pinon, Samuel Rawet, and Moacyr Scliar. Conducted in English with readings in Portuguese or English (discussion group in Portuguese).

### **ROPO 40955. Dictatorships in Luso-Brazilian Fiction and Film**

(3-0-3) Ferreira Gould

*Prerequisite:* (ROPO 20202 OR ROPO 202 OR ROPO 202P)

This course offers a literary and cinematic study of 20th-century dictatorships in Brazil and Portugal, with readings in Luso-Brazilian fiction, history, film, and cultural theory. Authors studied include Loyola Brandao, Antonio Callado, Ivan Angelo, Fernando Gabeira, Antonio Lobo Antunes, Lidia Jorge, Maria Isabel Barreno et al, and Artur Portela. Viewing of films by Maria de Medeiros, Manoel de Oliveira, Joao Botelho, Glauber Rocha, Sergio Rezende and Bruno Barreto. Offered in English (discussion group in Portuguese).

### **ROPO 40956. Carnival in Cinema and Literature**

(3-0-3) Ferreira Gould

Brazil has tantalized our imagination with images of Samba and Carnival. This course explores Brazilian culture by investigating the ways in which the celebrations of Carnival have been viewed, articulated, and unsettled by film and literature. Along with major films, documentaries, and literary works, we examine contemporary sociological and anthropological writing that contributes to our understanding of Carnivals within and beyond Brazil. We learn how key issues in Brazilian society (class, race and gender relations, national identity, rituals and symbols, values, and social roles) play out in Carnival. Course offered in English.

### **ROPO 40977. Portuguese Colonialism Revisited**

(3-0-3)

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) Ferreira Gould

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 Guimaraes Rosa, Clarice Lispector, Mario de Sa-Carneiro, Miguel Torga, Mia Couto, and Luandino Vieira. Conducted in English.

### **ROPO 40998. Fictions of the South Atlantic**

(3-0-3) Ferreira Gould

Taught in English, this seminar offers a comparative study of 19th-, 20th-, and 21st-century fiction writing in the Lusophone South Atlantic, particularly exploring the historical connections and the cultural links between Brazil and Angola.

### **ROPO 46000. Directed Readings**

(3-0-V)

Specialized reading related to the student's area of study.

### **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:* ROSP 10101 OR CESP FOR MIN. SCORE OF 281

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 10115. Intensive Beginning Spanish for Study Abroad**

(6-0-6)

This course covers the material of ROSP 10101 and 10102 in one semester, with classes five days per week. Equal emphasis is placed on spoken and written Spanish. ROSP 10115 counts as two courses and may be taken in conjunction with ROSP 20201 or ROSP 20215 to fulfill the language requirement. This course is designed for highly motivated students.

### **ROSP 20201. Intermediate Spanish I**

(3-0-3)

*Prerequisite:* (ROSP 10102 OR ROSP 10115) OR CESP FOR MIN. SCORE OF 341

This is an intermediate, second-year language sequence with equal focus on oral and writing skills. It includes a review of basic grammar and then transitions into more difficult features of Spanish. Students learn to discuss and write about Hispanic cultural topics, current events, and literary texts.

### **ROSP 20202. Intermediate Spanish II**

(3-0-3)

*Prerequisite:* ( (ROSP 20201 OR ROSP 20211) ) OR CESP FOR MIN. SCORE OF 395

This is an intermediate, second-year language sequence with equal focus on oral and writing skills. It includes a review of basic grammar and then transitions into more difficult features of Spanish. Students learn to discuss and write about Hispanic cultural topics, current events, and literary texts.

### **ROSP 20211. Intermediate Spanish for Heritage Speakers**

(3-0-3)

*Prerequisite:* (ROSP 10102 OR ROSP 102) OR (ROSP 10115 OR ROSP 115)

A course of intensive grammar study, reading, and writing designed for those who may speak with some fluency but who 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.

### **ROSP 20215. Intensive Intermediate Spanish for Study Abroad**

(6-0-6)

*Prerequisite:* ((ROSP 10102 OR ROSP 102 OR ROSP 102A) OR (ROSP 10115 OR ROSP 115)) OR CESP FOR MIN. SCORE OF 341

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 and literary and cultural readings. ROSP 20215 counts as two courses and fulfills the language requirement.

### **ROSP 20220. Intermediate Grammar Review**

(3-0-3)

*Prerequisite:* (ROSP 20202 OR ROSP 20215 OR ROSP 20211 OR ROSP 20237)

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 20202 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)

*Prerequisite:* ((ROSP 20202 OR ROSP 20211 OR ROSP 20215) OR CESP FOR MIN. SCORE OF 440)

Intended to develop writing proficiency through literary and nonliterary texts from Spain and Spanish America while continuing to promote the development of oral skills in Spanish.

### **ROSP 20450. Spanish for Business**

(3-0-3)

*Prerequisite:* (ROSP 20202 OR ROSP 20211 OR ROSP 20215)

This course is designed for the student who wants to learn and study Spanish terminology, phrases, and cultural conventions used in business situations in Spain and Latin America.

### **ROSP 20460. Spanish for Medical Profession**

(3-0-3)

*Prerequisite:* (ROSP 20202 OR ROSP 20211 OR ROSP 20215)

This course introduces students who have mastered the rudiments of Spanish grammar to a vocabulary allowing them to discuss medicine and health care with the Spanish-speaking population in the United States.

### **ROSP 20502. La Telenovela: History, Culture, and Student Production**

(3-0-3)

*Prerequisite:* (ROSP 20202 OR ROSP 201 OR ROSP 202E)

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 20660. Studies in Andean Culture**

(3-0-3)

An intermediate Spanish course focusing on Andean culture and the Inca empire.

### **ROSP 21205. Pre-Study Abroad**

(1-0-1)

A mini-course that prepares students accepted for study abroad in Notre Dame's programs in Chile, Mexico, and Spain. Course begins the week after spring break.

### **ROSP 22300. LAC Spanish Discussion Group**

(0-1-1)

Students who have completed the Notre Dame language requirement in Spanish are eligible to sign up for an additional single-credit discussion section as part of the Languages Across the Curriculum (LxC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in Spanish language materials (approximately 20–25 pages a week), and meet once a week with a graduate student or faculty tutor from the Department of Romance Languages and Literatures who will guide a discussion in Spanish and grade some brief writing assignments. The LxC discussion section in Spanish associated with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LxC discussion sections can be applied toward a major or secondary major in Spanish. Please talk to the instructor if you are interested in adding this supplemental credit.

### **ROSP 27500. Approaches to Hispanic Culture Through Writing**

(3-0-3)

*Prerequisite:* (ROSP 20202 OR ROSP 20215 OR ROSP 20237 OR ROSP 20211 OR ROSP 20220)

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)

*Prerequisite:* (ROSP 20201 OR ROSP 20202 OR ROSP 20215 OR ROSP 20211 OR ROSP 20220 OR ROSP 20237 OR ROSP 27500)

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 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)

A further refinement of Spanish speaking and writing skills, this course is designed for students returning from abroad who wish to improve their proficiency in Spanish, and for students already in upper-division courses who seek additional assistance with writing skills and grammar.

### **ROSP 30710. Survey of Spanish Literature I**

(3-0-3) Juarez

A survey of Spanish literature through 1700. Readings of selected texts in prose, poetry, and theater from the medieval, Renaissance, and Baroque periods.

Recommended *Prerequisite:* ROSP 30310.

### **ROSP 30720. Survey of Spanish Literature II**

(3-0-3) Amago; Jerez-Farrán

A survey of Spanish literature from the neoclassical period to the present. Readings include a selection of texts by the most representative poets, playwrights, and

novelists of each of the literary periods under study. Recommended Prerequisite: ROSP 30310.

### **ROSP 30810. Survey of Spanish-American Literature I**

(3-0-3) Anadón; Boyer

A general introduction to and survey of major works of colonial and 19th-century literature up to modernismo. Recommended *Prerequisite*: ROSP 30310.

### **ROSP 30820. Survey of Spanish-American Literature II**

(3-0-3) Heller; Anderson; Ibsen

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. Recommended *Prerequisite*: ROSP 30310.

### **ROSP 30890. Nations in Motion: Latino/Latina Literature in the United States**

(3-0-3) Moreno

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.

### **ROSP 32300. LAC Spanish Discussion Group**

(0-1-1)

Students who have completed the Notre Dame language requirement in Spanish are eligible to sign up for an additional single-credit discussion section as part of the Languages Across the Curriculum (LxC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in Spanish language materials (approximately 20–25 pages a week), and meet once a week with a graduate student or faculty tutor from the Department of Romance Languages and Literatures who will guide a discussion in Spanish and grade some brief writing assignments. The LxC discussion section in Spanish associated with this course will be graded on a pass/fail basis and will be credited on the student's transcript. Up to three LxC discussion sections can be applied toward a major, secondary major, or minor in Spanish. Please talk to the instructor if you are interested in adding this supplemental credit.

### **ROSP 40110. Medieval Spanish Literature**

(3-0-3) Seidenspinner-Nuñez

This course is intended to introduce the student to the literature of medieval Spain. The texts are discussed and analyzed in the light of both medieval and modern critical concepts, and with a view to developing an understanding of the medieval culture of which they were a part.

### **ROSP 40220. Renaissance and Baroque Poetry of Spain**

(3-0-3) Juárez-Almendros; Vitulli

A close reading of traditional and Italianate poetry that includes villancicos, romances, and the works of Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Góngora, Quevedo, and Sor Juana Inés de la Cruz.

### **ROSP 40221. Spanish Avant-Garde Literature**

(3-0-3) Jerez-Farrán

An analysis of avant-garde literary movements in Spain, including works by authors such as Valle-Inclán and the members of the Generation of 1927.

### **ROSP 40231. Cervantes: Don Quijote**

(3-0-3) Juárez-Almendros

A close textual analysis of Cervantes' novel in its literary, historical, and cultural contexts.

### **ROSP 40232. Golden Age Short Novel**

(3-0-3) Juárez-Almendros

A close reading of traditional peninsular narratives.

### **ROSP 40235. The Picaresque Novel**

(3-0-3) Juárez-Almendros

An introduction to a unique Spanish genre, the picaresque novel, or literature of the delinquent, with major focus on Spanish Golden Age masterpieces.

### **ROSP 40240. Spanish Golden Age Theater**

(3-0-3) Vitulli

A critical evaluation of representative Golden Age plays, highlighting their major themes, national character, and the strengths and limitations of their conventions.

### **ROSP 40250. The Baroque in Spain**

(3-0-3) Vitulli

An exploration of the development of the Baroque in Spain, its relation to the plastic arts and literature in the context of the Renaissance, mannerist, and Baroque styles; in the critical tradition; and in the works of key Golden Age authors.

### **ROSP 40370. Nineteenth-Century Spanish Novel**

(3-0-3) Olivera-Williams

A study of the development of the Spanish novel 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) Jerez-Farrán

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) Anderson

An in-depth study of a particular theme, author, or genre in Cuban literature.

### **ROSP 40420. Modern Spanish Poetry**

(3-0-3) Jerez-Farrán

A close reading and analysis of the major Spanish poets of late 19th- and 20th-century Spain, with emphasis on Machado, Jimenez, Lorca, Alberti, Guillén, and poets from post-Franco Spain.

### **ROSP 40424. Spanish Surrealism Seen Through the Works of Lorca, Dalí, and Buñuel**

(3-0-3) Jerez-Farrán

A close analysis of surrealism in Spanish literature, film, and the plastic arts as represented by García Lorca, Luis Buñuel, and Salvador Dalí.

### **ROSP 40430. Modern Spanish Novel**

(3-0-3) Amago; Jerez-Farrán

Major novels of contemporary Spain examined within the context of the social, political, and intellectual crises from the time of the Spanish American War of 1898 to the post-Franco period. Includes works by Baroja, Unamuno, Cela, Martín-Santos, Laforet, Matute, Goytisolo, and Montero.

### **ROSP 40435. Spanish Short Story**

(3-0-3) Amago; Jerez-Farrán

Emphasis on contemporary authors such as Mateo Diez, J.A. Millán, Muñoz Molina, Lourdes Ortiz, Ana Rossetti, and Ester Tusquets.

### **ROSP 40440. Modern Spanish Theater**

(3-0-3) Jerez-Farrán

A survey of Spanish theatrical expressions from the early 19th century to the present, which includes neoclassical, Romantic, and realist theatre and the technical innovations of contemporary playwrights such as Benavente, Lorca, and Valle-Inclán.

**ROSP 40470. Recent Developments in the Spanish Novel**

(3-0-3) Amago

A panoramic view of contemporary (1990s and beyond) narrative in Spain. Authors discussed include Nuria Amat, Rosa Montero, Juan José Millas, and Javier Cercas.

**ROSP 40505. Films of Pedro Almodovar**

(3-0-3) Jerez-Farrán

An introduction to contemporary Spanish culture and society through a selection of Pedro Almodóvar's most representative cinematic output. Taught in Spanish.

**ROSP 40520. Recent Spanish Cinema**

(3-0-3) Amago

*Corequisite:* ROSP 41520

This course examines recent developments in Spanish film since the 1980s. Films discussed include works by Carlos Saura, Alejandro Amenabar, and Pedro Almodovar.

**ROSP 40521. Understanding Multicultural Spain Through Its Cinema**

(3-0-3) Amago

This seminar will investigate the multicultural dimensions of Spanish cinematic production and explore how film is implicated in the articulation of national, subnational, and transnational identities. Through the dual lens of cultural theory and film analysis, we will seek to answer the question: What role do Spain's new immigrant communities play as the country struggles to define itself at the subnational (urban and regional), national, and transnational (European Union) levels?

**ROSP 40530. Gender and National Identities in Contemporary Spanish Cinema**

(3-0-3) Jerez-Farrán

*Corequisite:* ROSP 41530

Discussion of films from the period immediately preceding the final demise of the Franco dictatorship to the present, with an emphasis on issues of gender and national identity.

**ROSP 40535. Images of Masculinity in Spanish Literature and Film**

(3-0-3) Jerez-Farrán

This course will explore issues of masculinity as portrayed in modern Spanish drama, poetry, fiction, and film. It provides students with an opportunity to study literature and film that implicitly or explicitly shows what it means to be male and how masculinity is socially constructed.

**ROSP 40555. Film and the Latin American Imaginary**

(3-0-3) Ibsen

*Corequisite:* 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.

**ROSP 40570. Hispanic Caribbean Identity Through Literature and Film**

(3-0-3) Anderson

Explores the aesthetics and histories of the Hispanic Caribbean through its literature and film.

**ROSP 40610. Las Casas: Context and Resonances**

(3-0-3) Anadón

The task of this course is to understand the thought of Bartolome de 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.

**ROSP 40612. Piracy, Witchcraft, and Prostitution**

(3-0-3) Boyer

This course examines the role played by liminal figures in defining the culture of the early Atlantic world.

**ROSP 40615. Topics in Colonial Latin American Literature: Imperialism, Colonialism, and Humanism**

(3-0-3)

An in-depth study of a particular theme, author, or genre in colonial Latin American literature.

**ROSP 40661. Does the Nation Have a Woman's Face?**

(3-0-3) Olivera-Williams

A study of the national imaginary depicted in 19th-century Spanish American fictional prose and essays. Special attention will be given to gender issues and historical events.

**ROSP 40720. Great Spanish American Poets of the Twentieth Century**

(3-0-3) Heller

This course is an in-depth exploration of major Spanish American poets of the 20th century, from the avant-garde movement through to the present.

**ROSP 40726. Gabriela Mistral and Her World**

(3-0-3)

This course, designed as a seminar for upper-level Spanish students, will consider the poetry of Gabriela Mistral in its historical and cultural context, paying particular attention to the aesthetic evolution of her poetry and to its social and religious aims. Letters and other writings by the Chilean poet will also be discussed. The seminar will be conducted in Spanish.

**ROSP 40761. Readings in Southern Cone Literature**

(3-0-3) Olivera-Williams

This course will analyze a selection of works from a wide range of genre by representative authors from Argentina, Chile, and Uruguay written from the early 20th century to the present.

**ROSP 40765. Topics in Spanish American Literature: Borges and Cortazar**

(3-0-3)

This course examines the short narrative (short story and novellas) of 20th-century authors Jorge Luis Borges, and Julio Cortazar. The emphasis is on close readings of the texts along with recent developments in critical theory.

**ROSP 40766. Southern Cone Literature**

(3-0-3) Olivera-Williams

A study of representative movements and authors of 20th-century Southern Cone literature.

**ROSP 40767. Women's Narrative in the Southern Cone**

(3-0-3) Olivera-Williams

This course designed as a seminar for upper-level Spanish students aims to critically analyze some of the most important narrative texts by 20th-century Argentine, Chilean, and Uruguayan women authors.

**ROSP 40770. Globalization and the Inhuman**

(3-0-3)

This course deals with inhuman writing in the times of globalization since the end of the Cold War.

**ROSP 40771. Modern Caribbean Literature**

(3-0-3) Anderson

This course will examine a selection of works from a range of genre by authors from Cuba, the Dominican Republic, and Puerto Rico.

**ROSP 40775. New Readings in Modern Caribbean Literature**

(3-0-3) Anderson

This course will analyze a selection of works from 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.

**ROSP 40776. Literature and Popular Culture in Modern Cuba**

(3-0-3) Anderson

In this class, we will study a number of aspects of popular culture in the modern Cuban literature.

**ROSP 40777. Pop Culture: Caribbean**

(3-0-3) Anderson

In this class, we will study a number of aspects of popular culture in the modern Hispanic Caribbean (Cuba, Puerto Rico, Dominican Republic) including literature, music, film, and art.

**ROSP 40778. Topics in Spanish American Literature: Cuban Literature**

(3-0-3) Anderson

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.

**ROSP 40780. Mexican Literature**

(3-0-3) Ibsen

An overview of the historical development of prose, poetry, and theatre in Mexico, in its social and aesthetic contexts.

**ROSP 40877. Self, Family, Nation: Insular and U.S. Hispanic Caribbean Women Authors**

(3-0-3) Moreno

This course focuses on the literature of Hispanic Caribbean women authors in the islands and in the United States.

**ROSP 40890. From El Barrio to Calle Ocho: The Urban Experience in U.S. Latino/a Literature**

(3-0-3) Moreno

This course examines Latino/a texts of various ethnic backgrounds that offer representations of the urban landscape and experience. Knowledge of Spanish required.

**ROSP 40891. Beyond the Islands: Latino/a Caribbean Literature and Culture**

(3-0-3) Moreno

This course examines the literary and cultural production of Latinos/as from the Spanish-speaking Caribbean. Issues of migration, transnationalism, and transculturation will be explored through the analysis of texts by Puerto Rican, Cuban American, and Dominican American authors.

**ROSP 40909. Colonial Indigenism in Modern Latin American Literature**

(3-0-3) Anadón

Reminiscences of colonial and indigenist themes in contemporary Latin American narratives.

**ROSP 40935. Spanish American Short Story**

(3-0-3) Ibsen

A survey of the development of the short-story genre in Spanish America. Close readings of works by representative authors.

**ROSP 40960. Spanish American Poets of the Twentieth Century**

(3-0-3) Olivera-Williams

This course will focus on the principal trends of Spanish American poetry through close readings of texts from the avant-garde to the present.

**ROSP 40977. Modernization in Latin America: Urban Changes, Technology, and Desires at Turn-of-the-Last-Century**

(3-0-3) Olivera-Williams

This course designed as a seminar for upper-level Spanish students aims to critically analyze some of the major transformations of Latin America at the time of its entrance in the world market (1875–1910).

**ROSP 40980. Contemporary Women's Fiction in Spanish America**

(3-0-3) Olivera-Williams

An overview of contemporary women writers, their fiction, and their situation within their respective cultures.

**ROSP 40981. Spanish American Theater**

(3-0-3) Olivera-Williams

The purpose of this course is to critically evaluate the most representative dramatic trends of the 20th and 21st centuries in Spanish America.

**ROSP 40991. Realism, Imagination, and Social Crisis in Contemporary Mexican Literature**

(3-0-3) Anadón

We will study diverse contemporary themes such as identity, urban chaos, exile, nature, autobiography, and also stress varied examples of vanguardist techniques in the novels of Arturo Azuela.

**ROSP 41520. Introduction to Spanish Cinema Lab**

(0-2-0) Amago

*Corequisite:* ROSP 40520

This course is the lab component of ROSP 40520.

**ROSP 41530. Gender and National Identities in Contemporary Spanish Cinema Lab**

(0-1-1) Amago

This course is the lab component of ROSP 40530.

**ROSP 41555. Film and the Latin American Imaginary Lab**

(0-1-1)

This course is the lab component of ROSP 40555.

**ROSP 41590. Spanish Theater Workshop**

(2-0-2)

A full-immersion language experience for the study, practice, production, and performance of authentic Spanish texts. Includes analytical and writing components.

**ROSP 47000. Special Studies I**

(3-0-3)

This course is designed with the purpose of allowing students to engage in an individual or small group study under the direction of a departmental faculty member. *Prerequisites:* Senior standing, dean's list.

**ROSP 53000. Senior Seminar**

(3-0-3)

The senior seminar may actually be any ROSP course number in the range 53000–53999. This course is restricted to senior Spanish majors only and includes 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 58000. Honors Thesis**

(0-0-V)

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.

## Medieval Studies

### MI 20001. The World of the Middle Ages

(3-0-3) Noble

*Corequisite:* MI 22001

The Middle Ages have been praised and reviled, romanticized and fantasized. The spectacular popularity of *Harry Potter*, *The Lord of the Rings*, and *Narnia* have brought a revival of interest in and curiosity about the Middle Ages. But what were they like, these ten centuries between Rome and the Renaissance? In this course, we will explore major themes and issues in medieval civilization in an attempt to offer some basic answers to that question. We will have in view three kinds of people: rulers, lovers, and believers. But we will also study carefully those who wrote about those kinds of people. We will constantly ask how can we know about the Middle Ages, and what kinds of things can we know? We will consider major literary texts as both works of art and historical documents. We will explore various kinds of religious literature. We will try to understand the limits, boundaries, and achievements of philosophy and theology. Some lectures will incorporate medieval art so as to add a visual dimension to our explorations. This course will constitute an extended introduction to the dynamic and fascinating world of the Middle Ages.

### MI 20276. Introduction to Islamic Civilization

(3-0-3) Guo

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.

### MI 20278. 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. The historical Arthur is very obscure, but he was probably a Romanized Celtic war-leader who fought the invading Angles 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—that 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 made 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 20406. The Mass of the Roman Rite

(3-0-3) Roy

An examination of the Catholic Eucharist as celebrated according to the Roman rite. Students explore the earliest witnesses of the Eucharist in Scripture and Tradition, then trace the emergence and development of the Eucharistic rite in Rome itself and in areas influenced by Rome. Attention is paid to the origins and formation of liturgical texts, and their compilation into various books; vestments and vessels; and the arrangement of church architecture over the centuries. The course follows the Roman liturgy from the Eternal City (ca. 700) over the Alps into the Frankish realms and even into southern England in the early Middle Ages; then traces its reintroduction to the City in the 11th and 12th centuries, through the pontificate of Innocent III (1198–1216), and its reform after the Council of Trent. The course finally examines the Liturgical Movement of the 20th century and developments after Vatican II. Due consideration is given to the role of Joseph Ratzinger-Pope Benedict XVI in the new liturgical movement with particular focus on his liturgical legislation (*Summorum pontificum*, 7-7-2007), the *ars celebrandi*, and “the hermeneutic of continuity.”

### MI 20473. Regarding the Islamic Challenge to Christian Theology

(3-0-3) Reynolds

*Prerequisite:* (THEO 10001 OR THEO 100) OR (THEO 13183 OR THEO 180G) OR (THEO 20001 OR THEO 200) OR (THEO 24805 OR THEO 201)

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 20476. The Monastic Way in the History of Christianity

(3-0-3) Young

In the history of the Eastern and Western churches, male and female monastics have composed a long and elaborate tradition of their collective life based on the imitation of Christ. A selection of the written sources attesting to the variety of the forms of monastic life and prayer, and theology and mysticism will form the syllabus for this class. It will explore the modes of life of the solitary monastic as well as those of monastic communities, from earliest Christianity through the present, by reading works from and about this form of life. It will discuss, among other themes, those of discipline, the meaning of the body and its labor, penance, suffering, humility, study and learning, the love of human beings, the love of God, union with God and participation in the life of God within the limits that the monastic life imposes.

### MI 20482. Saints in Art and Icons

(3-0-3) Roy

A diachronic exploration of the lives and legends of the saints as depicted in art and iconography. Students will explore lives of the saints in select *vitae* as well as the most influential hagiographical collection of the Middle Ages, *The Golden Legend* of Dominican bishop James of Voragine. Due attention is paid to the arrangement of the sanctoral cycle, the compilation of calendars and martyrologies, and the theological underpinnings of classic iconography. Primary focus on identifying saints by iconographical attributes and conventions in both western and eastern iconography.

### MI 20493. On Conversion

(3-0-3) Daley

For all believing people, faith is a journey: a lifelong movement of growth in understanding of the divine Mystery in whose presence we live, and of



commitment to serving God. Christian faith begins in Jesus' call to each person to follow him as a disciple; and while the general shape of that journey of companionship is modeled in the Gospels, it takes on very different concrete features in each particular life. In this course, we will reflect on the theological importance of conversion and spiritual growth for the life of faith, and will consider the stories of several well-known Christians (Augustine of Hippo, Francis of Assisi, Ignatius of Loyola, John Woolman, Dorothy Day, C.S. Lewis) that reveal the long-term implications of conversion to faith. We will also reflect on loss of faith as a kind of anti-conversion peculiar to modern culture.

### **MI 20609. Reading and Writing Latin Prose**

(3-0-3) Krostenko

This second-year language course continues the review of grammar begun in CLLA 20003 and introduces students to stylistic analysis through close readings of Latin prose authors such as Cicero and the younger Pliny. A special feature of the course is that students learn to write classical Latin for themselves.

### **MI 20671. Celtic Heroic Literature**

(3-0-3) Fogarty

An exciting introduction to Celtic literature and culture, this course introduces the thrilling sagas, breathtaking legends, and prose tales of Ireland and Wales. Readings include battles, heroic deeds, feats of strength and daring, and dilemmas faced by the warrior heroes of the Celts. Celtic Heroic Literature, which requires no previous knowledge of Irish or Welsh, studies the ideology, belief system, and concerns of the ancient Celtic peoples as revealed in their saga literature. By examining the hero's function in society, students investigate the ideological concerns of a society undergoing profound social transformation and religious conversion to Christianity and the hero's role as a conduit for emotional and social distress. Among the heroes to be studied in depth are: Cu Chulainn, Lug, St. Patrick, and the king-heroes. Wisdom literature, archeological, and historical evidence will also be considered in this course. No prior knowledge of Irish required. All texts provided in English.

### **MI 20700. Introduction to Medieval Art**

(3-0-3)

This course will provide an introduction to the visual arts of the period ca. 300 C.E. to ca. 1400 C.E. 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 problematize our assumptions about the nature of art history. 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, which shaped this period.

### **MI 20702. 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 A.D. 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 helped shape 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.

### **MI 20703. Introduction to Early Christian and Byzantine Art**

(3-0-3) Barber

This course will introduce students to the visual arts of the period ca. A.D. 200 to ca. A.D. 1600. Our work will take us from the first fashioning of an identifiable Christian art through to the remarkable poetics of Late Byzantine painting. In so doing, the student will be introduced to the full array of issues that arise around the question of there being a Christian art. Working from individual objects and texts, we will construct a variety of narratives that will reveal a vital, complex, and rich culture that, in a continuing tradition, has done so much to shape the visual imagination of Christianity.

### **MI 20704. Introduction to Renaissance Art**

(3-0-3) Rosenberg

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.

### **MI 20752. Art of the Medieval Codex**

(3-0-3) Joyner

In classical times text and image were applied to papyrus and scrolls, in the mid-15th century movable type and woodcuts printed text and images into paper books. During the intervening millennium, text and images were written, drawn, and painted by multiple hands onto the bound parchment of medieval codices. As an introduction to the study of medieval manuscripts, this class will begin with an overview of codicological methods and then move through a series of thematic questions as they relate to specific manuscripts made in Western Europe between the 5th and 15th centuries. We will consider production methods, text-image relationships, issues of patronage and use, and many other questions as we examine the central role manuscripts played in the evolution of medieval European culture.

### **MI 20772. Medieval and Renaissance Music History I**

(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.

### **MI 22001. The World of the Middle Ages: Tutorial**

(0-0-0)

Discussion section accompanying MI 20001.

### **MI 30203. Middle Ages I**

(3-0-3) Perett

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 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 30210. Late Antiquity**

(3-0-3)

This course will explore the transformation of the Roman world from about A.D. 300 to 600. 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; 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.

### **MI 30214. Italian Renaissance**

(3-0-3)

*Corequisite:* HIST 32500

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 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 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.

### **MI 30221. The Reformation**

(3-0-3)

*Corequisite:* HIST 32352

A narrative history of Christianity in Western Europe from c. 1500 to 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.

### **MI 30222. Tudor England: Politics and Honor**

(3-0-3) Rapple

The period from 1485 to 1603, often feted as something of a “Golden Age” for England, saw that country undergo serious changes that challenged the traditional ways in which the nation conceived of itself. These included the break from Rome, the loss of England’s foothold in France, and the unprecedented experience of monarchical rule by women. Each of these challenges demanded creative political responses and apologetic strategies harnessing intellectual resources from classical, Biblical, legal, chivalric, and ecclesiastical sources. This course will examine these developments. It will also look at how the English, emerging from under the shadow of the internecine dynastic warfare of the 15th century, sought to preserve political stability and ensure a balance between continuity and change, and, furthermore, how individuals could use these unique circumstances to their own advantage.

### **MI 30231. Medieval Spain: Land of Three Religions**

(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.

### **MI 30233. Early Medieval Ireland**

(3-0-3) Rapple

Consideration of the period between 950 and 1400 is of crucial importance in understanding Irish history. This course not only covers the range of continuities and radical discontinuities that marked Ireland’s development during this time, but charts the attempted conquest of the entire country by the English Crown. The lecture series also seeks to answer a number of questions. Why did the papacy give the English Crown sovereignty over Ireland? Why did a country like Ireland, on the verge of attaining political and economic centralization, not organize better resistance to English attempts to subdue it? Why did the English colony fail to prove more successful in exerting its will over indigenous Irish potentates? Culturally, the period also witnessed the growing assimilation of English invaders to the norms of Gaelic Irish politics and society. Lastly, events in Ireland had a serious influence on developments in England, Wales, and Scotland, provoking, amongst other things, the fall of the Plantagenet Dynasty and an attempted invasion by King Robert I of Scotland.

### **MI 30234. Early Modern Ireland**

(3-0-3) Rapple

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 reconquest” (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 30235. Medieval Middle East**

(3-0-3)

This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century C.E. until the rise of Mongol successor polities in the fifteenth 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 30236. The 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 Jogailo, Grand Duke of Lithuania, with Hedvig, 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 which 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 which ravaged the Commonwealth, including those with Muscovy, Sweden, the Ottoman Empire, and with the peoples of what today is modern Ukraine.

### **MI 30237. Medieval and Early Modern Russia**

(3-0-3)

This course will examine the history of Russia from its medieval origins until the age of Catherine the Great in the 18th century. We will begin with the genesis of Orthodox Slavic civilization in medieval Kievan Rus and that state’s destruction in the Mongol invasion. Then we will study the rise of the tsardom of Muscovy and the fateful developments that nearly doomed it in the 16th/17th century: the reign of Ivan the Terrible, the Time of Troubles, the imposition of serfdom, the schism of the Orthodox Church, and widespread popular revolts. Lastly, we will see how Peter the Great and his 18th-century successors attempted to stabilize the social order, westernize the upper classes, and make Russia a great European power.

### **MI 30251. Medieval Cities**

(3-0-3) Constable

*Corequisite:* HIST 32255

This course will cover the structure and development of urban centers in Europe and the Mediterranean World from the late Antique period until the 14th century. The course will begin with a general discussion of modern urban theory together with ancient and medieval conceptions of what makes a “city.” From this point, we will track the history of urban life in medieval Europe, Byzantium, and the Islamic World, with lectures devoted to urban geography, architecture, society, economy, and demography. We will also look in depth at medieval life in individual cities, including London, Paris, Cairo, and Constantinople, in order to consider variations in urban society and institutions in different regions.

### **MI 30255. Twelfth-Century European Renaissance and Reform**

(3-0-3)

The thousand years of history we call “the Middle Ages” witnessed repeated efforts to reform and enlighten society through learning and religion. Such aspirations did not wait for the periods we call Renaissance and Reformation. This course will examine reform movements in the years 1050 to 1215, a time of great cultural expansion often called the “12th-century renaissance.” Here we find the invention of the university and also of chivalry, mystics as well as satirical mockers. We will

read original sources dealing with ethics, politics, love, and religion in that society. We will ask what it means, historically, to speak of a society as undergoing renewal or reform: Can a whole society be reformed? By whom? By what means?

### **MI 30257. The Medieval Mind**

(3-0-3)

This course offers an introduction to thought and culture in the European Middle Ages, the era of romance, scholastic theologians, and female mystics. After a relatively brief look at the early Middle Ages, the course will focus on the origins of the literature of love and chivalry, of schoolmen in universities, and of women religious writers. There is a general textbook to guide the course, but much of the reading will be in primary sources, that is, in the thinkers and poets and mystics of the medieval period.

### **MI 30269. The Late Middle Ages, 1300–1500**

(3-0-3)

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 30273. Muslims and Christians in the Medieval World**

(3-0-3)

*Corequisite:* HIST 32330

The encounter between Christianity and Islam began in the seventh century A.D., 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 30275. Castles and Courts in Medieval Europe**

(3-0-3) Boulton

The expanded title of this course is Castles, Castellannies, 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 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 30287. The Catholic Reformation**

(3-0-3)

*Corequisite:* 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 Observantine 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.

**MI 30290. Violence in Late Medieval and Renaissance Europe**  
(3-0-3)Rapple

Violence was a dominant feature of life in late medieval and Renaissance Europe, and students in this course will explore that violence in all its manifestations—political, economic, military, cultural, and social.

**MI 30301. 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.

**MI 30404. 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. Topics include the origins of the indigenous Christian churches of Syria, Lebanon, Palestine, Armenia, Iraq, and Iran. The development of these traditions will be viewed in relation to Western/European forms of Christianity that have come to dominate and that are 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.

**MI 30405. The History of Catholicism 300 to 1500**  
(3-0-3)

Course explores the evolution of Catholicism from 300 to 1500.

**MI 30411. Christian Theological Traditions I**  
(3-0-3) Cunningham; Wawrykow

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?

**MI 30477. Reading the Qur’an**  
(3-0-3) Reynolds

To Muslims the Qur’an is the uncreated, eternal Word of God. As Jesus Christ is to Christians, the Qur’an to Muslims is the fullest expression of God’s mercy and concern for humanity. It is both the source of complete spiritual wisdom and the constitution for a more perfect society. In the present course, we will encounter this revered text with the following goals: to examine the history of the Qur’an’s

composition and reception; to explore the major themes of the Qur’an; to discuss new theories on and debates over the Qur’an; and, finally, to research the Qur’an’s statements on issues of contemporary interest, especially sex, politics, and war.

**MI 30500. Survey of Spanish Literature I**  
(3-0-3) Juarez-Almendros

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 I**  
(3-0-3) Dawson

Reading of selections and complete works of outstanding French authors from major genres and periods. Students are expected to have already taken ROFR 30310.

**MI 30577. Medieval-Renaissance Italian Literature and Culture**  
(3-0-3) Moevs

*Prerequisite:* (ROIT 202 OR ROIT 215 OR ROIT 20215) OR (ROIT 27500 OR ROIT 202E OR ROIT 20505 OR ROIT 235)

An introduction to the close reading and textual analysis of representative texts from the Duecento through the Renaissance, including Lentini, Guinizzelli, Cavalcanti, Dante, Petrarca, Boccaccio, Poliziano, Machiavelli, and Ariosto.

**MI 30600. Latin Literature and Stylistics**  
(3-0-3)

*Prerequisite:* (CLLA 20003 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 30607. The Roman Revolution**  
(3-0-3)

This course builds on the work of CLAS 30012 and CLAS 30022 and examines the climactic events in Roman history of the late first century B.C. and early first century A.D. that changed Rome from an open republic to a repressive military monarchy. Chronologically the course begins with the appearance on the Roman political stage of the unabashedly ambitious Julius Caesar, and ends with the accession of a hereditary autocrat in the person of the morose ruler Tiberius. Exploring a variety of sources, the course focuses on the political tensions and civil commotions of the revolutionary era associated with warlords such as Pompey, Crassus, Caesar, and Antony, and concentrates especially on the rise to power of Augustus, the most ruthless warlord of all, and his creation of a personal political regime that was to last in style for centuries.

**MI 30610. Roman History-Writing**  
(3-0-3)

This third-year course builds on CLLA 20003 and CLLA 20004, and offers close reading of passages from the works of the historical writers Caesar and Sallust. Latin historiography is a sophisticated instrument for narrating past events, for showing how notions of cause and effect and change over time develop in historical thinking, and for indicating the relevance of the past to the present. The political and social conditions of Rome that informed the writings of Caesar and Sallust are discussed, and the compositional techniques of their works are examined. The course prepares students for advanced offerings in Latin literature, especially CLLA 40022, CLLA 40032, and CLLA 40052.

**MI 30630. Introduction to the Latin Vulgate**  
(3-0-3)

Readings in the prose and poetry of the Latin Bible. The peculiarities of its Latin, influenced by Greek and Hebrew, will be analyzed from an historical linguistic perspective and also interpreted according to Christian exegetical tradition. Special stress on the Psalms with accompanying readings in Augustine’s *Enarrationes*. No knowledge of Hebrew or Greek required.

**MI 30663. Historical Survey: Arabic Middle East**

(3-0-3) Amar

This course will chart the history of the Arab Middle East from the formative period of the emergence of Islam in the seventh century through the fall of Constantinople in 1453 and the creation of the Ottoman Turkish Empire. Intended to be broad in its coverage and comprehensive in its scope, the course will introduce students to the social, cultural, and religious crosscurrents that came to define the Arab life and culture in the region.

**MI 30672. Saints and Kings in Medieval Ireland**

(3-0-3)

This course focuses on a series of encounters (in early Irish and Hiberno-Latin) between saints and kings or other royal characters. Through these stories and characters, tensions between the domains of spiritual and secular, the local and the “national,” the native and the external, are raised, explored, and (sometimes, though by no means always) resolved. Saints such as Patrick, Colmcille, Brigit, Ciarán, and Cainnech, together with kings such as Lóegaire Mac Néill, Diarmuid Mac Cerbaill, and Muirchertach Mac Erca will be studied.

**MI 30673. Celtic Otherworld: Early Irish**

(3-0-3)

In early Irish tradition, the everyday world (of men, women, kings, warriors, and cattle) and the Otherworld stand in unstable and uneasy relation to one another. The Otherworld has several aspects: it can be positive and beneficial—indeed it is viewed as the legitimating source of rule in this world—but also baleful and destructive. In this course, we will study a range of Otherworld encounters, seeking to understand the vast range of contacts between the human world and the other world (or worlds) of early Irish tradition.

**MI 30674. The Irish Tradition I**

(3-0-3)

Ireland possesses the oldest vernacular literary tradition in Europe, spanning over 1,500 years to the present day. This course will provide a survey of the origins and development of that literary tradition through more than a millennium from its beginnings until the 17th century, when political circumstances led to the collapse of the highly developed native system of learning, poetry, and patronage. The development of the Irish literary tradition will be traced against this background of political and cultural upheavals from approximately 500 to 1650.

**MI 30680. 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 *Hildebrandslied*, *Rolandslied*, *Nibelungenlied*, *Iwein*, *Parzival*, *Tristan*, courtly lyric poetry, the German mystics, secular and religious medieval drama, *Der Ackermann aus Bohmen*, and the beast epic *Reineke 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 30700. Introduction to Medieval Art**

(3-0-3) Joyner

This course will introduce the visual arts of the period ca. A.D. 300 to ca. A.D. 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 30720. 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 the eighth centuries A.D. 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.

**MI 30724. Gothic Art and Architecture**

(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.

**MI 30726. Northern Renaissance Art**

(3-0-3)

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, Heironymous Bosch, and Albrecht Dürer. 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 30753. Art into History: Reading the Art of Medieval Byzantium**

(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 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 30757. 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, and Parma also provide insight into the traditions of the local schools and their patronage.

**MI 30758. Kingdom, Empire, and Devotion: Art in Anglo-Saxon, Ottonian, and Romanesque Europe**

(3-0-3) Joyner

Although the Anglo-Saxon kingdom and Ottonian Empire overlap in time during the 10th and 11th centuries, the images and objects produced by both cultures manifest the different political, social, and religious identities being deliberately constructed. By the mid-11th century, the Normans had invaded England, the Salian emperors had succeeded the Ottonians, and European art is more cohesively and problematically labeled as Romanesque. This class will examine Anglo-Saxon and Ottonian art as individual visual traditions and trace their impact on images, objects, and monuments of the more loosely defined Romanesque era.

**MI 30800. Ancient and Medieval Political Theory**

(3-0-3)

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 40003. Survey of Christian Latin**

(3-0-3) Bloomer

*Prerequisite:* (CLLA 20004 OR CLLA 325)

This class surveys the development of Christian Latin language and literature from their origins through Late Antiquity and the early Middle Ages. It introduces students to the various important linguistic, stylistic, and literary influences that contributed to Christian Latin poetry and prose. Students will also be introduced to the varieties of Christian Latin texts and the bibliographical and research skills needed to pursue research into these texts. All along we will be concerned to improve our abilities to read and understand the Latin of the tradition that stretches from the first translations of scripture to the treatises of Jerome and Augustine. The survey of Medieval Latin language and literature in the spring semester follows and builds upon this course.

**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. A.D. 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 medieval Latin texts and documents with attention to vocabulary and word formation, orthography and pronunciation, morphology and syntax, and prose styles and metrics. The course will provide a review of the principal constructions of classical Latin and an introduction to some of the areas of medieval Latin scholarship, including lexis, bibliographies, great collections and repertoires of sources, and reference works for the study of Latin works composed in the Middle Ages.

**MI 40028. Introduction to Meister Eckhart**

(3-0-3)

This course will attempt to introduce Eckhart's thought by reading a selection of his most important Latin works. This close textual study will demonstrate the extent to which Eckhart presents a possibly unique combination of extreme technical exactitude and exegetical flexibility and how, thanks to these skills, he is able to develop a radically Neoplatonic (Dionysian) philosophy within the context of Augustinian readings and a methodology responsive to the demands of the Aristotelian or Scholastic traditions. Selections will be from works including *Exposition of Genesis*, the *Book of the Parables of Genesis*, the *Exposition of John*, the *Parisian Questions*, the *Prologue to the Tripartite Work*, and the *Prologue to the Work of Propositions*. Although the works to be selected for study are available at

least in German and sometimes also in French or English translations, a reading knowledge of Latin is essential for this course. Requirements: regular translation exercises (written and oral) and one short oral presentation.

**MI 40102. History of the English Language**

(3-0-3)

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. Old English**

(3-0-3) Hall

Training in reading the Old English language and study of the literature written in Old English.

**MI 40142. The Canterbury Tales**

(3-0-3) Frese

*The Canterbury Tales* are read in the original Middle English, with the twin goals of obtaining a deepened knowledge of the text-world contained within it along with how applications of contemporary critical practices can be used to produce new insights into the work.

**MI 40149. The Literature of Late Medieval England**

(3-0-3)

This course will survey various kinds of late medieval English writing, from the chivalric romance, *Sir Gawain and the Green Knight*, to the dream vision, *Piers Plowman*, to the spiritual autobiography of Margery Kempe. We will focus on the language of the period, reading several of these texts in Middle English or in facing-page translations, as well as relevant aspects of medieval culture, its modes of representation, its literary genres, and its social and political conflicts.

**MI 40151. Book Under Suspicion: Censorship and Freedom of Expression in Medieval English Literature**

(3-0-3) Kerby-Fulton

Late medieval writers operated in a world distressed by social injustice, political oppression, and church controversy. Although this period saw the rise of modern English literature, itself, it was also a time when starving peasants rebelled against their overlords, knights rode off on crusade amidst anti-war critique, English translations of the Bible were suppressed, women mystics struggled to be heard amidst gender prejudice, and the king Chaucer worked for was deposed and murdered. This course will examine how the major writers of late medieval England negotiated these troubled waters, writing sometimes candidly and sometimes secretly about dangerous or disturbing matters. Authors to be studied will include Geoffrey Chaucer, William Langland, the Wakefield Master playwright, Julian of Norwich, Margery Kempe, and Marguerite Porete (the only medieval woman author to have been burned at the stake for her writings). The aim is to help illuminate how literary writers sought to defend or enlarge their religious or political orthodoxies in response to the challenges of the time.

**MI 40161. Arthurian Legends**

(3-0-3)

An examination of the textual traditions surrounding the once-and-future-king, Arthur, through readings of Geoffrey of Monmouth's *History of the Kings of Britain*, Chretien de Troyes's *The Story of the Grail*, *The Quest of the Holy Grail*, selected short fictions from the Welsh *Mabinogion*, Marie de France's *Lais*, *Sir Gawain and the Green Knight*, and selections from Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, and T.H. White's *The Once and Future King*.

**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—theatrically and theologically—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 40212. Age of Charlemagne**

(3-0-3)

The Carolingian (from *Carolus*, 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; and 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)

*Corequisite:* HIST 32500

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 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.

### **MI 40220. The Roman Empire**

(3-0-3)

This advanced course in ancient history examines the Roman Empire from Augustus to Constantine. It deals with the establishment of the Augustan Principate and the progression of autocracy at Rome in the first two centuries of the imperial age, leading to discussion of what is generally called the third-century crisis and the new monarchy of Diocletian and Constantine. It investigates how the Roman Empire as a geopolitical unit was governed and administered (paying particular attention to the all-powerful figure of the Roman emperor), and how the diverse regional cultures of the greater Mediterranean world were affected by Roman rule. Among topics studied are contemporary debates on Roman society, economy, demography, and culture.

### **MI 40252. Medieval Nobilities**

(3-0-3) Boulton

This course will introduce students to one of the major areas of historical investigation in Europe since 1945: the evolution and function of the hereditary élites now generally called “nobilities.” Although alien to the culture and legal system of the United States, an élite social category of this general type dominated the economic, political, social, and cultural life of every major European people and state throughout and often somewhat beyond the agricultural or pre-industrial era of its history—most commonly to about 1918—and may be seen as a characteristic feature of polities on the levels of chiefdom and agricultural state throughout the world. Thus some understanding of the phenomenon of nobility and its many variant forms is essential to an understanding of the history not only of Europe, but of the civilized world in general before the 20th century. The course will begin with an examination of both medieval and modern ideas of “nobility” (which designated at once an inherent condition, a legal status, and a social category), the words employed to express those ideas, the ways in which noble status could be acquired and lost, the attributes that might be used to express it (including heraldic emblems), and the approaches taken to the whole phenomenon by social, political, constitutional, and cultural historians of various schools. It will then examine the history of a few of the numerous different nobilities that developed in the countries of Catholic Europe between 400 and 1500, and finally examine what is currently known about such themes as noble privilege, power, wealth, and influence.

### **MI 40300. Early Medieval Philosophy**

(3-0-3) Gersh

The course will provide an introduction to philosophy in the period before the translation movement of the 12th century and the rise of Aristotelianism in the universities (including the contributions of such major figures as Augustine, Boethius, Eriugena, and the “School of Chartres”). The arrangement will be predominantly thematic rather than chronological. We will consider such topics as (1) the legacy of ancient philosophy; (2) the relation between theology and philosophy; (3) the relations between the trivium, quadrivium, and philosophy; (4) the genres of philosophical writing (treatise, dialogue, letter, etc.); and (5) the influence of earlier medieval philosophical doctrines in the later Middle Ages and the Renaissance. Knowledge of Latin will be useful but not absolutely necessary,

since many of the texts are also available in translation. Requirement: one final paper of ca. 20 pp.

### MI 40321. 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-theological and literary subject matter and simultaneously apply philosophical-theological 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's work in the fields of science (arithmetic, music), logic, and theology. Part of the course will be devoted to a close study of *De Consolatio 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 14th century. Requirement: one final essay (ca. 20 pp.)

### MI 40322. Founders of the Middle Ages

(3-0-3)

One of the difficulties of studying medieval philosophy arises from the need to read, along with the medieval philosophers themselves, the various ancient sources on which they depend. Everybody knows that Plato and Aristotle enjoy a special status among these sources. It is also widely known that the philosophy of these Greek writers was transmitted to the medieval world through certain less well-known writers of Late Antiquity who sometimes overwhelmed what they were transmitting with their own thoughts and commentaries. This course is aimed at introducing the student to the three most important of these late ancient intermediaries: Augustine, Pseudo-Dionysius the Areopagite, and Boethius. In the first half of the semester, we will learn something of these writers themselves by reading some of Augustine's early dialogues, extracts from the Dionysian corpus, and Boethius's *Consolation of Philosophy* and theological treatises. After the midsemester break, the focus will shift to the medieval readings of these works: for example, in Eriugena, Anselm of Canterbury, Thierry of Chartres, Albert the Great, Meister Eckhart, and Nicholas of Cusa. Language requirement: Latin desirable but not necessary. Written requirement: one final essay (20 pp.).

### MI 40324. Plotinus and Proclus

(3-0-3)

This course will (1) introduce students to the two major figures of ancient Greek Neoplatonism, and (2) provide a sketch of their influences on Latin, Byzantine, and Islamic thought. The multicultural approach of the second half of the project will be stressed.

### MI 40325. Anselm and His Biographer

(3-0-3) Gersh

The course will be of a philosophical-theological, historical, and literary-philological nature. It will also have two more specific aims: (1) to introduce the philosophical work of Anselm of Canterbury, and investigate some of its sources and influences during the Middle Ages, and (2) to pursue Latin readings in works by Anselm himself, and in works by other medieval writers about Anselm. One session of each week will be devoted to Latin reading. Students will be required to prepare a Latin text for oral translation and be prepared to comment on philological issues. Texts will be distributed in advance by the instructor. The second session of the week will be devoted to lectures on Anselm and his milieu by the instructor, although students will be required to make a short oral presentation on a topic of their choice but approved by the instructor toward the end of the semester. Requirement: competence in Classical Latin (intermediate or advanced level).

### MI 40340. Aquinas on God

(3-0-3)

A close reading of the first 43 questions of the first book of the *Summa Theologiae*. These questions, which deal both with the divine essence and with the three divine persons, provide a comprehensive survey of St. Thomas's *Metaphysics*.

### MI 40361. Plato Christianus

(3-0-3)

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 approximately 20 pages.

### MI 40362. Hermeneutics, Deconstruction, and Medieval Thought

(3-0-3) Gersh

The aims of this course are both methodological and historical. The methodological part will consist of an introduction to hermeneutics (in a broad sense) as theorized and/or practiced in certain areas of modern continental philosophy. After a brief look at the crucial innovations of Husserl, we shall study carefully chosen extracts (in English translation) of Heidegger: *Being and Time* and *What is Called Thinking*; Gadamer: *Truth and Method*; and Derrida: *Of Grammatology*, *Writing and Difference*, *Dissemination* in order to illuminate the different (even opposing) ways in which the idea of "hermeneutics" can develop. This general discussion will be combined with specific consideration of the themes of allegory and negativity. The historical part of the course will concentrate on late ancient, patristic, and early medieval readings (Origen: *On First Principles*; Augustine: *On Christian Teaching*, *Literal Interpretation of Genesis*; and Proclus: *Commentary on Plato's Timaeus*). Here, we shall attempt to advance our comprehension of ancient literature by (1) looking for parallels with modern hermeneutic techniques; and (2) applying the modern techniques in test cases. The course is intended to be relatively open-ended; i.e., students will be expected to think about the way in which these discussions are internally coherent and also relate to their own areas of interest (which may be elsewhere in philosophy, theology, or literature (Latin or vernacular). Requirement: one final essay of ca. 20 pp.

### MI 40367. Medieval and Renaissance Platonism

(3-0-3)

This course aims to study the transition between medieval and Renaissance philosophy with special reference to the Platonic tradition. In order to achieve this aim, we will focus on a small group of central figures and study some of their works in detail. Texts to be studied, in whole or part, will include Nicholas of Cusa: *On Learned Ignorance*, *On the Beryl*, *On the Vision of God*; Marsilio Ficino: *Platonic Theology*, *On Love*, *On Plato's Phaedrus*; and Giovanni Pico della Mirandola: *On the Dignity of Man*, *On Being and Unity*, *Heptaplus*. We will study not only the general question of the impact of Humanism on the scholastic method of the Middle Ages, but also such more specific questions as the expansion of the "Platonic" corpus and the new viewpoints on the history of philosophy. Knowledge of Latin will be helpful but not essential (since all above texts are available in English). Written requirement: one final paper of ca. 20 pp.

### MI 40368. Allegory and Cosmology

(3-0-3)

During the Middle Ages in the Latin West, the *Timaeus* was the only work of Plato that achieved wide dissemination (in the translation by Calcidius). Especially when read in conjunction with other works of Late Antiquity such as Macrobius's



commentary on Cicero's *Dream of Scipio* and Servius' commentary on Virgil's *Aeneid*, this dialogue came to be viewed as "cosmological" with regard to content and as "mythical" or "allegorical" with regard to style. Our course will be devoted to the influence of such a *Timaeus* in 12th-century Latin authors. Beginning with some discussion of the philosophical commentaries of Bernard of Chartres and William of Conches, we will engage in a sustained reading of Bernard Silvestris's *Cosmography* and Alan of Lille's *On the Complaint of Nature*, paying close attention to the themes of the disorder of matter, the harmony of the spheres, and the soul's celestial journey soul. Knowledge of Latin is desirable but not essential. Requirement: one final paper (ca. 20 pp.)

### MI 40369. Medieval Negative Theology

(3-0-3) Gersh

The course will begin by examining the historical background in ancient and later ancient philosophy (Plato, the Neopythagoreans, the Neoplatonists) of the theological and philosophical method which later became known as "negative theology." Having extracted a kind of definition from the historical survey, we will look at four major figures of the early Christian and medieval periods in greater detail, reading selected works or parts of works in English translation but also paying attention to the original Latin (or Greek). The authors and works will be (1) Pseudo-Dionysius the Areopagite (*On Divine Names*, *On Mystical Theology*, *On the Celestial Hierarchy*); (2) Iohannes Scottus Eriugena (*Periphyseon*, books I–III); (3) Meister Eckhart (*Parisian Questions*, selections from biblical commentaries, selected German and Latin sermons); and (4) Nicholas of Cusa (*On Learned Ignorance*, books I–II, *On the Vision of God*). The last part of the course will consist of a brief survey of the many other medieval writers who used the negative method, and also some notes on its influence in the Renaissance and later times. Knowledge of Latin will be useful but not necessary for the course. Written requirement: one final paper of ca. 20 pp.

### MI 40407. Introduction to the Early Church

(3-0-3) Cavadini

This course offers a basic introduction to the theology and life of the early Church from the second to the fifth centuries. Special emphasis is given to the development of doctrine, the development of a spiritual theology, and the shape of the lives of Christians both ordinary and extraordinary.

### MI 40433. Theology of St. Augustine

(3-0-3)

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 I 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 40442. Thomas Aquinas and the Pursuit of Wisdom

(3-0-3)

This course offers an orientation to the theology of Thomas Aquinas through his account of "wisdom," which in Thomas refers to the contemplation of divine things and the ordering of all else in that light. The theme of "wisdom" threads its way through the entire range of Thomas's theology, and attention to "wisdom" will make clear many of Thomas's most important convictions about the nature of the theological enterprise; the interrelated doctrines of God, and, of Christ; and, the specific character of Christian discipleship.

### MI 40481. Mysticism and Morality

(3-0-3)

Is mysticism (variously described as the presence of God, a direct experience of God, a consciousness of God, or pure love of God) the culmination of the moral life or its true beginning? To what extent should our moral decisions be guided by our personal experiences of the divine? Given the frequent appeals that thoughtful Christians make to the judgments of conscience, how if at all can we distinguish between the true voice of God in the human heart and self-consoling delusion? Are those who claim to have had, and write sweetly about, an "experience" of God real guides to be trusted by the Christian community, or are they dangerous spiritual individualists who threaten the coherent moral witness of the Church? How, if at all, are we to reconcile the teachings of Christian mystical writers with the sacramental life of the Church and the cultivation of Christian virtue? Is a life of intense asceticism, or even an explicitly Christian faith, necessary for mystical knowledge? We will examine these and other questions in the four parts of the course: (1) Maps of the Soul (through a comparison of Augustine's *Confessions* and Teresa of Avila's *Interior Castle*); (2) Reasons of the Soul (through a comparison of Bonaventure's *Journey of the Mind into God* and Marguerite Porete's *Mirror of Simple Souls*); (3) Loves of the Soul (through a comparison of Catherine of Siena's *Dialogue* and Ignatius of Loyola's *Spiritual Exercises*; and (4) Questions of the Soul (through a comparison of Simone Weil's *Waiting for God* and *The Dark Night of the Soul* by John of the Cross). Course requirements include two class presentations and a final paper comparing two of the authors examined during the semester.

### MI 40491. The Holy Land

(3-0-3) Reynolds

This course will investigate the manner in which Christians and Muslims through the centuries have understood the religious dimension of Palestine, and of Jerusalem, in particular. In the first section of the course we will analyze classical religious texts, including: the New Testament prophecies of Jerusalem's destruction; the narratives surrounding Saint Helen's recovery of the true Cross and sacred relics; the traditions of Muhammad's night journey to Jerusalem, and Muslim narratives on the conquest of Palestine and the construction of the Dome of the Rock. In the second section of the course, we will turn to the memories and visions of individual believers, such as the descriptions of medieval Muslim geographers, the travelogues of European Christian pilgrims, the writings of Eastern Orthodox monks of the Palestinian desert, and the popular religious pamphlets and websites of the Muslim and Christian faithful today.

### MI 40502. Renaissance and Baroque Poetry of Spain

(3-0-3) Juarez-Almendros

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's 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.

### MI 40509. Spanish Golden Age Short Novel

(3-0-3)

A close reading of traditional peninsular narratives.

**MI 40531. Introduction to Old French**

(3-0-3) Boulton

This course is designed to be an introduction to the language and dialects of medieval France, including Anglo-Norman. Readings will include texts written between the 12th and the 14th centuries, such as the *Lais* of Marie de France, trouvère poetry, the prose Lancelot, Machaut, and Froissart.

**MI 40532. 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.

**MI 40533. Life, Love, and Literature in Renaissance Lyons**

(3-0-3) Della Neva

The city of Lyons was a cultural center of Renaissance France. This course will focus on the literature that arose from that location, most especially (but not exclusively) the love poetry of three French Renaissance lyricists: Maurice Scève's *Délie*, the *Rymes* of Pernette Du Guillet, and the *Oeuvres Poétiques* of Louise Labé. Excerpts from other authors associated with Lyons, including Rabelais, Marot, and Du Bellay will also be treated. This course will take a "cultural studies" approach, and students will be expected to work on topics such as the presence of Italians, royal pageantry and celebrations, the presence of the court, industry, fairs, banking and trade, architecture, art and music, intellectual circles, and the Reformation in the city of Lyons. Special attention will be given to the role of women in Lyonnais society and the *Querelle des Amyes* generated in that city. This course will be taught in French. ROFR 30310 (Textual Analysis) or prior experience with textual analysis highly recommended. NOTE: If there is sufficient interest, it may be possible to arrange a "field trip" to Lyons over spring break. Please contact the professor immediately if you have an interest in pursuing this possibility.

**MI 40538. La femme a la Renaissance**

(3-0-3)

This course will consider the image of women in the works of Renaissance male writers as well as the literary production of women in Renaissance France. Authors to be discussed include Jeanne Flore, Hélienne de Crennes, Marguerite de Navarre, Louise Labé, and Pernette Du Guillet. Taught in French.

**MI 40552. Dante I**

(3-0-3) Cachey

An in-depth study, over two semesters, of the entire *Comedy*, in its historical, philosophical, and literary context, with selected reading 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.

**MI 40553. Dante II**

(3-0-3)

An in-depth 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.

**MI 40554. Petrarch**

(3-0-3)

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*.

**MI 40555. Boccaccio**

(3-0-3)

A textual analysis of the *Decameron*, with emphasis on structure and themes. Different critical approaches will be used in the analysis of individual tales, their relationships to the frames, and their reflection on Boccaccio's society.

**MI 40581. Renaissance Woman**

(3-0-3)

This course is designed as an introduction to the study of women and literature of the Renaissance period in Europe. It will treat the subject of the "Renaissance woman" in three ways. First, there will be a brief historical overview of the condition of women of different social classes during this period, focusing on topics such as their education, the role of marriage, and the convent as an alternative to married life. Secondly, it will survey how women were viewed in the literature written by men in various European countries. Here we shall read excerpts from Dante and the courtly love tradition, Petrarch and the Petrarchists, Shakespeare, and Rabelais, among others. We shall also consider the portrayal of women in artistic works of this time, comparing this to their literary representation. Next, we shall study the literature created by women during the Renaissance in Europe. During this part of the course, we shall consider some of the problems generated by women's writing, using Virginia Woolf's *A Room of One's Own* as a point of departure for our discussions. At the end of the course, we will resume our study of the image of woman in the Renaissance by reading a modern play set at that time (Peter Whelan's *The Herbal Bed* on the trial of Shakespeare's daughter) that treats some of the issues facing women at that time. All foreign texts will be read in English translation.

**MI 40601. Ovid**

(3-0-3) Bloomer

*Prerequisite:* (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 *Ars Amatoria*, 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 Ponto*). Special attention is paid to the contexts in which Ovid composed his works, and current and traditional interpretations of his poetry are considered.

**MI 40632. Medieval Latin Survey**

(3-0-3) Muller

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.

**MI 40634. St. Augustine's Confessions**

(3-0-3)

*Prerequisite:* (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 40636. Augustine and the City of God**

(3-0-3)

The aim of the course is to gain a detailed understanding of one of the world's important works of historical and political theology. Writing in response to the destruction of the City of Rome by Visigothic invaders in A.D. 410, Augustine devoted the first half of this "long and difficult work" to a refutation of Roman religion and ancient philosophy (Books I–X). In the second half (Books XI–XXII) he explained what he meant by City of God and Terrestrial City and traced the evolution through time of the two cities in relation to each other. We will study the *City of God* in light of the sources Augustine engaged with. For the first part, these include the philosophers Plato, Apuleius, Plotinus, and Porphyry; the historians Sallust and Livy; and also the statesman Cicero and the poet Vergil. In the second part, Augustine builds on biblical theology, history, and chronology. To conclude, we will devote some time to the influence of this very long book. It will be studied in English, but those with viable Latin will be encouraged to use it.

**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. 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 sixth centuries A.D. 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 40723. 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, Medician patronage, and art for the Renaissance courts of northern Italy and Naples.

**MI 40784. Vocal Sacred Music II**

(3-0-3)

Vocal Sacred Music II is devoted to Renaissance polyphony (ca. 1400–1600). The course will cover matters of liturgy, performance practice, musical forms, notation, sources, and major composers. The course is open to upper-class music majors and graduate students in the Medieval Institute and Master of Sacred Music Program.

**MI 40806. Early English Theatre**

(3-0-3)

This course focuses on English theatre during the two-century "run" from c. 1350 to 1576 of the great civic religious dramas known as cycle plays, which depict the breadth of cosmic and human history from the Creation to Doomsday. The study of drama and theatre of this period will help to establish the context for Shakespeare and his contemporaries by examining not only the surviving plays but also the sources that provide external evidence of drama, secular music, and other communal entertainment and ceremony.

**MI 43201. Seminar: The Pearl Poet**

(3-0-3) Frese

Close readings of the Arthurian romance of Gawain, *Patience* (the whimsical, pre-Pinnocchio-and-Gepetto paraphrase of the story of Jonah and the whale), *Cleanness* (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 "Pearl," who then leads him to the vision of a New Jerusalem whose post-apocalyptic landscape is populated exclusively by throngs of beautiful maidens).

**MI 43285. Knighthood and Chivalry in Medieval Europe, 750–1625**

(3-0-3)

This course introduces students to the history of knighthood (the status of noble heavy cavalryman) and chivalry (the distinctive ethos and code of the knightly class) from their emergence in Western Europe between 950 and 1180 through their apogee between 1180 and 1380 to their slow decline between 1380 and 1625 (and their revival in the 19th century). It will deal first with the knight as warrior, vassal, and monk (in the religious orders of knighthood), then with the knight as nobleman and landowner, and finally with the knight as courtier and civil servant in the emerging state. It will next proceed to an examination of knightly games, festivals, and iconography, and conclude with a look at the survival and revival of chivalry in the post-Gothic period.

**MI 43326. Anselm**

(3-0-3) Flint

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.

**MI 43341. Aquinas's Philosophy and Theology**

(3-0-3)

A close examination of the philosophical arguments within the first 13 questions of Aquinas' *Summa Theologiae*, including arguments about the distinction between philosophy and sacred theology; the existence of a god; divine simplicity; divine perfection; divine goodness; divine infinity; divine immutability; divine eternity; divine unity; how God is known by us; and how God is spoken about by us.

**MI 43342. Aquinas on Creation**

(3-0-3)

An exploration of the central metaphysical questions involved in the claim that God creates the entities in the world *ex nihilo*, along with an examination of hermeneutical questions involved in the interpretation of Genesis 1. The main texts for the course will be the treatment of creation and of the work of the six

days found in St. Thomas's *Summa Theologiae*, supplemented by the treatment of creation in Francisco Suarez's *Disputationes Metaphysicae*.

**MI 43343. Aquinas on Human Nature**

(3-0-3)

A close study of St. Thomas Aquinas's philosophical anthropology, based on questions 75–101 of the First Part of the *Summa Theologiae*. Some topics include the human soul and its powers, the sentient appetite, higher human cognition and willing, and the production of the first human beings in the state of innocence.

**MI 43583. King Arthur in European Literature**

(3-0-3) Boulton

We will read representative works chosen from the major medieval European literary traditions, including, for example Latin (Geoffrey of Monmouth), English (Lawman, Malory), French (Chrétien de Troyes, the Vulgate Cycle), Spanish (*La Tragèdia de Lançalot, Tristán*), German (Hartmann von Aue, Gottfried von Strassburg), and Italian (*La Tavola Ritonda, Tristan Panciatichiano*).

**MI 43638. Augustine: Selected Readings**

(3-0-3) Muller

In this course, we will read select passages from Augustine's earliest extant works, the so-called Cassiciacum dialogues. Augustine spent the winter between his conversion (386) and his baptism (Easter 387) at a friend's villa in Cassiciacum near Milan, where he wrote four philosophical works, *Contra Academicos*, *De Beata Vita*, *De Ordine*, and *Soliloquia*. In choosing the form of the philosophical dialogue, he paid homage to his pagan predecessors, above all Cicero. The influence of pagan philosophy, especially Neoplatonism, is present throughout the dialogues, as is the interest in classical literature and in the liberal arts. The dialogues represent Augustine's first attempt to express and structure his newfound belief (as well as the experience of his conversion), and the views and sentiment expressed in them sometimes widely differ from his later works; yet it is unmistakably Augustine who is speaking. We will discuss the position of the dialogues in the course of Augustine's intellectual development by comparing them to selections from later works (above all, *Confessions*) and from pagan philosophers (Cicero, Plotinus). Prerequisite: 3 years of college Latin or by permission of the instructor.

**MI 46020. Directed Readings—Undergraduate**

(V-0-V)

Offers advanced undergraduate students a possibility to work closely with a professor in preparing a topic mutually agreed upon.

**MI 47801. NSF-REU Biocultural Research Program**

(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 50001. Introduction to Medieval Studies**

(1-0-1) Constable

A 1-credit-hour course designed to introduce students to the basic bibliographies, handbooks, and research tools in medieval studies. Professors from various disciplines will participate. Open only to honors track majors in medieval studies.

**MI 50783. Vocal Sacred Music I**

(3-0-3)

Vocal Sacred Music I is devoted primarily to Gregorian chant, with some study toward the end of the semester of medieval polyphonic works based on chant. The course will cover matters of liturgy, performance practice, musical forms, notation, and sources.

**MI 58001. Senior Honors Thesis I—Research**

(3-0-3)

This course is part of a two-semester sequence open only to seniors in the medieval studies honors program. Guided by a faculty adviser, students will research and write a thesis that results in a scholarly examination of a clearly defined topic. In the fall semester, students formalize the choice of a topic initially selected at the end of their junior year and complete the research begun on the project during the preceding summer. Specific deadlines for a thesis proposal and bibliography are available from the director of undergraduate studies.

**MI 58002. Senior Honors Thesis II—Writing**

(3-0-3)

This course is part of a two-semester sequence open only to seniors in the medieval studies honors program who have completed MI 58001 successfully. Guided by a faculty adviser, students will use the research completed in the fall to write drafts and a final version of their senior honors thesis. Specific deadlines and requirements for the written stages of the thesis are available from the director of undergraduate studies.

## Department of Music

### 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)

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 10112. Mozart, Beethoven, Schubert, Wagner, and Brahms

(3-0-3)

Music in its historical context.

### 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 10125. Literature and Opera

(3-0-3)

In this course, the full title of which is Taking Liberties: From Book to Libretto, or French Literature Goes to the Opera and which is being taught in ENGLISH for the first time, we will be looking a series of “parent” texts, written originally in French, and their operatic “offspring.” Our objective will be less to highlight textual difference, although in certain cases that is far from being an uninteresting area of investigation, than to appreciate the theme and variation of, let us say, Merimée’s *Carmen* and the treatment she gets in Bizet’s opera. Among the text/operas we will examine as books (in English translation or in the original French depending on individual student preference and as operas (DVD projections with subtitles) will be *The Barber of Seville* (Beaumarchais/Rossini); *The Marriage of Figaro* (Beaumarchais/Mozart); *Don Juan* (Molière) and *Don Giovanni* (Mozart); *Manon Lescaut* (Prévost/Puccini), and *Carmen* (Mérimée/Bizet). We may try for one more: either *Le roi s’amuse* (Hugo)/“Rigoletto” (Verdi) or *La dame aux camélias* (Dumas)/ *La Traviata* (Verdi). As a so-called “appreciation” course, students need not necessarily know French or music theory. What are required are open minds, eyes, and ears. There will be two papers, the second being more ambitious than the first, and a final exam. Prerequisite: 300-level literature or music course or permission of instructor. This course does fulfill a 400-level requirement for French majors. This course does not fulfill a 20000-level class for music majors.

### MUS 10131. Introduction to Jazz

(3-0-3) Dwyer

A music appreciation course requiring no musical background and no prerequisites. General coverage of the significant musicians, styles, and structures of jazz music. Receive permission from the instructor (ldwyer@nd.edu).

### MUS 10132. Modern Jazz

(3-0-3)

A study of the jazz performers and practices of the latter half of the 20th century to today—the roots, stylistic developments, and directions of individual artists, small combos, and big bands, using recordings, videos, and live concerts. No musical experience is required.

### MUS 10133. Gender, Sexuality in Pop Media

(3-0-3)

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.

### MUS 10150. Music of the Catholic Rite

(3-0-3) Frandsen

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 10164. Topics: Film/Popular Music

(3-0-3)

*Prerequisite:* FTT 10101 OR FTT 20101

*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 will see films using popular music of all kinds—Tin Pan Alley, ’50s rock ’n roll, jazz, disco, country, French pop, and more. We will 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 will 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 Chergourg*, *Round Midnight*, and *Nashville*.

### MUS 10190. Introduction to Classical Music

(3-0-3)

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 10201. Brass Ensemble

(1-0-1) O’Leary

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. Percussion Ensemble

(V-0-V) Sanchez

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. Examples include clarinet choir, percussion ensemble, and other band instrument ensembles.

**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 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 Band**

(1-0-1) Dwyer

Open through audition.

**MUS 10231. New Orleans Brass Band**

(1-0-1) Merten

An ensemble performing the traditional and new music of New Orleans-style brass bands.

**MUS 10233. Jazz Improvisation**

(1-0-1) Dwyer

Students will study scales, key centers, and chords, in order to develop improvisation skills using melodic and rhythmic variation, chordal and modal techniques, and aural transcriptions of recorded solos.

**MUS 10240. Symphonic Winds**

(1-0-1) Dye

This ensemble 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 10241. Wind Ensembles**

(1-0-1) Dye

Wind and brass ensembles assembled for performance with special instrumentation.

**MUS 10242. Symphonic Band**

(1-0-1) Sanchez

This ensemble 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) Sanchez

This ensemble 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 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) Sanchez

Performs for athletic events and special functions. Does not apply to overload.

**MUS 10247. Concert Winds**

(1-0-1) Dye

This ensemble 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 Class: Beginning Lessons**

(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 is charged per semester, which includes instruction and an hour's daily use of the practice facilities. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 10340. Voice Class: Beginning Lessons**

(1-0-1) Resick

A class for beginners in voice. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 10351. Guitar I: Beginning Lessons**

(0-0-1) Miller

A class for beginners or those with no formal training. Students learn reading, ear training and basic techniques through solos, chord study and ensemble music in an interactive class. Styles range from classical to blues including contemporary pop melodies. Acoustic six-string guitar required. Students must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [nd.edu/~smiller2/](http://nd.edu/~smiller2/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 10352. Guitar 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 and ensemble pieces as they develop chord knowledge and accompaniment styles. Styles range from classical to blues including contemporary pop melodies. Acoustic six-string guitar required. Must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [nd.edu/~smiller2/](http://nd.edu/~smiller2/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 10353. Guitar 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [music.nd.edu/guitar/](http://music.nd.edu/guitar/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 10361. Contemporary Song Writing**

(1-0-1)

*Prerequisite:* (MUS 20001 OR MUS 231)

Exploring fundamentals of song writing, composing and performing vocal or instrumental songs.

**MUS 11164. Topics in Film/Popular Music Lab**

(0-0-0)

*Prerequisite:* MUS 10101 OR MUS 20101*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 11300. Piano Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11301. Organ Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11302. Harpsichord Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11303. Jazz Piano for Non-Majors**

(V-0-V)

Lessons for non-majors. Individual instruction according to the level and ability of the student. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11307. Fortepiano Lessons for Non-Majors**

(0-V-V)

Lessons on an early-19th-century, Graf-style piano. Must sign up in the music department office (105 Crowley Hall) to get department approval.

**MUS 11310. Violin Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11311. Viola Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. Individual instruction. Some prior study of the viola 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11312. Cello Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11313. String Bass Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11314. Harp Lessons for Non-Majors**

(V-10-V)

Lessons for non-majors. Prerequisite: Musical background. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11320. Woodwind Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11321. Brass Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11330. Percussion Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11340. Voice Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11350. Guitar Lessons for Non-Majors**

(0-V-V)

Individual instruction in jazz, classical, or independent styles. Must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [nd.edu/~smiller2/](http://nd.edu/~smiller2/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11351. Jazz Guitar Lessons for Non-Majors**

(V-0-V)

Lessons for non-majors. Classes consist of seven to 12 students meeting one hour per week. Arranged according to student's schedule. A fee is charged per semester. Does not apply to overload. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 11390. Music Technology Lessons**

(V-0-V)

Private instruction on the various facets of music technology including, but not limited to Finale, Reason, Cool Edit and other music technology programs. Lesson fee applies. Does not count toward lesson requirement for music majors. Deadline for sign up is noon on the first Thursday of classes.

**MUS 13182. Fine Arts University Seminar**

(3-0-3) Johnson

This course will use the aesthetic of "impressionism," an aesthetic that suffused the art and music of the early-20th century, to understand the artistic creations of a number of the most important composers, painters, and filmmakers of the years 1870–1980. Though sited mostly in France and England, side trips to Russia, the Soviet Union, and the United States will reveal the broad scope of impressionism. Through readings that cover biography, criticism, politics, and aesthetics we will begin to assemble a fairly complete picture of what impressionism was, and what its continuing influence is. No knowledge of music or musical notion is necessary, but listening and video assignments will be components of the course.

**MUS 20001. Harmony and Voice Leading (Theory I)**

(3-0-3) Johnson; 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) Haimo; Smith

*Prerequisite:* (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) Tidback

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) Tidback

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 20041. Counterpoint**

(3-0-3)

*Prerequisite:* (MUS 20001 OR MUS 231) OR (MUS 10090 OR MUS 230)

This course will focus on the practice of counterpoint—the writing of independent voices and their polyphonic combination. This course is designed primarily for music majors, but qualified non-majors are also welcome. (The prerequisite for the

course is normally Theory I, but Theory for Non-Majors can also serve as a prerequisite.) For more than 400 years, the polyphonic vocal music of the 16th century (and the music of Palestrina, in particular) has been viewed as an ideal. Ever since the 18th century, the craft of counterpoint has been learned using a pedagogic method called "species counterpoint." (When Beethoven came to Vienna to study with Haydn, he studied species counterpoint with Haydn). Species counterpoint is a graded set of compositional problems that take the student from the simplest rhythmic situations for two voices, progressively through more complicated rhythmic situations, all the way to free writing for four or more voices. Students will be assigned species counterpoint exercises for every other class. In class, the assignments will be put up on the board and critiqued. The final project for this course will be the writing of a motet for four voices in the style of Palestrina. Essential for any student interested in composition, species counterpoint is also invaluable as a tool to understand the inner workings of polyphonic music and the treatment of dissonance throughout the Baroque, Classical, and Romantic eras.

**MUS 20101. Medieval and Renaissance Music History I**

(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 20112. Baroque Music (History II)**

(3-0-3) Frandsen

A survey of music. The study of the major forms and styles in Western history.

Required of music majors. A survey of the styles and forms of Baroque music (ca. 1600 and 1750). Restricted to music majors; non-majors with sufficient musical background who wish to enroll in the class should contact the professor. Prerequisites: MUS 20001 and MUS 20002 (Theory I and II). It is strongly recommended that students also take MUS 20101 (History I) before enrolling in MUS 20112.

**MUS 20141. Understanding World Music**

(3-0-3)

This course introduces a wide variety of musical systems, emphasizing the integration of culture-specific concepts about musical sound with the particular historical, social, and political contexts that shape and are shaped by that sound. Select musical case studies from South Asia, Africa, and Latin America will be explored and juxtaposed to reveal relationships to relevant themes such as nationalism, migration/diaspora, spirituality, the social position of music/musicians, improvisation, and social protest. No background in music is required, only open ears and minds.

**MUS 20145. Appreciating World Music**

(3-0-3) Ng

*Prerequisite:* (MUS 20001 OR MUS 231 AND MUS 20002 OR MUS 232)

This course introduces students to the methods for conducting field research, reviewing live musical events and evaluating world music recordings. Through discussions about music from South Africa, Mexico, the Philippines, Indonesia, and China, students learn about the musical practices of these other cultures and understand their motivations for musical production. Challenges faced by musicians from colonialism, racism, nationalism, cultural imperialism, and commercialism are also engaged. In addition, students are encouraged to "discover" world music among the diasporic communities within their own societies and get the opportunity to perform music of some of the cultures studied.

**MUS 20146. Music and Globalization in Asia**

(3-0-3) Ng

This course explores musical production in India and China, the "new cultural cores" that are gradually replacing the United States and Western Europe in cultural influence in Asia and the Asian diaspora. Taking into account these countries' colonial and semi-colonial histories, their political and economic development, and the increasing transnational movement of their citizens, this course charts the development of commercially successful music from these countries—bhangra; Bollywood; Chinese pop; and fusion music popularized by



bands such as Twelve Girl Band and composers such as Tan Dun in *Crouching Tiger, Hidden Dragon*—that have not only captured Asia, but the West as well, and shaped the imagination of what Indian-ness and Chinese-ness are, both to the Chinese/Indians and non-Chinese/Indians. In addition, this course examines Filipino entertainers, a group of musicians who provide live entertainment of a transnational capacity throughout Asia. They represent important channels for the dissemination of Indian and Chinese popular music in that region. Globalization and cosmopolitanism theories will be discussed in this course.

### **MUS 20147. Music of Africa and the African Diaspora**

(3-0-3)

Students explore music from West Africa, Southern Africa, East Africa, and the Caribbean, South America, and the United States, paying close attention to how their reception and performance inform and influence each other historically and contextually. The seminar emphasizes an interdisciplinary approach to the subject, drawing from the ethnomusicology, African and African American studies, anthropology, and colonial and postcolonial studies.

### **MUS 20148. Music and World Religions**

(1.15-0-3)

Through this ethnomusicology course, students will learn the roles music occupies in world religions. More than a world music course, we will examine the creative expression of the divine through the universal language of organized sound as music, as music plays a major role in the in the practice of most religions worldwide. This study involves all the major continents, highlighting new perspectives as to the confluence between religious culture and musical expression. Knowledge of music beneficial but not required; just ears and minds open to the diverse ontological understandings comprising various worldviews.

### **MUS 20491. Instrumental Techniques**

(3-0-3) O'Leary

A hands-on music and liberal arts course designed to teach students instrumental techniques in preparation for experiential learning experiences within the local community and abroad. Students will receive instruction on wind and percussion instruments that will enable them to excel while outside the classroom. Students will apply these skills as directors and mentors in the Bandlink program and service opportunities overseas.

### **MUS 20651. Ensemble Management**

(3-0-3) Dye

Students will learn pedagogical techniques to help them manage a large ensemble rehearsal. Students will receive one-on-one instruction from faculty as well as have extensive hands-on opportunities to practice these techniques. Students will serve as directors within the Bandlink program and share responsibility for classroom management, literature selection, instruction, logistics, and budget.

### **MUS 20691. Instrumental Pedagogy**

(1-0-1) Dye

Notre Dame students will learn teaching techniques on their instruments through hands-on instruction of local students in the Bandlink program. Instruction will be in individual lessons and small-group rehearsals.

### **MUS 20890. The Business of Music**

(3-0-3) Dye

A historical survey of the synergistic relationship between music and business. Covering major technological, legal, and economic forces influencing the musical arts. This class will address the latest developments by studying historical practices, cutting-edge technologies, emergent business practices, and global trends in both business and music.

### **MUS 20941. Vocal Physiology and Pedagogy**

(1-0-1)

In this class, students will learn in detail the anatomical structures and processes that are involved in singing. They will also be introduced to important concepts

and issues involved in vocal pedagogy. Coursework will involve class participation, reading assignments, tests, and a small project.

### **MUS 21300. Piano Lessons for First Year Majors**

(0-V-V)

Lessons for first year majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

### **MUS 21301. Organ Lessons for First Year Majors**

(0-V-V)

Organ lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

### **MUS 21302. Harpsichord Lessons for First Year Majors**

(0-V-V)

Harpsichord lessons for first year majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

### **MUS 21303. Jazz Piano Lessons for First Year Majors**

(0-V-V)

Jazz Piano lessons for first year majors. Individual instruction according to the level and ability of the student. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

### **MUS 21307. Fortepiano Lessons for First Year Majors**

(0-V-V)

Lessons on an early-19th-century, Graf-style piano. Must sign up in the music department office (105 Crowley Hall) to get department approval.

### **MUS 21310. Violin Lessons for First Year Majors**

(0-V-V)

Violin lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

### **MUS 21311. Viola Lessons for First Year Majors**

(0-V-V)

Viola lessons for first year majors. Individual instruction. Some prior study of the viola 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

### **MUS 21312. Cello Lessons for First Year Majors**

(0-V-V)

Cello lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

### **MUS 21313. String Bass Lessons for First Year Majors**

(0-V-V)

String bass lessons for first year majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 21314. Harp Lessons for First Year Majors**

(0-V-V)

Harp lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 21320. Woodwind Lessons for First Year Majors**

(0-V-V)

Woodwind lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 21321. Brass Lessons for First Year Majors**

(0-V-V)

Brass lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 21330. Percussion Lessons for First Year Majors**

(0-V-V)

Percussion lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 21340. Voice Lessons for First Year Majors**

(0-V-V)

Voice lessons for first year majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 21350. Guitar Lessons for First Year Majors**

(0-V-V)

Guitar lessons for first year majors. Individual instruction in jazz, classical, or independent styles. Must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [nd.edu/~smiller2/](http://nd.edu/~smiller2/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 21351. Jazz Guitar Lessons for First Year Majors**

(0-V-V)

Jazz guitar lessons for first year majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 23140. Politics and Economics of Music**

(3-0-3) Ng

Using relevant case studies, this course explores various issues pertaining to music: its commodification; use in advertising and to promote tourism; its representation of gender identities and sexuality; its function in furthering nationalism and transnationalism; its role in projecting class, racial and ethnic identities; and its power to ignite political and social change. A wide range of music will be engaged with, from Chopin and Celtic music to Balinese dance and the music of the Australian Aborigines.

**MUS 30003. Chromatic Harmony (Theory III)**

(3-0-3) Johnson

*Prerequisite:* MUS 20002

Studies in advanced harmony.

**MUS 30004. Twentieth-Century/Music Theory IV**

(3-0-3) Johnson

Intended for music majors. The theoretical and historical sources and development of music from Debussy to the present.

**MUS 30013. Musicianship III**

(1-0-1) Tidaback

*Prerequisite:* MUS 20012

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. Musicianship 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)

*Prerequisites:* MUS 20001 AND MUS 20002

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 30141. Music, Religion, and Media in South Asia**

(3-0-3)

This course explores the meaning of musical sound across a range of spiritual and mass-mediated contexts from North and South India, Pakistan, and Nepal. Special attention is paid to the ecstatic and spiritual uses of music in the rituals and performances of various Buddhist, Hindu, Muslim (especially Sufi), Christian, Sikh, and agnostic communities. An underlying focus of the course is the relationship between the sacred and the secular, and between commercial and devotional practices of music making and music listening: How do musical and spiritual practices become commercialized by mass-mediated production and reception? Conversely, are there ways in which the uses of mass-mediated music are ritualized and take on a spiritual dimension? We will approach these and other related questions through case studies, such as Muslim-Hindu relations as depicted in “Bollywood” movies, cassette-playing as a devotional act on Himalayan pilgrimages, and classical music performance as the expression of religious sentiment. Musical experience and ability to read music are preferred, but not required.

**MUS 30142. Post-Nineteenth-Century Music of Africa and the Diaspora: Its Influences on Religious and Social Change**

(3-0-3)

Students explore music from North, East, Central, Southern, and West Africa in the contexts of both 19th- and 20th-century colonialism and post-colonialism. Additionally, students will be exposed to the music of the African Diaspora in South America, the Caribbean, the United States, and Europe, paying close attention to how religious and socio-political themes infuse and inform performance practices as well as societal change. Many musical genres—from reggae to rap and salsa to funk—will be covered. The course emphasizes an interdisciplinary approach to the subject, drawing from ethnomusicology, African and African American studies, Diaspora studies, anthropology, history, religious, and colonial and post-colonial studies. Although not a prerequisite, this is a continuation of Music of Africa and the Diaspora (MUS20147). Preparation for lectures includes select readings and occasional listening. Please bring open ears as much listening will be done in class.

**MUS 30200. Chamber Music**

(V-0-V) Plummer

Study and performance of selected chamber compositions. Intended for music majors or with special permission.

**MUS 30211. Opera Production**

(1-0-1) Beudert

Performance of an opera. Admission by audition.

**MUS 30213. Opera Workshop**

(1-0-1) Beudert

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 30400. Piano Performance Class**

(1-0-1) Blacklow

Master class format designed to give piano students opportunities in which to perform.

**MUS 30410. String Performance Techniques**

(1-0-1) Buranskas; Plummer

Performance class/master class format designed to give string students opportunities to perform.

**MUS 30451. Conducting I**

(2-0-2) Stowe

Basic techniques of instrumental and choral conducting. For music majors only or with special permission of the instructor.

**MUS 30452. Conducting II**

(2-0-2)

Basic techniques of instrumental and choral conducting. For music majors only or special permission of the chair of the department.

**MUS 30453. Instrumental Conducting**

(3-0-3) O'Leary

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 31300. Piano Lessons for Sophomore Majors**

(0-V-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31301. Organ Lessons for Sophomore Majors**

(0-V-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31302. Harpsichord Lessons for Sophomore Majors**

(0-V-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31303. Jazz Piano Lessons for Sophomore Majors**

(0-V-V)

Jazz Piano lessons for Sophomore majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31307. Fortepiano Lessons for Sophomore Majors**

(0-V-V)

Lessons on an early 19th-Century, Graf-style piano. Must sign up in the music department office (105 Crowley Hall) to get department approval.

**MUS 31310. Violin Lessons for Sophomore Majors**

(V-0-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31311. Viola Lessons for Sophomore Majors**

(V-0-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31312. Cello Lessons for Sophomore Majors**

(V-0-V)

Cello lessons for sophomore majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31313. String Bass Lessons for Sophomore Majors**

(0-V-V)

String bass lessons for sophomore majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31314. Harp Lessons for Sophomore Majors**

(V-0-V)

Harp lessons for sophomore majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31320. Woodwind Lessons for Sophomore Majors**

(0-V-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31321. Brass Lessons for Sophomore Majors**

(0-V-V)

Brass lessons for sophomore majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31330. Percussion Lessons for Sophomore Majors**

(0-V-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31340. Voice Lessons for Sophomore Majors**

(0-V-V)

Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31350. Guitar Lessons for Sophomore Majors**

(0-V-V)

Guitar lessons for sophomore majors. Individual instruction in jazz, classical, or independent styles. Must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [nd.edu/~smiller2/](http://nd.edu/~smiller2/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31351. Jazz Guitar Lessons for Sophomore Majors**

(0-V-V)

Jazz guitar lessons for sophomore majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 31360. Composition**

(V-0-V)

Creative writing in various forms, conventional and contemporary. Private instruction only. Must sign up in the music department office (105 Crowley Hall) to get department approval.

**MUS 37900. Special Studies**

(V-0-V)

An individualized course in directed studies under personal supervision of the teacher.

**MUS 38390. Junior Recital**

(1-0-1)

Majors only. Public performance of appropriate solo repertoire.

**MUS 40023. Twentieth-Century Russian Composers: Skryabin, Stravinsky, Prokofiev, and Shostakovich**

(3-0-3)

*Prerequisite:* MUS 30003 AND MUS 30004

The analysis of works by Skryabin, Stravinsky, Prokofiev, and Shostakovich, with particular attention to theories that have been developed to explain their music.

**MUS 40024. Debussy, Ravel, and Stravinsky**

(3-0-3) Johnson

Study and analysis of the music of Debussy, Ravel, and Stravinsky up to 1920.

**MUS 40025. Music Theory V**

(3-0-3)

*Prerequisite:* MUS 30003

A study of the procedures for harmonic, melodic, rhythmic, and formal analysis.

**MUS 40052. Orchestration and Synthesiation Through Songwriting**

(3-0-3)

*Prerequisite:* MUS 10090 OR MUS 20001

This course will investigate first the standard orchestral and popular instruments by arranging and performing student songs, from liturgical to popular to art-song. The second half of the course will investigate MIDI synthesis, notation, and recording as it applies to songwriting. Students will be assigned different song-form projects in various genres and instrumental combinations. Arranging those songs for instruments and synthesizers, notating them efficiently and clearly, and communicating their intentions to performers will constitute the bulk of the course. Special emphasis will be placed on techniques for orchestrating piano music.

**MUS 40122. Goethe and Song**

(3-0-3) Youens

*Prerequisite:* MUS 20002

A study of 19th- and 20th-century songs to poetry by the great German writer Johann Wolfgang von Goethe (1749–1832), including music by Schubert, Schumann, Brahms, Hugo Wolf, and many others.

**MUS 40124. Schubert: His Life and Works**

(3-0-3)

*Prerequisite:* MUS 20002

A comprehensive survey of the life, cultural, and historical contexts and music of Franz Schubert (1797–1828).

**MUS 40125. Shakespeare and Verdi**

(3-0-3) Youens

An in-depth study of 19th-century Italian operatic adaptations of Shakespeare, with particular focus on *Macbeth*, *Othello*, and *Falstaff* by Giuseppe Verdi.

**MUS 40160. Words and Music**

(3-0-3) Jeffery

*Prerequisite:* MUS 20002

We'll investigate three areas: (1) new psychological research on relationships between music and language, (2) how composers of many eras and cultures have set texts to music, and (3) the uses of linguistic concepts in music theory and analysis. Units will include phonology (classification of sounds), prosody and rhythm, speech and melody, syntax and grammar, and rhetoric and semantics (meaning).

**MUS 40402. Piano Collaboration**

(1-0-1) Blacklow

For advanced piano students only, by permission of instructor. Pianists in this course have an opportunity to develop the specific skills and abilities needed for accompanying vocalists and/or instrumentalists, and are encouraged to bring their colleagues to class.

**MUS 40441. Diction I - German**

(1-0-1)

Elements and expressive techniques of German diction, utilizing the International Phonetic Alphabet.

**MUS 40442. Diction II - English, Italian**

(1-0-1) Lancaster

Elements and expressive techniques of English and Italian diction, utilizing the International Phonetic Alphabet.

**MUS 40443. Diction III-French**

(1-0-1)

Elements and expressive techniques of French 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 40490. Orchestral Excerpts**

(1-0-1) Plummer

Excerpts from the standard orchestral literature encompassing styles from the 18th century through the 20th century. Instructed by individual members of the faculty.

**MUS 40500. Music Through Technology**

(3-0-3) Dye

Music through Technology is a lecture/lab course open primarily to CAPP and music majors, with consideration of 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 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.

**MUS 40941. Vocal Physiology and Pedagogy**

(1-0-1) Lancaster

In this class, students will learn in detail the anatomical structures and processes that are involved in singing. They will also be introduced to important concepts and issues involved in vocal pedagogy. Coursework will involve class participation, reading assignments, tests, and a small project.

**MUS 41300. Piano Lessons for Junior Majors**

(0-V-V)

Piano lessons for junior majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41301. Organ Lessons for Junior Majors**

(0-V-V)

Organ lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41302. Harpsichord Lessons for Junior Majors**

(0-V-V)

Harpsichord lessons for junior majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41303. Jazz Piano Lessons for Junior Majors**

(0-V-V)

Jazz Piano lessons for junior majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41307. Fortepiano Lessons for Junior Majors**

(0-V-V)

Lessons on an early 19th-century, Graf-style piano. Must sign up in the music department office (105 Crowley Hall) to get department approval.

**MUS 41310. Violin Lessons for Junior Majors**

(0-V-V)

Violin lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41311. Viola Lessons for Junior Majors**

(0-V-V)

Viola Lessons for junior majors. Individual instruction. Some prior study of the viola 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41312. Cello Lessons for Junior Majors**

(0-V-V)

Cello lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41313. String Bass Lessons for Junior Majors**

(0-V-V)

String bass lessons for junior majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41314. Harp Lessons for Junior Majors**

(0-V-V)

Harp lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41320. Woodwind Lessons for Junior Majors**

(0-V-V)

Woodwind lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41321. Brass Lessons for Junior Majors**

(0-V-V)

Brass lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41330. Percussion Lessons for Junior Majors**

(0-V-V)

Percussion lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41340. Voice Lessons for Junior Majors**

(0-V-V)

Voice lessons for junior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41350. Guitar Lessons for Junior Majors**

(0-V-V)

Guitar lessons for junior majors. Individual instruction in Jazz, Classical or independent styles. Must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [nd.edu/~smiller2/](http://nd.edu/~smiller2/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 41351. Jazz Guitar Lessons for Junior Majors**

(0-V-V)

Jazz guitar lessons for junior majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 43140. The Politics and Economy of Music**

(3-0-3)

Using relevant case studies, this course explores various issues pertaining to music: its commodification; use in advertising and to promote tourism; its representation of gender identities and sexuality; its function in furthering nationalism and transnationalism; its role in projecting class, racial and ethnic identities; and its power to ignite political and social change. A wide range of music will be engaged with, from Chopin and Celtic music to Balinese dance and the music of the Australian Aborigines."

**MUS 43991. Issues in Film and Media**

(3-0-3)

*Corequisite:* FTT 41601

This course serves as a capstone course for film, television, and media students, and an elective course for music students. It combines theoretical and historical reading and the opportunity for applied research, either as a 20-page term paper or as a creative project in film or music. There is a class topic that varies each

semester. Readings will highlight the historical and aesthetic development of the acoustic dimension of cinema (and to some extent, television and video) from pre-cinema to contemporary sound design to the video iPod. The student projects may concentrate on some aspect of the class topic, or compose an accompaniment for a film, or create a sound design for a film. The course will be conducted as the kind of seminar that one might encounter in a graduate program, with students giving oral presentations based on readings and screenings. The class meets in weekly 150-minute sessions, with a short mid-session break. There will be guest faculty visiting the class. The term projects are developed over the semester in close consultation with the instructor. For the music students in the class, there is the possibility of traveling to a silent film and music festival in Italy, Oct. 7–14. (This is contingent on a successful grant application for the course, on the students' eligibility for international travel, and on the permission of their instructors for them to miss classes during that week.) Lab attendance at weekly screenings, Tuesday at 7:00–9:30 p.m., is required.

### **MUS 48390. Senior Recital**

(1-0-1)

One full-length (one hour) or two half-length (30 min.) recitals required for all performance majors. An additional full-length recital required for honors.

### **MUS 48900. Senior Thesis**

(V-0-V)

Music history and theory majors in the honors program must write a senior thesis. They will be assigned an advisor with whom they will work.

### **MUS 50021. Tonal Forms**

(3-0-3)

*Prerequisite:* (MUS 30003 OR MUS 251)

A systematic study of the principal forms of tonal music (sonata, rondo, variation) with in-depth analysis of selected works by Haydn, Beethoven, and Brahms.

### **MUS 50022. Schenkerian Analysis**

(3-0-3)

*Prerequisite:* (MUS 30003 OR MUS 251)

This course will focus on techniques of analysis for music of the common practice era (Bach to Brahms) through study of the groundbreaking methodology developed by the Viennese music theorist Heinrich Schenker (1868–1935). Schenker's theory focuses on the interaction of harmony and voice leading on local, chord-to-chord levels of musical organization—what he termed the foreground—to the most global levels of large-scale structure—the background—and the intermediary levels through which he relates these two extremes—the middle ground. But the theory is much more than a study of harmony and voice leading: it confronts these musical dimensions through their relationship with rhythmic, formal, and motivic aspects of musical organization, in essence aspiring to a holistic method of analysis that traces both the interrelatedness and tension among multiple aspects of musical structure. The class will engage Schenke's method primarily through hands on application of his approach to actual music. In the process, students will learn to express analytical insights through Schenke's own novel method of musical "graphing," which reinterprets aspects of traditional musical notation to communicate interpretive perceptions about actual pieces. We will also read from Schenker's own published analyses and theoretical writings and from select publications drawn from the enormous body of scholarship that has followed in his wake. In addition to the readings, the course will require weekly graphing assignments, classroom presentation of analytical work and individual research, and a final analysis project. The course is open to all students who have completed Theory III (MUS 30003) as a prerequisite.

### **MUS 50023. Rhythm, Harmony, and Form in the Nineteenth Century**

(3-0-3)

Studies in theoretical issues arising from 19th-century musical techniques.

### **MUS 50024. The Chamber Music of Schubert, Schumann, and Brahms**

(3-0-3) Smith

*Prerequisite:* MUS 30003

The course focuses on the practice of hands-on analysis of the chamber music of these three 19th-century masters of the genre. Our engagement with the music will be holistic, with light cast on each composer's diverse yet related approaches to aspects of form, tonal-harmonic language, thematic process and motivic development, and rhythmic-metric characteristics. Secondly, we will study the important historical relationships among Schubert, Schumann, and Brahms, as exhibited in the technical characteristics of their music. Much of the course will address the music itself, but there will also be readings from select secondary sources, which will provide background on the relevant analytical methodologies. Assignments will include weekly listening and score study, readings from the scholarly literature, periodic analysis assignments and short essays, and a final exam and final paper.

### **MUS 50060. Band Arranging**

(3-0-3)

Covers the basic orchestrational, technical, and formal problems associated with arranging pre-existing material for band. This course will be project-oriented, and instruction will focus on the student's own arrangements.

### **MUS 50100. Introduction to Medieval Plainchant**

(3-0-3)

An introduction to the genres and sources of medieval liturgical chant. Genres will be examined within the context of the history of liturgy and as musical forms and styles. Manuscript sources will be studied as documents in the history of musical notation and as foundations for establishing viable editions of melodies and texts. A basic knowledge of musical notation is a prerequisite. Some knowledge of German or French or Latin is highly desirable.

### **MUS 50101. Vocal Sacred Music I**

(3-0-3)

Vocal Sacred Music I is devoted primarily to Gregorian chant, with some study toward the end of the semester of medieval polyphonic works based on chant. The course will cover matters of liturgy, performance practice, musical forms, notation, and sources. The course is open to upper-class music majors and graduate students in the Master of Sacred Music Program.

### **MUS 50102. Vocal Sacred Music II**

(3-0-3) Blachly

Vocal Sacred Music II is devoted to Renaissance polyphony (ca. 1400–1600). The course will cover matters of liturgy, performance practice, musical forms, notation, sources, and major composers. The course is open to upper-class music majors and graduate students in the Medieval Institute and Master of Sacred Music Program.

### **MUS 50113. Vocal Sacred Music III**

(3-0-3) Frandsen

This is a seminar designed for graduate students in the Master of Sacred Music program. Senior music majors may also register for this course (under this number only). The course covers sacred art music composed for performance within a liturgical context as well as in public concerts between ca. 1600 and 1750, or from Monteverdi and Schütz to Bach and Handel, and examines this repertoire both from an analytical perspective and in relation to its various performance contexts. Students will read a variety of studies from the disciplines of musicology, music theory, and church history (including papal legislation on music), and will be expected to be able to discuss the works under consideration in class from a variety of perspectives, including musical form, musical style, harmonic language, and liturgical use. Questions of the relationship between music and liturgy, devotion, spirituality, and contemporary culture will also be considered. The hymnody of this era will also be examined. The course will also include the examination of contemporary musical sources, both print and manuscript. Students will be asked to make several class presentations throughout the semester, and to write a research

paper of at least 15 pages. Grading will be based on class participation, class presentations, and the research paper.

**MUS 50120. Studies In Lied**

(3-0-3) Youens

The study of selected German art-songs for solo voice and piano by the masters of the genre.

**MUS 50121. Nineteenth-Century Sacred Music**

(3-0-3)

A study of sacred music between 1750 and 1900. The course will examine the sacred art music of this period, both that composed for liturgical use and that composed for the concert stage, and will also cover important developments during this period such as the Cecilian Reform Movement. The course is open to upper-class music majors and graduate students in the Master of Sacred Music Program.

**MUS 50122. Vocal Sacred Music V**

(3-0-3)

Survey and analysis of Christian sacred music of the 20th and 21st centuries, including both sacred art music and repertoires composed for the congregation. Official denominational directives for, scholarly assessments of, and pastoral evaluations concerning these repertoires. The course is open to upper-class music majors and graduate students in the Master of Sacred Music Program.

**MUS 50123. Heinrich Heine and the Lied**

(3-0-3)

The history of German Romantic song in the late 19th century through the poetry of Heinrich Heine (1797–1856).

**MUS 50190. Opera**

(3-0-3) Youens

Topics relating to the history of opera.

**MUS 50220. Twentieth-Century Analysis: Schoenberg**

(3-0-3) Haimo

Techniques of composition employed by composers of the 20th century.

**MUS 50400. Organ Music of J.S. Bach**

(3-0-3) Cramer

An exploration of the 18th-century composer's work.

**MUS 50440. Vocal Performance Techniques**

(1-0-1) Resick

Development of interpretation skills pertaining to songs and operatic literature. For advanced undergraduate students only.

**MUS 51300. Piano Lessons for Senior Majors**

(0-V-V)

Piano lessons for senior majors. 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51301. Organ Lessons for Senior Majors**

(0-V-V)

Organ lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51302. Harpsichord Lessons for Senior Majors**

(0-V-V)

Harpsichord lessons for senior majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51303. Jazz Piano Lessons for Senior Majors**

(0-V-V)

Jazz piano lessons for senior majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51307. Fortepiano Lessons for Senior Majors**

(0-V-V)

Lessons on an early 19th-century, Graf-style piano. Must sign up in the music department office (105 Crowley Hall) to get department approval.

**MUS 51310. Violin Lessons for Senior Majors**

(0-V-V)

Violin lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51311. Viola Lessons for Senior Majors**

(0-V-V)

Viola lessons for senior majors. Individual instruction. Some prior study of the viola 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. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51312. Cello Lessons for Senior Majors**

(0-V-V)

Cello lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51313. String Bass Lessons for Senior Majors**

(0-V-V)

String bass lessons for senior majors. Individual instruction. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51314. Harp Lessons for Senior Majors**

(0-V-V)

Harp lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51320. Woodwind Lessons for Senior Majors**

(0-V-V)

Woodwind lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51321. Brass Lessons for Senior Majors**

(0-V-V)

Brass lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51330. Percussion Lessons for Senior Majors**

(0-V-V)

Percussion lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51340. Voice Lessons for Senior Majors**

(0-V-V)

Voice lessons for senior majors. Private lessons at an advanced level for music majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51350. Guitar Lessons for Senior Majors**

(0-V-V)

Guitar lessons for senior majors. Individual instruction in jazz, classical, or independent styles. Must sign up in the music department office (105 Crowley Hall) to get department approval. For more information about guitar lessons, please visit [nd.edu/~smiller2/](mailto:nd.edu/~smiller2/) or send an email to Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51351. Jazz Guitar Lessons for Senior Majors**

(0-V-V)

Jazz guitar lessons for senior majors. Must sign up in the music department office (105 Crowley Hall) to get department approval. Deadline for sign up is noon on the first Thursday of classes.

**MUS 51360. Composition**

(V-0-V)

Creative writing in various forms, conventional and contemporary. Private instruction only. Must sign up in the music department office (105 Crowley Hall) to get department approval.

**MUS 53440. Vocal Pedagogy**

(1-0-1)

Basic techniques of vocal pedagogy.

**MUS 53490. Contemporary Music Performance Techniques**

(3-0-3)

Examination of scores and technical investigation of practice in contemporary music.

## Department of Philosophy

**PHIL 10100. Introduction to Philosophy**

(2-0-3) David

*Corequisite:* PHIL 12100

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.

**PHIL 10101. Introduction to Philosophy**

(3-0-3)

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.

**PHIL 13185. Philosophy University Seminar**

(3-0-3)

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.

**PHIL 13195. Honors Philosophy Seminar**

(3-0-3)

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.

**PHIL 20101. Introduction to Philosophy**

(3-0-3)

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.

**PHIL 20201. Philosophy of Human Nature**

(3-0-3) Reimers

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

An examination of some competing views of human nature based on classical readings ranging from Plato to the present day.

**PHIL 20202. Existentialist Themes**

(3-0-3) Ameriks

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

This course will provide an introduction to existentialism by focusing on the writings of Dostoevski, Søren Kierkegaard, Friedrich Nietzsche, and Jean-Paul Sartre. Topics covered will include the nature of human freedom and creativity, the relation of religion and morality, and the meaning of existence. Classes will focus on a close analysis of the text, with lectures to fill in the appropriate philosophical background. There will also be in-class screenings of three to four parts of Kieslowski, Dekalog series.

**PHIL 20203. Death and Dying**

(3-0-3) Warfield

*Prerequisite:* PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101 OR PHIL 10100

*Corequisite:* PHIL 22203

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 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.

**PHIL 20205. Theories of Sexual Difference**

(3-0-3) Kourany

An examination of the following questions: What kinds 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 20207. Self and World**

(3-0-3) Keller

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)

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)

This lecture course concerns a range of philosophical problems about the nature of our knowledge of the world and our place in the world. Topics include skepticism about human knowledge, the problem of induction, epistemic foundationalism, types of knowledge (of facts, of what we should do, of ourselves), and the relationship between the knower and the known.

**PHIL 20213. Images of Humanity in Modern Philosophy**

(3-0-3)

An examination of some philosophers from the 17th and 18th centuries and the implications of their views for ways in which we can conceive of ourselves as relating to the world around us, and as relating to God.

**PHIL 20214. Ancient Wisdom and Modern Love**

(3-0-3) O'Connor

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)

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 20217. Education of the Spirit**

(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) 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.

**PHIL 20229. Paradoxes**

(3-0-3)

Bertrand Russell suggested that philosophical theories can be tested by their ability to deal with puzzles. This is the approach to philosophy taken in this course. The puzzles with which we will be concerned are paradoxes: sets of propositions, each member of which is intuitively true, which are nonetheless jointly inconsistent.

**PHIL 20230. Philosophy of Culture**

(3-0-3)

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

The plurality of cultures in the modern world, along with the conflicts that so often occur between them, makes the question of culture central to our experience. This course is devoted to an exploration of the meaning of culture within the Catholic intellectual tradition.

**PHIL 20401. Ethics**

(3-0-3)

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

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) Rabbitt; Wicks

An introduction to the field of moral philosophy, with major emphasis on contemporary moral issues.

**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 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) Flint

*Prerequisite:* PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101 OR PHIL 10100

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)

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 20411. Aesthetics and the Philosophy of Art**

(3-0-3) Mulherin

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 and the Arts**

(3-0-3)

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)

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

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 20415. Morality and Modernity**

(3-0-3) Solomon

*Corequisite:* PHIL 22415

An examination of the many of the deepest contemporary moral disputes that rest on philosophical disagreements about the nature of modernity. These disputes focus particularly on the modern commitments to individualism and the idea of progress.

**PHIL 20418. Living the Virtues**

(3-0-3) McNerny

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 20419. The Natural Law: An Introduction**

(3-0-3)

This course will explore the claim that the standard of right action in ethics and politics is to be found, in some sense, in nature, and is a “natural law.” Our exploration of the claim will take us through history, from the first developments of natural law theory in ancient Greece and Rome, to the medieval understanding of natural law epitomized in the work of St. Thomas Aquinas, and finally to some modern conceptions of natural law as found in the work of Hobbes, Locke, and Rousseau.

**PHIL 20420. Agency, Responsibility, and Determinism**

(3-0-3) Rhoda

This course will carefully explore some main philosophical problems involving human agency and moral responsibility. The course has four parts. First, we will assess main arguments for and against the compatibility of human freedom and causal determinism (roughly, the view that physical laws and present physical facts jointly necessitate all future facts). Second, we will critically examine numerous substantive, competing analyses of human freedom. Third, we’ll consider the question of what’s required for moral responsibility. Fourth and finally, we will explore the question whether human freedom is compatible with divine foreknowledge.

**PHIL 20421. Political Theory**

(3-0-3)

*Corequisite:* PHIL 22421

This course is an introduction to political theory as a tradition of discourse and as a way of thinking about politics. The course surveys selected works of political theory and explores some of the recurring themes and questions that political theory addresses. This introductory course fulfills the political theory breadth requirement for the political science major. For additional information about

this course, please visit the following website: [nd.edu/~governme/undergrad/Summer05CourseDescriptions.htm](http://nd.edu/~governme/undergrad/Summer05CourseDescriptions.htm).

**PHIL 20422. Just War Theory**

(3-0-3)

An examination of contemporary accounts of Just War Theory. Some of the questions considered will include: What is terrorism? Are pre-emptive wars just? How should prisoners of war be treated? And what are the duties of an occupying nation?

**PHIL 20423. Self and Society**

(3-0-3)

A survey of leading ideas in political and social philosophy primarily from the 18th–20th centuries. Problems considered will be the relation of individual to society, the relation of society to state, liberalism, the relation of economics to politics, versions of socialism, etc.

**PHIL 20424. Friendship and the Good Life**

(3-0-3) Watkins

An examination of the history of the concept of friendship as it figures in philosophical discussions about the best kind of life.

**PHIL 20425. Contemporary Political Philosophy**

(3-0-3) Weithman

*Prerequisite:* ALHN 13950

This course will survey the books and papers that have set the agenda for political philosophy in recent decades. Topics covered will include, but not be limited to, the foundation of rights, economic justice, and international justice. The course is intended for first year honors students, and will allow them to satisfy the second philosophy requirement.

**PHIL 20426. Greek Ethics**

(3-0-3) Jech

An examination of Greek virtue theory, Greek political theory, and Greek action theory. Authors to be covered include Plato, Aristotle, Thucydides, Epicurus, and Cicero.

**PHIL 20427. The Ethics of Eating**

(3-0-3) Garcia

Numerous difficult but important ethical questions concern the production, distribution, marketing, and consumption of food. In this course, we will explore these questions in a philosophically rigorous way. Some of these questions concern one’s relationship to oneself: Does one have a duty to oneself to eat in a healthy manner? Is it morally wrong to care too much—or too little—for the pleasures of food? More generally, what role does eating play in the (morally) good life?

**PHIL 20602. Medical Ethics**

(3-0-3) Solomon

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

*Corequisite:* 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.

**PHIL 20603. Environmental Ethics**

(3-0-3)

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) Howard

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 20606. Science, Technology, and Society**

(3-0-3) Peterson

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

*Corequisite:* STV 22556

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 20608. Philosophy of Technology**

(3-0-3)

Topics covered will be early philosophy of technology, recent philosophy of technology, technology and ethics, technology and policy, technology and human nature, and technology and science. Readings will be principally derived from David M. Kaplan (2004) *Readings in the Philosophy Of Technology* and Francis Fukuyama (2002) *Our Posthuman Future*.

**PHIL 20609. Environmental Philosophy**

(3-0-3)

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

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 20612. Philosophy and Cosmology: A Revolution**

(3-0-3) Bland

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

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 20614. Introduction to 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 20615. Practicing Medical Ethics**

(1-0-1)

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

This is a one-day, 1-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. Does not satisfy University requirement.

**PHIL 20617. Philosophy of Science**

(3-0-3)

A detailed consideration of the central methodological and epistemological questions bearing on science.

**PHIL 20618. Biomedical Ethics, Scientific Evidence, and Public Health Risk**

(3-0-3)

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 20620. Philosophy and Science Fiction**

(3-0-3)

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

*Corequisite:* PHIL 22620

The goal of this course is to introduce students to some central philosophical problems via reflection on classic and contemporary works of science fiction in conjunction with classic and contemporary texts in philosophy.

**PHIL 20623. Scientific Images of Humanity**

(3-0-3)

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

Attempts to “biologize” everything from religion and morality to love and friendship appear continuously in the popular and scientific media. Genes for traits as various as homosexuality and chocolate consumption are proposed. How should we revise our understanding of human nature in light of these claims? This course examines the tensions between our images of ourselves as human beings and the portraits that the sciences—especially biology—provide.

**PHIL 20624. Science and Religion in Historical Perspective**

(3-0-3) Pitts

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

The relationship between science and religion (especially Christianity) has attracted much attention recently. Historians have shown that this relationship has not been primarily a matter of conflict. It has been claimed that the relationship between science and religion can be characterized by conflict, independence, dialog, and/or integration, for example. This course aims to survey some important events and themes in the relationship between science and Christianity.

**PHIL 20625. The Ethics of Technology**

(3-0-3) Reed

An examination of the role of technology in our lives and whether and in what ways technological innovations make us better or worse.

**PHIL 20626. Ecology, Ethics, and Economics**

(3-0-3) Sayre

*Prerequisite:* PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101 OR PHIL 10100

*Corequisite:* PHIL 22626

An examination, through literature and reasoned argument, of (a) social values behind the economic excesses that have led to our ecological crisis and (b) alternative values by which the crisis might be alleviated.

**PHIL 20801. Philosophy of Religion**

(3-0-3) Newlands

*Prerequisite:* PHIL 10100 OR PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101

This course introduces some of the key themes in the philosophy of religion (the nature and existence of God, the rationality of theistic faith, the nature of religious

language, miracles, immortality, and religious pluralism) by means of a close study of classic texts in the discipline.

**PHIL 20802. Philosophical Reflections on Christian Belief**

(3-0-3)

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) O'Callaghan

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 20806. Philosophy of Judaism**

(3-0-3) Neiman

*Prerequisite:* PHIL 10101 OR PHIL 13185 OR PHIL 13195 OR PHIL 20101 OR PHIL 10100

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 20808. Ethical and Religious Obligations**

(3-0-3)

What is the source of our various obligations and how do they arise? How does a person determine what his or her obligations are? What is the relationship between religious duty and ethical and social duty? Can a person be obligated to hold certain beliefs or to cultivate particular character traits? In this lecture course, we will explore these questions about the nature of obligation through the writings of Plato, Cicero, Maimonides, and Kant. We will study how these thinkers answered these questions as well as how their answers influenced the specific obligations they understood us as having.

**PHIL 20810. Philosophical Theology**

(3-0-3) O'Callaghan

An examination, from a philosophical perspective, of issues concerning religious faith and the exercise of reason, the existence and nature of a god, language about a god, divine and natural causality, miracles, the problem of evil, human free will and divine determinism, divine eternity and creaturely temporality, life after death, science, and religion.

**PHIL 26999. Special Topic: 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 faculty member on a particular issue in philosophy. Readings will be assigned and writing assignments required.

**PHIL 30301. Ancient and Medieval Philosophy**

(3-0-3) Dumont

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 30302. History of Modern Philosophy**

(3-0-3) Jauernig

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) Ameriks

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

A survey of developments in philosophy since Kant. Readings in both the Continental and Anglo-American traditions.

**PHIL 30313. Formal Logic**

(3-0-3)

An introduction to the fundamentals and techniques of logic for majors.

**PHIL 30315. A Chinese Mosaic: Philosophy, Politics, and 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 30326. God, Philosophy, and Universities**

(3-0-3) MacIntyre

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

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 30354. Gender and Science**

(3-0-3) Kourany

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 30389. Philosophical Issues in Physics**

(3-0-3) Bland

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. This course is accepted as a science elective in the College of Science.

**PHIL 30390. Environmental Philosophy**

(3-0-3)

A philosophically integrated examination of current environmental issues drawing on familiar literature from ecology, economics, and ethics, as well as recent fiction.

**PHIL 40314. Morality and Modernity**

(3-0-3) Solomon

*Corequisite:* PHIL 42314

An examination of many of the deepest contemporary moral disputes that rest on philosophical disagreements about the nature of modernity. These disputes focus particularly on the modern commitments to individualism and the idea of progress.

**PHIL 43101. Plato**

(3-0-3) Sayre

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

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 43102. Aristotle**

(3-0-3)

An examination and evaluation of Aristotle's philosophy, with special emphasis on the logical, physical, and metaphysical writings.

**PHIL 43103. Plato's Phaedrus**

(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 43104. Socrates and Athens**

(3-0-3)

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 43105. Plato Before the Republic**

(3-0-3)

After a general introduction to the main problems and positions of Plato scholarship today, we will read some of his dialogues written before his most important work, *The Republic*, dealing with as various topics as virtues, the nature of art, the relation of ethics and religion, the politics of Athens, and the essence of knowledge.

**PHIL 43107. Plato on Death and Love**

(3-0-3)

A close reading of two Platonic dialogues, the *Phaedo* and the *Symposium*.

**PHIL 43108. Aristotle's Ethics and Politics**

(3-0-3)

*Prerequisite:* PHIL 30301 OR PHIL 30302 OR PHIL 30313

An examination of Aristotle's ethical and political views through a close reading of his *Nicomachean Ethics* and *Politics*.

**PHIL 43134. History of Medieval Philosophy**

(3-0-3)

A semester-long course focusing on the history of medieval philosophy. It provides a more in-depth 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) Flint

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's thought, 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 *De 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's *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.

**PHIL 43141. Aquinas: Moral Thought**

(3-0-3)

A systematic discussion of the main features of the moral teaching of Thomas Aquinas. The *Summa Theologiae*, *Prima Secundae*, and Aquinas's commentary on the *Nicomachean Ethics* will be the principal sources.

**PHIL 43143. Dante and Aquinas**

(3-0-3)

A comparative study of two giants of medieval Catholicism. The course will be a chance to make a tour of the *Summa Theologiae* 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 cliché, 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 Theologiae* about the nature, cognition, and action of purely spiritual substances.

**PHIL 43145. Augustine and Wittgenstein**

(3-0-3)

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 43146. Philosophy of Duns Scotus**

(3-0-3)

Duns Scotus (1266–1308) was, along with Thomas Aquinas and William of Ockham, one of the three major, scholastic thinkers. This course will examine Scotus's major contributions in metaphysics, pistemology, and ethics, including the univocity of the transcendental concepts, the modal proof for the existence of God, the formal distinction, intuitive cognition, the elimination of the

illumination theory of knowledge, and his strong voluntarism, particularly as the origin of the so-called synchronic theory of contingency. Attention will be given to how Scotus develops his views in reaction to his contemporaries, especially Henry of Ghent.

**PHIL 43147. Maimonides and the Crisis of Faith**

(3-0-3) Neiman

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

A careful reading of Maimonides's philosophical classic *A Guide for the Perplexed*. Close attention will be paid to its influence on Aquinas.

**PHIL 43148. Aquinas on Virtue and Law**

(3-0-3)

A close study of virtue and law, and of their relation to one another, in the moral theory of St. Thomas Aquinas, as laid out in the First Part of the Second Part of the *Summa Theologiae*.

**PHIL 43149. Aquinas's Philosophical Theology**

(3-0-3)

A close examination of the philosophical arguments within the first 13 questions of Aquinas's *Summa Theologiae*, including arguments about the distinction between philosophy and sacred theology, the existence of a god, divine simplicity, divine perfection, divine goodness, divine infinity, divine immutability, divine eternity, divine unity, how God is known by us, and how God is spoken about by us.

**PHIL 43150. Aquinas on Creation**

(3-0-3)

An exploration of the central metaphysical questions involved in the claim that God creates the entities in the world *ex nihilo*, along with an examination of hermeneutical questions involved in the interpretation of Genesis 1. The main texts for the course will be the treatment of creation and of the work of the six days found in St. Thomas's *Summa Theologiae*, supplemented by the treatment of creation in Francisco Suarez's *Disputationes Metaphysicae*.

**PHIL 43151. Aquinas on Human Nature**

(3-0-3)

A close study of St. Thomas Aquinas's philosophical anthropology, based on questions 75–101 of the First Part of the *Summa Theologiae*. Some topics include the human soul and its powers, the sentient appetite, higher human cognition and willing, and the production of the first human beings in the state of innocence.

**PHIL 43152. The Philosophy of Thomas Aquinas**

(3-0-3)

The course surveys the principal themes of Aquinas's philosophy, focusing on close readings of relevant texts.

**PHIL 43167. Cartesian Doubt and Certainty**

(3-0-3)

This lecture and discussion course is about Rene Descartes's theory of knowledge. The course is centered on the first three of Descartes's six *Meditations on First Philosophy*. In these "meditations," Descartes seems to believe that taking seriously a kind of radical doubt that most thinkers typically ignore can deepen the certitude of our knowledge. We will try to understand what kind of doubt Descartes entertains, what the value is of the type of certainty he seeks, and how the first is supposed to lead to the second. To sharpen our appreciation of Descartes's project, we will compare it to a couple of contemporary reflections on the relationship between doubt and certainty.

**PHIL 43168. Hume's Ethics and Philosophy of Mind**

(3-0-3)

An exploration of how 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) Rush

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

An overview and critical assessment of Kant's transcendental idealism as it is presented in his main work, 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)

A close consideration of Nietzsche's thought beginning with his early work under the influence of Schopenhauer, through his "naturalistic" or "positivistic" works, and on to his mature work of the 1880s.

**PHIL 43176. Wittgenstein**

(3-0-3)

A careful reading and detailed discussion of several key works of Wittgenstein such as *Tractatus-Logico-Philosophicus* and *Philosophical Investigations*.

**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)

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 43179. Hegel and Kierkegaard**

(3-0-3)

This course is an investigation of central themes in Hegel's thought and Kierkegaard's reaction to them. Concentration is on Hegel's *Phenomenology of Spirit* and the opening sections of his *Logic* and on Kierkegaard's *Philosophical Fragments* and portions of his *Concluding Unscientific Postscript*.

**PHIL 43180. Hume**

(3-0-3)

A careful reading of the *Treatise of Human Nature*.

**PHIL 43181. Goethe to Nietzsche to Kafka**

(3-0-3)

One of the peculiarities of German culture is the strong connection between philosophy and literature; another, the heroic attempt to develop a religion no longer based on authority, but on reason. We will discuss the main steps in this German quest for God, alternating philosophical and literary texts by authors such as Lessing, Goethe, Kant, Hegel, Schopenhauer, Nietzsche, and Kafka. Texts and discussions in English.

**PHIL 43182. Socrates, Nietzsche, and Kierkegaard**

(3-0-3)

Socrates is often understood to have invented philosophy as an art of examination and way of life. In this course we will examine the nature of the Socratic art, along with a few critical appropriations of it by Nietzsche and Kierkegaard among others. The key question of the course is: Is philosophy as Socrates understood it possible today?

**PHIL 43183. The Rationalists**

(3-0-3)

This seminar will critically examine the leading rationalists of the 17th century, most especially Descartes, Malebranche, Spinoza, and Leibniz. Time and interest permitting, it may also consider the applications of the rationalist commitments in contemporary philosophy and examine some criticisms of rationalism (both historical and contemporary).

**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 43205. Existentialism: Philosophy and Literature**

(3-0-3)

We will read representative literary and philosophical texts by Sartre (excerpts from *Being and Nothingness*, *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 43206. Hermeneutics, Deconstruction, and Medieval Thought**

(3-0-3)

The aims of this course are both methodological and historical. The methodological part will consist of an introduction to hermeneutics (in a broad sense) as theorized and/or practiced in certain areas of modern continental philosophy. After a brief look at the crucial innovations of Husserl, we shall study carefully chosen extracts (in English translation) of Heidegger: *Being and Time* and *What is Called Thinking*, Gadamer: *Truth and Method*, and Derrida: *Of Grammatology*, *Writing and Difference*, *Dissemination* in order to illuminate the different (even opposing) ways in which the idea of hermeneutics can develop. This general discussion will be combined with specific consideration of the themes of allegory and negativity. The historical part of the course will concentrate on late ancient, patristic, and early medieval readings (Origen: *On First Principles*, Augustine: *On Christian Teaching*, Literal Interpretation of *Genesis*, Proclus: *Commentary on Plato's Timaeus*). Here, we shall attempt to advance our comprehension of ancient

literature by (1) looking for parallels with modern hermeneutic techniques, and (2) applying the modern techniques in test cases. The course is intended to be relatively open-ended; i.e., students will be expected to think about the way in which these discussions are internally coherent and also relate to their own areas of interest (which may be elsewhere in philosophy, theology, or literature (Latin or vernacular)). Requirement: one final essay of ca. 20 pages.

**PHIL 43208. Existentialism and Beyond**

(3-0-3)

Beginning with selections from Sartre, the goal of this course is to see just what his existentialism amounted to and what role it played in his thought as a whole. We will then examine the significance of Sartre for several other French philosophers (some possibilities are Levinas, Foucault, and Derrida).

**PHIL 43301. Ethical Theory**

(3-0-3) Warfield

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

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 meta-ethical 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 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 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; then applying these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens.

**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 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," and the structure and function of imagination.

**PHIL 43313. Philosophy and Literature Seminar**

(4-0-4) Weinfield

This intensive 4-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) Warfield

This course involves an examination of recent philosophical work on abortion, euthanasia, and capital punishment. Though the focus is on the philosophical debates, some attention is given to relevant legal and public policy discussions.

**PHIL 43315. The Question**

(3-0-3)

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)

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)

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 will seek a balance between locating Thomas's work in his time and relating it to ours.

**PHIL 43318. The Ethics of Gender**

(3-0-3)

We observe gender differences between men and women, but these differences vary over time and place, depending on the customs and practices of different societies and depending on the choices individuals make. To the degree that gender differences are a product of social and individual choice, we can raise the question, as we will in this course, of what, if any, gender differences, we should have in society. This question is of particular ethical significance in light of our commitment to the equality of men and women.

**PHIL 43319. Moral Skepticism and Intuitionism**

(3-0-3)

A careful reading of Walter Sinnott-Armstrong's *Moral Skepticism* and Michael Huemer's *Ethical Intuitionism*.

**PHIL 43320. History of Ethics**

(3-0-3)

This course focuses on theories of moral psychology in ancient philosophy, modern philosophy, and contemporary philosophy. It analyzes the changing conceptions of human nature and human action that are the basis of Aristotle's ethics, Hume's ethics, and Kant's ethics. It then discusses what happened to these conceptions in 20th-century ethical theory.

**PHIL 43321. The Ethics of Gender and Race**

(3-0-3)

This course is concerned with two central ideas—equal opportunity and discrimination. It focuses on what constitutes equal opportunity with respect to gender and race and how best to achieve it, as well as what constitutes sexual and racial discrimination and how best to avoid it. It begins by considering arguments of those who hold that feminist causes discriminate against men and that affirmative action programs discriminates against whites, and then considers opposing arguments. The goal of the course is to help students make up their own minds about which views on these topics are most morally defensible.

**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 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) MacIntyre

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)

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 43428. Contemporary Political Philosophy**

(3-0-3) Weithman

The last four decades have been an extraordinarily exciting time in the development of political philosophy. Many of the central questions in the subject have received their most authoritative formulation and treatment since the 19th century. This course will survey developments in English-speaking philosophical world in that period. Topics to be covered include the foundations of constitutional and human rights, the grounds of economic justice in domestic and global settings, and the point and demands of equality. Other problems to be surveyed include the conditions of just war in the contemporary world (including preemptive war) and moral problems connected with torture. Authors to be covered include John Rawls, Robert Nozick, Michael Sandel, Ronald Dworkin, T.M. Scanlon, Amartya Sen, Martha Nussbaum, Elizabeth Anderson, Jeremy Waldron, and Samuel Scheffler. The course will be run as a seminar. This course will be of special interest to students in philosophy and political science. It has no prerequisites except a willingness to work hard and take part in class discussions. Requirements include frequent writing assignments, a class presentation, and a comprehensive final examination. A substantial writing project will be required of graduate students in lieu of a final. Other students may substitute a substantial paper for the final with the permission of the instructor.

**PHIL 43501. Metaphysics**

(3-0-3) van Inwagen

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

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 43503. Philosophy of Action**

(3-0-3) Speaks

The course will be a study of the major philosophical topics relating to human action and the relations between them, including the nature of intentional action, weakness of will, freedom of the will, and practical rationality.

**PHIL 43601. Epistemology**

(3-0-3) Stubenberg

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

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 43603. Philosophy in a Different Voice: Feminist Perspectives on Knowledge**

(3-0-3)

Traditional epistemology and philosophy of science analyze the prospects and conditions of knowledge in a very abstract, general way—as though our individual characteristics (gender, race, etc.) and the sociopolitical situation in which we find ourselves have no bearing on such knowledge. In contrast, this course will consider such issues as the epistemic resources and liabilities of particular social locations, the ideological role of epistemic norms, and the relation between social values and objectivity.

**PHIL 43604. Philosophy Against Itself**

(3-0-3)

In this lecture and discussion class, we will study philosophy as a discipline paying close attention to the origins of its several contemporary streams and its place within explanatory and introspective thought more broadly.

**PHIL 43701. Philosophy of Science**

(3-0-3) Pitts

A detailed consideration of the central methodological and epistemological questions bearing on science.

**PHIL 43702. Philosophy of 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 43708. Biomedical Ethics, Scientific Evidence, 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 43711. The Life and Works of Darwin**

(3-0-3) Ramsey

Through Darwin's work and biographic material about Darwin, we examine his ideas as well as the social context in which these Ideas were developed.

**PHIL 43712. Darwin, Philosophy, and Religion**

(3-0-3) Ramsey

*Corequisite:* THEO 40835

This course examines the life and work of Darwin in its historical context and investigates the continuing impact of Darwinism on how we see the natural world and our place in it.

**PHIL 43802. Philosophy of Religion**

(3-0-3) Rea

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 43804. Faith and Reason**

(3-0-3)

*Prerequisite:* PHIL 30301 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30302 (MAY BE TAKEN CONCURRENTLY) OR PHIL 30313 (MAY BE TAKEN CONCURRENTLY)

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, Chesterton, 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 Theologiae*. 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, omnibenevolence, eternity, 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)

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 of the encyclical *Humanae Vitae*.

**PHIL 43809. Christian Theism and Problems in Philosophy**

(3-0-3)

How, if at all, does Christian belief bear on the traditional concerns of philosophers? Is there such a thing as Christian philosophy? After considering the bearing of some common views of faith and reason on these questions, we turn to more specific questions in epistemology, ethics, and philosophical anthropology.

**PHIL 43810. 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 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 43813. Phenomenology and Theology**

(3-0-3)

In recent years, phenomenologists have sought to develop new phenomenologies of Christianity. This seminar examines the attempts of three such thinkers: Michel Henry, Jean-Luc Marion, and Jean Louis Chretien. Can God properly be called "Life"? Of what use is the distinction between the icon and the idol? How far can the model of call and response go in either phenomenology or theology? These are the questions that will mainly interest us.

**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-conditional semantics; the meaning of sentences, proper names, definite descriptions, general terms and indexicals; and 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. Philosophy of Mathematics**

(3-0-3) Bays

A survey of central issues in the philosophy of mathematics.

**PHIL 43907. Intermediate Logic**

(3-0-3) Blanchette

*Prerequisite:* PHIL 30313 OR MATH 10130

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 Goedel's incompleteness theorems.

**PHIL 43908. Topics in Philosophical Logic: Modal Meta-Theory**

(3-0-3) Franks

*Prerequisite:* PHIL 30313 OR MATH 10130

This course will cover topics in the meta-theory 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 43909. Perception**

(3-0-3)

There are many theories of perception: naive (or direct) realism, the sense-datum theory (and representative theories in general), the causal theory of perception, adverbialism, the theory of appearing, intentionalism, and disjunctivism. We will try to get an initial grasp of these theories by viewing them as different answers to the problems posed by illusions and hallucinations. To achieve a better understanding of them we will address a number of questions to each theory: Does it provide an explicit analysis of perception? Does it tell us what the objects of perception are? Does it commit us to nonphysical objects of perception? Does it provide an account of the content of perception? Does it account for the phenomenology of perception? Does it explain how perception can serve to justify beliefs about the physical world? Is it compatible with the results of the scientific study of perception?

**PHIL 43910. Personal Identity and Unity of Consciousness**

(3-0-3)

What sort of a thing am I? What is it to be a person? Can one living human body count as two or more persons (split-brain cases, multiple personality disorder)? Through which sorts of changes can a person persist (how much physical and mental change is survivable)? We shall study some of the traditional answers to these questions, especially Descartes's ego-theory and Hume's bundle theory.

**PHIL 43911. Logic Seminar**

(3-0-3)

A seminar offered periodically on various topics in logic and philosophy of logic.

**PHIL 43912. Between Mathematics and Philosophy**

(3-0-3)

The aim of this course is to introduce the student to important interactions between mathematics and philosophy throughout history. After a brief look at examples from antiquity, the middle ages and the renaissance, we'll focus on the modern era, where we'll pay particular attention to Hobbes, Descartes, the Port Royal logicians, Galileo, Leibniz, Berkeley, Kant, and others. If time permits we'll also consider certain ideas of the early-19th-century mathematician-philosopher Bernard Bolzano.

**PHIL 43913. Modal Logic**

(3-0-3) Bays

This course covers topics in the meta-theory of modal logic. We will start with some basic correspondence theory, and then move on to discuss completeness and the finite model property. If we have time, we'll also cover some 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.

**Program of Liberal Studies****PLS 13184. History University Seminar**

(3-0-3)

The goals of this seminar, which will be interdisciplinary in character, are simultaneously to provide students with an introduction to the intellectual history of the West from the Greeks to the present and to focus on one issue widely debated from antiquity to the present: the question of the existence, nature, and possible significance of extraterrestrial intelligent life. Authors whose writing will be read in the course include Aristotle, Lucretius, Aquinas, Cusa, Bruno, Kepler, Pascal, Newton, Huygens, Fontenelle, Pope, Voltaire, Franklin, Kant, Swedenborg, Paine, the Herschels, Wordsworth, Shelley, Comte, Emerson, Tennyson, Whewell, and Twain, as well as various 20th-century authors. Scientific, religious, philosophical, and literary aspects of the debate will all be discussed.

**PLS 13186. Literature University Seminar**

(3-0-3)

This seminar functions as an introduction to the Program of Liberal Studies. It is designed to develop habits of careful reading, discussion, and writing through the reading of classic texts. 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**

(3-0-3)

An introduction to poetry through intensive study of several lyric poets writing in English. Through close reading of selected poems, students will become familiar 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, Hopkins, Yeats, Eliot, and Stevens. Fall.

**PLS 20301. Philosophical Inquiry**

(3-0-3)

This course introduces philosophical inquiry, both as distinct from and as it relates to other disciplines, through the exploration of primary texts representative of its different forms and questions, and within the context of an integrated liberal education. It also investigates the formal and informal principles of logical reasoning. Readings include selections from the pre-Socratics, Plato’s *Meno*, selections from Aristotle, beginning with his *Organon* and *Physics*, and such authors as Boethius, Descartes, and Aquinas. Fall.

**PLS 20302. The Bible and Its Interpretation**

(3-0-3)

A close study of selected books of the Bible. The course will consider the role of the Bible in the life of the church, the history of its interpretation, and the various approaches of modern scholarship. Spring.

**PLS 20412. Fundamental Concepts of Natural Science**

(3-0-3)

This course raises questions fundamental to our experience of the physical world. Questions such as “What is space?” and “What is time?” and broader issues about the nature of life are initially raised through a close reading of Plato’s *Timaeus* and Aristotle’s *Physics*, along with excerpts from other ancient texts. In attempting to answer these questions over the course of the semester, we will read a wide variety of sources: principally ancient and modern primary texts, with some secondary readings. These readings will include Euclid’s *Elements*, Descartes’ *Principles of Philosophy*, and Einstein’s *Theories of Relativity*. Spring.

**PLS 23101. Great Books Seminar I**

(4-0-4)

The first in a series of six Great Book seminars, and the first in the sophomore sequence, this course focuses on ancient Greek literature and is designed to introduce students to the great books seminar method, which emphasizes discussion,

close reading, and the communication of complex ideas. The texts include Homer's *Iliad* and *Odyssey*, Herodotus's *Histories*, Aeschylus's *Oresteia*, Sophocles's *Theban Plays*, Aristotle's *Poetics*, Euripides's *Medea* and *The Bacchae*, Thucydides's *Peloponnesian War*, Aristophanes's *The Clouds*, and three early dialogues by Plato: the *Apology*, *Crito*, and *Symposium*.

### PLS 23102. Great Books Seminar II

(4-0-4)

The second seminar in the sophomore sequence, this course represents a continuation of Great Books Seminar I. The material studied extends from ancient Greece through the Roman period through early Christianity and into the Middle Ages. The texts include Plato's *Republic* and *Phaedrus*, Aristotle's *On the Soul*, Lucretius's *The Way Things Are*, Cicero's *On The Republic*, Vergil's *Aeneid*, Epictetus's *Handbook*, Augustine's *Confessions* and *City of God*, St. Anselm's *Proslogion*, and St. Bonaventure's *Journey of the Mind to God*.

### 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 30204. Survey Course of Modern Drama

(3-0-3)

Taught by the former chair of the English Department at Princeton University, this course will offer a broad survey of several major and influential works of modern theatre from both a literary perspective and a performing one. Class discussion will be combined with readings in class and an assigned scene performance. Authors under consideration: Ibsen, Shaw, Chekhov, Oscar Wilde, Tennessee Williams, Arthur Miller, Tony Kushner, and Harold Pinter.

### PLS 30301. Ethics

(3-0-3)

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 Papers* and American founding documents. Spring.

### PLS 30411. Scientific Inquiry: Theories and Practices

(3-0-3)

Using major historical texts as primary material, students will investigate crucial philosophical and methodological issues that arise in modern scientific inquiry, especially in the physical and life sciences. What can cause scientists to adopt (or resist) new theories? What relationships has science held to other intellectual disciplines, and how have those relationships changed over time? What fundamental assumptions about the natural world are adopted in much of modern science? What methods have scientists advocated for creating reliable knowledge? Students will grapple with these questions as we study and discuss central texts in the development of modern science, including the works of Ptolemy, Copernicus, Galileo, Descartes, and Newton.

### PLS 30501. Music as a Liberal Art

(3-0-3)

The study of music has occupied a central position in the liberal arts curriculum since the foundation of the earliest universities in the Western world. Music is studied in this PLS tutorial in line with that tradition, taking into account the way the liberal arts have developed during our contemporary era. This course will focus on (a) the scientific and philosophical foundations of harmonic principles from the pre-Socratic philosophers to post-tonal theory; (b) the aesthetic, social, and political relevance of music during selected historical epochs; and (c) the syntactical and formal structures through which composers organize sound in such relevant genres as the Mass, the opera, and purely instrumental musical forms such as the symphony and sonata.

### PLS 33101. Great Books Seminar III

(4-0-4)

Continuing from Great Books Seminar II, and the first in the junior seminar sequence, this course focuses on great works of the High Middle Ages and the Renaissance. The texts include two treatises from Aquinas's *Summa Theologiae* (*On Law* and *On Faith*), Dante's *Divine Comedy* (in its entirety), Petrarch's *Ascent of Mont Ventoux* and *On His Own Ignorance and That of Others*, selections from Chaucer's *Canterbury Tales*, Julian of Norwich's *Showings*, Erasmus's *Praise of Folly*, Machiavelli's *The Prince*, More's *Utopia*, essays by Montaigne, St. Teresa of Avila's *Interior Castle*, and Cervantes's *Don Quixote*.

### PLS 33102. Great Books Seminar IV

(4-0-4)

Continuing from Great Books Seminar III, and the second in the junior seminar sequence, this course focuses on works from the Renaissance to the Enlightenment period. The texts include Shakespeare's *Tempest*, Bacon's *New Organon*, Descartes' *Discourse on Method* and *Meditations on First Philosophy*, Hobbes's *Leviathan*, Pascal's *Pensees*, Swift's *Gulliver's Travels*, Hume's *Enquiry Concerning Human Understanding*, Rousseau's *Discourse on the Origin of Inequality*, Smith's *Wealth of Nations*, Kant's *Prolegomena to Any Future Metaphysics*, Malthus's *Essay on the Principles of Population*, Austen's *Pride and Prejudice*, Goethe's *Faust*, and Mozart's *Don Giovanni*.

### PLS 40301. Christian Theological Tradition

(3-0-3)

A study of the major Christian doctrines in their development, including God, creation and humanity, incarnation and redemption, and the sacraments. The course moves toward a historical and systematic understanding of Christianity, especially 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 Aquinas, Heidegger, and other 20th-century authors. 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 scientific study or human beings and society. Readings will include works by Charles Darwin, Thomas Kuhn and Jean Piaget. Spring.

**PLS 40601. Intellectual and Cultural History**

(3-0-3)

This course will deal with the issue of historical consciousness and with the limits and possibilities of historical understanding. 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 43101. Great Books Seminar V**

(4-0-4)

The first in the senior Great Books seminar sequence, this course focuses on classic texts from the 19th-century literature, and, in addition, on important works from the Eastern tradition that entered the European canon during the 19th century. The works studied include Tolstoy's *War and Peace*, Confucius's *Analects*, *The Way of Lao Tzu*, the *Bhagavad Gita*, Hegel's *Philosophy of History*, Kierkegaard's *Philosophical Fragments*, Newman's *Idea of a University*, De Tocqueville's *Democracy in America*, Melville's *Moby-Dick*, Thoreau's *Walden*, Mill's *On Liberty*, and Darwin's *Descent of Man*.

**PLS 43102. Great Books Seminar VI**

(4-0-4)

The second in the senior Great Books seminar sequence, this course focuses on works of seminal importance from the 19th and 20th centuries. The texts studied include Dostoevsky's *Brothers Karamazov*, Marx's *Capital* and *Communist Manifesto*, Flaubert's *Madame Bovary*, Nietzsche's *Beyond Good and Evil*, William James's *Varieties of Religious Experience*, Freud's *Introductory Lectures on Psycho-Analysis*, Jung's *Analytical Psychology*, Weber's *Protestant Ethic and The Spirit Of Capitalism*, Wittgenstein's *Blue Book*, Heidegger's *What Is Philosophy?*, and Ellison's *Invisible Man*.

**PLS 43313. Philosophy and Literature Seminar**

(4-0-4)

This intensive 4-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**

(3-0-3)

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.

**PLS 48702. Essay Tutorial**

(3-0-3)

This course provides the framework in which seniors in the program prepare a substantial essay, as the culmination of 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.

**Department of Political Science****POLS 10100. 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. This introductory course fulfills the American politics breadth requirement for the political science major.

**POLS 10200. Introduction to International Relations**

(3-0-3) Rosato

*Corequisite:* POLS 12200

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 introductory course fulfills the international relations breadth requirement for the political science major.

**POLS 10400. Comparative Politics**

(3-0-3) McAdams

*Corequisite:* POLS 12400

This course is a general introduction to the major political institutions and conflicts that shape our world today. Rather than focusing on any particular country or time period, we will use a shocking event—the birth of the modern nation-state—to organize our thinking about a diverse range of political movements and ideologies, including feudalism, colonialism, Leninism, and liberal democracy. This introductory course fulfills the comparative politics breadth requirement for the political science major.

**POLS 10600. Political Theory**

(3-0-3) Kaplan

This course is an introduction to political theory as a tradition of discourse and as a way of thinking about politics. The course surveys selected works of political theory and explores some of the recurring themes and questions that political theory addresses. This introductory course fulfills the political theory breadth requirement for the political science major.

**POLS 13105. Introduction to Globalization and International Studies**

(3-0-3)

*Corequisite:* POLS 12105

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. Social Science University Seminar**

(3-0-3)

A seminar for first year students devoted to an introductory topic in political science in which writing skills are stressed.

**POLS 13195. Mary Wollstonecraft and Mary Shelley**

(3-0-3) Botting

*Prerequisite:* (POLS 13181 OR POLS 13190 OR POLS 195)

This political theory seminar explores the intellectual relationship of Mary Shelley, the author of the novel *Frankenstein*, to her mother, Mary Wollstonecraft, the author of the first book on women's rights, *A Vindication of the Rights of Woman*. Traditionally, scholarship has emphasized how the mother's death as a result of childbirth profoundly affected the daughter's psyche. Many scholars have then drawn the conclusion that the novel *Frankenstein* (1818) is the embodiment of Shelley's anxiety that she was the orphan monster responsible for her own mother's untimely demise. While not denying the psychological power of this thesis, this seminar will explore how Shelley's devoted, even compulsive and passionate, reading of Wollstonecraft's works—including *A Vindication of the Rights of Woman* (1792) and *Letters Written during a Short Residence in Sweden, Norway, and Denmark* (1796)—around the time that she composed *Frankenstein*, meant that the novel engaged the major themes of her mother's writings, including Enlightenment views of sex and gender, social and political revolution, equality and freedom, democracy, science, and human progress. Shelley's substantive and often critical engagement of her mother's enlightened political theory shaped her own Romantic politics as represented by the novel *Frankenstein*. In this way, Wollstonecraft can be seen as contributing to the birthing of Frankenstein's monster, not just through her daughter's psychological reaction to her tragic death from childbirth, but, even more importantly, through her profound philosophical impact on the political stories that are told by her daughter's momentous novel. These political stories—the egalitarian transformation of the family, the viciousness of class conflict, the desire and demand for social and political revolution, the power of science in politics, the human need for respect and recognition, and the longing for progress—were embodied in *Frankenstein* and his monster.

**POLS 20100. Introduction to American Government**

(3-0-3) Wolbrecht

*Corequisite:* POLS 22100

This course examines the institutional and constitutional framework of American politics and identifies the key ideas needed to understand politics today. Although the course will prepare prospective political science majors for further study of American politics, its primary aim is to introduce students of all backgrounds and interests to the information, ideas and academic skills that will enable them to understand American politics better and help them become more thoughtful and responsible citizens.

**POLS 20200. International Relations**

(3-0-3) Lindley; Rosato

The study of international relations (IR) is the study of human organization at its highest and most complex level. The goal of IR scholarship is thus to try to manage this complexity intellectually by devising theories which help us to understand and predict state behavior. The main purpose of this course, therefore, will be to introduce students to the most important IR theories. These theories will then, in turn, be applied to real-world IR events in order to test their utility in helping us to understand the world as it actually is. By the end of the course, therefore, the student will have a grounding in both theoretical and factual aspects of IR analysis.

**POLS 20400. Comparative Politics**

(3-0-3) Gould

*Corequisite:* POLS 22400

This course teaches students how to think comparatively about politics. We study how nation-states emerged as the dominant form of political organization, explain the differences among various states, and explore diverse responses to economic, cultural, and military globalization. The empirical material is drawn from around

the globe. This introductory course fulfills the comparative politics breadth requirement for the political science major.

**POLS 20600. Political Theory**

(3-0-3) Villa

*Corequisite:* POLS 22600

This course is an introduction to political theory as a tradition of discourse and as a way of thinking about politics. The course surveys selected works of political theory and explores some of the recurring themes and questions that political theory addresses, especially the question of justice. This introductory course fulfills the political theory breadth requirement for the political science major.

**POLS 30001. Presidential Leadership**

(3-0-3) Arnold

*Prerequisite:* POLS 10100 OR POLS 20100

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. American Congress**

(3-0-3) Griffin

*Prerequisite:* POLS 10100 OR POLS 20100

This course will examine such phenomena as legislative organization, roll call behavior, representation, congressional elections, and the role of political parties and interest groups in Congress. This course will approach the United States Congress from several perspectives. First Congress will be viewed from the perspective of the American founding and constitutional theory. Then students will be exposed to a detailed study of the actual workings of Congress, its rules, procedures, and organizations. Then we will read several major studies of Congress, including Mayhew's *Congress the Electoral Connection*, Cox and McCubbins's *Legislative Leviathan*, and Jacobson's *Congressional Elections*. Students will also learn how to do basic roll call analysis through three short data assignments. In addition, they will divide into teams of four, and each team will do a complete legislative history, using primary materials. In addition to these writing assignments, there will be a midterm and a final.

**POLS 30010. American Political Parties**

(3-0-3)

*Prerequisite:* (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A)

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 30022. Public Opinion and Political Behavior**

(3-0-3)

A principle tenet underlying democratic governance is the belief that public opinion or the "will of the people" should dictate governmental behavior. To the extent this belief is a realistic consideration, difficult questions remain concerning the capacity for citizens to develop reasoned opinions and how to conceptualize and measure opinion. This course explores the foundations of political and social attitudes and the methodology used to observe what people think about politics.

**POLS 30025. Interest Group Politics**

(3-0-3)

*Prerequisite:* (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A) OR (GOVT 10100 OR GOVT 140) OR (GOVT 20100 OR GOVT 240 OR GOVT 240A)

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:* (GOVT 10100 OR GOVT 140) OR (GOVT 20100 OR GOVT 240 OR GOVT 240A) OR (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A)

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. After analyzing the factors that influence the formation of individuals' political preferences, and their propensity to undertake various forms of political participation, we will focus on the historical developments and reforms that have fundamentally shaped the institutions that connect constituents to their government representatives. We will also review the uses of public opinion polls, and end the class by discussing 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 30033. Political Psychology**

(3-0-3)

Political psychology is a multidisciplinary field of study concerned with how psychological processes are influenced by and inform political behavior of individual citizens, groups, political leaders, and behavior within political institutions. This class explores some of the major lines of political psychology theory and research, and their application to political life. These applications include the role of personality in the formation of political attitudes and democratic values; racism, stereotyping, ethnocentrism, and nationalism; the influences of emotion and cognition on voting decisions; social identity theory; information processing and political decision making; inter-group conflict; political intolerance; and methodological approaches in political psychology. This course will attempt to answer the following questions: What is racism, and where does it come from? Is political intolerance an automatic response to objective stimuli, or is intolerance functional? To what extent are political attitudes and values ingrained in personality? Is the support for democracy, political trust, and support for the political system linked to personality? How do individuals utilize and process information in political campaigns? Is negative campaigning effective? How did a

heightened sense of fear and anxiety, following the September 11 terrorist attacks on America, influence political decisions, the support for President Bush's policies, and intolerance toward social groups? How does social group identity form? Does linking or identifying with one group lead to the rejection of other groups? What motivates George Bush? To what extent are personality theories useful in explaining the behavior of presidents and other political leaders? What are the political psychological underpinnings of inter-group conflict, mass violence, and genocide? Is the truth and reconciliation movement an effective means of recovering from genocide and violence?

**POLS 30034. African American Politics: The End or the Beginning?**

(3-0-3) Pinderhughes

This course explores the basic elements associated with black politics in the United States: the role of black institutions such as the black church, the importance of the Civil Rights Movement in challenging barriers to black political participation, the mid-20th-century legal framework to create access to the political system, and an exploration of black political participation in northern cities, where there are also increasing numbers of Latinos and other nonwhite groups. Since the course will be taught in spring 2009 immediately after the 2008 presidential campaign, we will also have the chance to explore the impact of Illinois Senator Obama's campaign on national politics, whatever the outcome, and to consider the impact on African American politics itself.

**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 such as 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 30036. Race and Political Equality**

(3-0-3)

This course will describe and seek to explain racial differences in public opinion, political participation, party affiliation, representation, and policy outcomes.

**POLS 30037. Black Chicago Politics**

(3-0-3)

This course introduces students to the vast, complex and exciting dimensions of black Chicago politics. First, institutional structures, geographic distribution, and population characteristics will inform students about the sociodemographic background of the African American population in the city. Second, the course explores varying types of political expression that have developed over more than a century, including electoral politics, mass movements, and partisan politics. It will also examine the impact of the Chicago machine, and of the Washington era, on the political and economic status of African Americans in the city. Third, public policy developments in housing, education, and criminal justice will be discussed. Fourth, the course also compares black political standing with other racial and ethnic groups in the city. Finally, the course will introduce students to the long tradition of social science research centered on the city of Chicago.

**POLS 30038. Latino Politics**

(3-0-3)

This course will examine the history and diversity of Latinos in the United States and how Latinos related to the U.S. political system. We will review the extent to which Latinos are incorporated into the political landscape and the degree to which they are adequately represented in the U.S. government. The course will emphasize the multiple pathways of Latino political assimilation and the ways in

which Latinos become involved in politics, including electoral and non-electoral participation and partisanship acquisition.

### **POLS 30039. Black Politics in Multiracial America**

(3-0-3)

This course undertakes a broad examination of black politics in multiracial America. Racial issues have provoked crises in American politics; changes in racial status have prompted American political institutions to operate in distinctive ways. The course examines the interface of black politics with and within the American political system. How successful have blacks been as they attempted to penetrate the electoral system in the post-civil rights era? What conflicts and controversies have arisen as African Americans have sought to integrate the American system of power? Now that the laws have been changed to permit limited integration, should African Americans integrate politically; that is should they attempt to “deracialize” their political appeals and strategy, with an effort to “cross over” politically? Are some approaches, such as those of Illinois Senator Barack Obama, “not black enough?” What internal political challenges do African Americans face? Some, such as the increasing importance of class and socioeconomic factors, as well as gender and sexuality, may reshape the definition of the black community. Finally, how stable will the past patterns and political organizations and institutions of African American politics be, as America and American politics become increasingly multiracial.

### **POLS 30040. Introduction to Public Policy**

(3-0-3)

*Prerequisite:* (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A)

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 have an impact on the legislative process (i.e. political participation, interest groups, congressional elections, etc.). We will then engage in a general review of 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 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 United States, 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) Kommers

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 30062. Civil Liberties and Civil Rights**

(6-0-3) Kaplan

How do courts decide cases involving civil liberties and civil rights? What rationales support the different interpretations of constitutional rights? How has the doctrine of incorporation affected our understanding of constitutional rights? Why is the concept of neutrality so important in current jurisprudence? How do courts balance formal assumptions and attention to particular situations? The purpose of this course is to help you answer these and other basic questions about the law and politics of constitutional rights, including freedom of expression, due process, and equal protection, as well as civil liberties during wartime. This course can fulfill a writing seminar requirement for the political science major.

### **POLS 30063. Original Intent and Freedom of Religion**

(3-0-3)

This course is designed to help students understand the original intent behind the meaning of the First Amendment’s two religion clauses: the Establishment Clause and the Free Exercise Clause. It also explores the role that the intent of the founders plays in interpreting freedom of religion cases today.

### **POLS 30070. Strategy and Social Science**

(3-0-3)

The concept of strategy has become the hallmark of modern political analysis. Contemporary political science goes beyond description and instead tries to analyze politics by identifying the motives that drive political behavior, institutions, and procedures. It involves the generation of theories about politics using analytical (usually mathematical) skills. This course will introduce students to this approach to social science research.

### **POLS 30105. The Modern Presidency**

(3-0-3)

Presidential scholars have argued that the modern presidency has unique characteristics. This course identifies the ways that the powers and institution of the presidency have evolved over the last 60 years. It identifies the institutional and structural forces that have shaped the power of the presidency, and includes examination of the president and foreign affairs, including war powers, the organization of the presidency, the President’s role in the legislative and budgetary processes, the rise of party primaries, presidential elections, and relations between the President and Congress, the President and the Supreme Court, and the President and the bureaucracy, as well as theories of presidential power.

### **POLS 30135. Campaigns, Elections, and American Democracy**

(3-0-3)

This class introduces students to the importance of the electoral process for American democracy. We will begin by studying the significance of elections for linking citizens with their government. This involves discussing whether election winners receive a mandate from voters and assessing the extent to which elections help translate citizens’ political opinions to their elected officials. We then turn to the importance of elections in stimulating citizens’ interest in politics and study how campaign organizations strategically use their resources to maximize support for their candidate on election day. We will then assess how elections actually function in the United States by examining topics such as media coverage of campaigns, the Electoral College, differences between presidential and mid-term election cycles and between national and state/local elections, incumbency advantage, and the mechanics of voting. Students will apply the theories covered in class to carefully analyze the campaign and outcome of a race of their choosing.

### **POLS 30141. Politics and Science Policy**

(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 United States, 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.

### **POLS 30143. Environmental Politics**

(3-0-3) Doppke

The first half of the course provides an overview of major American environmental policies such as regulating land use and preservation, water, air, and endangered species. The second half of the course deals more directly with issues of policy formulation, implementation, and enforcement.

### **POLS 30144. State Politics in the United States**

(3-0-3)

The goal of this course is to understand the role of the states in American politics. The course examines the structure and history of American federalism and the institutional varieties of state governments, as well as policies that are formulated or implemented at the state level. In addition, we will examine the ways that state politics influences national politics, such as in the Electoral College, in congressional redistricting, and in the frequent jump of state chief executives to the presidency.

### **POLS 30148. The Politics of Poverty and Social Welfare**

(3-0-3) Flavin

The United States is the wealthiest nation in the world, yet poverty remains a persistent concern. In this course, we will study the sources of poverty and economic inequality and what has and can be done to address the problem. We begin by discussing different theories on to what extent citizens' income and wealth should be equal in a society and the government's prescribed role, if any, in the process. We then trace the history of poverty in the United States and various government efforts to address the problem through social welfare programs. Finally, we will closely study the different forms poverty takes on today and enter the ongoing debate over what public policies should be implemented in response. Throughout the course, we will pay particular attention to the decidedly political dimension of poverty in America.

### **POLS 30201. United States Foreign Policy**

(3-0-3) Desch

*Prerequisite:* POLS 10200 OR POLS 20200

The United States is the most powerful state in the world today. Its actions are important not just for U.S. 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 U.S. foreign policy? What is the national interest? When do we go to war? Would you send U.S. 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 U.S. economy and its citizens? We first study several theories about foreign policy. We then examine the U.S. 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 U.S. 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:* (POLS 10200 OR POLS 141 OR POLS 141A) OR (POLS 20200 OR POLS 241 OR POLS 241A) OR (GOVT 141 OR GOVT 141A) OR (GOVT 241 OR GOVT 241A) OR (IIPS 20501 OR IIPS 241 OR IIPS 241A)

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 30203. On War**

(3-0-3)

This course is about the causes and conduct of war. As regards causes, the focus is on evaluating the strengths and weaknesses of the most prominent explanations for the outbreak of major war, including balance of power, regime type (democracy/autocracy), civil/military relations, and the personality traits of individual leaders. As regards conduct, the emphasis is on considering the effect of broad political, social, and economic factors (nationalism, democratization, industrialization, and military professionalization) on how wars are and have been fought. Particular historical emphasis is placed on the causes and conduct of great power wars (especially the two World Wars), although other wars will be discussed.

### **POLS 30210. Domestic Sources of U.S. Foreign Policy**

(3-0-3) Lavallee

This course provides students with the analytical tools to understand and critically analyze the impact of domestic actors within the U.S. 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 policy-making 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. Students will be required to integrate the conceptual and theoretical material presented in class discussions and readings with the case studies presented. In addition to improving students' understanding of how domestic actors impact foreign policy choices, this course is also designed to enhance analytical thinking and problem-solving skills. Short research assignments, especially preparation for case memos, will increase students' "information literacy" or research skills. Because all students will be expected to participate in class discussions and debates, the course should also improve communication skills.

### **POLS 30211. Intelligence and National Security Decision Making**

(3-0-3) Desch

The purpose of this class is to introduce students to the role of intelligence (collection, analysis, and covert action) in U.S. national security decision making. The course will begin with a discussion of the evolution of U.S. national security decision-making apparatus and the intelligence community. It will then explore major issues of intelligence in U.S. history since the Second World War. Finally, it will conclude with a discussion of some of the future intelligence challenges the United States is likely to face in coming years.

### **POLS 30220. International Law**

(3-0-3) Reydams

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, the International Criminal Court, and the Iraqi question before the UN Security Council.

**POLS 30221. International Law and International Relations**

(3-0-3) Garcia Iommi

This course examines the intersection of international law and international relations, examining international law not as a technical specialty but as part of international relations more generally.

**POLS 30225. United Nations and Global Security**

(3-0-3)

*Prerequisite:* (POLS 10200 OR POLS 141 OR POLS 141A) OR (POLS 20200 OR POLS 241 OR POLS 241A)

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 30229. Genocide in the Modern World**

(3-0-3) Verdeja

This course investigates modern genocide. We will consider several cases—Armenia, the Jewish Holocaust, Cambodia, Rwanda, and possibly Darfur—and examine the conditions that lead to genocidal violence. We will also examine the uses of humanitarian interventions, trials, and strategies of societal reconciliation, and relevant conceptions of justice, guilt, forgiveness, and moral responsibility.

**POLS 30240. International Organizations**

(3-0-3)

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 Relations**

(3-0-3)

*Prerequisite:* (GOVT 10100 OR GOVT 140) OR (GOVT 20100 OR GOVT 240 OR GOVT 240A) OR (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A)

This course examines the role that nongovernmental 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)

*Prerequisite:* (POLS 10200 OR POLS 141 OR POLS 141A) OR (POLS 20200 OR POLS 241 OR POLS 241A) OR POLS 141 OR IIPS 20200 OR POLS 141 OR POLS 141A OR IIPS 241 OR POLS 241 OR POLS 241A

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 30263. International Environmental Politics**

(3-0-3) Connolly

This course examines the responses of nations and international organizations to the environmental challenges of the present and future, including pollution, depletion of natural resources, and global warming.

**POLS 30265. Politics of Globalization**

(3-0-3)

This course analyzes the emerging world order and U.S. 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 transitional 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 Economy of 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 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.

**POLS 30267. Global Politics in Post-Cold War Era**

(3-0-3)

This course analyzes U.S. foreign policy in the post-Cold War and post-September 11 world. We first examine a number of underlying causes for global problems in the post-Cold War world, including civilizational differences, state failure, poverty, and political domination. We then discuss the vexing problems of religious violence, ethnic cleansing, and genocide. Humanitarian crises present the challenges of humanitarian intervention, peace making, post-conflict reconstruction, democracy building, and bringing justice for crimes against humanity. We will also explore a wide range of foreign policy issues in the post-September 11 world, including international terrorism, rogue states, weapons of mass destruction, American primacy, anti-Americanism, unilateralism and multilateralism, and the war in Iraq.

**POLS 30280. International Relations in East Asia**

(3-0-3) Moody

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; and 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 U.S.-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)

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. U.S.-Latin American Relations**

(3-0-3)

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 U.S. policy toward Latin America: its normative ideals, its security interests, or its economic interests. It then takes up several enduring themes in U.S.-Latin American relations, including the response of the United States to dictatorships; expropriations of U.S.-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 U.S.-Latin American relations, including regional free trade agreements and trade policy, the environment, migration, and drugs, in a post-Cold War environment.

**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 (Ayoob), liberalism (Doyle), 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 30338. The Transatlantic Relationship**

(3-0-3)

Since the end of the Cold War, there have been two notable ideas developed by scholars of international relations. The first idea—first developed by Francis Fukuyama—is that Western civilization has triumphed globally over other civilizations, while the second idea—first developed by Samuel Huntington—is that Western civilization is about to enter a period of greater weakness, vis-à-vis other civilizations. In order to understand which argument is correct, we must first understand the current strength of Western civilization, and in particular, the relationship between its two halves—Western Europe and North America. In this course, therefore, we will undertake a study of the history and current state of that relationship, focusing primarily on the post-WWII period, and particularly on the security arrangements that have developed between the two regions. In this light, special attention will be applied to the NATO alliance and to the developing security capabilities of the European Union. Having considered the objective facts of the transatlantic security situation, we will then be able to return to the Fukuyama-Huntington debate in order to determine what the future of intercivilizational relations does indeed portend.

**POLS 30342. Security Motivations of Regional Integration**

(3-0-3)

In many regions of the world, states are combining aspects of their political authority in order to create transnational structures and agreements. Although these integrating structures—such as the European Union (EU), the North American Free Trade Agreement (NAFTA), etc.—are often treated as primarily economic institutions, they also address important security needs. In this course, therefore, we will explore the security concerns that prompted the creation of not only the EU and NAFTA, but also the Central American Free Trade Agreement (CAFTA), the Mercosur project in South America, and the ASEAN project in South East Asia, as well as notable failed integrative attempts in the Middle East, Africa, and Eastern Europe.

**POLS 30361. Politics of Money and Banking**

(3-0-3)

This course investigates the political foundations of financial markets and banking regulatory structures. The objective is two-folded: (1) to provide an understanding of the function of money and the banking system within an economy, and (2) to offer an analytical framework with which to understand monetary, financial, and banking regulatory policies. Topics include, among others, the performance of banking systems, the role of international financial institutions, central bank independence, and banking regulation. Comparisons between the U.S. and other banking systems (such as the Brazilian, and the Japanese banking systems) will also be covered.

**POLS 30390. Diplomatic History of the Middle East**

(3-0-3)

The course deals with three main issues: (1) motivation and interests behind the foreign policies of all players relevant to the Middle East; (2) main events in the diplomatic history of the region since the 17th century and their analysis based on international relations theories; and (3) mutual relations between the contemporary regional system and sub-systems and the international system, as well as current state and non-state players in the contemporary Middle East and their relations with international players. The course makes use of the wealth of sources opened in recent years to present new and conservative approaches to many elements of the regional diplomatic history.

**POLS 30391. Arab-Israeli Relations: From Confrontation to Coexistence**

(3-0-3) Bligh

This course is following and analyzing the complexity of relations between the Arab countries and the state of Israel (and the state in the making) since the early 20th century to this day. This conflict has been one of the major elements shaping the political, diplomatic and military history of the region drawing into the conflict a variety of actors among them the super powers, nation-states from within and outside the region, sub-states, and supra-states. The effects of the conflict on these respective regimes are analyzed as well. Three major processes became the main source of interest for all actors: the Arab effort to prevent the creation of the Jewish state; the armed conflicts, and finally the diplomatic processes that continue today. Most of them will be studied in the context of the diplomatic and political history of the Middle East.

**POLS 30392. Diplomacy and Conflict in the Middle East**

(3-0-3) Bligh

This course examines the role of diplomacy in shaping the Middle East and in managing conflict in the region today.

**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 30402. Politics and Institutions in Latin America**

(3-0-3) Wiesehomeier

This course aims at enabling students to understand politics in the Latin American region by introducing important concepts of comparative politics and discussing, from a comparative perspective, institutional components and configurations of Latin American countries. We will focus on the question of how institutional frameworks influence policy decisions and actors' behavior; that is, how they affect governability and representation. The course will revolve around central issues such as electoral systems, party system, legislative decision making and executive-legislative relations, and representation. One important aspect of the course is to get students acquainted with quantitative indicators of comparative politics that not only help to map representation, but also to understand some puzzles of policy making we will encounter throughout Latin American countries. Thus, the course will help students to better understand democratic representation as well as quantitative approaches to the study of democratic institutions.

**POLS 30403. Latin American Development and Politics**

(3-0-3)

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 how 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.

**POLS 30404. U.S.-Latin American Politics**

(3-0-3)

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 U.S. policy toward Latin America: its normative ideals, its security interests, or its economic interests. It then takes up several enduring themes in U.S.-Latin American relations, including the response of the United States to dictatorships; expropriations of U.S.-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 U.S.-Latin American relations, including regional free trade agreements and trade policy, the environment, migration, and drugs, in a post-Cold War environment.

**POLS 30405. Law and Democracy in Latin America**

(3-0-3)

Democracy and the rule of law seem to be the prescription for what ails the developing world. But they are harder to put into practice than they at first appear. This course explores many of the challenges to the rule of law across Latin America, and how they affect the quality of democracy in the region. We begin by examining the meaning of democracy and its relationship to the rule of law. Then we look at a series of issues that illustrate the strength or weakness of the rule of law in the region. We use academic writings primarily, but also movies, news reports, and statistical reports to examine topics such as violence and crime, human rights violations, judicial independence, and corruption. Rather than focusing on one country at a time or a few countries in depth, we will use events and systems in various countries as illustrations of important themes. We will then look at the possible consequences of these challenges for democracy in the region and possible solutions.

**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 equality, 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 27 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 30421. European Politics**

(3-0-3)

In this course on European politics, we will examine the literature on three major issues: regional integration, origins of modern political authority, and industrial political economy. We will seek to understand the origin, current functioning, and possible futures for key European institutions, including the EU, nation-states, social provision, unions, and political parties. Readings on the European Union, monetary politics, Germany, France, and Spain will be drawn from both scholarly sources and contemporary analyses of political events.

**POLS 30451. Politics of Southern Africa**

(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 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 U.S. 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 30456. Democracy, Development, and Conflict in Africa**

(3-0-3)

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.

### **POLS 30457. Introduction to African Politics**

(3-0-3)

Every week there is a news story concerning some tragedy in Africa. But what does it really mean? How do we understand what's going on in Africa right now? Is there any good news at all coming from the Dark Continent? Why is Africa so poor and so violent? How did Africa get this way? What can we do about it? Is there a realistic basis for optimism about Africa? This class will be structured around a series of issues "ripped from today's headlines" so as to provide participants with a more thorough understanding of African politics today.

### **POLS 30458. Dictators, Democrats, and Development: African Politics Since Independence**

(3-0-3)

This course will focus on the causes and consequences of political change in sub-Saharan Africa since the late 1950s and early 1960s. Special attention will be focused on the relationship between political change and economic/human development. The key questions this course will address include the following: (1) What explains the rise of post-colonial authoritarian regimes? (2) What explains the demise of post-colonial authoritarian regimes? (3) What explains the variation in the extent of democratization that has taken place across sub-Saharan Africa since the late 1980s and early 1990s? (4) Where and why are the prospects for democracy the greatest in sub-Saharan Africa? (5) Should it matter to the rest of the world that sub-Saharan African countries become more democratic? (6) If it should matter, can/how can the United States and other countries promote democratization in the region? Assignments will include in-class group presentations, a research paper, a midterm exam, and a final exam.

### **POLS 30463. Comparative Economy of India and China**

(3-0-3)

This course compares India and China's different paths to political development in light of their history, institutions, and relations with the West.

### **POLS 30465. 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; 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 30467. South Asian Politics**

(3-0-3)

This course will present an overview of the politics of modern South Asia, focusing on Afghanistan, Bangladesh, India, and Pakistan. We will begin by studying the impact of the British colonial experience, the rise of nationalism, and the emergence of independent nation states. To develop a broad understanding of the political and economic experience of the region, we will spend time analyzing the four countries individually before moving on to explore four important themes in political science: first, regime choice and regime survival in the four countries; second, the role of women in the development experience; third, identity politics and the emergence of violent domestic and international movements; and fourth, international relations focusing on the role of three key actors—the United States, China, and the Middle East in regional politics.

### **POLS 30476. 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 regional scope covers East Asia, Southeast Asia, and South Asia. 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 30480. Religion and Politics in Comparative Perspective**

(3-0-3)

In this course, we examine various hypotheses about the relationship between religion and politics, religious institutions and political institutions, and based on evidence from across time and space (i.e., Africa, Asia, Europe, Middle East, North America and South America) discuss the robustness of such hypotheses. The aim of the course is to think critically about the conventional wisdom concerning the relationship between religion and politics. Special attention will be focused on the effects of modernization and globalization on the political salience of religion and whether certain types of religious systems (i.e., various types of Christianity and Islam) are more compatible with and conducive to democracy than others.

### **POLS 30482. State Terror and Violence**

(3-0-3) Davenport

This course on state-sponsored terror, repression, and violence examines its causes and implications, and the role of the international community in responding to it.

### **POLS 30483. Contentious Politics and Resistance Movements**

(3-0-3)

This course analyzes prominent resistance movements in the 20th and 21st centuries. We first examine the conceptual tools of contentious politics, domination and resistance, state-society relations, and violent vs. nonviolent strategies of resistance. We then examine various nationalist independence movements, revolutionary movements, communist insurgencies, civil wars, and peaceful democracy

movements. To better understand resistance movements from the perspectives of leaders and participants, we will watch a series of documentaries and read the (auto-) biographies of Mahatma Gandhi, Nelson Mandela, Aung San Suu Kyi, the Dalai Lama, Wei Jingshen, and others. In analyzing democracy movements, we will further examine what the third wave of democracy entails, why some movements succeed while others fail, how new democracies should reconcile with past dictators, to what extent constitutional engineering can solve past problems and facilitate successful transitions, and why some new democracies remain fragile.

### **POLS 30484. Courts and Politics Around the World**

(3-0-3)

This course carries out a comparative study of the nature of courts and law, their position in political systems, and their potential impact on society. The course is very theoretical, and organized around key themes rather than countries. The main themes of the course include the following: Why do politicians create powerful courts? How do judges and courts make decisions? What is judicial independence, and how do we get it? Which systems have it? And how effective are courts as tools for political and social change? The court has a heavy emphasis on judicial design, and the class will design a court structure for an imaginary country.

### **POLS 30485. Game Theory**

(3-0-3)

This course will provide a basic introduction to the concepts and tools of game theory and demonstrate how these can be used in the social sciences. Emphasis is placed on understanding the logic of game theory and its application to the study of politics. Students will also be introduced to the debate concerning the applicability and limitations of formal approaches. The course assumes a familiarity with algebra, but no calculus is required.

### **POLS 30488. Transitions to Democracy**

(3-0-3)

In this class, we will analyze the institutional underpinnings of a successful transition to democracy, and we will discuss ways in which democratic institutions following the transition are set up. Obviously, to understand what contributes to successful transitions, we need to analyze the cases of failed transitions to democracy and failed processes of democratization. Most examples in this class come from the former Soviet Union and from East and Central Europe. Our ambitions, however, are more universal. By the end of the class, you should be able to apply the theories and concepts you learn to transitions taking place in other parts of the world.

### **POLS 30490. The Logics and Politics of International Migration**

(3-0-3)

This course investigates the primary economic, humanitarian, and political forces that are driving and sustaining the complex phenomenon of contemporary transnational migration. Within this context, three core questions are addressed. First, have the forces of globalization and the entanglements of international commitments and treaty obligations significantly diminished the policy-making autonomy of the traditional nation-state? Second, what are the significant benefits and costs of transnational migration for the immigration receiving countries? Finally, is a liberal immigration regime desirable and, if so, can it be politically sustained? This is a course with a methodological component.

### **POLS 30514. Latin American Politics and Economic Development**

(3-0-3)

*Prerequisite:* (POLS 10400 OR POLS 142A) OR (POLS 20400 OR POLS 242 OR POLS 242A) OR (GOVT 10400 OR GOVT 142 OR GOVT 142A) OR (GOVT 20400 OR GOVT 242 OR GOVT 242A)

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 30523. Contemporary Latin American Political Thought**

(3-0-3)

This course offers a global perspective on contemporary Latin American politics. It examines the consequences of democratization in different Latin American countries, the connections between democracy and social and economic development, trends in government institutions, political parties and elections, and the still-present tensions between democratic and non-democratic practices and ideologies in the region.

### **POLS 30527. Cuba**

(3-0-3)

This course will examine social, economic, cultural, and political trends in Cuba as the country enters a period of uncertainty following the illness of Cuban President Fidel Castro. Co-taught by two journalists who spent the last five years in Cuba, the course will provide a unique view of day-to-day life on the island as well as study recent changes in U.S.-Cuba relations and the rise in importance of Cuba's ties with Venezuela. Cuban films, television broadcasts, magazines, newspapers, poetry, literature and other primary materials will be used in the class. Spanish fluency is not required.

### **POLS 30551. Radical Islam in Comparative Perspective**

(3-0-3) Bligh

Muslim radical movements are not new to the Middle East. They made their debut in the 18th-century Arabian Peninsula paving the way for the first Saudi Kingdom. However, the use of Islam by individuals, movements, and nation-states for political purposes has become common since the mid-1970s. Many of the contemporary Muslim actors use religious terminology in their ideology and activities but are active as political actors per se. This course is studying the roots of the political Islam, its current political activities and their implications, the distinction between mainstream Islam and radical Islam, and finally the phenomena of religious terror used by several of these movements.

### **POLS 30552. Politics and Democratization in Middle Eastern and North Africa Monarchies**

(3-0-3)

This course examines the politics of monarchies in the Middle East and North Africa. The course examines how these regimes developed and their effect on politics in these regions and explores the prospect for democratization in such countries.

### **POLS 30553. Contemporary Political Islam**

(3-0-3) Shahin

This course is designed to provide students with an understanding of the phenomenon of political Islam in the Arab and Muslim worlds. It examines the reasons, implications, and consequences of the reassertion of Islam in today's politics. The first part of the course provides a thorough analysis of the Islamic order and the model(s) that inspires modern Islamist activists. The second part critically examines the ideas of the main ideologues of contemporary Islamic movements. The third part discusses the approaches to the understanding of contemporary political Islam and the Islamic movements and presents cases studies of mainstream and radical Islamic movements in a number of Arab and Muslim countries. Finally, the course concludes with a critical analysis of the future of political Islam and its relations with the West.

### **POLS 30592. Ethnic Conflicts in Comparative Perspective**

(3-0-3)

Most nations today may be considered as multicultural; that is, they are comprised of at least two distinct societies based on different cultures. About 5,000 ethnic groups are found today in about 200 nations. It is evident that in spite of the high

hopes since the collapse of the Communist Bloc, the number of ethnic conflicts increased dramatically. At present about 300 conflicts are registered. Each and every one of them is unique, and yet there are some similarities that characterize most of them. This course maps the main conflicts, studies the roots and claims of the protagonists, and, based on the recognition of the similarities, attempts to define a model of ethnic conflicts and some features of possible solutions.

### **POLS 30601. Ancient and Medieval Theory**

(3-0-3)

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)

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)

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 30620. Modern Political Thought**

(3-0-3)

In this course, students will study the focal ideas and arguments that helped shape the development of Western modernity through close readings of the classic texts of modern European political thought. Political theorist Charles Taylor's recent book, *Modern Social Imaginaries*, will provide a helpful historical and philosophical framework for the course and will be read and discussed gradually over the semester. Machiavelli's *The Prince* will give students insight into the philosophical origins of the modern Western experience of secular power politics. Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, Rousseau's *Second Discourse* and *Social*

*Contract*, and selected political essays by Kant will offer students the opportunity to understand the evolution of the social contract tradition, and how it helped produce the fundamental Western "modern social imaginaries" of natural rights, the contractual social order, popular sovereignty, and the public sphere.

### **POLS 30621. Continental Political Thought**

(3-0-3)

This course examines the response of leading theorists to the promise and pathologies of the modern age. Among other topics, we will consider the political implications of the decline of authority, community, and the public sphere; the problem of institutionalizing freedom in the modern nation-state; and the fate of political and moral agency in a bureaucratized, massified polity. Special attention will be paid to the Continental tradition's critique of liberal institutions and political philosophy. Readings from Hegel, Tocqueville, Marx, Nietzsche, Weber, Schmitt, the Frankfurt School, Arendt, and Foucault.

### **POLS 30625. Contemporary Political Thought**

(3-0-3)

This course is an introduction to contemporary American and European political thinkers. The goal of the course is to identify the characteristic questions of modern politics and the challenges to freedom in the modern age.

### **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 Mearsheimer, often thought to be the leading Machiavellian analyst of international politics of our day.

### **POLS 30653. Politics and Conscience**

(3-0-3)

*Prerequisite:* (POLS 20600 OR POLS 243 OR POLS 243A) OR (GOVT 20600 OR GOVT 243 OR GOVT 243A) OR GOVT 143 OR GOVT 143A OR GOVT 243 OR GOVT 243A OR POLS 143 OR POLS 143A OR POLS 243 OR POLS 243A

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.

**POLS 30656. Human Rights and Human Wrongs**

(3-0-3) Verdeja

This course will examine theories of human rights and their applications and implications for international politics.

**POLS 30668. 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. We 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.

**POLS 30669. The Public Sphere and Public Spaces**

(3-0-3)

*Prerequisite:* (POLS 10600 OR POLS 143 OR POLS 143A OR POLS 243F) OR (POLS 20600 OR POLS 243 OR POLS 243A)

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.

**POLS 30670. Politics and Literature**

(3-0-3)

*Prerequisite:* (POLS 10600 OR POLS 143 OR POLS 143A OR POLS 243F) OR (GOVT 20600 OR GOVT 243 OR GOVT 243A) OR (POLS 20600 OR POLS 243 OR POLS 243A)

This course involves the study of political theory and literature in order to address some of the central questions of political theory in the modern age. The examination of the relation between truth, faith, and politics, and the nature of political action will form central questions of the course. We will pay special attention to the problems of founding policies and membership in political communities.

**POLS 30727. Theories of Law**

(3-0-3)

*Prerequisite:* (POLS 20600 OR POLS 243 OR POLS 243A) OR (GOVT 20600 OR GOVT 243 OR GOVT 243A)

This course will explore historical and contemporary theories of law, examining the nature of law in civil 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 30730. Political Pathologies**

(3-0-3)

Tyranny takes many forms. The tin-pot dictator; the fearsome totalitarian madman; the slow, asphyxiating absurdity of faceless bureaucracy; the efficient provider of goods in exchange for freedom; the populist rabble-rouser; the anarchic madness of failed states—they all form part of the dubious pantheon of political pathology. These diseases of the political order in turn tell us about the things that we consider valuable in political life and the ways in which their attainment

might be thwarted even while everybody pursues them in good faith. This course will be an adventure in the clinical exploration of these diseases. We will attempt to understand the difference between political order and disorder, disease and health, by looking to the philosophical treatments of tyranny and its opposites and contrasting these treatments with the varied experience of human beings of these things. Throughout, we will engage with such questions as: What distinguishes genuine statesmanship from tyranny? What are the fundamental characteristics of the tyrant? What causes tyranny and political disorder? What are the moral dilemmas that people face when living under tyranny? What are the basic cures for tyranny? Our goals are thus to understand the causes, symptoms, development, consequences, and cures of the great political pathologies. This task will require us to draw on texts from a wide variety of perspective, from philosophy to social science and artistic representations (novels and films, in particular), and to engage critically and imaginatively with arguments and situations that pose sometimes excruciating choices.

**POLS 30732. Theories of Federalism**

(3-0-3)

Federalism is a fundamental and identifying component of the American political system. Federalism’s role in American politics has been ascending since the mid-1990s, after approximately 60 years of diminished relevance. In addition to seeking to understand what, as an organizing principle of government federalism is, this course explores the theoretical and historical basis of American federalism, as well as theories of federalism from Canada, Australia, and Western Europe, including the relatively new supranational federalism of the European Union. We will address questions of federalism’s relationship to rights and minorities, liberty, security, and justice. We will also investigate concepts such as hard and soft federalism, symmetrical and asymmetrical federalism, and interstate versus intrastate federalism. Readings will include selections from *The Federalist Papers* and writings by Tocqueville, Calhoun, Lincoln, Martin Diamond, Herbert Storing, and Charles Taylor.

**POLS 30733. The Problem of Faction**

(3-0-3)

Since the heated election of 2000, the terms “red state” and “blue state” have become a part of our political lexicon. But the phenomenon of faction—internal political conflict—is neither new nor unique to the United States. After beginning with an assessment of contemporary politics, this course will survey a variety of thinkers—ancient, modern, and American—on the problem of factions.

**POLS 30734. Justice: Ancient and Modern**

(3-0-3)

What is justice? And why should one be just? These are core questions of political philosophy. In this course, we will study these questions by contrasting two conflicting theories of justice: Plato’s *Republic* and Hobbes’ *Leviathan*. Besides encouraging students to think critically about their own beliefs of justice and cultivating their ability to construct reasoned arguments, this course will introduce students to the contrast between ancient and modern political theory, and will encourage them to reflect on how both still speak to us today.

**POLS 30736. Globalization’s First Wave: Commerce and Culture in Early Modernity**

(3-0-3)

Today’s economic and cultural challenges may be more deeply understood through studying the times when modern capitalism and global trade were new. In the 17th and 18th centuries—when much of the West saw dramatic transformations from rural, subsistence agriculture to commerce, finance, and industry—observers fiercely debated the meaning of these changes. For instance, as much of the population left meager existences for solid, worldly comfort or even lavish affluence, would they become more enlightened, peaceable, and tolerant, or just more skeptical, self-centered, and incapable of hardship or sacrifice? Would the lower classes somehow share the new wealth, or be left far behind in degradation, taunted by luxuries they cannot partake of legally? When people have more commerce with foreign cultures, do they tend to adopt the foreigners’ best attributes,



get corrupted by their worst attributes, or simply be reduced to a materialistic common denominator? Would more trade and interdependence lead to less war? We will pursue such questions with the help of historical, sociological, economic, political, and philosophical studies, especially through thinkers such as Hume, Montesquieu, Rousseau, Adam Smith, Tocqueville, Marx, and Weber—focusing on the 18th century but leading up to our own time.

### **POLS 30737. Contemporary Christian Political Thought**

(3-0-3)

This course is designed to introduce students to problems of contemporary politics from various Christian perspectives. Beginning with an overview of medieval and early modern Christian thinkers—Augustine, Aquinas, Luther, and Calvin—the course will spend most of the semester reading and discussing theorists who address more recent and immediate political problems within the Christian tradition. A variety of Christian faiths will be represented by people such as Stanley Hauerwas, C.S. Lewis, Reinhold Niebuhr, Yves Simon, and John Howard Yoder. The class will also read papal encyclicals dealing with political issues and take up particular issues such as capitalism and Christianity, as well as more general problems, such as the danger Christians face when they become involved in politics. The class will not only acquaint students with others' thinking about Christianity's relationship to politics, but will also prepare them for thinking about this topic in their own lives, as new circumstances, situations, and questions arise.

### **POLS 30739. Church and State in American Constitutional Law and Politics**

(3-0-3) McCumbers

This course analyzes different approaches to understanding the separation of church and state, and examines how these approaches have played out in political practice and Supreme Court decisions.

### **POLS 30747. Patriotism and Cosmopolitanism**

(3-0-3) Houser

This course will explore the perennial conflict between the cosmopolis and the patria; between adherence to a universal morality and loyalty to one's native country. Because of our common humanity, we are called to be "citizens of the world," and what does such citizenship entail? Is it possible to be both a "citizen of the world" and a citizen of a particular country? What are the sources of these various loyalties? What are the potential areas of conflict between the two? Are there limits to the loyalty of the patriot, and, if so, what form do these limits take? We will examine various manifestations of this conflict from the history of political thought. Readings will include selections from Plato, Aristotle, Cicero, the Stoics, Kant, Lincoln, and Chesterton, as well as some contemporary approaches to both patriotism and cosmopolitanism.

### **POLS 30748. Utopias and Dystopias**

(3-0-3) Mendham

"Utopia" is a term coined by Thomas More, probably as a pun suggesting that the "good place" is "no place." Exploring utopian traditions in politics and political thought reveals a jarring contrast between the noblest human aspirations and the most devastating outcomes. Even so, some students may find grounds for hope in certain utopian traditions, since these include not only the dozens of well-intentioned schemes that quickly led to slaughter or starvation, but also some enduring and simple communities such as the Amish. Other students may come to the more sobering conclusion that dramatic social progress is impossible. But even for them, there may be much to learn from the portrayals of shocking corruption and degradation in "dystopias"—for it may still be possible that, if certain social and cultural trends are left unchecked, society can get far worse. Both utopias and dystopias tend to focus especially on two aspects of society—sexuality and economics—which, according to some, are the most in need of radical reform, while according to others, are the most dangerous when altered from their traditional patterns. Utopias and dystopias help refine our idea of what excellence and depravity in society look like, how far progress and decline are possible, and what behaviors tend toward these conditions. This course draws from political theory, history, literature, and film.

### **POLS 30755. Christianity and the Modern State**

(3-0-3) McCumbers

In the Gospels, Jesus instructs Christians to give to Caesar the things that are Caesar's and to God, the things that are God's. However, what exactly it is that believers owe to Caesar and to God has been a source of both political and religious division for more than two millennia. Most of the major political thinkers in the Western tradition have commented on this issue and, in this course, we will evaluate critically the diverse solutions that have been offered to questions such as: What does it mean to have a separation of church and state? Is achieving a separation of church and state possible or desirable? What should be done when one's religious and civic duties come into conflict? The reading list for the course will include selections from thinkers such as St. Augustine, Machiavelli, Luther, Calvin, Rousseau, Jefferson, Madison, Washington, Hume, Lincoln, Tocqueville, and Rawls, as well as documents from Vatican Council II, papal encyclicals, and U.S. Supreme Court cases. In addition to learning about this issue that is fundamental to the study of politics both past and present, students will be encouraged to develop their ability to think and write critically through paper assignments and class discussion.

### **POLS 30805. How To Do Political Research**

(3-0-3)

This is a course primarily intended for juniors or seniors who are writing, or are planning to write, a senior essay, although it is open to all majors. It helps students acquire the practical skills that are essential for completing a substantial empirical research project: posing a research question, finding out what is already known, staking out an original argument, identifying counterarguments, deciding what kind of evidence is required to figure out who is right, clarifying concepts and boundary conditions, gathering the evidence, analyzing the evidence, and interpreting the analysis. The course encourages students to consider a variety of approaches and helps them decide whether to use quantitative methods, qualitative methods, or both. Students will do independent research to compile a bibliography, gather and analyze evidence, and write an outline, but will not write a paper. Instead, they will present and defend their findings orally and visually. All students are expected to participate vigorously in evaluations of their peers' research.

### **POLS 33001. Sophomore Seminar**

(3-0-3)

Writing seminars are devoted to a specialized topic and give students a chance to take a writing-intensive course in a seminar setting, with an emphasis on research skills and discussion.

### **POLS 35901. Internship**

(V-0-V)

The goal of the internship program is to provide opportunities to integrate coursework with real work experience. Internships are available throughout the Notre Dame area with a variety of government offices, nonprofit agencies and NGOs. Interns work with professionals in their own area of interest, explore career options, and gain real work experience. Permission required. Does not count for the political science major.

### **POLS 35903. Summer Internship**

(V-0-V)

Summer internships are an excellent way to explore career options, gain valuable work experience and build your résumé. Students who have secured an unpaid summer internship can apply for academic credit by either visiting the Internship Program website at [politicalscience.nd.edu](http://politicalscience.nd.edu) or by contacting the internship director. To qualify for credit, internships must have prior approval, be unpaid, be at least four weeks in duration, and provide at least 80 hours of work. Permission required.

### **POLS 37910. Mock Trial**

(2-0-2)

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 2005–06 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. Mock trial does not count for the political science major.

### **POLS 40002. Presidents and Elections**

(3-0-3)

We will discuss the evolution and quality of presidential selection in the United States. Does our system select for individuals best suited for the office of the presidency? We will debate the electoral college and the two-party system. We will compare our assessment of “what it takes” to be President in 2004 with theories of presidential leadership put forth by presidency scholars such as Richard Neustadt and Stephen Skowronek. Both the controversial 2000 and 2004 elections will serve as our major case studies.

### **POLS 40005. The Development of American Political Institutions**

(3-0-3)

The U.S. 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 U.S. 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: Comparative Perspective**

(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)

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:* (POLS 10100 OR POLS 140 OR POLS 140A) OR (POLS 20100 OR POLS 240 OR POLS 240A) OR (GOVT 10100 OR GOVT 140) OR (GOVT 20100 OR GOVT 240 OR GOVT 240A)

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 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 40061. Constitutional Interpretation**

(3-0-3) Barber

*Prerequisite:* (POLS 10100 OR POLS 20100)

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.

### **POLS 40062. Judicial Politics**

(3-0-3) Colucci

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; abortion; 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)

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.

### **POLS 40074. Civil Liberties**

(3-0-3)

Most courses in constitutional law narrate the Supreme Court's evolving positions on constitutional rights and institutions. This course starts not with the Supreme Court, but with the *Federalist Papers*, from which it develops a general theory of the social and economic goals or ends of constitutional government in America. It then uses this theory as a framework for assessing the Supreme Court's position on property rights, race relations, personal privacy, and the place of religion in American life. This exercise can yield results that make for lively class discussion, not only about the Court, but also about the adequacy of the Constitution itself. Grades will be based on a midterm and a final exam, with a paper option in lieu of the final.

### **POLS 40150. Executive Branch and Public Policy**

(1-0-1) Kernan

This course will address public policy issues such as budgets, taxes, health, economic development, welfare, and crime. Taught by Joe Kernan, former mayor of South Bend, lieutenant governor, and governor of Indiana, the course will examine the political, economic, and ethical dimensions of policy development, as well as the crucial interaction between the executive and legislative branches of state government. There will be approximately 8 pages of writing and a moderate amount of reading, including handouts. Does not count for the political science major. Permission required.

### **POLS 40201. Diplomacy of U.S. Foreign Policy**

(3-0-3)

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 U.S. overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted U.S. 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.

### **POLS 40202. Iraq War**

(3-0-3) Lopez

This course explores the scope and meaning of the Iraq War for U.S. society and for the dynamics of peace and security in the wider globe. The course brings a variety of disciplinary, conceptual, and policy frameworks to bear on the Iraqi experience of internal and external war. The course includes substantial reading and the opportunity for students to do policy relevant research.

### **POLS 40226. UN and Counterterrorism**

(3-0-3)

Our attention will be focused on the scope and meaning of the work of the UN Counter-Terrorism Committee (CTC), 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.

### **POLS 40261. The Politics of International Trade**

(3-0-3)

If global free trade is theoretically optimal for the economy, why does free trade foster so much concern politically? Spanning events from the 1700s to the present day, this lecture course will discuss the politics of free trade in four different issue areas: (1) global trade and national security; (2) winners, losers, and the domestic politics of trade policy; (3) global trade and the development of democracy; and (4) the rise of international institutions and the decline of sovereignty. The syllabus will draw on classic readings in international relations and comparative politics, and students will be exposed to the variety of methods used by political scientists to analyze these questions: qualitative descriptions, quantitative analysis, formal models, etc. While the course does not require any background in economics, basic economic models of trade will be covered in the introductory sections. Student learning will be evaluated by examinations and short papers.

### **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, policy-making 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 40472. Soviet and Post-Soviet Russia**

(3-0-3)

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 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 interest. 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 40539. Comparing European Societies**

(3-0-3)

This course offers students a review of major patterns of difference, along with some similarities, among the 27 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 40580. The Political Economy of Authoritarian Rule**

(3-0-3) Wright

This course examines the economic conditions that give rise to authoritarian rule, as well as the economic politics that result from it and support it.

### **POLS 40610. Theories of War and Peace**

(3-0-3)

This course introduces students to the rich tradition of Christian reflection on politics and its place in human life. Central questions include (1) the relation of Christian ethics to citizenship and to the sometimes harsh necessities of political leadership; and (2) the interplay between reason and revelation, philosophy and theology in the various theoretical approaches we will study. Readings will span the patristic, medieval, and contemporary periods and will also include some documents from 20th-century Catholic social teaching.

### **POLS 40615. Political Philosophy and the American Founders**

(3-0-3)

This course will explore the relations between developments in political philosophy in the 17th and 18th centuries and the thought and deeds of the American founders. Three founders of central importance will be considered: Thomas Jefferson, James Madison, and Alexander Hamilton. They will be treated in connection with the philosophies of Locke, the Scottish moral sense school, Montesquieu, and Hume.

### **POLS 40632. Contemporary Liberal Theory**

(3-0-3)

Ever since the publication of John Rawls's *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.

### **POLS 40635. Liberty and Culture**

(3-0-3)

This course will investigate questions about whether contemporary liberal theory, with its emphasis on freedom and equality, is an adequate basis for political life. It will examine several contemporary liberal thinkers, including John Rawls, as well as several critics of liberal individualism such as Alasdair MacIntyre and Michael Sandel. The course will compare and contrast these thinkers on several dimensions, including the role of reason in moral thought, 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.

**POLS 40651. Politics and Literature: J.R.R. Tolkien**

(3-0-3)

In this class we will read some of J.R.R. Tolkien's works, most prominently *The Lord of the Rings*, with attention to the light they shed on politically important problems and themes. These include the relationship between power and wisdom, justice and mercy, war and peace, leadership and citizenship, patriotism and humanism, individuality and friendship, freedom and sacrifice, fear and courage, and despair and hope. We will also read some of Tolkien's letters and essays that treat politics and philosophy, together with selections from the works of ethical and political thinkers Plato, Aristotle, Augustine, Aquinas, Hobbes, Locke, and Tocqueville. An overarching theme of the course will be the interrelation among politics, literature, culture, and education.

**POLS 40800. Research Design and Methods**

(3-0-3) Keane

This course is designed to provide students with the tools to accomplish original research in political science, and is appropriate for students who are preparing to write a senior thesis, who are interested in graduate work in the social sciences, whose careers will involve research, or who are simply interested in making the transition to accomplishing original research in political science. Students will learn the skills necessary for an original research project, including how to formulate an empirical question, how to gather and analyze relevant data or evidence, and how to interpret this analysis. Students will be exposed to a variety of qualitative and quantitative techniques for the analysis of political data. During this course, students will create an original research proposal for which they will compile a bibliography, gather and analyze relevant data, write a research outline, and present their research to fellow students.

**POLS 40810. Quantitative Political Analysis**

(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. 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.

**POLS 43001. Junior Writing Seminar**

(3-0-3)

Writing seminars are devoted to a specialized topic and give students a chance to take a writing-intensive course in a seminar setting, with an emphasis on research skills and discussion.

**POLS 43640. 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.

**POLS 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.

**POLS 47905. Research Apprenticeship**

(1-0-1)

This 1-credit course offers undergraduates a chance to learn about and participate in the research experience. After several training sessions students are assigned to a faculty member to work on an ongoing faculty research project.

**POLS 53001. Senior Writing Seminar**

(3-0-3)

Writing seminars are devoted to a specialized topic and give students a chance to take a writing-intensive course in a seminar setting, with an emphasis on research skills and discussion.

**POLS 58901. Senior Honors Thesis**

(3-0-3)

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.

## Department of Psychology

### PSY 10000. Introductory Psychology First Year

(3-0-3) Venter

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)

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 13181. Social Science University Seminar

(3-0-3) Day; Eberhard

An introduction to the seminar method of instruction accenting the organization and expression of arguments suggested by readings in psychology.

### PSY 13625. Seminar in Counseling Theories

(3-0-3) Kelly

*Prerequisite:* AL 13950

This seminar-style course offers students the opportunity to explore the field of psychology.

### PSY 20000. Introductory Psychology for Sophomores, Juniors, and Seniors

(3-0-3) Grundy

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 20001 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.

### PSY 20010. Psychology: Science, Practice, and Policy

(1-0-1) 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 20385. Practicum in Diversity Training

(1-0-1) Howard

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 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 21280. Research on Families

(0-3-0)

Provides students with learning opportunities related to conducting research in the area of family relations. The instructor is conducting three large, externally funded studies, all of which involve cutting-edge research and have as their goals happier marriages, better adjusted kids, and prevention of family problems. His research utilizes a wide range of methodologies. Thus, students are provided with hands-on, extra-classroom opportunities to participate in advanced developments in theory, research and methodology in an important area of social science research and practice.

### PSY 23090. Social Concerns Seminar: Children and Poverty

(1-0-1) Brandenberger

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)

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 23094. Social Concern Seminar: Understanding Mental Illness

(1-0-1)

*Prerequisite:* (PSY 30310 OR PSY 354 OR PSY 354A OR PSY 354B OR PSY 354C OR PSY 354D)

This course will expose students to the concepts of mental illness, available services, the National Alliance on Mental Illness (NAMI), and the impact of stigma. It will introduce and define the different major mental illnesses: schizophrenia, bi-polar, major depression, anxiety disorders, and obsessive compulsive disorder. The genetic, biological, psychological, and environmental influences involved

in the onset of mental illness will be addressed. The link between chemical imbalances, symptoms, and medications will also be covered as well as information regarding addictions/substance abuse and teen suicide. An exposure to a variety of social programs related to the treatment and support of persons with mental illness will be studied through experiential opportunities facilitated by the Center for Social Concerns.

**PSY 23095. Lives in the balance: Youth, Violence, and Society**

(1-0-1) Brandenberger

This seminar examines the world of youth impacted by violence. To develop an understanding of the roots and consequences of aggression and violence, a comparative study will be conducted between South Bend and Over-the-Rhine, an inner-city neighborhood in Cincinnati, Ohio. Early in the semester, participants will visit a South Bend school and meet with local leaders and organizations that work with youth. During fall break, participants will spend a week in Over-the-Rhine, visiting with youth organizations, government entities, and schools. Participants will examine the history of the neighborhood, current youth-related challenges, and solutions being implemented. Participants will analyze challenges each community faces and identify tools used in Over-the-Rhine that can be implemented to benefit youth in the South Bend community. Readings (in psychology and youth development) and written analyses will augment the direct learning experience. The course is built upon collaboration among the Center for Social Concerns, the Robinson Community Learning Center, and various University departments. Apply online: [socialconcerns.nd.edu/academic/fall/fall.shtml](http://socialconcerns.nd.edu/academic/fall/fall.shtml)

**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 23339. Marital Therapy Seminar**

(3-0-3)

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) Toms Smedley

This seminar centers on 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)

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) Caponigro

Take Ten is a research-based violence prevention program and curriculum designed at the Robinson Community Learning Center. Volunteers work on a weekly basis with schoolchildren of all grades to teach them the skills needed to resolve conflict peacefully. Take Ten's mission is to provide youth with positive alternatives to

violence and build their capacity to make more informed choices when faced with conflict. Students participating in the Take 10 seminar will serve as Take 10 volunteers during the semester (February through April with training in January), being part of a team that works at a school in the area one time per week. Additionally, the readings and reflections will allow students to focus on understanding issues of youth and violence from various perspectives. Contact Ellen Kyes at [epaul@nd.edu](mailto:epaul@nd.edu). Approval required. Apply at Robinson Community Learning Center.

**PSY 25270. Practicum in Developmental Disabilities**

(3-0-3)

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, education, developmental psychology, and social work.

**PSY 25275. Sign Language**

(3-0-3)

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) Ghassadin; Zhana; Cheng

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 30105. Exploratory and Graphical Data Analysis**

(3-0-3)

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 30121. Tests and Measurement**

(3-0-3)

This course is intended to facilitate students' understanding of theories and methods underlying psychological 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.

**PSY 30160. Experimental Psychology II: Methods**

(4-0-4) Braungart-Rieker; Corning

*Prerequisite:* (PSY 30100 OR PSY 341) OR (BA 20100 OR BAMG 20100 OR BA 230) OR (BIOS 40411 OR BIOS 411 OR BIOS 411A) OR MATH 20340  
A continuation of PSY 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; Braungart-Rieker

*Prerequisite:* (PSY 10000 OR PSY 111) OR (PSY 20000 OR PSY 211) OR (PSY 20001 OR PSY 211A)

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 30300. Psychology of Personality**

(3-0-3) Kelly

*Prerequisite:* (PSY 10000 OR PSY 111) OR (PSY 20000 OR PSY 211) OR (PSY 20001 OR PSY 211A)

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) Smith; Monroe

*Prerequisite:* (PSY 10000 OR PSY 111) OR (PSY 20000 OR PSY 211) OR (PSY 20001 OR PSY 211A)

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 30314. Introduction to Clinical Psychology**

(3-0-3) Haeffel

This course provides an introduction to clinical psychology. The emphasis will be on clinical research and empirically based practices. It will cover (a) research methods for studying clinical phenomena (b) key issues and controversies in the field, and (c) specific topics such as classification and diagnosis, assessment, prevention, and intervention.

**PSY 30340. Cross-Cultural Psychology**

(3-0-3) Park

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 operates 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 30341. Multicultural Psychology**

(3-0-3)

Given the changing demographics of the U.S. population, it has become increasingly important to understand how culture influences everyday life. This course will examine the impact of culture, ethnicity, and race on human behavior within the framework of psychological theory and research. Using an ecological perspective, the multiple contexts of individual, family, community, and society will inform the study of diverse populations. In particular, there will be an emphasis on ethnic minority groups in the United States, including African Americans, American Indians, Asian Americans/Pacific Islanders, and Latino/a Americans. Within-group variations associated with culture-specific or indigenous concepts, acculturation, and minority identity development will be explored in depth.

**PSY 30400. Cognitive Psychology**

(3-0-3)

*Prerequisite:* (PSY 10000 OR PSY 111) OR (PSY 20000 OR PSY 211) OR (PSY 20001 OR PSY 211A) OR (PSY 13110 OR PSY 195)

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:* (PSY 10000 OR PSY 111) OR (PSY 20000 OR PSY 211) OR (PSY 20001 OR PSY 211A) OR (PSY 13110 OR PSY 195)

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) Gibson

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)

*Prerequisite:* (PSY 10000 OR PSY 111) OR (PSY 20000 OR PSY 211) OR (PSY 20001 OR PSY 211A)

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 30501. Introduction to Biopsychology**

(3-0-3) Wirth

*Prerequisite:* PSY 10000

The brain gives rise to all thoughts, feelings, learning—much of what we study in the field of psychology. In this course, you will learn the basics of how the brain works. Topics covered will include how neurons transmit signals; basic neuroanatomy (functions of different parts of the brain); the neural basis of sensory processes, such as vision, hearing, smell, and taste; movement and autonomic functions; motivations, such as hunger and thirst; emotions and stress; and cognitive functions such as learning, memory, and language. Examples and evidence will come from studies of brain-damaged human patients as well as animal neuroscience research. The evolution of the human brain and comparison to other species' brains will also be considered. *Prerequisites:* Introductory psychology. Some biology coursework will also be helpful, but not required.

**PSY 30510. 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 30600. Social Psychology**

(3-0-3) Venter

*Prerequisite:* (PSY 10000 OR PSY 111) OR (PSY 20000 OR PSY 211) OR (PSY 20001 OR PSY 211A)

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) Turner

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 33290. Applied Behavior Analysis**

(3-0-3) Whitman

Applied behavior analysis (ABA) is a field of inquiry that investigates the factors that influence learning and human behavior. It then uses this knowledge to develop effective educational and therapeutic programs. This course will introduce the students to concepts, techniques, and methodology associated with ABA. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to implement such programs with this same population. The course is especially recommended for students interested in developmental psychology, clinical psychology, social work, and special education. Course requirements include completion of assigned readings, a practicum, and writing assignments.

**PSY 33325. Cognitive Neuroscience**

(3-0-3)

The purpose of this course is to examine the neural bases of human cognition as well as the main theories and research findings in this relatively new interdisciplinary field. In particular, the course will focus on principles of brain organization, perception, attention, memory, and brain imaging techniques.

**PSY 33640. Developmental Disabilities**

(3-0-3) Whitman

Only by prior permission of the program. Application required early in the semester prior to departure for London. Held at Rectory 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 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 child settings will be an integral part of the course.

**PSY 35386. Psychology Externship**

(3-0-3)

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)

This course extends PSY 30100 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)

This course is intended to facilitate students' understanding of the theories and methods underlying psychological 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 40282. Developmental Psychopathology**

(3-0-3) Cummings

This course articulates principles for a lifespan perspective on the origins and development of individual patterns of adaption and maladaptation.



**PSY 40655. Cognitive Development**

(3-0-3) Day; McNeil

This course provides an introduction to the central issues in the field of cognitive development. It will cover (a) general frameworks for studying cognitive development; (b) key questions in the field; and (c) specific topics such as conceptual development, memory development, language development, and the development of mathematical understanding. The primary focus will be on cognitive development from infancy to adolescence. Students will be expected to synthesize and evaluate material presented in lectures, readings, and class discussions.

**PSY 40656. Mathematical Cognition, Learning, and Development**

(3-0-3) McNeil

This course explores how humans acquire an understanding of mathematics. It will cover key questions such as (a) Are infants born with an understanding of number? (b) Is the brain specialized for learning mathematics? (c) Which aspects of mathematics are most difficult for children to learn? (d) How does the environment in which we grow up influence our learning of mathematics? and (e) Does research on children's understanding of mathematics have implications for how math is taught in our schools? Students will be expected to synthesize and evaluate material presented in lectures, readings, and class discussions.

**PSY 40669. Anthropology of Childhood and Education**

(3-0-3) Blum

Concepts of human growth vary extraordinarily across time and space. When children become full-fledged persons, when they can reason, when or whether they should be independent from their parents, and how all this happens are variable and illuminating. Education—either formal or informal—reflects and also constitutes a society's view of childhood. This course provides a (selective) cross-cultural survey of childhood and education, looking at stages from pregnancy and infancy to late adolescence. Students will devise and conduct projects of their own.

**PSY 41280. Family Research Methods**

(3-0-3) Cummings

The primary goal of this course is to provide you the opportunity to receive advanced training in family research methods by working closely with faculty, professional staff, graduate students, and advanced undergraduate students. You will learn about both (a) the substantive areas of developmental psychology, family functioning, and the effects of family processing on children; and (b) conducting research and various aspects of running a major research project concerning families and children. Our class periods and time outside of class will provide direct and hands-on experience with all phases of conducting major research projects on children and families, including topics such as marital conflict, parental depression, community violence and children, applied projects for educating parents about family processes based on research, and other topics. Our goals are that by the end of the course, you will (a) have advanced understanding of the methods and approaches used in research on families and children; (b) have practical knowledge about the methods for conducting this research; (c) be knowledgeable about the major theories that form the basis of this research; (d) be knowledgeable about the findings and empirical research on family relationships and children; and (e) be able to critique the literature and be able to identify possible directions for future research.

**PSY 43210. Infant/Child Development**

(3-0-3) Braungart-Rieker

This course focuses on several different aspects of development during infancy and childhood. Topics addressed include theoretical and methodological approaches to studying child development; prenatal, cognitive, language, and social development; information processing; peer relations; and family life.

**PSY 43217. Children and Poverty: Developmental Implications**

(3-0-3) Brandenberger

Every fifth child in America faces hunger or poverty. This course examines the impacts of youth poverty and related risks from the perspectives of developmental and social psychology. Key topics include changing family patterns, violence and

conflict resolution, moral development, resiliency, and educational inequalities/potentials. Central to the course will be an emphasis on children's developing cognitive perceptions of self in relation to society, and an examination of potential solutions, model programs, and relevant social policy. Readings will be drawn from a variety of sources and discussed in seminar format. Active student participation and service-learning engagement or community-based research are fundamental to the course. Students currently working with youth via student organizations or local entities are especially encouraged to apply.

**PSY 43218. The Anthropology of Childhood and Education**

(3-0-3)

Concepts of human growth vary extraordinarily across time and space. When children become full-fledged persons, when they can reason, when or whether they should be independent from their parents, and how all this happens are variable and illuminating. Education—either formal or informal—reflects and also constitutes a society's view of childhood. This course provides a (selective) cross-cultural survey of childhood and education, looking at stages from pregnancy and infancy to late adolescence. Students will devise and conduct projects of their own.

**PSY 43220. Adolescent Development**

(3-0-3) Gondoli

*Prerequisites:* (PSY 30160 OR PSY 342) AND (PSY 30200 OR PSY 350 OR PSY 350A OR PSY 350B OR PSY 350C OR PSY 350D)

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; and resiliency in aging topics including 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 the instructor can help match you up with one.

**PSY 43239. Stress and Aging**

(3-0-3) Bergeman

This course is designed to focus on the psychological, environmental and biological pathways through which life stress contributes to the physical and mental health of older adults, and of the resilience mechanisms that may protect those individuals from the ill-effects of exposure to adversity.

**PSY 43240. Moral Development**

(3-0-3) Narvaez

Students are challenged to think about the nature of moral development, learn how to examine and compare theories in moral development, develop critical thinking, and have the opportunity to create a study of moral development. The course reflects on Catholic social teaching and its relation to moral identity and social action generally and in our own lives.

**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 43245. Character Formation: Theory, Research, and Pedagogy.**

(3-0-3) Narvaez; Lapsley

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.

**PSY 43246. Self, Ego, and Identity**

(3-0-3) Lapsley

This seminar examines the major theoretical traditions that help us understand what it means to be a person. Particular emphasis is placed on developmental processes and recent empirical findings.

**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 43248. Identity, Social Ethics, and Psychology**

(3-0-3)

This course represents a unique opportunity to explore how developmental psychology and Catholic social teaching might engage in a creative dialogue to better understand the potential impact of poverty, injustice, and oppression on human development. The first stages of the course will explore why identity and personhood are central concerns to both psychology and theology, as well as how each arrives at knowledge and understanding of these themes. From this base of understanding, we will explore contemporary social concerns in which identity and personhood are salient issues: migration, aging, and race relations. Course material will include empirical and theoretical documents from both disciplines, guest speakers, and structured “immersion” experiences in which students will be invited to meet and perhaps share meals and stories with individuals affected by these issues. Finally, students will be required to choose one of these topics for a community-based learning project in the South Bend area; for example, a student may elect to conduct a “life story interview” to understand how an individual’s identity is affected by the experience of migration, racism, or ageism. For more information, please contact: mmontpet@nd.edu, vcarmona@nd.edu, or tbushlac@nd.edu.

**PSY 43250. Cognitive Development**

(3-0-3) Day; McNeil

Major theories in cognitive development and data relevant to those theories are reviewed. Mechanisms that might account for observed developmental changes across the life span (e.g., processing speed) are discussed.

**PSY 43254. Developing Minds**

(3-0-3) Day

In this course, students will learn some of the ways cognition changes with age, experience, and education. Cognition in this course is defined broadly and includes, but is not limited to, basic processes such as memory, knowledge of subjects taught in school (e.g., reading and arithmetic), and thoughts about one’s self as a learner (e.g., perceived self-competence). The age range covered is from birth to old age. Two fundamental questions addressed throughout the course are: What cognitive abilities do individuals of different ages bring to learning environments? And how do learning environments affect individuals’ thinking?

**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 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.

**PSY 43282. Developmental Psychopathology**

(3-0-3) Cummings

This course articulates principles for a lifespan perspective on the origins and development of individual patterns of adaption and maladaptation.

**PSY 43290. Applied Behavioral Analysis**

(3-0-3)

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 43291. Human Resiliency**

(3-0-3)

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 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 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.

**PSY 43303. Developmental Psychopathology and Families**

(3-0-3) Cummings

This course articulates principles for a life-span perspective on the origins and development of individual patterns of adaptation and maladaptation. (Spring)

**PSY 43311. Theories of Psychotherapy**

(3-0-3) Kelly

Students will be introduced to the key research methods, empirical findings, and theories from the clinical/counseling psychology literature. Prospects for developing and testing new theories of psychotherapy will be discussed. Students will be encouraged to begin forming concepts for research projects and developing their own integrated theoretical approaches to treating clients.

**PSY 43315. Seminar in Counseling Theories**

(3-0-3) Kelly

This seminar will address the following questions: Does counseling work? If so, how does counseling help people reduce their symptoms of depression, anxiety, and other types of problems? We will discuss several of the key traditional and nontraditional theories of counseling and show how these theories are applied to clients' problems.

**PSY 43316. Professional Psychology: Methods and Practice**

(3-0-3) Kelly; Corning

Students will be introduced to the key research methods, empirical findings, and theories from the clinical/counseling psychology literature. Prospects for developing and testing new theories of psychotherapy will be discussed. Students will be encouraged to begin forming concepts for research projects and developing their own integrated theoretical approaches to treating clients.

**PSY 43318. Stress, Disorder, and Disease**

(3-0-3) Monroe

There is considerable scientific interest in the concept of stress and its implications for health and well-being. This seminar will cover (1) original articles on the concepts and definitions of stress; (2) original articles on methods for assessing life stress; and (3) the animal and human research literatures on stress effects on biological and psychological functioning. Particular attention will be paid to the implications of these ideas and literatures for understanding psychological disorders, especially major depression, as well as physical illnesses.

**PSY 43330. Interpersonal Communication Skills**

(3-0-3) Corning

The Human Relations Training Program provides instruction and experience in developing effective communication and basic helping skills. Attending, empathy, respect, immediacy, self-disclosure, and self-exploration are studied and practiced in small-group format. Open only to juniors and seniors.

**PSY 43331. Introduction to Counseling Skills**

(3-0-3)

This course will examine the elements of professional helping relationships and various counseling process models. Students will have an opportunity to study and practice basic counseling techniques used in developing rapport and a therapeutic relationship and examine research relevant to clinical practice. Issues involving professional responsibility, development, and ethics will be discussed.

**PSY 43340. Cross-Cultural Psychology**

(3-0-3) Park

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 operates 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 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 43343. Psychosocial Perspectives on Asian Americans**

(3-0-3) Park

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 43344. Immigrant Families and Mental Health**

(3-0-3)

This course examines major psychological topics relevant to immigrant families in the United States and factors influencing their mental health. Given that one out of five youths in the American public school system is a child of immigrants, it is critical to study this rapidly growing population especially for those interested in working with youths and their families. Broad areas to be covered include cultural adaptation processes (e.g., acculturation), biculturalism, identity development, family processes, academic achievement, and mental health as well as implications for culturally competent mental health treatment and service delivery.

**PSY 43348. Psychology of Race: Examining Racial and Ethnic Identity Development**

(3-0-3) Pope-Davis

The purpose of this course is to examine the psychological aspects of racial and ethnic identity development in the United States. This course will look at the general ideas of identity development from a psychological basis as well as the personal identities of American groups. The main course objectives are: to increase students' cultural awareness of their own and others' racial and ethnic identities; to

develop relevant knowledge of about identity constructs in understanding different populations; and to develop critical thinking skills in studying and evaluating research on the role of racial and ethnic identity development in psychological processes and human behavior.

### **PSY 43360. Health Psychology**

(3-0-3) Merluzzi

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, pain, 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 43367. Coaching Youth Sports**

(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 43368. 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, Joan 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 43390. 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 43409. Advanced Topics in Cognitive Psychology**

(3-0-3)

This is a survey-level course that will cover a diversity of topics in cognition including attention, perception, memory, language and categorization, focusing on uncovering common themes and underlying frameworks. Intended for advanced undergraduates and graduate students from across psychology and other related disciplines.

### **PSY 43410. 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 43451. Attention Deficit Hyperactivity Disorder**

(3-0-3) Gibson

Attention deficit disorder (also known as attention deficit hyperactivity disorder) is a diagnosis applied to children and adults who have experienced a handicap in their school, home, work, and/or social settings due to abnormal levels of distractibility, impulsivity, and/or hyperactivity. According to epidemiological data, approximately 4 percent to 6 percent of the U.S. population has ADD, which makes it one of the most prevalent psychological disorders in contemporary society. Furthermore, it is currently believed that 66 percent of those diagnosed with ADD as children will continue to exhibit symptoms as adults. Over the past decade, there has been heated debate over both the cause and treatment of ADD. For instance, ADD has been attributed to a variety of causes including minor brain damage, poor diet, and poor parenting. Likewise, a variety of different treatment options have been recommended including medication, behavior therapy, and cognitive therapy; and recently, there has been concern expressed by the FDA that several medications used to treat ADD might be harmful to children. This seminar will provide a comprehensive survey of current research into the cause and treatment of ADD. In addition, the seminar will focus on the effects of this disorder from the perspective of both afflicted individuals and their families as well.

### **PSY 43452. Attentional Capture**

(3-0-3)

The notion that certain mental or physical events can capture attention has been one of the most enduring topics in the study of attention owing to the importance of understanding how goal-directed and stimulus-driven processes interact in perception and cognition. Despite the clear theoretical and applied importance of attentional capture, a broad survey of this field suggests that the term "capture" means different things to different researchers. This seminar will provide a sampling of the diversity of approaches, domains, and theoretical perspectives that currently exist in the study of the attentional capture. Together, these contributions should help evaluate the degree to which attentional capture represents a unitary construct that reflects fundamental mechanisms of the mind.

### **PSY 43455. Seminar: Psycholinguistics**

(3-0-3) Eberhard

An interdisciplinary seminar with emphasis upon student participation covering topics such as linguistics, memory, and perception for language stimuli, child language, bilingualism, and social psychology of language.

### **PSY 43458. Doing Things with Words**

(3-0-3)

Flattery, cheating, self-expression, prayer, superiority, solidarity, distancing, and play: all these and many more things may be done with language. 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.

### **PSY 43465. Enhancing the Mind Across the Lifespan**

(3-0-3) Gibson

In this interactive, discussion- and exploration-based class students will become immersed in the science and potential issues and applications of neuro-plasticity

and how it impacts lifestyle as a method of building cognitive endurance for the life journey we each face.

### **PSY 43495. Deciding to be Green**

(3-0-3) Carlson

The primary goal of the course is to examine how descriptions of environmental issues and our understanding of these issues impacts our perception of their importance and our decisions about appropriate actions. Research in cognitive psychology has shown that the way in which a problem is framed and the way in which information central to the problem links up to pre-existing concepts systematically impacts the perception of the problem and consequently decisions that are made about possible outcomes or solutions. Thus, focusing on the cognition underlying our relationship to the environment is a critically important component of any initiative that tries to transform understanding into action, a stated goal of this year's Presidential Forum "Charting a Sustainable Energy Future."

### **PSY 43510. Behavioral Genetics**

(3-0-3) Bergeman

An introduction to the principles necessary to understand genetic and environmental influences on development, with an overview of the methods and research.

### **PSY 43511. Behavioral Neurobiology**

(3-0-3)

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 43520. Cognitive/Affective Neuropsychology**

(3-0-3)

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 43526. Developmental Cognitive Neuroscience**

(3-0-3)

This class will focus on both the cognitive and neural aspects of cognition. It will examine brain organization and brain development, with emphasis on attention, memory, emotion and language processes. Brain plasticity, genetic and environmental influences, abnormal brain development and developmental syndromes (e.g., ADHD, Autism) will also be addressed.

### **PSY 43531. Psychology and Medicine**

(3-0-3) Kolberg

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, via a limited practicum, to a variety of medical settings.

### **PSY 43532. Stress: Medicine and Management**

(3-0-3)

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 43533. Topics in the Neurophysiology of Stress**

(3-0-3) Wirth

*Prerequisite:* PSY 10000 OR PSY 20000 OR PSY 20001

In this seminar, you will learn about one of the major systems involved in the body's response to stress: the system that controls production of the stress hormone cortisol. In addition to the physiology of the stress response, this course will address what kinds of events provoke a stress response; when the stress response is adaptive vs. maladaptive; and how stress hormones affect the brain, and thus influence learning and memory. Additional topics covered may include: the effects of chronic stress; stress and reproduction; effects of early experience on stress responsiveness; stress and psychopathology; the role of neurosteroids (a class of hormones that act on neurons) in stress. Readings will include review articles and original research reports; one goal of this course will be for you to become proficient at reading and understanding scientific literature. Prerequisites: Introductory psychology. Introductory biology recommended. Physiological psychology or concurrent enrollment in Introduction to Biopsychology recommended.

### **PSY 43535. Cultural Aspects of Clinical Medicine**

(4-0-4) Wolosin

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 ombudsman in a local hospital emergency room four hours per week. Students **MUST** have access to transportation to participate in the ER internships. *Students are required to sign a waiver, present evidence of immunizations, and receive a TB skin test.*

### **PSY 43536. 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 43571. 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 43610. 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 43625. Self: A Philosophical and Psychological Perspective**

(3-0-3) Venter

Who are you? What are you? What is the self? Does it even exist in reality in an absolute sense? What is the nature of social reality and our relationship with it? Social psychology provides some insights into these questions and issues and can inform our thinking and understanding of our selves and our world. Although the broader theoretical and philosophical context for this seminar is social psychological, we will have the opportunity to read about these topics from a variety of sources—psychological, philosophical, and theological.

**PSY 43640. Educational Psychology**

(3-0-3) Turner

Educational Psychology examines questions about development, learning and achievement in schools. In this course we will explore fundamental questions such as (a) What is intelligence? Is it fixed or changeable? What are the implications of conceptions of intelligence for achievement? (b) How does learning occur? What are the implications of different theories of learning? Is there a “correct” theory of learning? Does learning differ in different subject areas? (c) What motivates student learning? Can instruction be “motivational”? (d) What is “good” instruction? How do theories of learning relate to instructional practices? (e) How do aspects of school context, such as interaction with peers and teachers and school culture, influence learning, motivation, and achievement?

**PSY 43641. 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 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 child settings will be an integral part of the course.

**PSY 43690. History and Systems of Psychology**

(3-0-3)

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 43696. Is There an Environmental Crisis?**

(3-0-3) Howard

Whether one believes there is an environmental crisis or not, we should all be aware of the changes in our world (growing world populations, increased burning of hydrocarbons, etc.) that are hypothesized to produce threats to our ecosystems. Understanding why human actions might be producing global changes is a complex task. This course will concentrate on the roles that various disciplines

(e.g., economics, materials science, biology, psychology, theology) might play in understanding and (perhaps) alleviating human-produced environmental changes.

**PSY 43702. Concepts in Visual Neuroscience**

(3-0-3)

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 so 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)

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 45386. Psychology Externship**

(3-0-3)

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 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.

## Department of Sociology

### **SOC 10002. Understanding Societies**

(3-0-3) Collett; Hachen; C. Smith

What does it mean that humans are *social* creatures, and how does participation in social life shape people's personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people's relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform those social structures. Course readings and discussions will focus on the experience of community in modern society, young adult religious life, marriage and family, inequality and poverty, civil rights, and disruptive social movements fighting for social structural change—particularly in the United States. Along the way we will learn a bit about social research methods and philosophy of social science, both of which will help students be smarter thinkers and consumers of social science research findings. Students will, as a result of taking this course, better understand both the society and world in which they live and the character and outcomes of their own personal lives.

### **SOC 10033. Introduction to Social Problems**

(3-0-3) Brenneman

Today's society is beset by many serious social problems—for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect one's views of these problems? In this course, students will learn to take a sociological perspective, not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problems.

### **SOC 10722. Introduction to Social Psychology**

(3-0-3) Collett; Thomas

The overarching goal of this class is to provide students with a working knowledge of social psychology and to stimulate an interest in ourselves, the world around us, and the connections between the two. This is a course about how we become who we are—how our personalities (or our selves) are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings. However, interaction is a process between entities, a two-way street. Hence, it is not only about how the world around us shapes who we are, but also a course about how we shape the groups that we belong to and the social structures around us. May not take SOC 20722—courses overlap.

### **SOC 12002. Understanding Societies Tutorial**

(0-0-0)

This tutorial must be taken as a corequisite to SOC 10002, Understanding Societies.

### **SOC 13095. Sociology Honors Seminar**

(3-0-3)

*Prerequisite:* ALHN 13950 OR ALHN 195

Today's consumer societies offer the promises of affluence, of convenience, of "the good life." Yet 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. This course explores the ways in which consumption culture enhances the good life or hinders it through "the goods life."

### **SOC 13181. Social Science University Seminar**

(3-0-3) Sikkink; Spillman; Berends; Christiano; Fishman; Hachen; Halton;

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 20002. Understanding Societies**

(3-0-3) Collett; Hachen; C. Smith

What does it mean that humans are social creatures, and how does participation in social life shape people's personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people's relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform those social structures. Course readings and discussions will focus on the experience of community in modern society, young adult religious life, marriage and family, inequality and poverty, civil rights, and disruptive social movements fighting for social structural change—particularly in the United States. Along the way we will learn a bit about social research methods and philosophy of social science, both of which will help students be smarter thinkers and consumers of social science research findings. Students will, as a result of taking this course, better understand both the society and world in which they live and the character and outcomes of their own personal lives.

### **SOC 20033. Introduction to Social Problems**

(3-0-3) Brenneman

Today's society is beset by many serious social problems—for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect one's views of these problems? In this course, students will learn to take a sociological perspective, not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problems.

### **SOC 20100. Introduction to Cultural Sociology**

(3-0-3) Lizardo

This class is an introduction to the way that sociologists study the cultural dimensions of the social world. Culture is here defined as all objects, ideas, and practices that people attach some meaning to. We will survey contemporary sociological approaches to analyzing culture, along the way tracing and discussing the way that culture and meanings are produced, disseminated, interpreted, and used by social actors. We will investigate how cultural objects are produced in mass media industries; how social boundaries and social hierarchies (such as those based on gender, race, and class) are created through the consolidation of cultural categories; and how social practices related to the consumption of cultural objects have become a central facet of life in modern societies.

### **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 social origins. In this course, we will 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 in the course include unequal resources among schools, sorting practices of students within schools, parents' role 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 20260. Religion and Schooling in American Society**

(3-0-3)

*Corequisite:* ESS 27999

Does religion help children do well in school? Focused on primary and secondary schooling in the United States, this course investigates several academic and policy questions on the relationship between religion and schooling: How does religion

affect academic outcomes for children? How do contemporary religious Americans view public schools? And how does religion shape Americans' views on curricular and other school policy issues? What is the role of religion in the schooling choices of families in the United States? Do Catholic or other religious schools improve academic outcomes for children? Why, or why not? Through lectures, discussion of key works, and a research paper, the course advances theory and evidence regarding the relationship of religion and academic achievement, the role of religion in politics of education, and the relationship of religion and democratic education.

### **SOC 20342. Marriage and the Family**

(3-0-3) J. Sobolewski

The family is often agreed to be the primary and most fundamental of social institutions. It is within this institution that early socialization and care giving usually take place, and therefore, many of our ideas about the world are closely tied to our families. This course will give students the opportunity to learn about the diverse forms the family has taken over time and across different groups. This knowledge will be useful in examining the ongoing debate about the place of the family in social life. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the United States, this course will give students the theoretical and empirical tools for understanding how family life is linked to the social structure; to economic, cultural, and historical events and transitions; and to societal factors such as race, class, and gender.

### **SOC 20479. Introduction to Latinos in American Society**

(3-0-3) Cardenas

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 20501. Globalization and Social Movements**

(3-0-3) J. Smith

In what ways does an increasingly global political, economic, and cultural system impact our lives? Has globalization led to increased peace and justice, or to new types of conflict and inequality? How has globalization affected national and transnational social movements? This course examines the ways in which changes in the global economic and political system affect politics within countries. First, we will briefly review the broader research literature on the sociology of social movements. Readings will cover a range of different movements, such as those working to protect the environment, advocating for economic justice, addressing social problems such as extreme poverty and public health, and fighting for the rights of women and working people. Then, we will look at how globalization has affected social movements. This course is particularly applicable to students majoring in business, political science, economics, peace studies, anthropology, sociology, and any foreign language. Students planning to study abroad may also be interested.

### **SOC 20502. Today's Organizations**

(3-0-3) Gunty; Hachen

Throughout our lives, we participate in and interact with many different types of organizations: businesses, schools, government agencies, religious institutions, and hospitals. This course uses a variety of metaphors to understand organizations better—as, for example, organisms, cultures, political systems, and machines. The objectives of this course include (1) exploring different ways of looking at and thinking about organizations, (2) developing your skill at “reading” real organizational situations, and (3) imagining alternative ways of organizing social life. Throughout the course, active learning is stimulated by group discussions of cases (including video cases) and using cooperative learning groups. Whether you plan to go into business, teaching, medicine, or any other career embedded in complex organizations, this course provides the opportunity to become a more intelligent participant in the settings of today's organizations.

### **SOC 20533. Responding to World Crisis**

(3-0-3) Valenzuela

This course focuses on current issues in international affairs and what the U.S. policy response to them should be. The participants will be divided into groups

specializing 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 United States 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 20722. Introduction to Social Psychology**

(3-0-3) Collett; Thomas

The overarching goal of this class is to provide students with a working knowledge of social psychology and to stimulate an interest in ourselves, the world around us, and the connections between the two. This is a course about how we become who we are—how our personalities (or our selves) are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings. However, interaction is a process between entities, a two-way street. Hence, it is not only about how the world around us shapes who we are, but also a course about how we shape the groups that we belong to and the social structures around us. May not take SOC 10722—courses overlap.

### **SOC 20732. Introduction to Criminology**

(3-0-3) Pressler

As in 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**

(3-0-3) Gunty

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 better understand those processes and to develop the ability to describe the causes and their effects.

### **SOC 20838. Social Inequality: The Social Construction of Difference and Inequality**

(3-0-3) Collett

Many of us are aware of our own experiences of disadvantage (or perhaps privilege), but people are generally not aware of how structural arrangements in society result in systems of difference and inequality. Only occasionally do we question whether or not things are really black or white, right or wrong, true or false, and even less often do we contemplate the repercussions of such binary assumptions. This class will challenge taken-for-granted beliefs about race and ethnicity, social class, sex and gender, and sexuality. We will discuss how these socially constructed categories of difference are given significant meaning and how this process subsequently results in “real” differences in experiences, expectations, and achievements between groups of individuals.

### **SOC 23901. Power and Identities**

(3-0-3) Konieczny

This seminar explores various ways of thinking about the distribution and exercise of power in modern societies, and how power is related to identities and the self. We read and discuss contemporary theoretical works and case studies that examine authority relations and their construction, and the interplay of power with economics, politics, religion, and culture. Readings include, among others, works



by Michel Foucault, Richard Sennett, Saba Mahmood, and Leora Auslander. Because of its themes and interdisciplinary approach, this course may be of interest not only to sociology majors, but also to majors in political science, gender studies, anthropology, and history.

### **SOC 30019. Sociology of Sport**

(3-0-3) 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, and Olympic problems, are some aspects of this course's contents.

### **SOC 30109. Sociology of Culture**

(3-0-3) Lizardo

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.

### **SOC 30151. Popular Culture**

(3-0-3) Lizardo

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-Modernism. 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 African music, using recordings of chants and celebratory music, and will explore the music of American 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 30237. Sociology of Teaching**

(3-0-3) Kelly

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 30514. 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 difference sociological theories of social movements have asked and answered this question, paying particular attention to theories of identity, emotion, and networks.

### **SOC 30564. Global Sociology**

(3-0-3) J. Smith

The course is designed as a broad overview of sociological analysis that extends beyond traditionally accepted national and local boundaries. It provides a perspective on the discipline as one that seeks to understand human society as

a nested collection of interdependent societies. In particular, the course draws from world systems theory and institutional approaches—as well as from related disciplines such as anthropology—to consider how the “development project” of the 20th century evolved over time. The impacts of global economic integration on cultural and institutional change, inequality, and on changing identities and forms of collective action (including social movements) are phenomena we explore in the course. The course is designed for students who simply want to learn how the World Bank, IMF, and United Nations are impacting the experiences of people around the world, as well as for those who expect to do further research in the field.

### **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. It then discusses the validity of theoretical statements on central questions in the social science literature by examining them in light of the Chilean case. The main issues to be examined are the reasons for the successes or failures of Third World development, the origins and breakdowns of democracies, the characteristics of authoritarian regimes, and processes of restoring democracies.

### **SOC 30672. Religion and Social Life**

(3-0-3) Christiano

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 30675. Religion, Modernity, Secularization, and Religious Persistence**

(3-0-3) C. Smith

What is the fate of religion in modern societies? Is there something about modernity that is particularly corrosive of religion? Does modernity secularize? What does secularization mean? Where, how, and why does religion survive or thrive in the modern world? What social forces and influences explain different religious outcomes in modernity? Are there “multiple modernities” that have different effects on religious traditions? This course examines the most important works on religion in modernity to explore these questions so as to better understand outcomes of religious belief and practice in the contemporary world. (This is a sophomore- to senior-level course primarily for sociology majors and others with specifically related interests.)

### **SOC 30806. Race and Ethnicity**

(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 United States; 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 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 as paid work and the family are

considered. The class format is primarily group discussions supplemented by some lectures presentations from visiting scholars.

### **SOC 30900. Foundations of Sociological Theory**

(3-0-3) Faeges; Konieczny; Lizardo

Sociological theory is the foundation of sociology. Students in this course will learn two things: first, what theorists do and why, and second, how to use fundamental theoretic concepts—such as exploitation and alienation, social structure and solidarity, and bureaucracy and charisma—to analyze and explain contemporary society.

### **SOC 30902. Methods of Sociological Research**

(3-0-3) Hachen; Gunty; Williams

*Prerequisite:* (SOC 30900 OR SOC 300)

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 Sociological Research**

(3-0-3) Sikkink; Skiles

*Corequisite:* ESS 27999

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 33001. Sociology, Self, and Catholic Social Tradition**

(3-0-3) Weigert

What's Catholic about sociology? What's sociological about Catholic social tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through an experimental, team-taught seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice.

### **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 College of Arts and Letters, 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 40001. Time and Society**

(3-0-3) Faeges

Ever felt rushed to finish an assignment? A hit song of 1966 urged people to "slow down, you move too fast", but since then the pace of life in America, where "time is money," has accelerated, and vacations are shorter. However, in many societies efficiency is disdained; life moves to the rhythms of nature, not the "Day-Timer," and people seem to have all the time in the world. In short, attitudes toward and ways of dealing with time deeply shape people's lives, and societies' attitudes toward and ways of dealing with time vary greatly. "Social time" is the subject of this course, whose major topics include how societies track time and use it to regulate and coordinate their members' collective lives at work and play, at home and in public, in everyday life, and on special occasions; how "ecological time" based on the sun and moon, stars, and seasons, differs from contemporary America's technologically-based "clock time"; how and why the pace of life varies

between societies; how the timing of life-cycles varies between societies, for example, in the age at which individuals become adults, old enough to marry and have children—or drink alcohol.

### **SOC 40604. Tolerating Intolerance: Religion, Secularization, and Peace**

(3-0-3) Springs

Tolerance of religious differences is heralded today as a primary accomplishment of the modern liberal-democratic societies, and perhaps the best hope for transforming conflict and building peace in conflict zones across the globe. Where did this value come from, and how did it evolve? How has it come to orient modern, liberal society, and mark the difference between liberal and illiberal societies? Is religious toleration an absolute good? What are its limits? In what ways might it assist or impede the pursuit of transitional and restorative justice, and peacebuilding? Is the basis of religious toleration the secularization of public life and politics? This class examines the concept of toleration, attending specifically to its application to current debates about the relation of religious belief and practice to politics and social movements in contemporary European contexts. We will examine the difference between free speech and hate speech, and the controversies pertaining to religious freedom in contemporary France, Holland, and Britain, as well as apparent standoff between multiculturalism, secularization, human rights, and group rights.

### **SOC 40605. Religion, Violence, and Peace**

(3-0-3) Omer

In this course, we will first explore theoretical frameworks for thinking about the connection between religion and violence. Second, we will examine the role of religion in conflict through an exploration of theoretical material as well as specific case studies. Finally, we will ask how and why various analyses of the role of religion in conflict enable us to think about the potential role of religion in peacebuilding and conflict transformation. The course will explore the cases of Sri-Lanka, Sudan, Israel-Palestine, and Northern Ireland.

### **SOC 40702. Law and Society**

(3-0-3) Martinez

In this course we will look at how law shapes and is shaped, by the social world. the course will emphasize the gaps between legal rules ("the letter" of the law)—how it actually works in popular interpretations and moral visions ("the spirit" of the law). We will examine how law influences social conditions (law as independent variable), and how social forces influence the law (law as dependent variable). What is the relationship between law and culture? Between law and history? What is legal consciousness? How does law maintain social control, create new norms and affect social change? How do social forces from outside of the legal sphere influence legal processes, including law making and dispute resolution? Students will be actively engaged in the learning process through role play, debates, mini-presentations, and other interactive exercises. By the end of the semester, students will be able to think critically about the core themes and concepts of how law interacts with most other social institutions. (May not take if you have already taken SOC 40701 because of course overlap.)

### **SOC 43001. Social Movements in Global Perspectives**

(3-0-3) J. 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 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.

### **SOC 43162. Aesthetics of Latino Art and Cultural Expression**

(3-0-3) Cardenas

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 and how these questions surface in a national museum context.

### **SOC 43171. Materializations of America**

(3-0-3) Halton

Industrialization in the 20th century resulted in a megatechnic America problematically related to materialism and to earlier visions of the New World. The course will consider a variety of materializations of America.

### **SOC 43228. Controversies in Education**

(3-0-3) Covay

The "American Dream" suggests that education can be a path to upward mobility. However, critical examination of education allows us to have a greater understanding of the stratification within society. Education is a complex enterprise comprised of issues related to inequality, and often these issues do not have clear-cut answers. While viable solutions exist, the implementation of solutions is complicated. This course is designed to critically examine educational issues such as tracking, segregation, accountability, and school choice. Throughout the semester, we will read scholarly works and discuss how equality within education is not straightforward, but instead is wrought with controversies.

### **SOC 43240. Research on School Effects**

(3-0-3) Kelly

It might seem a truism that schools have powerful effects on student achievement. Yet beginning with the landmark Equality of Educational Opportunity study in 1966, social scientists have debated the role that schools play in the production of student achievement. Does it matter much which school a student attends? Why are some schools chronically low performing, and what are the characteristics of more effective schools? Students should have completed coursework in methods and statistics for social research or equivalent coursework before enrolling in this course.

### **SOC 43333. Sociology of Divorce and Remarriage**

(3-0-3) J. Sobolewski

This course describes the adversity and reorganization of family life through marital discord, divorce, nonmarital births, single parenthood, and remarriage, with a particular focus on how these processes affect children. Through weekly lectures, readings, and discussions, students will become familiar with current research and policy related to these topics.

### **SOC 43345. World Families and Gender**

(3-0-3) Aldous

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 43377. Families, Employment, and Their Interrelation with Gender**

(3-0-3) Aldous

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) Williams

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) Bustamante

This course addresses relations between theory and methods for scientific research on international migration with emphasis on immigration to the United States; the objective is to prepare students to design research projects on this subject for theses and dissertations. The course will review 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.

### **SOC 43473. Latinos in American Society**

(3-0-3) Cardenas

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.

### **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 43517. Conflict Resolution: Theory and Practice**

(3-0-3) Fast

This course is designed to introduce students to the broad array of 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 to teach students a range of basic skills in conflict analysis and resolution. We will survey the literature focusing on the nature and dynamics of conflict, explaining the root causes of conflict and violence, as well as various strategies for peacefully resolving conflict. This course involves a combination of mini-lectures, seminar-style discussions, and interactive class exercises to promote student learning.

### **SOC 43524. Employment in a Changing Economy**

(3-0-3) Hachen

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 the 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?

### **SOC 43527. Social Network Analysis**

(3-0-3) Thomas

Social network analysis is the study of connections. In this class, we study individuals not as discrete entities, but instead by looking at how they are embedded in complex social networks. Rather than looking at individual attributes, we focus on the importance of social networks in influencing processes such as the development and use of power, the diffusion of collective action, the workings of exchange relationships, and the development and articulation of identity. We also consider how networks form, persist over time, and change.

### **SOC 43553. Building Democratic Institutions**

(3-0-3) Valenzuela

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) Fishman

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 43563. Nationalism and Globalization**

(3-0-3) Faeges

Nationalism divides humanity; globalization is pulling it together. Nationalism has been one of the most potent forces in the world over the past two centuries; globalization increasingly challenges the world of nation-states. In this course, we will study the origins, nature, evolution, and interaction of these two fundamental social forces. The main assignment will be a research paper on a topic chosen by each student according to their particular interests within the broad scope of topics

embraced by nationalism and globalization, allowing them to pursue an existing interest further or to explore a new area.

### **SOC 43564. Global Sociology**

(3-0-3) J. Smith

Globalization, or the spread of international communications and exchange, has impacted many aspects of contemporary societies. This course helps students understand the global economic and political forces that shape people's local and national experiences, and it considers the ways that citizens and states help shape the course of global change. We will explore how global economic and political change affect conflicts within and between nations, as well as how global change impacts the practice of democracy worldwide. The course examines some of the core sociological work in the area of global change, focusing on the development of national and global institutions, the expansion of capitalism, and the emergence of transnational networks of popular groups seeking to shape global conflicts and culture.

### **SOC 43590. Sociology of Economic Life**

(3-0-3) Spillman

Economic actions such as 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 such as money, markets, work, businesses, industries, and consumer society.

### **SOC 43600. Religion and Classical Social Theory**

(3-0-3) Christiano

The purpose of this course is, in the setting of a small seminar, to engage students in close reading and broad discussion of sociological writings about religion by classical theorists of the discipline. Works that may be nominated for treatment include such mainstays as *The Elementary Forms of the Religious Life* and other studies of religion by Emile Durkheim; *The Protestant Ethic and the Spirit of Capitalism* and *The Sociology of Religion* by Max Weber; portions of *The German Ideology* by Karl Marx and Friedrich Engels, as well as excerpts from Marx's *Capital*; *The Future of an Illusion* and *Civilization and Its Discontents* by Sigmund Freud; and various essays on religion by Georg Simmel. The course also will cover more recent works, both in the sociology of religion and in related fields, incorporating assumptions about and approaches to religion that can be traced to these pioneering authors.

### **SOC 43662. Religion and American Society**

(3-0-3) Sikkink

The sociology of religion investigates the influence of the social environment on religion and the role that religion continues to play in shaping contemporary society. This course will focus on the interaction of religion and contemporary American society through reading and discussion of major sociological works on American evangelicalism, mainline Protestantism, and Catholicism. The course will draw on classic sociological works on the relationship of religion and society to illuminate processes of religious identity formation and the influence of American religion on social behavior.

### **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 43730. Crime and Deviance in Ideological Perspective**

(3-0-3) Welch

*Prerequisite:* SOC 10002 OR SOC 10033 OR SOC 10722 OR SOC 13181 OR SOC 20002 OR SOC 20033 OR SOC 20228 OR SOC 20342 OR SOC 20722 OR SOC 20732 OR SOC 30672 OR SOC 30900

This seminar course will examine selected issues (e.g., white collar crime, interpersonal violence, victimless crimes, etc.) in the study of crime and deviance (issues will change each time the course is offered) and compare responses made by those representing different schools of thought. We will critique the adequacy of these responses from a sociological viewpoint. *Prerequisite:* any SOC course, except that you cannot take this course if you have already taken SOC 43732 Controversies and Crises in Modern Criminology because of overlap between the two courses.

**SOC 43732. Controversies and Crises in Modern Criminology**

(3-0-3) Welch

*Prerequisites:* SOC 30900 AND SOC 30902

This upper-level seminar course will focus on important current issues and controversies (e.g., racial profiling, victimless crimes, cyber-crimes, etc.) that are central to the study of crime and deviance in modern society. Students will be required to discuss and analyze these issues from a variety of sociological perspectives. The issues that are studied may change each time the course is offered. Students (even sociology majors) cannot take this course if they have already taken SOC 43730 Crime and Deviance in Ideological Perspective because of overlap between the two courses.

**SOC 43774. Society and Identity**

(3-0-3) Weigert

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 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) Guntz

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, and 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 43904. Workshop: Professional Writing and Publishing in Sociology**

(3-0-3) Faeges

The ability to write effectively is valuable in graduate school, no matter the field, and in most careers. In this course, students will develop their writing skills, with an orientation to professional publishing. The course has three linked components:

- (1) preparing a paper for submission to a professional journal;
- (2) learning to read with an editor's eye and give effective feedback to other authors; and
- (3) an introduction to professional publishing. We will conduct this course as a

workshop: Students will present their writing to the class; students will read and review each other's writing; and, students will work on the sociology department's own journal *Sociological Voices*, which publishes research papers written by Notre Dame's undergraduates.

**SOC 43948. Sociology of the Body**

(3-0-3) Halton

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 *Touching: 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 technoculture seems to seek to displace bodily based experience.

**SOC 45000. Sociology Internship**

(V-0-V) Power

This is an experiential course designed to give students some practical experience in the area of urban affairs, social welfare, education, health care, or business, in order to test their interest, complement their academic work, or acquire work experience preparatory to future careers. Students are placed in a community agency in the South Bend area and normally work eight hours per 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. While there are no prerequisites, preference is given to sociology majors, ESS minors, PSIM minors, and students who have had course work in an area related to social concerns. This is a graded course. In addition to field work, academic work includes reading scholarly works related to the field placement, periodic group meetings with the instructor and others in the course, periodic short reports, and a final paper. (For more information and/or an application, contact Ann Power at [power.4@nd.edu](mailto:power.4@nd.edu). The following is a list of agencies that have accepted interns. Students may also request placement in an agency they find on their own (subject to approval by the instructor). La Casa de Amistad; Near Northwest Neighborhood Inc.; Neighborhood Development Association; Safe Station (Youth Runaway Shelter); Salvation Army of St. Joseph County (Social Services); Sex Offense Services, Madison Center; Early Childhood Development Center; Good Shepherd Montessori School; Robinson Community Learning Center; Upward Bound; Washington High School, South Bend Center for Hospice and Palliative Care; St. Joseph County; Sr. Maura Brannick Health Center at Chapin Street; The CASIE Center (Child Abuse Services, Investigation and Education); Family Justice Center; and Indiana Legal Services

**SOC 45900. Special Practicum in Journal Publishing**

(V-0-V) Faeges

This course offers students the opportunity to learn professional journal publishing by working on the staff of *Sociological Voices*, the sociology department's own journal, which publishes research by undergraduates. Students will learn by participating in all aspects of the journal, both editorial and administrative, which include how to process papers submitted for possible publication, edit accepted articles, and prepare the journal for printing using Adobe's InDesign software. The course can be taken for 1–3 credit hours, with each credit requiring 2.5 hours of work/week (average). Students will have a large degree of flexibility in scheduling their hours. The specific work assigned will vary with the requirement of the journal. *Prerequisites:* recommendation by a member of the sociology faculty and approval of the instructor.

**SOC 46000. Directed Readings**

(V-0-V)

Students pursue an individual reading program on a topic not available in a regular class, designed with and supervised by a member of the faculty, leading to the production of oral and written reports reflecting deeper theoretical and empirical understanding. This course does not count toward the 40000-level major requirement.

**SOC 48000. Directed Research in Sociology**

(V-0-V)

Directed Research in Sociology (SOC 48000) affords students a chance to research sociological questions that are not covered in an established course outside the formal Honors Program. Together with a faculty director, the student formulates a research question and a research design to answer a question that will result in a major research report demonstrating deepened methodological skills, empirical knowledge, and theoretic understanding.

**SOC 48001. Community-Based Research**

(V-0-V) Guntz

*Prerequisites:* (SOC 30902 AND SOC 30903)

This variable-credit course enhances the students' research skills by applying them to an action research project for a not-for-profit social services organization in St. Joseph County. Building on skills developed in Methods of Sociological Research (SOC 30902), students work with a Notre Dame faculty member and an on-site supervisor to conduct needs assessment or evaluation research, typically in the form of interviews/surveys, focus groups, or content analysis. The practicum begins with an orientation to the organization's mission and the research project objectives, individual goal setting, and a review of relevant methodological skills. Students then work with the on-site supervisor to develop valid methods for the project, to resolve measurement issues and to collect appropriate data. Depending on the nature of the project, the student may also be involved in database construction, data analysis, and reporting. In most cases, the student will choose from a list of available projects, but the student may propose a new project as well. The overall objective is the development of the student's knowledge and skills by putting them at the service of the community. Permission by instructor required.

**SOC 48002. Doing Sociology: Quantitative Senior Research Practicum**

(3-0-3) Kelly

This is a chance for seniors to pull all the strands of their sociology major together. No matter whether they are going on to graduate or professional school, doing some post-baccalaureate service, or heading out into the job market, this opportunity to do some independent research and produce a substantive report will be a great asset. The format of the course will be much like a workshop. Within this framework, under the guidance of the instructor, students will be able to draw upon their knowledge of research methods, statistics, and sociological theory to investigate questions of their own choosing. Once the question is framed, students will choose a data set (from among a few large existing sets, one of which is the General Social Survey) and learn to extract a set of variables, do the appropriate analysis and interpretation, and produce a meaningful report on their investigation. Essentially, this is an opportunity to cap off a sociology major.

**SOC 48009. Sociology Honors Capstone Project**

(3-0-3)

A "capstone project" is the principal component of the Honors Track in Sociology. This course entails intensive independent study and research on a selected sociological topic, generating a departmental honors thesis, which is a scholarly paper in sociology. Each student in this course works under the direction of an individual faculty advisor in order to pursue a research project, which may be quantitative or qualitative in nature. Honors students are expected to submit their theses for publication in either *Sociological Voices* or another approved sociological research journal. Students ordinarily enroll in two semesters of SOC 48009 (for a total of 6 credits), but may enroll in just one semester of the course if approved by the director of undergraduate studies. (A formal application process is required — see

the director of undergraduate studies for more information. Department approval is required.)

**SOC 48040. Mexican Immigration: A South Bend Case Study**

(4-0-4) Richman

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. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next we learn ethical fieldwork methods in preparation for community research. Students working in two-person teams will gather data on local and transnational households and kin networks, political involvement, employment, consumption practices, cultural activities, and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino Studies to be given to those who shared their lives with us and to entities that are committed to helping them.

**SOC 48501. Analysis of Collective Contention I**

(3-0-3) McVeigh; Summers-Effler

This course and SOC 48502 Advanced Analysis of Collective Contention together form a single 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 48501 and 48502 must be taken sequentially in the same academic year.

**SOC 48502. Advanced Analysis of Collective Contention II**

(3-0-3) McVeigh; Summers-Effler

*Prerequisite:* SOC 48501

This course and SOC 48501 Intermediate Analysis of Collective Contention together form a single 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 48501 and 48502 must be taken sequentially in the same academic year. Permission of instructor is required.

**SOC 48701. Research on Moral Decision Making in Group Settings**

(3-0-3) Carbonaro

*Prerequisite:* SOC 30902

How do people make moral decisions? Recent research in the field of neuroscience indicates that humans have a "moral sense" that is hard-wired into brains. In addition, social psychological research suggests that social context matters greatly in shaping how people behave when faced with moral issues. In this class, we will examine how the interaction between social environment and the human brain guide people in making moral decisions. As part of the class, students will be involved in running an experiment involving judgments about moral dilemmas in group settings. Aspects of research design, causal inference, measurement, and data analysis will also be discussed as part of the class. Permission of the instructor is required to register for this class. Honor students may use the data from this project to write their major research project in their senior year.

## Department of Science, Technology, and Values

### STV 20105. Theories of Sexual Difference

(3-0-3) Kourany

*Corequisite:* STV 27999

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?

### STV 20109. Knowledge and Mind

(3-0-3)

*Corequisite:* STV 27999

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?

### STV 20110. Environmental Philosophy

(3-0-3)

*Corequisite:* STV 27999

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 20114. Introduction to the Philosophy of Biology

(3-0-3)

*Corequisite:* STV 27999

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 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 20116. Human Nature and New Technology

(3-0-3) Mayo

An examination of philosophical and ethical questions associated with the two most revolutionary technologies of the 21st century, the Internet and biotechnology.

### STV 20120. Alcohol and Drugs: Anthropology of Substance Use and Abuse

(3-0-3)

This class will cover biological, cultural, and applied aspects of how anthropology approaches the diversity of substance use practices around the world, as well as resultant social problems and social reactions. The course will draw on both historical and ethnographic analyses to situate alcohol and drug use in the realm of human behavior and experience. Addiction as a concept will be critically analyzed from both biological and cultural perspectives.

### 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 20125. Philosophy and Science Fiction

(3-0-3)

*Corequisite:* PHIL 22620; STV 27999

The goal of this course is to introduce students to some central philosophical problems via reflection on classic and contemporary works of science fiction in conjunction with classic and contemporary texts in philosophy.

### 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)

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) Doordan

*Corequisite:* STV 27999

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. It extends 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 had 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 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, and 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) Howard

*Corequisite:* STV 27999

This class examines 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.

### **STV 20163. Science and Religion**

(3-0-3)

An examination of the interrelation and tension between contemporary science and traditional religious belief.

### **STV 20164. Science and Religion in Historical Perspective**

(3-0-3) Pitts

*Corequisite:* STV 27999

The relationship between science and religion (especially Christianity) has attracted much attention recently. Historians have shown that this relationship has not been primarily a matter of conflict. It has been claimed that the relationship between science and religion can be characterized by conflict, independence, dialog, and/or integration, for example. This course aims to survey some important events and themes in the relationship between science and Christianity.

### **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 three case studies: the Galileo affair, the conflict of evolution and creationism, and the ethical issues that arise from new genetic biotechnologies.

### **STV 20216. Biomedical Ethics and Public Health Risk**

(3-0-3)

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.

### **STV 20221. Biomedical Ethics**

(3-0-3)

A discussion of ethical problems in the medical profession in light of natural law and Christian moral principles.

### **STV 20225. Ethics of Technology**

(3-0-3) Reed

An examination of the role of technology in our lives and whether and in what ways technological innovations make us better or worse.

### **STV 20226. Ecology, Ethics, and Economics**

(3-0-3) Sayre

*Corequisite:* PHIL 22626; STV 27999

An examination, through literature and reasoned argument, of (1) social values behind the economic excesses that have led to our ecological crisis, and (2) alternative values by which the crisis might be alleviated.

### **STV 20245. Medical Ethics**

(3-0-3) Solomon

*Corequisite:* 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 20246. Medical Ethics**

(3-0-3)

*Corequisite:* STV 27999

A discussion of ethical problems in the medical profession in light of natural law and Christian moral principles.

### **STV 20247. Environmental Ethics**

(3-0-3)

*Corequisite:* STV 27999

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 those theories to moral problems that arise in the context of the life sciences.

### **STV 20258. Philosophy of Technology**

(3-0-3)

Topics covered will be early philosophy of technology, recent philosophy of technology, technology and ethics, technology and policy, technology and human nature, and technology and science. Readings will be principally derived from David M. Kaplan (2004) *Readings in the Philosophy of Technology* and Francis Fukuyama (2002) *Our Posthuman Future*.

### **STV 20260. Theology, Ethics, and the Environment**

(3-0-3)

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.

### **STV 20282. Health Care Ethics in the Twenty-First Century**

(3-0-3)

*Corequisite:* STV 27999

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)

*Corequisite:* STV 27999

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) Kamat

Corequisite: STV 27999

Discussion of basic chemical processes occurring in the environment, particularly those relating to the impact of humanity's technological enterprise.

### STV 20411. Evolving Science Fictions

(3-0-3)

Corequisite: STV 27999

Science is something that our culture has almost complete faith in; we use its technological products almost every day, without thought, from the vehicles we drive to the medical treatment that we accept. But it is also something that we often feel uneasy about as well: Science is often the harbinger of catastrophe (global warming) and often causes us to question our identity (cloning, embryonic research). This course is designed to let us examine, among other things, the development of science's impressive cultural authority as well as the attendant cultural anxiety. We will begin in the early-19th century, and follow the development of science fiction into the early-21st century. However, we will not be limited to the science-fiction genre; we will examine a number of works and genres that incorporate scientific discourse. Our tentative reading list will include: Mary Shelley's *Frankenstein*; selections from the poetry of Alfred Tennyson; *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson; *War of the Worlds* by H.G. Wells; *Foundation* by Isaac Asimov; short stories by Arthur C. Clarke and Ray Bradbury; *Do Androids Dream of Electric Sheep?* by Phillip K. Dick; *The Left Hand of Darkness* by Ursula K. LeGuin; *Oryx and Crake* by Margaret Atwood; and *Never Let Me Go* by Kazuo Ishiguro. We will also read brief selections from scientists and thinkers such as Charles Darwin, Albert Einstein, and Stephen Hawking. Assignments will include two papers, a midterm exam, and a final exam. Short, occasional reading quizzes will also be given.

### STV 20413. Science in Fiction

(3-0-3) Benedict

Corequisite: STV 27999

Readings in literature that explore science. Designed for pre-professional students in the colleges of arts and letters and of science.

### 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 20423. Scientific Images of Human

(3-0-3)

Corequisite: STV 27999

Attempts to "biologize" everything from religion and morality to love and friendship appear continuously in the popular and scientific media. Genes for traits as various as homosexuality and chocolate consumption are proposed. How should we revise our understanding of human nature in light of these claims? This course examines the tensions between our images of ourselves as human beings and the portraits that the sciences—especially biology—provide.

### STV 20431. Philosophy and Cosmology: A Revolution

(3-0-3) Bland

Corequisite: STV 27999

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 20435. The Ethics of Energy Conservation

(3-0-3)

This is a joint theology and engineering course exploring the ethics of energy conservation by using the method of community-based learning. Students will begin by using the university campus as a "trial laboratory" for measuring energy efficiency and thinking creatively about possible energy conservation measures. We will then ask them to conduct a limited energy efficiency and conservation study for selected nonprofit organizations in the South Bend community. This course will fulfill a number of civic learning goals, including the cultivation of theological and scientific competence in environmental ethics; the identification of leadership skills necessary to address the concrete concerns facing nonprofit organizations as they strive to meet pressing human needs in an environmentally sound manner; and formation of consciences sensitive to the social responsibility of caring for the environment.

### 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 20461. Nuclear Warfare

(3-0-3)

Corequisite: STV 27999

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. U.S. Bishops' Pastoral Letter. The course is open to all students and counts for science majors as a general elective credit.

### STV 20556. Science, Technology, and Society

(3-0-3) Peterson

Corequisite: STV 22556 AND STV 27999

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 avowedly democratic society.

**STV 27999. STV Minor Gateway Course**

(0-0-0)

This course is used as a corequisite for administrative purposes so that students in the science, technology, and values minor program will be able to Web-register for other STV courses.

**STV 30110. Health, Healing, and Culture**

(3-0-3) Lende

*Corequisite:* STV 27999

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 30111. Environmental Sociology**

(3-0-3)

*Corequisite:* STV 27999

This course will explore the relationship between human societies and the larger natural environment of which they are a part. The main focus of the course will be modern society, but we will also review the history of resource use, pollution, wilderness preservation, environmental movements, and other environmental developments. This course is mainly oriented towards a theoretical perspective and will cover different schools of thought to help students understand the ecological world that surrounds them. The course will be divided into four parts (the moral, the material, the ideal, and the practical).

**STV 30113. Classical Origins of Medical Terminology**

(3-0-3) Ladouceur

*Corequisite:* STV 27999

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 hemiballismus, encephalomalacia, 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. Anatomic models and charts will be employed, as well as slides examining a wide range of pathologies.

**STV 30132. U.S. Environmental History**

(3-0-3)

*Corequisite:* STV 27999

This course is an introduction to the new field of environmental history. While many people think “the Environment” suddenly became important with the first “Earth Day” in 1970 (or a few years earlier), environmental issues have in fact long been of central importance. In recent decades, historians have begun actively to 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 history: the effects of the distribution of water, foodstuffs, wood, minerals, and of changes in climate or endemic disease. This course will range 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. Lecture discussion format.

**STV 30138. Science and Medicine in Ireland: 1600–1900**

(3-0-3)

*Corequisite:* STV 27999

This course surveys the history of science and medicine in Ireland from the 17th to the 19th centuries. The course will consider the role of science and medicine in Irish social and political life and will offer a fresh dimension to the cultural and intellectual history of Ireland. Lectures will situate scientists and doctors within their historical contexts, showing how intellectual history intersects with political history. Topics will include science as an instrument of colonialism in Cromwellian Ireland, the scientific satires of Jonathan Swift, the role of the medical community during the Great Famine, women in Irish science, and the role of science in the Cultural Revival. Note that no scientific knowledge is assumed or required.

**STV 30142. History of Ancient Medicine**

(3-0-3) Ladouceur

*Corequisite:* STV 27999

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.

**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 30149. Environmental Philosophy**

(3-0-3)

A philosophically integrated examination of current environmental issues drawing on familiar literature from ecology, economics, and ethics, as well as recent fiction.

**STV 30152. History of Western Medicine**

(3-0-3)

This course introduces students to the history of Western medicine from the pre-Socratics to penicillin; it concludes by applying that history to modern medical questions, including professional identities, emerging diseases, and genetic manipulations. Major themes/topics include changing disease concepts, medical education, medical practitioners, “scientific” medicine, therapeutics, hospitals, and the body; sub-themes include women and medicine, race and medicine, and the patient. Class periods will be divided between lectures and seminars, the latter relying largely on discussions of primary source readings. Students will be encouraged to explore their own particular interests in a research paper.

**STV 30153. Madness and Us: A History of Psychiatry from the End of the Eighteenth Century Through the Present**

(3-0-3)

*Corequisite:* STV 27999

The course is a thematic overview of the history of psychiatry from its inception at the end of the 18th century to the present day. It raises issues concerning the nature of the self and its relationship with social compulsion and state power; the connection between body and mind; the nature of disease and illness; the relations between the individual and the expert; and the position of marginal groups (women, colonial subjects, homosexuals, etc.) vis-à-vis social norms and authority.

#### **STV 30154. Gender and Science**

(3-0-3) Kourany

*Corequisite:* STV 27999

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 30155. History of Photography From the 1830s to World War I**

(3-0-3)

*Corequisite:* STV 27999

This class examines the evolution of photography from its earliest days to the birth of modernism. Topics to be considered include the invention of the medium, the evolution of photography in the 1850s in France and in Victorian England, and travel photography. In the United States, attention will be paid to the photography of the Civil War, the Western exploratory expeditions, and the rise of the documentary mode. New acquisitions by the Sniite Museum will complement a brief survey of Asian and Latin American 19th-century photographs. Finally, the course will examine the international rise and fall of pictorialism, and the beginnings of the snapshot. Regular visits to view original images from each period will take advantage of the Sniite Museum's extensive holdings of photographs from the various periods studied.

#### **STV 30157. 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.

#### **STV 30161. History of Television**

(3-0-3)

*Corequisite:* STV 27999; STV 31161

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 through 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.

#### **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 wood-cutting rights in medieval France to the rise of the organic farming movement and water-allocation laws in the 20th-century American West.

#### **STV 30181. Science and Medicine in the Islamic World: 700–1500**

(3-0-3)

This course traces the major trends in the history of Islamic science and medicine from the rise of Islam to the early modern period. By examining the conceptual developments in the practice of science, and its position within Islamic societies, it seeks to assess the merits of the various accounts for the inception, and subsequent fate, of the Islamic scientific enterprise. In particular, we will re-evaluate the standard periodization that posits a linear development of Islamic sciences starting with translation and assimilation of the Persian, Indian, and Greek scientific legacies; then, a period of original contributions; and, finally, the transmission of Islamic sciences to Europe.

#### **STV 30186. History and Photography**

(3-0-3)

*Corequisite:* STV 27999

Both history and photography were practices invented and developed in the 19th century, and they share a capacity to illuminate events in the past. Both history and photography can depict human suffering and point to political practices that might alleviate that suffering. Both must grapple with the nature of time. Both, in odd ways, transcend, but also cement, the finality of death. Both promise a form of truthfulness they do not always achieve. Given these similarities, it is no wonder that so many writers have considered them together. Often however, when compared, the distinctive qualities of each come to the fore. By reading about photography and history and by looking at images, students in this course will explore the limits and possibilities of each modern pursuit.

#### **STV 30189. Philosophical Issues in Physics**

(3-0-3) Bland

*Corequisite:* STV 27999

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 30201. Introduction to Clinical Ethics**

(3-0-3) Foster

*Corequisite:* STV 27999

The focus of the course will be an examination of the advances in medicine over the last 30 years that have challenged traditional values and ethical norms, and the institutional processes and procedures in place that facilitate decision making in the health care setting. It will include a sketch of the most recent advances in the various fields of medicine, followed by an examination of the clinical and ethical questions they raise and how they have affected the physician-patient relationship. Note: This course counts as a general elective. Fall and spring.

#### **STV 30310. Global Sustainability**

(3-0-3)

This course examines the growing need for addressing "sustainability" as a parameter in the practice of engineering as well as in related disciplines. The course begins with an introduction of the origin of resources on Earth and their fragile connection with life on Earth, both on the ecology and, ultimately, on the human population. The basic laws regulating the flow of energy and materials through ecosystems and the regulation of the distribution and abundance of organisms are reviewed. A model of the interaction between population, resources, and

pollution is analyzed based on the World3 model proposed by Meadows, Randers, and Meadows (*Limits to Growth*, 1972). The model predictions made in 1972 are compared with results compiled in 2002. The model includes analysis of the state of land, soils and food, water, forests, nonrenewable resources, energy, and capital. Emphasis is placed in analyzing energy sustainability and assessment of current and potential future energy systems. This includes availability, extraction, conversion, and end-use to meet regional and global energy needs in the 21st century in a sustainable manner. Different renewable and conventional energy technologies will be discussed and their attributes described within a framework that aids the evaluation and analysis of energy technology systems in a global context. The effect of human activity on the environment with emphasis on climate change will be also analyzed. The World3 model will be used to discuss different scenarios of the state of our planet based on population, industrial output, food, and population, as well as materials standards of living and human welfare and human footprint. The course closes with a discussion of what we can do as engineers and professionals to insure that growth is consistent with a sustainable future.

### **STV 30311. Introduction to the American Health Care System**

(3-0-3) Navari

*Corequisite:* STV 27999

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 30343. Environmental Politics**

(3-0-3) Doppke

*Corequisite:* STV 27999

The first half of the course provides an overview of major American environmental policies such as regulating land use and preservation, water, air, and endangered species. The second half of the course deals more directly with issues of policy formulation, implementation, and enforcement.

### **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, photography, maps, and film.

### **STV 30476. Place, Environment, and Society in Australia and Melanesia**

(3-0-3)

Aboriginal Australian and Melanesian approaches to place have long intrigued and puzzled outsiders, challenging commonly held assumptions about the division between nature and culture or between human societies and their physical environments. This course introduces students to some of these exotic approaches to place and encourages them to see their own environment in a new way. It also considers how indigenous Melanesian and Australian conceptualizations of place

are being transformed through engagement with a global capitalist economy and in the context of modern nation states. How do notions of place change when land becomes a commodity? How are shifting connections to place transformed into legal ownership? What happens when kin networks are divided by national boundaries? Students will read several ethnographic monographs that convey a holistic sense of social life in particular locales. Topics that may be of particular interest include mythic and ritual relationships to the land; connections between language, place, and cultural identity; the ways that modern states enforce geographic boundaries; legal battles for land rights; and the relationship between global environmentalism and indigenous people.

### **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 33370. Economics of Science**

(3-0-3) Mirowski

*Corequisite:* STV 27999

This course describes the changing history of the organization and subsidy of scientific research, then surveys the different methods of economic theories and applied scientific process.

### **STV 33401. Animal Welfare and the Human-Animal Bond: Community-Based Learning Seminar**

(1-0-1) Whaley

*Corequisite:* STV 27999

Consider the fact that in six short years, one female dog and her offspring can give birth to 67,000 puppies. In seven years, one cat and her young can produce 420,000 kittens. Three to four million dogs and cats are euthanized each year. It is estimated that there are 60 million feral cats in the United States. In a society that considers pets as part of their family, watches *Animal Planet*, and spends millions of dollars on pet products, it is imperative that we acknowledge and educate ourselves on the issues of overpopulation of pet animals in our society. What is our responsibility to these animals, and how can we solve these pressing problems? The focus of this course will be on animal behavior from an evolutionary perspective. The students will learn to recognize both desirable and undesirable behaviors in pet animals. They will learn how to use evolutionary behavior training methods to alter detrimental behaviors and reinforce those that are advantageous. This course will also cover animal welfare issues, and will intimately and meaningfully connect the state of humans, to that of animals. The students will carry out community research projects of their choice and will immerse themselves in an important issue and generate a product that can help the plight of animals (and therefore humans) in our community.

### **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 texts to 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 40119. Monsters, Cyborgs, and Other Created Bodies**

(3-0-3)

A critical analysis of monsters, cyborgs, and other “created bodies” in literature.

**STV 40121. Human Diversity**

(3-0-3)

*Corequisite:* STV 27999

Issues concerning the nature of human diversity (race, intelligence, sex, gender, etc.) are a continuing source of social and scientific debate. This course is designed to present the issues and methods used by physical anthropologists to study both the biological basis of human differences, as well as the ongoing process of human adaptation and evolution in response to climate, nutrition, and disease. Integration of the social, biological, and medical sciences will be employed to investigate modern human variation.

**STV 40122. Methods in Medical Anthropology**

(3-0-3)

*Corequisite:* STV 27999

This class will provide extensive classroom and hands-on training in research methods for medical anthropology. It will place slightly greater emphasis on qualitative methods, such as participant observation and interviewing, but will provide an overview of quantitative methods (including building surveys and some basic statistical analysis). Students will learn by doing, conducting original research on contemporary health issues in the local community (such as HIV/AIDS and substance abuse).

**STV 40125. Gender and Health**

(3-0-3) Smith

*Corequisite:* STV 27999

This course looks at the intersection of gender, health policy, and health care organization around the world. Some of the issues to be discussed include medicalization of the female body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; and national and international health and development policies.

**STV 40126. Philosophy of Cognitive Science**

(3-0-3)

*Corequisite:* STV 27999

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 40130. 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.

**STV 40135. Philosophy of Science**

(3-0-3) Pitts

*Corequisite:* STV 27999

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 40137. Philosophy of Mathematics**

(3-0-3) Bays

*Corequisite:* STV 27999

A survey of central issues in the philosophy of mathematics.

**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)

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) White

*Corequisite:* STV 27999

This course has two basic objectives. First, it examines from a lifespan and psychological 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)

*Corequisite:* STV 27999

Literary, medical, and social views of madness in the 18th century.

### **STV 40154. Cultural Aspects of Clinical Medicine**

(3-1-4) Wolosin

*Corequisite:* STV 27999

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 ombudsman in a local hospital emergency room four hours per week. Students **MUST** have access to transportation to participate in the ER internships. *Students are required to sign a waiver, present evidence of immunizations, and receive a TB skin test.*

### **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 in a world marred by sin and thus passing away, and understandings of sin as prideful self-assertion (the sin of Prometheus). For many, technology has represented the primordial temptation, "you shall be like gods." For others,

technology has been a privileged way 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 40157. Philosophy of Biology**

(3-0-3)

*Corequisite:* STV 27999

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 40166. 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 40172. History of Chinese Medicine**

(3-0-3) Murray

*Corequisite:* STV 27999

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.

### **STV 40174. Philosophy and Psychiatry in the Twentieth 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 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, and theory change; and the critical appraisal of alternate research strategies.

**STV 40186. Medicine and Public Health in U.S. 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 time—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.

**STV 40187. Technology in History**

(3-0-3)

A thematic survey of the history of technology, from the Neolithic discovery of agriculture to the information age. Topics include the chemistry and metallurgy of antiquity (high-tech ca. 1000 B.C.), technology in Christian theology; the power revolution of 1200; arms races from the 15th century onward; the marriage of art and science; the industrial, agricultural, transport and communications revolutions; the American system of manufactures; the evolution of the engineering profession; and modern efforts to plan the technological future. These topics form the basis for exploring the following themes: How does technology change? How did we get where we are—do we have the technology now that we must have, should have, or need to have? What guides technical creativity? How have social effects of technologies been assessed and dealt with? How have technologies fundamentally changed ordinary life and societal organization?

**STV 40203. Theology of Medicine**

(3-0-3)

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.

**STV 40216. Biomedical Ethics, Scientific Evidence and Public Health Risk**

(3-0-3) Shrader-Frechette

*Corequisite:* STV 27999

An analysis of the ethical theories provided by contemporary philosophers to guide research and practice in biomedicine. The course will focus on analysis of contemporary public health problems created by environmental/technological pollution and will address classic cases of biomedical ethics problems. Students who are not pre-med, engineering, or science majors need the professor's permission to take this course.

**STV 40230. 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 com bubble, the Web has left all of the abovementioned 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.

**STV 40275. Ethical and Professional Issues in Computer Science and Engineering**

(3-0-3)

*Corequisite:* STV 27999

This course seeks to develop a solid foundation for reasoning about the difficult ethical, professional, and social controversies that arise in the computing field. Emphasis is placed on identifying the appropriate legal and professional context and applying sound critical thinking skills in the analysis of a problem. The course relies heavily on analysis of real-life case studies, both historical and current. Topics covered include professional codes of ethics, privacy issues, freedom of speech issues, computer security, safety-critical systems, whistle-blowing scenarios, intellectual property issues in computing technology, and social transformation driven by computing technology.

**STV 40304. Sustainable Energy**

(3-0-3)

*Corequisite:* STV 27999

The course provides a comprehensive treatment of the role of energy in society. After reviewing the benefits and problems associated with today's dependence on fossil fuels, attention is directed to the opportunities and challenges of transitioning to a sustainable energy future. Course content is developed along two essential and interrelated tracks, one scientific/technical and the other socio/economic/political.

**STV 40319. Self, Society, and Environment**

(3-0-3) Weigert

*Corequisite:* STV 27999

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.

**STV 40325. GLOBES: Humans Genetic Environment**

(3-0-3) Hollocher

Globally humans inhabit and alter landscapes creating anthropogenic ecologies impacting all resident organisms. The distribution and structuring of genomes, the movement and virulence of pathogens, and the patterns of coexistence of organisms are all interconnected at multiple levels. In this course we focus on the dynamic transaction between organisms and environments at these multiple levels, with a specific consideration of impacts on health, interspecies interfaces, and population genetics. We will consider theoretical perspectives and specific examples from population genetics, ecology, evolutionary biology, anthropology, and political ecology to examine scenarios of interaction between humans, genes, and the environment. Objectives: (1) understand the transactional nature of organism-environment interactions and the importance of collaboration in its study; (2) recognize the importance of considering disparate theoretical perspectives in understanding the patterns and processes of behavioral, genetic, and cultural interactions in anthropogenic contexts; (3) gain the ability to construct scenarios and plans of approach to issues facing humans, genes, and the environment integrating diverse disciplinary orientations.

**STV 40347. Health Economics**

(3-0-3) Evans

*Corequisite:* STV 27999

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.

### **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 40360. Science and Environmental Policy in the United States**

(3-0-3)

*Corequisite:* STV 27999

This class will meet in a seminar format. We'll examine the history of U.S. scientific and environmental policy from 1850 to the present day. Particular attention will be paid to what kinds of research are funded by the federal government in each period and how this reflects the changing concerns of the populace. We 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. Attending a conference on The Commerce and Politics of Science, being held at Notre Dame this fall, will be required of students in this course. This will introduce students to two central concerns: first, how do commercial and political interests shape scientific inquiry, knowledge, and practice, both now and in the past? Second, is it possible to say that one or another economic or political context is favorable or unfavorable to science or more likely or less likely to produce "good science"? The final portion of the course will be devoted to case studies in current scientific and environmental policy. Students will be required to research the development of a particular policy—stem cell research, the clean air act, the space station—and present to the class and analysis of both the history of the policy and an evaluation of its impact on public life.

### **STV 40401. The Future of Energy**

(3-0-3)

This 3-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)

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 40403. Nanotechnology: Opportunities and Challenges**

(3-0-3)

*Corequisite:* STV 27999

This course will provide a comprehensive introduction to the emerging fields of nano science and nano engineering, with an emphasis on the main ideas and concepts. Through directed readings and discussion, students will study the scientific underpinnings, and explore the societal impact and ethical implications of nanotechnology. They will also explore the potential for nanotechnology to impact a wealth of innovative applications across a vast array of fields including health care, environment, biotechnology, energy and food production, information technologies, and aerospace.

### **STV 40420. Information Security**

(3-0-3)

This course provides the students with a working knowledge of information security topics through a focus on best practices, applications and implementation strategies. Students will learn the fundamental principles of information security and explore contemporary topics in the field, including access control methodologies, business continuity/disaster recovery planning, firewalls, network security, operating system security, intrusion detection, cryptography, and incident handling.

### **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 40434. Human Diversity**

(3-0-3)

Issues concerning the nature of human diversity (race, intelligence, sex, gender, etc.) are a continuing source of social and scientific debate. This course is designed to present the issues and methods used by physical anthropologists to study both the biological basis of human differences, as well as the ongoing process of human adaptation and evolution in response to climate, nutrition, and disease. Integration of the social, biological, and medical sciences will be employed to investigate modern human variation.

### **STV 40435. Methods in Medical Anthropology**

(3-0-3)

This class will provide extensive classroom and hands-on training in research methods for medical anthropology. It will place slightly greater emphasis on qualitative methods, such as participant observation and interviewing, but will provide an overview of quantitative methods (including building surveys and some basic statistical analysis). Students will learn by conducting original research on contemporary health issues in the local community (such as HIV/AIDS and substance abuse).

### **STV 40498. Energy and Climate**

(3-0-3)

*Corequisite:* STV 27999

This course integrates the principles of physical sciences and engineering as they pertain to energy, its sources, and uses, and the impact of these on the environment. The great majority of energy used by society comes from fossil fuels. The consequences are that carbon dioxide levels in the atmosphere have been increasing and that readily available sources of oil have been depleted. Prospects for sustainable energy use will be discussed including an engineering cost/benefit analysis of different sources. A question that will be examined in particular detail, is the effect of energy use on climate change both now and in the future. To do this we will analyze the complex couplings and feedback mechanisms that operate between the



geosphere, the biosphere, the atmosphere, and the hydrosphere as related to global climate change.

### **STV 43111. The Life and Works of Darwin**

(3-0-3) Ramsey

*Corequisite:* STV 27999

Through Darwin's work and biographic material about Darwin, we examine his ideas as well as the social context in which these Ideas were developed.

### **STV 43112. Darwin, Philosophy, and Religion**

(3-0-3) Ramsey

*Corequisite:* STV 27999; STV 43113

This course examines the life and work of Darwin in its historical context and investigates the continuing impact of Darwinism on how we see the natural world and our place in it.

### **STV 43113. Darwin, Philosophy, and Religion**

(3-0-3) Ashley

*Corequisite:* STV 27999; STV 43112

This course examines the life and work of Darwin in its historical context and investigates the continuing impact of Darwinism on how we see the natural world and our place in it. The year 2009 marks both the 200th anniversary of Darwin's birth and the 150th anniversary of the publication of his *On the Origin of Species*. *The Origin* has had a profound effect, not just on biology, but also on how we think about ourselves, about human nature, religion, and morality. This class will begin by reading Darwin (*the Origin* and excerpts from *Descent of Man*) and biographical material about Darwin's life. We will then embark on an exploration of the impact of Darwin's ideas, focusing on their theological and philosophical implications. This class will provide a deeper understanding of the birth and context of Darwin's ideas and their ongoing significance in the 21st century. Requirements include in-class participation (including occasional presentations), some activities outside of class (including attending some films and a conference on the ND campus, as well as two brief out-of-state field trips), a midterm, and final paper.

### **STV 43131. Philosophy of the Human Sciences**

(3-0-3)

An inquiry into the central forms of explanation employed in the social sciences: rational choice, intentional, functional, structural, and interpretive. One emphasis will be on understanding the ways in which these approaches conform to or differ from explanatory strategies in the natural sciences. A second emphasis will be on the micro-foundations of social theory: What assumptions about human nature and social life are presupposed in adopting a particular explanatory strategy?

### **STV 43134. 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.

### **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 Muessel-Ellison Tropical Gardens; Potawatomi Zoo, Elkhart Environmental Center; Shiojiri Niwa Japanese Garden; Fernwood Botanical Garden and Nature Preserve; University of Notre Dame Greene-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.

### **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 43171. History and Conceptual Foundations of Space/Time**

(3-0-3)

*Corequisite:* STV 27999

An introduction to contemporary metaphysics and its relation to the philosophy of science. Three topics to be covered in depth are special relativity, the debate over relative and absolute space, and Kant's views on space.

### **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 43279. Joint Seminar: Philosophy/Theology**

(3-0-3)

*Corequisite:* STV 27999

The topic of the joint seminar is determined each year by the assigned faculty members.

### **STV 43283. Ethics and Risk**

(3-0-3)

An investigation of classical ethical papers, all in contemporary, analytic, and normative ethics, that attempt to develop the ethical theory necessary to deal with legitimate imposition of risk of harm.

### **STV 43328. Politics and Science Policy**

(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 United States, 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 43363. Spy Culture: Surveillance, Privacy, and Society**

(3-0-3)

Whether it be surveillance cameras “watching” us in public places, “spyware” planted on our computers, webcams broadcasting our daily activities, “reality” programs on television, tracking technologies in cars and cell phones, easy availability of spy satellite imagery, or cell phone cameras surreptitiously taking pictures that are posted on the Web, more and more we are bombarded with the images and realities of surveillance. This course will examine various aspects of surveillance in society (technological, psychological, cultural, and historical) in various contexts (commercial, military, national security, and law enforcement). We will draw on psychology literature to discuss the different feelings involved in our dichotomous roles of purveyor and target of surveillance. Our discussions will also draw on examples from various media, such as television, film, advertising, literature, websites, and music.

**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 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 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.

**STV 43396. Environmental Justice**

(3-0-3) Shrader-Frechette

*Corequisite:* STV 27999

This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); and 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 the United States 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. Students who are not pre-med, engineering, or science majors need the professor’s permission to take this course.

**STV 43409. Evolutionary Psychology and the Sacred**

(3-0-3)

*Corequisite:* STV 27999

Anthropologists and archeologists have long argued that religious rituals and sacrificial ceremonies addressing the most serious aspects of human life are prehistoric and antedate the development of spoken language, perhaps by hundreds of thousands of years. Today evolutionary psychologists look at evidence suggesting that the concept of the sacred arises naturally from the “functional architecture” of the evolved human mind. We take a critical look at the possibility of integrating those two currents of thought.

**STV 43414. 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 is on the philosophical debates, some attention is given to relevant legal and public policy discussions.

**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)

*Corequisite:* STV 27999

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).

**STV 43496. Is There an Environmental Crisis?**

(3-0-3) Howard

*Corequisite:* STV 27999

Whether one believes there is an environmental crisis or not, we should all be aware of the changes in our world (growing world populations, increased burning of hydrocarbons, etc.) that are hypothesized to produce threats to our ecosystems. Understanding why human actions might be producing global changes is a complex task. This course will concentrate on the roles that various disciplines (e.g., economics, materials science, biology, psychology, theology) might play in understanding and (perhaps) alleviating human-produced environmental changes.

**STV 46197. Directed Readings—Human Dimensions**

(3-0-3)

Directed readings in the 1st cluster— Human Dimensions of Science and Technology

**STV 46297. Directed Readings— Ethics**

(3-0-3)

Directed readings in the 2nd Cluster—Science, Technology, and Ethics

**STV 46397. Directed Readings—Public Policy**

(3-0-3)

Directed readings in the 3rd Cluster—Science, Technology, and Public Policy.

**STV 46497. Directed Readings/Research**

(V-0-V)

Independent research or readings taken under the supervision of an STV faculty member. An approved proposal for the research/readings will be filed with the STV office. (In order to receive STV credit, the student’s proposal will need to be approved by the faculty member supervising the student’s research/readings and by the director of the STV program.)

## Poverty Studies

### PS 10000. Introduction to Poverty Studies

(3-0-3)

This course introduces students to academic research about the nature and consequences of poverty (in both advanced and developing nations), highlighting the contributions of scholars from the social sciences, humanities, and the law. We begin by examining several multifaceted definitions of poverty put forth by governments and nongovernmental organizations (NGOs), and by mapping the incidence of poverty (geographically and demographically). We then examine a series of policy issues crowding the political agenda, including low wage rates; sub-prime lending practices; discrimination in hiring and promotion; enforcement of fair labor standards and treatment of low-skilled immigrants and migrant workers; inadequate access to quality education and health care; rehabilitating addicts, alcoholics, and ex-convicts; sexual abuse and broken families; and nutrition problems ranging from malnourishment to obesity. Throughout, the readings and lectures reveal that collaboration across the various disciplines enhances our understanding of what it means to be poor and of the array of interlocking problems that lead to poverty, and guides the formulation of policies to prevent and alleviate poverty.

### PS 20000. Introduction to Poverty Studies

(3-0-3)

This course introduces students to academic research about the nature and consequences of poverty (in both advanced and developing nations), highlighting the contributions of scholars from the social sciences, humanities, and the law. We begin by examining several multifaceted definitions of poverty put forth by governments and nongovernmental organizations (NGOs), and by mapping the incidence of poverty (geographically and demographically). We then examine a series of policy issues crowding the political agenda, including low wage rates; sub-prime lending practices; discrimination in hiring and promotion; enforcement of fair labor standards and treatment of low-skilled immigrants and migrant workers; inadequate access to quality education and health care; rehabilitating addicts, alcoholics, and ex-convicts; sexual abuse and broken families; and nutrition problems ranging from malnourishment to obesity. Throughout, the readings and lectures reveal that collaboration across the various disciplines enhances our understanding of what it means to be poor and of the array of interlocking problems that lead to poverty, and guides the formulation of policies to prevent and alleviate poverty.

### PS 30001. Experiential Learning: One-credit Bundle

(1-0-1) Beckman

This is a required course for students choosing to satisfy the experiential learning requirement by satisfactorily completing three designated 1-credit Center for Social Concerns Seminars. Students will complete a project or paper intended to show an integration of learning from the seminars and their relationship to a broader understanding of the poverty issues. Enrollment normally follows completion of the last 1-credit seminar.

### PS 30002. Experiential Learning: Variable Graded Credit

(0-0-V) Beckman

Students choosing to satisfy the experiential learning requirement by satisfactorily completing three 1-credit semester-long internships (approximately 12 hours per semester) with community agencies and organizations serving the poor will receive credit for these experiences by enrolling in this course during each semester of the internship. After completing the final internship, students should enroll in PS30001 and complete a project or paper intended to reflect the integration of learning from the internships and their relationship to a broader understanding of the poverty issues. Similarly, students choosing to satisfy the experiential learning requirement by satisfactorily completing one approved 3-credit community-based learning or research course (not on the list of approved courses) should enroll in this course. The scholarly output agreed upon with the instructor/director of the course will satisfy the requirements of this course.

### PS 40000. Capstone Seminar

(3-0-3) Beckman

The Capstone Seminar will be topic-oriented drawing on literature from multiple disciplines. The students themselves will be from different majors and will share both the perspectives of their major disciplines as well as their varied experiences in the field thus ensuring that interdisciplinary nature of the inquiry. Experts with diverse perspectives and professional experiences will join the seminar as special guests.

### PS 40001. Special Studies Capstone

(0-0-3) Beckman

Special studies with one of the minor's affiliated faculty. In this case the student will produce a product (manuscript, work of art, composition, poster board display of research results, etc.) that can be displayed, and will present this product to the members of the PSIM at a special colloquium held in the spring semester of each academic year.

## Department of Theology

### **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: [nd.edu/~theo](http://nd.edu/~theo).

### **THEO 13183. Theology University Seminar**

(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: [nd.edu/~theo](http://nd.edu/~theo).

### **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 website: [nd.edu/~theo](http://nd.edu/~theo).

### **THEO 20002. Honors Foundations of Theology: Biblical/Historical**

(3-0-3) Cunningham; Ernst; Kollman; Leyerle

*Prerequisite:* ALHN 13950

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: [nd.edu/~theo](http://nd.edu/~theo).

### **THEO 20101. Re-Membering Jesus**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 re-appropriations 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. Gendering Christianity**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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.

### **THEO 20103. The One Jesus and His Many Portraits: The Various Images of Jesus in the New Testament and Beyond**

(3-0-3) Meier

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 20104. Apocalyptic Visions**

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002)

At the heart of the Christian faith lies the conviction that the imminent end of God’s ongoing struggle with the powers of darkness in history has been revealed. This revelation shows us that we are all, wittingly or unwittingly, participants in a cosmic drama—a war between God and Satan, Christ and Antichrist, good and evil. This course explores apocalypticism in the biblical canon, as well as the interpretation and appropriation of this literature in the early, medieval, and modern periods of the history of Christianity. It begins and ends by reflecting on the prevalence of apocalypticism in the contemporary world. Throughout we will wrestle with the question of how we should reckon with this phenomenon today.

### **THEO 20106. Inspiration and Revelation**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183

Christianity has at its core the idea that God is revealed to humanity. A concomitant of revelation is the notion of inspiration. Understandings of the concepts of both inspiration and revelation have informed the way Christians have understood their sacred text, the Bible. This course will examine the ideas of major Christian thinkers concerning the concepts of revelation and inspiration, highlighting particularly the role these concepts play in understanding Scripture and its relation to Christian tradition.

### **THEO 20107. Theology of the Psalms**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 13183 OR THEO 20002

Over the centuries, the Book of Psalms has played an important role in the prayer, spirituality, and liturgy of the Church. This course will explore the main theological themes and literary forms of the Psalms in relation to their historical and religious backgrounds, their history of interpretation and use in the life of the Church, and their contemporary significance for theological reflection, prayer, and worship.

### **THEO 20201. God**

(3-0-3) Daley

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 6-page comparative papers and a longer constructive paper.

### **THEO 20203. Sin and Redemption**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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. U.S. Latino Spirituality**

(3-0-3) Elizondo; Matovina

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The purpose of this course is to introduce students to the dynamic origins, development and present status of the collective spirituality of the Latinos/as living in the United States. Emphasis will be placed on the Mexican Americans since they are not only the largest group but likewise the ones who have been living in the United States the longest. Drawing on history, cultural anthropology, Christian

theology, and your own experience, this course will explore the roots and development of contemporary Latino Spirituality in the United States. As we explore in depth the spirituality of a people, this course will also help you discover and explore the roots and development of your own collective and personal spirituality.

### **THEO 20207. Veneration of the Saints, Especially the Mother of God, in the History of Christianity**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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, pilgrimages, 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 devotions (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, and Expression**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

“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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course examines the emergence and development of Latino religion and theology in the United States. In particular, the course will explore how U.S. 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.

**THEO 20215. Original Sin**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 sections ("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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 Reformation 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 20221. In One Body Through the Cross**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

How has historic Christianity understood the relationship between membership in the church and Christian unity? And how have Christians in the West understood the unity of the church and her sacraments in the wake of 16th-century divisions, schisms, and the like? In what relevant sense, for instance, is the church "one," as confessed in the Nicene Creed? This course examines Scripture and the history of Christian thought on the matter of the church as a baptismal and Eucharistic community. Special emphasis is placed on the achievements of the ecumenical movement in the 20th century, and on contemporary proposals and problems related to Christian unity and difference, communion, and forgiveness, particularly between and among Roman Catholic and mainline Protestant and other Reformation traditions.

**THEO 20222. Sin and Redemption: Latin Perspective**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course will survey the topic of sin and redemption as it evolved from the Scriptures and early Church, through today with special focus on its development in Latin America (especially Mexico). In addition to the New Testament, the first half of the course will consider authors such as Irenaeus, Athanasius, Augustine, Anselm, Abelard, and Luther. For Spain we will explore how the encounter of the religious world of Spain and pre-Colombian America gave birth to the conception of sin and redemption, expressed in today's Latin American theology, especially through popular religiosity, liberation theology and Episcopal documents like those of the Latin American Episcopal Conferences at Medellin and Puebla.

**THEO 20223. The Church We Believe In**

(3-0-3) Gorski

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 creed—"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, and 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 20224. Christ and the Church in the Christian Tradition**  
(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 20227. Pilgrimage**

(3-0-3) Leyerle

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course will examine the literary record and lived experience of pilgrimage throughout Christian history by focusing on particular texts, persons, and sites. To enrich our understanding of this phenomenon, we will deliberately adopt a variety of perspectives (archeological, sociological, anthropological, liturgical, and art historical). We will necessarily also consider relics and the cult of the saints.

**THEO 20229. Christianity and Mission**

(3-0-3) Kollman

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The coming of Christianity to most of the world has overlapped with the political, economic, and social processes associated with the term colonialism. This course will seek to understand the history of that overlap, as well as the many theological issues raised, especially for Christians in Latin America, Asia, and

Africa. Questions to be considered include: How has political domination, typified (though certainly not exhausted) by European colonialism, shaped Christian mission? What kinds of theological innovations emerged in the relation to colonialism, both among the colonizers and the colonized? How did colonialism create a context in which Christianity encountered other religious traditions? How does contemporary theology reflect a colonial legacy in this current apparently "post-colonial" moment? How do contemporary global political dynamics, sometimes described with reference to the notion of globalization, compare and contrast with the overt colonialisms of the past? How do contemporary theologians respond to the colonial legacy? Is there such a thing as "post-colonial" theology? Should there be such a thing? Students will write three 5-page papers, and there will be a final exam.

**THEO 20230. World Religions in Christian Perspective**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 13183 OR THEO 20002

The course examines the foundations of several world religious traditions (e.g., Buddhism, Taoism, Hinduism). Focusing on key religious ideas and practices, it compares and contrasts them with one another and in relation to the Christian design for life worked out in Catholic experience and theological reflection. Students will acquire a sense of what it means to reflect in a disciplined way on world religions from a Christian theological perspective.

**THEO 20231. From the Crucifixion to the Atonement**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

It is a central element of the Christian confession that in the passion and death of Jesus of Nazareth God has acted decisively in humanity's favor. In this course, we will investigate this confession. There are three questions we will attempt to answer. First, how is it that the earliest Christians came to see in Jesus' crucifixion, this act of Roman capital punishment, the decisive moment in God's plan of salvation? To help us answer this (hardly straightforward) question, we will also attend to how other religious groups (esp. Gnostics and Muslims) offered alternative interpretations of Jesus' crucifixion that this event is saving has, in fact, been seriously doubted. Second, what are the various ways in which theologians, from the authors of the New Testament through today, have comprehended the saving significance of Jesus' cross, and what are the respective strengths and weaknesses of these theories? And finally, we will enter into two of the major debates surrounding our topic: How do people receive the salvation offered on the cross, and, whether, or to what extent, do the classic Christian accounts of atonement promote violence in our society? Along the way in our readings, we will encounter theologians and literary figures that represent discrete theological traditions (Orthodox, Protestant, Roman Catholic).

**THEO 20232. On Conversion**

(3-0-3) Daley

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

For all believing people, faith is a journey: a lifelong movement of growth in understanding of the divine mystery in whose presence we live, and of commitment to serving God. Christian faith begins in Jesus' call to each person to follow him as a disciple; and while the general shape of that journey of companionship is modeled in the Gospels, it takes on very different concrete features in each particular life. In this course, we will reflect on the theological importance of conversion and spiritual growth for the life of faith, and will consider the stories of several well-known Christians (Augustine of Hippo, Francis of Assisi, Ignatius of Loyola, John Woolman, Dorothy Day, C.S. Lewis) that reveal the long-term implications of conversion to faith. We will also reflect on loss of faith as a kind of anti-conversion peculiar to modern culture.

**THEO 20233. Called to Holiness: Sanctification in the Christian Tradition**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

Be holy, as I am holy: God calls human persons, created in the divine image but damaged by sin, to become holy and so to share in the happiness of God's own life. What is holiness, and how does God call and sanctify human beings? What kind of personal transformation is required? And, how have Christians over the ages responded to God's call? This course will explore the Church's understanding of sanctification in its varied expressions from Scripture through patristic, medieval, and Reformation periods, to Vatican II and the writings of Popes John Paul II and Benedict XVI. Ways in which Christians have lived out the call to holiness will be examined (e.g., martyrdom, monasticism, ministry), while sanctification itself will be considered in relation to central aspects of Christian doctrine: the Trinity, Christ and his sacraments, theological anthropology, grace and justification, ecclesiology, and eschatology. Students may choose a service-learning component with weekly written assignments in partial fulfillment of course requirements, with a view to integrating the course material into their own experience of God's call to sanctification.

**THEO 20235. The Afterlife and the End of the World**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183

We mortals lack experience but seek knowledge of what lies beyond this life and this world. What will happen? When will it happen? What does it demand for the present? In the history of religions and within the Judeo-Christian tradition many answers have been given in many circumstances on many authorities. Tradition provides a broad framework within which claims compete, leaving each thinking recipient to form a hope for the future and a "bird's-eye" view of the present. This course focuses on reading primary texts (in translation) from the ancient world and up through contemporary theology and culture. We will read each text in historical context with a view to significance for today.

**THEO 20236. Mary Through the Ages**

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183)

A study of the Blessed Virgin Mary, Mother of God, as her figure and role in the history of salvation emerge in Scripture and the tradition of the Church. An examination of the Church's understanding of Mary as expressed in sacred and historical text, theological reflection, liturgical expression, iconographic representation, magisterial pronouncement, and the life of devotion. The course will also consider the relationship of Mariology to other branches of theology, such as protology, Christology, soteriology, ecclesiology, and eschatology, as well as the impact of the cultus of the Virgin Mary on Western art, music, and literature.

**THEO 20237. The Art of Suffering**

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183)

In this course, we will explore in some depth how the Christian faith interprets suffering. Why did Jesus suffer? Did (or does) God suffer as well? And why are Jesus' followers enjoined to cultivate the art of suffering as they wrestle with forgiving their enemies and rooting out their own sins? We will read central biblical narratives, hear representative voices from the history of Christian theology, and have the opportunity to pursue service learning in the community.

**THEO 20238. Holy Journeys: The History and Theology of Christian Pilgrimage**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183 OR THEO 180G OR THEO 100

"We walk by faith and not sight." From biblical texts such as Abraham's migration, the Exodus and the "Road to Emmaus," all the way up to Vatican II's "pilgrim church" Christians have long viewed life as a journey this motif has compelled many faithful throughout the centuries to undertake actual voyages/pilgrimages which are seen as effective means to express devotion, do penance, grow in virtue and walk in the footsteps of Christ himself. This class will use pilgrimage as a lens through which to examine not only Christian history, but also theological topics including Christology, eschatology, popular piety, interreligious relations, and ecclesiology. We will begin the study of key biblical narratives that are foundational to latter Christian notions of pilgrimage and then consider ways in which famous and not-so-famous pilgrims throughout time have viewed their personal pilgrimages as acts of faith.

**THEO 20239. Encounters with the Sacred Word: The Bible in the Liturgy**

(3-0-3)

*Prerequisite:* (THEO 1000) OR (THEO 13183) OR (THEO 20001) OR (THEO 20002)

If theology rests on the written Word of God (*Dei Verbum 24*), for Christians the primary site of encounter with the Sacred Word is not in the library, but in the worshipping Church. That is to say that in an important way Christian theology, and indeed tradition is founded upon the event of proclaiming and hearing the Scriptures in the context of worship. In this course, we shall explore the theology and practice of the use of the Sacred Scriptures in Roman Catholic liturgy, by studying the historical roots (including patristic and medieval) of the practice known in contemporary liturgy. As with any human event, a number of simple questions may be posed of this encounter. What do we need in order to read the sacred Scriptures in Church? How do we read them? In what way is time of significance for the reading and the hearing of the sacred Word? Who is competent to read and to hear? Where is the Word to be read? And throughout the course we shall ask: what is the theological significance of this practice? The study of typology, the material culture of the sacred text, liturgical lectionaries and rubrics, homiletic practice, and sacramental theologies of the Word will lend us skills in answering these questions.

**THEO 20241. The Orthodox Churches: Historical Development and Religious Traditions**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

A survey of the history and particular theological views and religious customs among churches from the Near East to Eastern Europe, from late antiquity to the present. Attention will be given to the forms of worship and community life (e.g. monasticism, iconology, festivals and saints' cults) as well as theological controversies dividing the orthodox churches from the churches of the West. Catholic churches of the Eastern Rites will be described. Primary texts will be featured. The class will attend at least one orthodox liturgy during the semester.

**THEO 20242. Heaven, Hell, and Purgatory**

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002)

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 punishments for our 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 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. Materials for the course will draw from accounts of visionaries and mystics who ascended to heaven (or descended to hell) and reported what they saw, theologians who attempted to give comprehensive and consistent accounts of the paths to these places (or states), and Christian poets who metaphorically evoked heaven and hell to express the consequences of contemporary social or



political conditions. The course will consider the development, primarily in Roman Catholicism, of the belief in doctrine of purgatory and the debates about that belief. The contemporary reconsideration of heaven, hell, and purgatory, and the embarrassment about hell will conclude the course.

### **THEO 20244. Monastic Way in History of Christianity**

(3-0-3) Young

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

In the history of the Eastern and Western churches, male and female monastics have composed a long and elaborate tradition of their collective life based on the imitation of Christ. A selection of the written sources attesting to the variety of the forms of monastic life and prayer, and theology and mysticism will form the syllabus for this class. It will explore the modes of life of the solitary monastic as well as those of monastic communities, from earliest Christianity through the present, by reading works from and about this form of life. It will discuss, among other themes, those of discipline, the meaning of the body and its labor, penance, suffering, humility, study and learning, the love of human beings, the love of God, union with God and participation in the life of God within the limits that the monastic life imposes.

### **THEO 20245. Mary in the Catholic Tradition**

(3-0-3) Roy

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

A study of the Blessed Virgin Mary, Mother of God, as her figure and role in the history of salvation emerge in Scripture and the Tradition of the Church. An examination of the Church's understanding of Mary as expressed in sacred and historical text, theological reflection, liturgical expression, iconographic representation, magisterial pronouncement, and the life of devotion. The course will also consider the relationship of Mariology to other branches of theology, such as protology, Christology, soteriology, ecclesiology, and eschatology, as well as the impact of the cultus of the Virgin Mary on Western art, music, and literature.

### **THEO 20246. From Bernard to Bernadette: The Dogma of the Immaculate Conception**

(3-0-3) Astell

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

On Feb. 11, 2008, the Church observed the 150th anniversary of the apparition of our Lady in Lourdes, France. To Saint Bernadette, the "beautiful lady" declared, "I am the Immaculate Conception," thus confirming the dogma promulgated shortly before by Pope Pius IX in 1854. This Marian dogma deserves serious study from multiple perspectives: its historical development as a contested belief, its relation to other dogmas (Original Sin, the Virgin Birth, Redemption, the Assumption), its liturgical expressions, its crucial link to the understanding of Christian marriage as a sacrament, its representations in visual art and poetry, its special significance for women, and its general importance to Christian anthropology, as well as its particular connection to Lourdes. The syllabus will include readings from all these perspectives, film sessions, and a class trip to the Lourdes grotto on Notre Dame's campus.

### **THEO 20401. Church and Worship**

(3-0-3) Driscoll

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

An analysis of the church as a community of believers and a social institution, and a study of church liturgy and sacraments. This course will center around three key areas, namely (1) Anthropology: As humans, why do we feel the need to express ourselves and our relationship to God through ritual activity? (2) Theology: What are the Christological and ecclesiological underpinnings for the sacraments? (3) History: What is the historical development of each of the seven sacraments? What has remained constant in spite of the historical mutations?

### **THEO 20402. Theology and the Arts**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

Christian faith is expressed and shaped by a variety of media: the narratives of sacred scripture, the propositions of ecumenical councils, the moral witness of saints, etc. This course will explore how musical, visual, and literary arts have mediated Christian faith in a variety of cultural contexts. From theological perspectives we will explore and analyze musical compositions such as the "Odes of Solomon," Ambrosian hymns, and J.S. Bach's *Magnificat*," visual arts such as catacomb wall-paintings, icons, and the Sistine Chapel ceiling; and literary arts such as *The Dream of the Rood*" G.M. Hopkins's poetry, and the short stories of Andre Dubus.

### **THEO 20403. Sacraments of Vocation**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

In the Roman Catholic tradition, marriage and holy orders have been treated together as "sacraments vocation," while recent theological reflection and church teaching have emphasized how both flow from the call of baptism. This course introduces students to the history, liturgical celebration, and current issues surrounding the sacraments of marriage and holy orders. It presents marriage within the broader context of Christian commitment and holy orders within the context of Christian ministry and discipleship. Questions concerning church (What is the role of community in our relations to God?); sacrament (What are these realities imbued with the hidden presence of God?); and vocation (Who am I in God's plan for me?) are raised throughout the course.

### **THEO 20404. Sacrament and Sacramental Theology**

(3-0-3) Schneider

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The seven sacraments are central to the life of the Church. The purpose of this course is to introduce students to theological understandings of the sacraments in general. However, because the sacraments are given and received in specific contexts, we will explore the theology of each sacrament individually, in its liturgical practice, examining the ways in which the rites express the theology that the Church teaches. We will discuss the historical development of sacramental theology as well as contemporary perspectives, and students will also have the opportunity to address the sacraments from an ecumenical perspective in written assignments.

### **THEO 20405. Music, Worship, and Theology**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 Sacram*, “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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 past 500 years of liturgical and architectural changes in the Roman Catholic and Protestant churches.

### THEO 20408. The Sacraments of the Church

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 20410. Introduction to Liturgy

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183

The course will introduce students to liturgy as a sacred science. The course begins with a brief analysis of the present context of liturgical studies in the Church, then proceeds to an examination of the relationship between liturgy and ecclesiology. Attention will be paid to the historical development of Catholic liturgy, culminating in the liturgical movement of the 20th century and the first papal encyclical on the liturgy, *Mediator Dei* by Pius XII (1947). The course then examines the Constitution on the Sacred Liturgy *Sacrosanctum concilium* (1963) and the post-Vatican II liturgical rites and texts for the celebration of the Eucharist. The course concludes with a consideration of the spiritual, cosmic, and eschatological dimensions of the liturgy. Students are given the opportunity to study primary documents, both liturgical and magisterial, in good English translations, as well as helpful secondary literature. By the conclusion of the course, students will have demonstrated familiarity with the official rites and texts of the current Roman liturgy, the historical development of the Church's central act of worship, as well as its theological and spiritual foundation.

### THEO 20411. The Mass of the Roman Rite

(3-0-3) Roy

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

An examination of the Catholic Eucharist as celebrated according to the Roman rite. Students explore the earliest witnesses of the Eucharist in Scripture and tradition, then trace the emergence and development of the Eucharistic rite in Rome itself and in areas influenced by Rome. Attention is paid to the origins and formation of liturgical texts, and their compilation into various books; vestments and vessels; and the arrangement of church architecture over the centuries. The course follows the Roman liturgy from the Eternal City (ca. 700) over the Alps into the Frankish realms and even into southern England in the early Middle Ages; then traces its reintroduction to the City in the 11th and 12th centuries, through the pontificate of Innocent III (1198–1216), and its reform after the Council of Trent. The course finally examines the liturgical movement of the 20th century and developments after Vatican II. Due consideration is given to the role of Joseph Ratzinger-Pope Benedict XVI in the new liturgical movement with particular focus

on his liturgical legislation (*Summorum pontificum*, 7-7-2007), the *ars celebrandi*, and “the hermeneutic of continuity.”

### THEO 20412. Christian Initiation and Eucharist

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002)

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 evolution, contemporary forms, and pastoral effectiveness. Requirements will include three or four short papers and three unit exams.

### THEO 20414. Saints in Art and Icons

(3-0-3) Roy

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

A diachronic exploration of the lives and legends of the saints as depicted in art and iconography. Students will explore lives of the saints in select vitae as well as the most influential hagiographical collection of the Middle Ages, the golden legend of Dominican bishop James of Voragine. Due attention is paid to the arrangement of the sanctoral cycle, the compilation of calendars and martyrologies, and the theological underpinnings of classic iconography. Primary focus on identifying saints by iconographical attributes and conventions in both Western and Eastern iconography.

### THEO 20415. Why Worship Together

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183

This course will study the principles of the nature of Christian liturgy using the documents of Vatican II, supplemented with sources from anthropology and sociology.

### THEO 20416. Sacraments of Initiation

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

Throughout the Judeo-Christian tradition, human beings have found various ways to understand and express their relationships with the divine. These expressions have taken the form of covenants, purity rituals, ritual meals, and other ceremonies that make use of language and physical elements. Such ceremonies appeal to all five senses and are understood to ground the individual, both physically and spiritually, in community and in relationship to the divine. Language and the physical elements combine to signify a spiritual change in relationship. Within the Christian tradition, these changes are marked by the sacraments of initiation (baptism, confirmation, Eucharist). This course will examine the sacraments of initiation from their origins in ancient Jewish and Christian practice through their present day manifestations. Readings will be drawn from the Scriptures, contemporary and ancient ritual texts, the writings of figures such as Augustine, Thomas Aquinas, and Martin Luther, and the work of 20th-century theologians. Assignments and class discussions will engage themes of sin and grace, the significance of embodiment, and Christian identity.

### THEO 20417. Church and Worship

(3-0-3) Driscoll

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

An analysis of the church as a community of believers and a social institution, and a study of church liturgy and sacraments. This course will center around three key areas, namely (1) Anthropology: As humans, why do we feel the need to express ourselves and our relationship to God through ritual activity? (2) Theology: What are the Christological and ecclesiological underpinnings for the sacraments? (3) History: What is the historical development of each of the seven sacraments? What has remained constant in spite of the historical mutations?

**THEO 20601. Political Theology in the Bible and Christian Tradition**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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, 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.

**THEO 20602. Catholic Morality and the Good Life**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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. Ecology and the Christian Tradition**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 anachronisms. Requirements include significant participation in class and in group work, two 6- to 8-page papers, a creative group service project with and individual reflection paper, and a final exam.

**THEO 20605. Introduction to Catholic Moral Theology**

(3-0-3) Clairmont

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 5-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) Odozor

*Prerequisite:* (THEO 10001 OR THEO 100) OR (THEO 13183 OR THEO 180G) OR (THEO 20001 OR THEO 200) OR (THEO 20002 OR THEO 201)

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 20609. God, Creation, and the Environment**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 subtopics. 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 20611. Relationships, Sexuality, and Christian Tradition**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 5-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 1-page, ungraded essays assigned to promote thought and discussion on specific topics or questions.

### **THEO 20612. Catholic Faith and Practice**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 *Rerum Novarum* and "Economic Justice For All" (the U.S. Bishops' Letter on the U.S. 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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The purpose of this course 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 5-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)

*Prerequisite:* (THEO 10001 OR THEO 100) OR (THEO 13183 OR THEO 180G) OR (THEO 20001 OR THEO 200) OR (THEO 20002 OR THEO 201)

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 6-page paper or two shorter papers.

### **THEO 20619. Rich, Poor, and War**

(3-0-3)

*Prerequisite:* (THEO 10001) OR (THEO 13183) OR (THEO 20001) OR (THEO 20002)

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the United States 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.

### **THEO 20620. Corporate Conscience**

(3-0-3) Clairmont

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The development of a corporate conscience involves discernment and judgment by individuals and by the various small and large groups of which individuals are a part. This course will examine how Christian moral thought, especially as it is expressed in Catholic moral theology, impacts the business decisions of individuals and the possibility of applying Christian moral principles in a business environment. The course will alternate between the study of basic values, norms and principles in Catholic theology and the values, norms and principles internal to the business practices of accountancy, finance, marketing, corporate management and governance, and the accumulation and deployment of business information. The goal of the course will be to learn strategies for dealing with situations that ask us to reconcile apparently conflicting goods, potentially diverging professional, social and religious commitments, and to envision how business practices might contribute to advancing the common good. Requirements include a midterm and a final exam and the preparation and presentation of a case.

### **THEO 20621. Medical Ethics**

(3-0-3) Mertensotto

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

A discussion of ethical problems in the medical profession in light of natural law and Christian moral principles.

### **THEO 20622. A Faith to Die For**

(3-0-3) Baxter

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 of Flannery O'Connor, Dorothy Day's *The Long Loneliness*, and Helen Prejean's *Dead Man Walking*. Evaluation is based on a midterm, a final, several short papers, and interactive class participation.

### **THEO 20623. Vocation and Leadership**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 20625. Discipleship: Loving Action for Justice**

(3-0-3) Pfeil

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course is designed for students who have completed a Summer Service Project Internship (SSLP or ISSLP) through the Center for Social Concerns. The main objective is to afford students the opportunity to combine social analysis with theological reflection. The course material will span a variety of ethical issues, including education, globalization, restorative justice, racial justice, power relations, environmental justice, and structural violence. These topics will be held in conversation with the Catholic social tradition. A major component of the course will entail the presentation and analysis of student-generated research emerging from the SSLP/ISSLP.

### **THEO 20626. Science and Theology**

(3-0-3) Ashley

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

Modern science has developed in intimate relationship to Christian faith and theology. Sometimes the interactions have been positive and other times negative, but many contemporary portrayals of this relationship deal in oversimplifications and caricatures. This course has the goal of introducing students to the rich complexity of the relationship between science and religion in general, and Christianity and modern science in particular. It examines this relationship first by considering two particularly intense moments: the controversies surrounding the heliocentric model of the solar system, which came to a head in the Galileo affair, and the still on-going debates over the compatibility of the science of evolution with Christian faith. In the third section of the course we consider the ethical implications of modern science and technology by considering debates over how to respond to one of several contemporary environmental crises (the particular one we discuss will be decided by the class at the beginning of the course).

### **THEO 20630. Health Care Ethics for the Twenty-First Century**

(3-0-3) Ryan

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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, and responding to AIDS. Especially recommended for students planning on a career in medicine or science. Lecture/ discussion format. Requirements: short papers, midterm, final.

### **THEO 20633. Introduction to Christian Ethics**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

What are the moral implications of being a Christian? What responsibilities do Christians have in their personal conduct, family life, and in their relations to the larger world? What should a Christian community look like? This course will

examine these questions through a survey of the sources, scope, and decision-making process involved in different approaches to Christian ethics. Equal stress will be placed on ethical theory and practical issues, from sexual ethics to social justice and war, from individual to global ethics. Students will have the opportunity to replace many traditional course requirements with a service-learning placement in one of several local service organizations. All students will engage in a semester-long writing project in which they research and reflect on one ethical issue in depth.

### **THEO 20634. Love and the Christian Tradition**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This intermediate theology course explores the rich and diverse history of love in the Christian tradition. It begins with an examination of the biblical terms for love and traces their theological development through the varied writings of Augustine, Julian of Norwich, Abelard and Heloise, Aquinas, Luther, Edwards, Kierkegaard, Reinhold Niebuhr, Martin Luther King Jr., and others up to the present. Through the lens of love, we will carefully attend to specific, pivotal moments that mark Christianity's historical and contemporary engagements with its own resources, external intellectual currents, and an array of moral, social and cultural demands. The course generally follows the outline sketched by Bernard Brady's *Christian Love*, and further primary readings will augment Brady's text.

### **THEO 20635. The Ethics of Energy Conservation**

(3-0-3) Pfeil; Vicht-Vadakan

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This is a joint theology and engineering course exploring the ethics of energy conservation by using the method of community-based learning. Students will begin by using the university campus as a "trial laboratory" for measuring energy efficiency and thinking creatively about possible energy conservation measures. We will then ask them to conduct a limited energy efficiency and conservation study for selected nonprofit organizations in the South Bend community. This course will fulfill a number of civic learning goals, including: the cultivation of theological and scientific competence in environmental ethics; the identification of leadership skills necessary to address the concrete concerns facing nonprofit organizations as they strive to meet pressing human needs in an environmentally sound manner; and, formation of consciences sensitive to the social responsibility of caring for the environment. Maximum enrollment: 20 students. By permission only.

### **THEO 20636. Catholic Social Thought: Globalization and Human Rights**

(3-0-3) Ryan

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The Roman Catholic Church has long been a champion of universal human rights. Today, the church and all who promote and defend the causes of justice within and between nations, must ask what it means to promote the dignity of all peoples in a global age. Is it possible to work for a global common good in a world of such pronounced religious, cultural, economic, and political differences? This course will test the hope and the challenge of the Catholic social tradition's confidence in human rights by engaging current international debates over access to health care, the use of military force, international economics, and ecological responsibility. Students will be introduced to the core documents and principles of Catholic social thought, will learn the basic theological and philosophical concepts that underlie the defense of human rights, and will acquire the background to critically participate in current debates over the viability of human rights language. Lecture/Discussion format; three shorter papers; final exam.

### **THEO 20637. Biomedical Ethics**

(3-0-3) McKenny

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

*Corequisite:* THEO 22637

A discussion of ethical problems in the medical profession in light of natural law and Christian moral principles.

### **THEO 20639. Conscience, Calling, and Character**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course is intended to be an introduction to Catholic moral theology customized for those discerning a career as a business professional. In the wake of ethics failures at a number of prominent corporations, business leaders have renewed their call for ethical behavior and have begun to establish criteria for hiring morally thoughtful employees and to institute ethics education in the workplace. In the first part of the course, we will examine Catholic theological ideas about conscience and how it functions in the process of making a moral decision. In the second part of the course, we will examine a selection of Catholic writings on the idea of vocation and calling, as well as the nature of human work, the relationship between workers and management, and the norms of justice that ought to govern these relations. Finally we will examine ideas about character and virtue to assess the challenges and opportunities for moral formation in a business context. Class format will combine analysis of theological texts and discussion of business cases. Course requirements include a midterm and final examination and a group project.

### **THEO 20640. Christian Ethics and Modern Society**

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183)

This course examines the various ways Christians respond to certain contemporary moral problems. Do Christians think about ethics differently than other well-meaning citizens? Are Christian virtues and principles fundamentally at odds with the ethos of liberal democracy oriented toward rights, equality, and freedom? What do Christian beliefs and moral concepts imply about issues related to feminism, racism, and pluralism? What is the relationship between religious convictions, morality, and law? Special emphasis on selected political and economic problems, homosexuality and marriage, capital punishment, the environment, war, and the role of religion in public life. The course is reading-intensive and requires active participation in discussions.

### **THEO 20641. Christian Anarchy**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course will explore ethical and theological issues around the relationship of Christian ecclesial communities to the state, personalist approaches to issues of social justice, and theological and philosophical understandings of a needs-based political economy. Methodologically, it will proceed through an historical consideration of the development of thought on these issues in the Christian tradition, beginning with views of community and political authority in Scripture and the early Church and including the thought of Peter Kropotkin, Leo Tolstoy, Peter Maurin, Dorothy Day, Karl Barth, Jacques Ellul, and Vernard Eller, among others. Community-based learning, in the form of 20 hours of site work in the South Bend community over 10 weeks, is a requirement for this course.

### **THEO 20642. War, Peace, and Conscience**

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002)

This course examines ancient, medieval, and modern understandings of the ethics of war primarily, but not exclusively, within Christian tradition. It comes in three parts. First, it surveys the emergence and development of the morality of war from ancient times (Jewish, Christian, and classical), through the medieval period (church canonists, Aquinas, the scholastics), and into the modern period (Grotius and later sources of international law). Second, it examines the nature of modern

warfare by means of historical illustrations, including the Civil War, the so-called Indian wars, World War I, World War II, the Vietnam War, and the Gulf War. Third, it takes up several cases with the aim of exploring the tension between traditional conceptions of just war theory and the practice of modern warfare, focusing on issues involved in the use of weapons of mass destruction, the “fog of war,” wars of revolution, ethnic and religious conflict, and the continuing “war on terrorism.” Texts include: Roland Bainton, *Christian Attitudes Toward War and Peace*, Erich Maria Remarque, *All Quiet on the Western Front*, John Hersey, *Hiroshima*, Olson and Roberts, *My Lai: A Brief History with Documents*, plus writings on the attacks of September 11. Requirements include a take-home test, several short papers, and a final exam.

**THEO 20643. The Askesis of Nonviolence: Theology and Practice**  
(3-0-3) Pfeil

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 13183 OR THEO 20002

This course will explore the theology and practice of nonviolence as a form of askesis, or spiritual discipline. The material will include readings from Scripture, the early Christian tradition, and Catholic social teaching. Religious sources outside the Christian tradition will include Gandhi, Thich Nhat Hanh, and Badshah Khan. This course will use the method of community-based learning and will require 20 hours of service at particular sites in the South Bend area.

**THEO 20644. Justice, Human Rights, and the Catholic Social Tradition**  
(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The modern encyclical tradition of Catholic social teaching contains a wealth of reflection on the idea and practice of economic and social justice. This second course in theology will explore this tradition and will pay particular attention to the numerous and complex ways in which the ideas of justice and human rights have been construed in various official magisterial and theological documents. Through the lenses of justice and human rights, we will engage in close, careful readings of the official documents that constitute the Catholic social tradition. To gain a broader understanding of the tradition, we will explore themes such as natural law, the common good, and the dignity of the human person. A central focus of our inquiry will concern the ways in which the Catholic tradition attempts to reconcile individual rights with the promotion of the common good, and of political community. We will also explore the relationship of natural law to human rights. In the second half of the course, we will examine several practical questions that arise in conjunction with a consideration of the meanings of justice and of human rights.

**THEO 20645. Justice, Human Rights, and Catholic Social Thought: Contemporary Issues**  
(3-0-3) Helmer

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The modern encyclical tradition of Catholic social thought contains a wealth of reflection on the theory and practice of economic and social justice. This second course in theology will explore this tradition and will pay particular attention to the numerous and complex ways in which the ideas of justice and human rights have been construed in various official magisterial and theological documents. Through the lenses of justice and human rights, we will engage in close, careful readings of the official documents that constitute the Catholic social tradition. To gain a broader understanding of the tradition, we will explore themes such as natural law, the common good, and the dignity of the human person. A central focus of our inquiry will concern the ways in which the Catholic tradition attempts to reconcile individual rights with the promotion of the common good, and of political community. We will also explore the relationship of natural law to human rights. Throughout the course, we will examine several practical questions that arise in conjunction with a consideration of the meanings of justice and of human rights.

**THEO 20648. Fundamentals of Christian Ethics**

(3-0-3) Clark

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183

The general aim of this course is to introduce undergraduates to the primary sources and fundamental concepts of Christian ethics. Our study will be structured around the 10 Commandments (Exodus 20:1–17) and the Beatitudes (Matthew 5:3–12). We will examine these teachings in light of the broader question of what it means to act well and flourish as a human creature and a child of God. We will study each of the commandments and beatitudes in turn, drawing upon a broad range of readings and commentaries from key thinkers throughout the Christian tradition. In both lecture and seminar format, we will attempt as a class to unpack and compare the different ways the commandments and beatitudes have been interpreted and lived out in daily life. The ultimate goal of the class is to facilitate a greater understanding of what it means to think about human action from a Christian theological perspective.

**THEO 20803. God’s Grace and Human Action**

(3-0-3) Wawrykow

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 20805. Vatican II History and Consequences**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The *Aggiornamento* or “bringing up to date” that occurred at the Second Vatican Council involved 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 review of the theological history of the council, an exploration of the work of the theologians and bishops at the council itself and in its documents, and the consequences of the Council in the life of the Church since 1965. There will be an optional 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 20807. Catholicism**

(3-0-3) McBrien

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

A comprehensive exposition of Catholic theology from a historical, doctrinal, and ecumenical perspective. The course addresses the following questions: the inter-relationships 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). The course includes six discussion sessions that meet every other week on Thursday afternoon or Friday, with attendance required.

**THEO 20808. Fundamental Theology**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 20811. Jesus and Salvation**

(3-0-3) Hilbert

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 in the Bible**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 Gutierrez, Johann Baptist Metz, and Elie Wiesel.

### **THEO 20815. The Catholic Experience**

(3-0-3) Cunningham

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 Catholic; (3) to outline a general way of being a Christian within the Catholic tradition; we will call that "way" a "spirituality." THEO 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 readied for the discussion section. In addition, there will be an essay-style midterm and final.

### **THEO 20818. Religious Autobiography**

(3-0-3) Dunne

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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*; Rainer 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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 *Ethics* 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: Ruzbihan Baqli's *Unveiling of Secrets: Diary of a Sufi Master*, and Etty Hillesum's *An Interrupted Life*. A series of exercises (1-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 synoptic grasp.

### **THEO 20821. The Mystery of Being Human**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 am I or 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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 20825. World Religions and Catholicism in Dialogue**

(3-0-3) Gorski

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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 experiencing 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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The Heaven's Gate cult and David Koresh'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 millenarian 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 Hildegard 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 students the opportunity to apply what they have learned about the historical sweep of eschatology to a 20th-century context in an enjoyable way.

**THEO 20828. Christianity and World Religions**

(3-0-3) Malkovsky

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

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.

**THEO 20831. Divine Providence and Human Suffering**

(3-0-3) Ernst

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

Christians profess belief in a God who, being both all-powerful and all-good, generously provides for human persons and lovingly wills their happiness and fulfillment. But how is this belief compatible with the human suffering observable, in innumerable forms, throughout the world? If such suffering is part of the divine plan, does that mean that it is in fact willed by God (which would seem to jeopardize divine benevolence)? Or if it is not included in God's plan for humanity, does that mean that the suffering that nevertheless occurs is somehow beyond the reach of divine power or concern (thus seeming to jeopardize either omnipotence or benevolence)? This course offers a systematic and historical understanding of the doctrine of divine providence, a doctrine that is essential to the Christian perception of the divine/human relationship. The course is systematic in that it will attend to the interconnections between this doctrine and various other aspects of the Christian belief system (e.g., creation, free will, sin, grace, redemption, prayer). It is historical in that it will include consideration of sources from across the full sweep of Christian history. Finally, the exploration of the variety and richness of the theological tradition on this topic will allow for reflection on the experiential and pastoral implications of Christian belief today.

**THEO 20833. Jesus Christ and Hope**

(3-0-3) Krieg

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course critically elucidates the primary Christian truths concerning Jesus Christ. In particular, it inquires into the meaning of Jesus' proclamation of "God's kingdom" as well as into the significance of Jesus' suffering and death, resurrection, and "second coming." The course draws on pertinent texts from the Bible, Christian tradition, Church teachings, and contemporary writings. It requires two in-class tests, quizzes, class participation, and the final examination.

**THEO 20835. The Church in the World**

(3-0-3) Colberg

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

This course explores the nature and mission of the church with particular attention to how these are shaped by its engagement with the world. It looks at the Church's ongoing efforts to proclaim and preserve the good news of Jesus Christ while communicating it effectively in an ever-changing and increasingly diverse world. To this end, the class is divided into three units: Unit One surveys significant historical events which have helped form the Christian community's identity and the way it conveys its message; Unit Two studies the documents of Vatican II as a recent and essential expression of the church's mission and self-understanding; and Unit Three examines the church's position on several contemporary issues such as interreligious dialogue, economic justice, birth control and scientific/technological developments as a way of considering current efforts to proclaim the Gospel and speak meaningfully to a contemporary audience. This class includes weekly response papers, two tests, a final exam, and a class presentation or paper.

**THEO 20836. God, Human Beings, and Salvation**

(3-0-3) Colberg

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

At the heart of the Christian faith lies the conviction that sinful human beings are redeemed and saved through Jesus Christ who introduces them into a new and grace-filled relationship with God. While such a belief is universal to all Christians, the specific way in which redemption and salvation are understood has assumed varied expressions throughout the history of Christian thought. This course will explore Christian attempts to understand human salvation with particular focus on the notion of "justification"—the movement of a human person from a state of sin into a state of grace. Central to this exploration will be the study of how God and human beings both occupy meaningful roles in the process of justification

and the attainment of eternal life. As they relate to this theme, the course will also engage topics including Christ's role as savior, faith, grace, merit, sin, free will, and predestination. Surveying justification from a historical perspective, the course will offer students the opportunity to compare and evaluate diverse viewpoints using skills and vocabulary acquired during the semester.

**THEO 20837. Art/Theological Imagination**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

What role does art and creative expression play in the task of theology, the disciplined reflection on the content of faith? As Fr. Aidan Nichols points out, the Church's tradition is never accessible in itself, in its pure form, but only via some concrete mediation, such as the liturgy, sacraments, and art and iconography. Art maintains our memory of divine revelation and energizes the human imagination for the divine. In this class, we will first consider the meaning and function of theological aesthetics, then take a historical tour of some of Christendom's most beautiful religious art to examine its relationship to doctrine. Along the way, we'll consider intersections between beauty and justice, between art and devotion, and between classical and modern religious art.

**THEO 20838. Revelation and Inspiration**

(3-0-3)

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183

This course will pursue the topics of revelation and inspiration from both historical and theological perspectives, beginning with discussions in Scripture and moving forward.

**THEO 20839. The Mystery of Being Human**

(3-0-3) Hilkert

*Prerequisite:* THEO 10001 OR THEO 13183 OR THEO 20001 OR THEO 20002

The joys and hopes, the grief and the anguish of the people of our time, especially of those who are poor or afflicted, are the joys and hopes, the grief and anguish of the followers of Christ. Nothing genuinely human fails to raise an echo in their hearts" (*Gaudium et Spes* #1). An introductory exploration of Christian anthropology, this course will focus on the mystery of being human within the wider context of creation from the perspective of the classic Christian doctrines of creation in the image of God, original sin, grace, and resurrection of the body.

**THEO 20840. Essentials in Systematic Theology**

(3-0-3) Colberg

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 20002 OR THEO 13183

"In His goodness and wisdom God chose to reveal Himself and to make known to us the hidden purpose of His will by which through Christ, the Word made flesh, we might in the Holy Spirit have access to the Father and come to share in the divine. Through this revelation, therefore, the invisible God out of the abundance of His love speaks to us as friends and lives among us, so that He may invite and take us into fellowship with Himself. This plan of revelation is realized by deeds and words having an inner unity: the deeds wrought by God in the history of salvation manifest and confirm the teaching and realities signified by the words, while the words proclaim the deeds and clarify the mystery contained in them. By this revelation then, the deepest truth about God and the salvation of humankind shines out for our sake in Christ, who is both the mediator and the fullness of all revelation."—Vatican Council II, *Dei verbum*, 1. As Vatican Council II's decree on divine revelation suggests, God reveals God's self so that believers can access and share God's divine life. The fundamental task of Christian theology, therefore, is to articulate God's revelation in a clear and cogent fashion that promotes the salvation of all who believe and engage it. This course introduces students to vital topics in Christian thought while exploring the need for their systematic agreement as an essential aspect of coherent Christian discourse. To that end, it will (1) examine the topics of God, Jesus, salvation, and the church from varying theological

viewpoints; (2) require students to analyze the content of theological arguments for their meaning and wider impact on Christian belief; and (3) train students with methodological and interpretive tools to construct theological arguments in oral and written forms.

### **THEO 20841. The Redemptive Work of Christ**

(3-0-3) Rosato

*Prerequisite:* THEO 10001 OR THEO 20001 OR THEO 13183 OR THEO 20002

The history of theology includes a large number of ways of explaining how Christ's death on the Cross brings about human redemption. We will learn about the most important theories of redemption through reading texts from the patristic era, the Middle Ages, the Reformation, and the 20th century. Class requirements: informed class participation, frequent short writing assignments, two long papers, a midterm exam, and a cumulative final exam.

### **THEO 22637. Biomedical Ethics Discussion**

(0-1-0)

*Corequisite:* THEO 20637

A discussion of ethical problems in the medical profession in light of natural law and Christian moral principles.

### **THEO 30001. Intensive Elementary Hebrew**

(3-0-3)

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. Know Your Catholic Faith: Prayer**

(1-0-1) Cunningham

This course examines the theological underpinnings of the Catholic doctrine of prayer drawing on the fourth section of the Catechism of the Catholic Church. In the light of those theological principles, various kinds of prayer (liturgical, devotional, contemplative, etc.) are discussed. Short written exercises done for each class and clear evidence of participation in discussion based on those exercises are the basis for grading. Each class ends with participation in Sunday Vespers at the Basilica.

### **THEO 30003. Elementary Hebrew II**

(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.

### **THEO 30004. Introduction to Christian Latin**

(3-0-3) Bloomer

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.

### **THEO 30005. Catechist Formation**

(1-0-1)

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 a 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 30006. Faith and Revelation**

(1-0-1)

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)

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)

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. Knowing Your Catholic Faith: Original Sin**

(1-0-1)

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 30011. Know Your Catholic Faith: Mary**

(1-0-1)

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)

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 documents; 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)

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: The Mass**

(1-0-1)

Each one-credit course in the Know Your Catholic Faith Series will reflect on a central feature of the Catholic faith, so that students come away with a clear idea of what the Church holds on these topics as well as a basic theological and personal understanding of them. This course focuses on the Catholic Mass, and will begin with a theology derived from the structure of the ritual, then choose additional areas of discussion: e.g., historical origins, ecumenical questions, liturgical symbolism in the Mass, roles of priest and laity, sacrificial and sacramental dimensions, etc.

### **THEO 30015. Know Your Catholic Faith: Ignation Spirit**

(1-0-1)

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)

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)

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 a 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**

(3-0-3) Poorman

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 30019. ND: Vocation Initiative Music**

(2-0-2)

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 weeklong 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)

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 vocation. 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 30021. Liturgical Choir**

(1-0-1) Walton

Study, rehearsal, and performance of sacred choral music of high quality from plainchant through music 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 concerts throughout the year.

### **THEO 30022. Women’s Liturgical Choir**

(1-0-1) Bayless

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 5:00 p.m. Vigil Mass in the Basilica of the Sacred Heart. The Women’s Liturgical Choir is also heard at Sunday Vespers, weddings, 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 5:00 to 6:30 p.m. and on Saturday’s from 4:00 to 5:00 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 by email at 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 30024. Know Your Catholic Faith: Sin and Forgiveness**

(1-0-1) Anderson

This course will examine what the Bible has to teach us about the nature of human sin (original and otherwise) and how God’s merciful nature time and again overwhelms it. It should provide a good window in the penitential disciplines of

Lent and the joy of Easter. Class sessions will be devoted to a discussion of classic Biblical texts that have dealt with this theme (such as the book of Jonah and the story of the Prodigal Son) and how the Christian tradition has understood them.

### **THEO 30025. Facilitating Growth in Faith**

(0-0-0.5) Poorman

Facilitating Growth in Faith serves as a practicum allowing the mentors in faith from the NDVision Summer Program to reflect theologically on their catechetical ministry with high school students during each of four, one-week sessions. As such, this course will complete the educational objectives begun in THEO 30018. As a field education integrative seminar, this course will include interactive lectures, small group discussion sessions, and case study work on topics having to do with mentoring others in their personal and communal growth in faith and in their awareness of how to live their Christian vocations. Related theological topics include Christological and pneumatological perspectives on discipleship, grace, conversion, evil and human suffering, prayer, living the sacramental/liturgical life of the Church, becoming the Body of Christ, discerning the presence and action of God in our lives, and giving witness to faith in service and justice.

### **THEO 30026. Know Your Catholic Faith: Resurrection**

(1-0-1)

This course offers a brief theological introduction to the doctrine of the resurrection, based on the Catechism of the Catholic Church and expanded theologically by readings from traditional and contemporary writers.

### **THEO 30027. Know Your Catholic Faith: God**

(1-0-1)

Faith is the sense of God as real—as the most real reality there is, a reality more immediate to us than anything else that confronts us in everyday experience. Yet God is also veiled to faith: not a problem, but a mystery—a reality that is intrinsically beyond our ability to fit into the limited forms of words and ideas. To believe in God is a kind of knowing: a personal knowledge which gradually grows in us, and which involves, at the same time, trust, gratitude, and love. In this brief course, we will reflect together on some texts that have shaped the Church's sense of God: passages from the Old and New Testament; an oration of St. Gregory of Nazianus; St. Anselm's *Proslogion*; two questions from St. Thomas Aquinas's *Summa Theologiae*; a section from C.S. Lewis's *Mere Christianity*; and some writings on God by Pope Benedict XVI. Our purpose will be to develop a deeper sense of the God "in whom we live and move and have our being" (Acts 17:28), to whom we pray, in whose life and blessing we share.

### **THEO 30028. Know Your Catholic Faith: God is Love**

(1-0-1)

For five Sundays during Lent we will consider closely the first encyclical *Deus Caritas Es* ("God is Love") by Pope Benedict XVI. The class will meet on the Sunday evenings of Lent from 6:00 to 7:00 followed by participation at Sunday Vespers in the basilica. Attendance at all sessions and a weekly short reflection paper will be required in order to gain the one credit. Copies of the encyclical are available in the theology office (131 Malloy Hall). The course will be taught by Prof. Lawrence S. Cunningham and Rev. John Jenkins, C.S.C.

### **THEO 30029. Know Your Catholic Faith: Saints**

(1-0-1)

Those taking the one credit course on the saints have three requirements to earn the credit; they are (1) to read Lawrence Cunningham's *A Brief History of Saints* (Blackwell); (2) write a three to five page reflection paper on it; and (3) attend all the lectures of the Conference on the Saints beginning with the special lecture on Friday afternoon given by Prof. Cunningham. That lecture will treat both the history and theology of saints in the Catholic tradition.

### **THEO 30030. Know Your Catholic Faith: Creation**

(1-0-1)

The doctrine of creation is one of the most central doctrines of the Christian tradition: "it concerns the very foundations of human and Christian life, for it makes

explicit the response of the Christian faith to the basic question that people of all times have asked themselves, 'Where do we come from?' 'Where are we going?'" ("CCC" #282). This course offers a brief theological introduction to the doctrine of creation, based on the Catechism of the Catholic Church and expanded theologically by readings from traditional and contemporary writers. This course is part of the Know Your Catholic Faith series of one-credit courses.

### **THEO 30101. 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, 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 effects on people. We will examine the Catholic documents that address the issue of migration

### **THEO 30202. Building Civilization of Love**

(1-0-1)

This course is an experience of service, based on faith, fostering theological reflection on inter-faith dialogue. Students will travel to Camp Brotherhood in Skagit County, Wash., 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 communities and visit places of worship. This weeklong experience will provide a perspective from which to think theologically on interfaith dialogue. This course aims to foster interfaith 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 "Nostra Aetate" and other church documents pertaining to interfaith dialogue, as well as contemporary theological treatments. Participation and one reflection paper.

### **THEO 30203. Christianity in the Middle East**

(3-0-3)

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, and 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's *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)

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*.

### **THEO 30206. The Catholic Reformation**

(3-0-3)

*Corequisite:* 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 Observantine 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.

### **THEO 30207. The Romans and Their Gods**

(3-0-3)

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.

### **THEO 30208. The Paschal Mystery in the Latino Community**

(1-0-1)

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)

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, 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.

### **THEO 30210. Religion and Politics**

(3-0-3)

An examination of the linkage among religious beliefs, worldviews, 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 worldviews and political philosophy; cue giving and political mobilization by religious groups, denominational traditions, partisanship, and issue positions; and religious movements, social conflict, and political coalitions.

### **THEO 30211. Philosophy of Judaism**

(3-0-3) Neiman

The most obvious goal of this course is to examine the philosophy of Judaism professed by the great American Rabbi, teacher and activist Abraham Joshua Heschel (1909–72). In order to facilitate comprehension of Heschel’s philosophical rendering of Judaism we will also study Rabbi Leo Trepp’s *The History of the Jewish Experience* (history, customs, beliefs) on alternative class days.

### **THEO 30212. Women and American Catholicism**

(3-0-3)

This course is a survey of the history of American Catholic women from the colonial period to the present. Through a combination of lectures, reading and discussion, we will explore the following themes and topics: the role of religious belief and practice in shaping Catholics’ understanding of gender differences;

the experience of women in religious communities and in family life; women’s involvement in education and social reform; ethnic and racial diversity among Catholic women; devotional life; the development of feminist theology; and the emergence of the “new feminism” as articulated by Pope John Paul II. We will seek to understand how Catholic women, both lay and religious, contributed to the development of Church and nation, and examine how encounters with the broader American society have shaped Catholic women’s relationship to the institutional Church over the last three centuries.

### **THEO 30213. Women and Religion in U.S. 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?

### **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 worldview 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 30216. Chinese Mosaic: Philosophy, Politics, and Religion**

(3-0-3)

This is a special topics class that introduces 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.

### **THEO 30217. Reading the Qur’an**

(3-0-3) Reynolds

To Muslims, the Qur’an is the uncreated, eternal Word of God. As Jesus Christ is to Christians, the Qur’an to Muslims is the fullest expression of God’s mercy and concern for humanity. It is both the source of complete spiritual wisdom and the constitution for a more perfect society. In the present course we will encounter this revered text with the following goals: to examine the history of the Qur’an’s composition and reception; to explore the major themes of the Qur’an; to discuss new theories on and debates over the Qur’an; and, finally, to research the Qur’an’s statements on issues of contemporary interest, especially sex, politics and war. Students who are interested in this course, and are not majors, please contact the department for permission.

### **THEO 30218. The Vulgate and Related Texts**

(3-0-3)

Readings and critical discussion of the various layers of text, commentary, and glosses in the Vulgate Bible: (1) Jerome’s translation from the Hebrew (canonical books of the Hebrew Scriptures) including his introductions, including recent secondary scholarship on St. Jerome; (2) Jerome’s revised Gospels, with particular attention to St. Luke; (3) a glossed commentary on the gospel of St. Luke recently purchased by Notre Dame and Newberry Library (Notre Dame-Newberry ms. no. 9); and (4) a transcription and evaluation of the Notre Dame-Newberry

glosses. The class will have access to the manuscript itself, as well as photographic reproductions. An elementary knowledge of Latin is prerequisite; students will be expected to translate in class, and to read from reproductions of medieval manuscripts.

### **THEO 30220. The Reformation**

(3-0-3)

*Corequisite:* HIST 32352

A narrative history of Christianity in Western Europe from c. 1500 to 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.

### **THEO 30221. Islam and Muslim/Christian Dialogue**

(3-0-3)

The course is designed to introduce students to medieval Muslim perspectives of the Christian "other" and how these resonate in contemporary relations between Muslims and Christians. It will focus on Muslim-Christian relations in the modern/post-modern period, with particular attention to contexts of conflict and the potential for dialogue, solidarity and interreligious peacebuilding.

### **THEO 30222. The Worlds of Buddhism**

(3-0-3) Gimello

A thematic introduction to the pan-Asian (i.e., South, Southeast, and Central Asian as well as East Asian) Buddhist tradition exploring the fundamentals of Buddhist doctrine and practice while also sampling major themes in the religion's social, cultural, and material history. Among the particular topics to be covered are: the life of the Buddha (history and hagiography), the "Four Noble Truths" (the essentials of the Buddhist "creed"), the Buddhist canon (the nature and scope of Buddhist scripture), Buddhist cosmology (Buddhist conceptions of the formation and structure of the universe, i.e., of time and space), Buddhist monasticism, meditation and the Buddhist contemplative life, Buddhist ethics, the ritual lives of Buddhists, Buddhism and politics, Buddhist "family values," Buddhism and the arts, etc.

### **THEO 30223. Basil Moreau's Legacy**

(3-0-3)

This course will be taught at Holy Cross College by Robert Kloska. John Cavadini will be the instructor of record at Notre Dame. The purpose of this course is to understand the historical context, the life story, the work and thinking of Rev. Basil Moreau, C.S.C., the founder of the Congregation of Holy Cross, with a special eye toward how his life and spirit has influenced the Congregation of Holy Cross through the years, even up to the present day. The first part of the course will focus upon the historical context of his times, the unfolding drama of his life story, and the people and ideas that influenced him. Insights will be gleaned from biographical material, his own writings, books and ideas he references in his writings, and reflections from present day Holy Cross religious. The second part of the course will attempt to identify the strains of influence that Moreau had on other important figures in the history of the congregation (including Sorin, Bessette, Peyton), as well as the mission of the congregation and its worldwide works and institutions today. Students will write one 12-page paper exploring an aspect of his thought, spirituality, and continuing influence on the Congregation of Holy Cross and the life of the Church today. The paper will be presented orally.

### **THEO 30224. Buddhism in China: Middle Path in the Middle Kingdom**

(3-0-3)

Buddhism is the only one of the major religions traditionally regarded as Chinese that did not originate in China. China is arguably the Asian civilization in which Buddhism underwent its most extensive development and its most thoroughgoing transformations. This course is designed to be a thematic and historical overview of the development of Buddhist thought and practice in China with special emphasis on the process of mutual influence by which Buddhism, without ceasing to be Buddhist, became also a Chinese religion while China, without abandoning its indigenous religious heritage, became also a Buddhist culture. As such the course will serve a threefold purpose: it will introduce students to fundamental Buddhist beliefs and values as they took shape in China; it will acquaint them with essential elements of Chinese civilization attributable to Buddhism's presence; and it will provide an opportunity to study what may well be world history's most remarkable instance of successful cross-cultural religious communication. Students who are interested in this course and are not majors, please contact the department for permission.

### **THEO 30225. History of Catholicism and Catholics in the United States**

(3-0-3)

*Corequisite:* HIST 32615

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.

### **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 theology is welcome. The course may be of special interest to those considering graduate work in the humanities, 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 several resources unique to our University: the Department of Special Collections, the Medieval Institute, the Center for Pastoral Liturgy, the Basilica of the Sacred Heart, the Church of the Loretto, and the Schola Musicorum.

### **THEO 30601. Christian Love**

(3-0-3)

This class explores the Christian understanding of love through close reading of a range of Christian classics on the topic from Tertullian to the early Reformation. The course's goal is to arrive at an understanding of the central themes and technical vocabulary of Christian thought on this question, and to encourage critical engagement with what the tradition claims.

### **THEO 30602. Christianity and Ecstatic Life**

(3-0-3)

A central aspect of the Christian vision is its articulation 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 background 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 envisaged 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 Anabaptists, and Pascal.

**THEO 30604. Dorothy Day and the Catholic Worker Movement**  
(1-0-1)

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 student to three contemporary moral issues centered on the beginning and end of human life: assisted reproduction, end-of-life discernment, and abortion. We will study and discuss the contributions of Catholic Church teaching and moral theology to the consideration 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; and hagiography. Among the course readings will be the First Epistle of the Apostle Paul to the Corinthians; Early Christian Paterika; 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 (Kieve Cave Monks; St. Basil the Fool of Moscow); Lives of Western Christian Saints (St. Francis of Assisi, Magery Kempe), 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.

**THEO 30802. God, Philosophy, and Universities: Aquinas, Arnould, and Newman**  
(3-0-3)

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 30807. 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 worldview 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 30809. 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.

**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)

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.

**THEO 30813. Gender, Suffering, and Selfhood**  
(3-0-3)

Suffering is one of the most pervasive realities of human experience, and it can be argued that women often suffer in ways that are unique to and informed by their gender and sex. Designed for students of gender studies and theology, this course examines the intersection of gender, suffering, and selfhood with an emphasis on the ways in which suffering has played a role in religious traditions—and in the Christian tradition in particular—in problematizing or promoting the self-understanding and self-formation of women. We will engage authors both “inside” and “outside” the Christian tradition, and while the primary focus will be on contemporary debates and interpretations of the class themes, some attention will be given to earlier periods in history. The challenge of the course will be to learn to assess critically and understand constructively the various means by which the gender- and religion-inflected experiences of asceticism, ritual sacrifice, pain, self-denial, etc. have influenced the selfhood of women.

**THEO 30814. Ideas That Shape Catholic Education**  
(3-0-3)

Catholic elementary and secondary schools contribute to the common good of civic society while advancing the evangelical mission of the Catholic Church. This course focuses on the historical successes of Catholic schools in the United States of America, surveys current research, and analyzes trends in theology, history, and philosophy that have shaped the current structure of the Catholic school system. Requirements include a field-based experience in a local Catholic school.

**THEO 30815. Faces of the Saints**  
(1-0-1)

In this class, you will see a number of films made across the span of five decades by filmmakers from four different countries about individuals who live a profoundly spiritual life. Students in this class will be expected to see four of the six films



(tickets to be submitted with paper) and write an extended essay (8 to 10 pages) comparing at least two of them as visualizations of spirituality. Your paper should zero in on how these films try to express in visual terms what is normally thought of as invisible, namely the intensity of spiritual existence. As photographic art, films bring a high degree of realism, but how do they put into images that which transcends everyday reality?

### **THEO 30817. Buddhist Meditation Traditions**

(3-0-3)

Relying chiefly on English translations of primary, mostly east Asian canonical sources, this course will examine varieties of Buddhist meditation practice while posing theoretical questions about the nature of meditation as a form of religious life; its ethical implications; its relations with other elements of Buddhism like doctrine, ritual, art institutions; etc.—all considered against the background of theological and philosophical concern with the role of contemplative experience in the religious life.

### **THEO 30818. Catholic Church for Medellin to Aparecida: An Evangelizing Option for the Poor**

(3-0-3)

Medellin (1968) was the first General Conference of the Latin American Bishops after the Second Vatican Council. Medellin was a strong step forward in clarifying the role of the Latin Church. This course will explore the following question: Did Aparecida (the fifth General Conference) in Brazil 2007, rekindle the vision of Medellin?

### **THEO 30819. Introduction to Buddhism in East Asia**

(3-0-3) Gimello

An introduction to Buddhism in East Asia (principally China, but also Japan, Korea, and Vietnam) with emphasis less on what Buddhists think or believe and more on what they actually do in their public as well as their private lives—e.g., the rituals they perform; their disciplines of self-cultivation; the institutions they establish; the ethical, political, and economic decisions they make; etc.

### **THEO 30820. Theological Themes in Recent Mexican Film**

(1-0-1) Cavadini

This course explores the relationship between “films and faith” by looking at theological and religious themes in the work of four prominent, Catholic filmmakers from Mexico. Students will be expected to see all four films and the panel presentation, and to submit a journal taking up the issues that each movie presents. There will be a brief introductory meeting before the films, and the time and place of the introductory meeting is to be announced soon.

### **THEO 33601. Identity, Social Ethics, and Psychology**

(3-0-3)

This course represents a unique opportunity to explore how developmental psychology and Catholic social teaching might engage in a creative dialogue to better understand the potential impact of poverty, injustice, and oppression on human development. The first stages of the course will explore why identity and personhood are central concerns to both psychology and theology, as well as how each arrives at knowledge and understanding of these themes. From this base of understanding, we will explore contemporary social concerns in which identity and personhood are salient issues: migration, aging, and race relations. Course material will include empirical and theoretical documents from both disciplines, guest speakers, and structured “immersion” experiences in which students will be invited to meet and perhaps share meals and stories with individuals affected by these issues. Finally, students will be required to choose one of these topics for a community-based learning project in the South Bend area; for example, a student may elect to conduct a “life story interview” to understand how an individual’s identity is affected by the experience of migration, racism, or ageism. For more information, please contact mmontpet@nd.edu, vcarmona@nd.edu, or tbushlac@nd.edu.

### **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 33802. Faith and the African American Experience**

(1-0-1)

This course will introduce students to the African American faith experience, with particular attention being given to the historical development of spiritualities of liberation in the African Diaspora. Guest lecturers and seminar leaders will offer “perspectives” on this rich and heterogeneous tradition from several vantage points within the humanities, social sciences, and theological disciplines. In addition to a course pack of selected readings, the PBS series, *This Far by Faith: African American Spiritual Journey*, and its companion volume will constitute the required “texts” for the course.

### **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.

### **THEO 33931. Summer Service Learning: ACCION**

(1-0-1) Shappell

The ACCION internships run 10–12 weeks in micro-lending offices across the country.

### **THEO 33933. Summer Service Learning: Latino Leadership Intern Program**

(3-0-3) McDowell; Pfeil

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 33935. Seminar: Service Learning Internship: Contemporary Issues**

(3-0-3) Shappell; Pfeil

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: SSPs**

(3-0-3) Shappell; Pfeil

This 3-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: THEO**

(3-0-3) Shapell; Pfeil

This 3-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. Acceptance is based on the student's application and interview. Contact the Center for Social Concerns for more information.

**THEO 33938. Summer Service Learning: International**

(3-0-3) Morgan; Kollman

This 3-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: NYSP**

(V-0-V) 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) Mick

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, D.C.**

(1-0-1) Toms Smedley

This course centers on a trip to Washington, D.C., 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) Toms Smedley

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) Mick

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)

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.

**THEO 33955. Social Concerns Seminar: Learning and Leadership**

(1-0-1)

*Prerequisite:* (THEO 10001 OR THEO 100) OR (THEO 13183 OR THEO 180G) OR (THEO 20001 OR THEO 200) OR (THEO 24805 OR THEO 201)

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)

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 the Crossfire: Ethics and the Environment**

(1-0-1)

Where do you stand on the issues and candidates during this election season? How do you make a judgment in regards to voting and participating in American society? This one-credit course will explore issues central to the 2008 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. The goals of the course are: (1) to address the process of the formation of conscience in political contexts; (2) to explore issues, in an interdisciplinary context, relevant to the current national elections; and (3) to explore creating the conditions for peace, justice, and the common good.

**THEO 33959. Social Concerns Seminar: Cultural Diversity**

(1-0-1) Toms Smedley

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 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)

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) Hebbeler

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 to 7:00 p.m. at the Center for Social Concerns.

**THEO 33962. Social Concerns Seminar: Gospel of Life**

(1-0-1) Toms Smedley

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, D.C., 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, D.C.

### **THEO 33963. Church and Social Action: Urban Plunge**

(1-0-1) Purcell

This course centers on 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) Toms Smedley

This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Ariz., 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) Mick

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) Toms Smedley

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) Toms Smedley

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) Toms Smedley

This seminar centers on 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) Toms Smedley

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) Tomas Morgan

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 33975. Social Concerns Seminar: Poverty and Development in Chile**

(1-0-1) Cahill Kelly

This seminar serves as the required orientation course for all participants in the international study program in Chile. It will provide an introduction to international issues in developing countries through the lens of Catholic social tradition, 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 40001. Seminar: Advanced Syriac**

(3-0-3)

Syriac is a form of Aramaic that was the literary language of Jews and pagans in Western Asia before becoming the common dialect of Aramaic-speaking Christians in the region. Christianity had its matrix in Judaism, and early literature in Syriac preserves the only surviving sustained evidence of the distinctive character of Aramaic-speaking Christianity that is largely un-Hellenized and that reflects the linguistic and cultural milieu of first-century Palestine. Because of the shared literary culture of Judaism and early Syriac Christianity, examination of the intertextuality of early Syriac literature reveals a deep acquaintance with the thought and culture of Late Second Temple Judaism and the intertestamental period. A full appreciation for the dependence of Syriac literature upon Jewish literary and intellectual models requires an interdisciplinary focus that takes into account a full range of issues; among the most important are hermeneutical questions related to Jewish and Christian interpretations of scripture. Participants in the seminar will investigate a range of questions based on the following: (1) In what sense may particular texts be called Christian (Jewish, Manichaean, Gnostic)? (2) What evidence is there for intertextuality, i.e. to what extent can texts be shown to occupy "the space between" Judaism and Christianity? (3) From what social and cultural milieu did the texts emerge? (4) What evidence do the texts retain of possible oral or non-literary origins? (5) In what sense are the texts literary? Do peculiarities of language, diction, or genre in any way distinguish the texts? Can the texts be shown to be typical of the time and circumstances from which they emerged? (6) How are the texts to be read? Is it enough to evaluate them as historical documents, relating them to the historical circumstances in which they were generated, and the literary culture to which they originally belonged?

**THEO 40014. 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 40101. Introduction to Old 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 40102. Prophets**

(3-0-3)

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. Redemptive Suffering In Ancient Judea**

(3-0-3)

What were the theologically significant effects of the destruction of the Temple in 586 BCE and in 70 C.E.? 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. 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 realization of the kingdom through deeds of power (miracles) and table fellowship, the various levels or circles of followers (the crowds, the disciples, the Twelve), various competing groups (Pharisees, Sadducees), his teaching in relation to the Mosaic Law, the enigma (riddle-speech) of his parables, self-designation, final days, passion, and death. Obviously, it is more desirable that students be allowed time for discussion and questions than that all these topics be covered.

**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) Gutierrez

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, Bartolome 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)

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 40108. New Testament Introduction**

(3-0-3) Aune

A presentation of all the major approaches important for the understanding and study of the literature of the canonical New Testament in its historical, social and literary context. Emphasis on the various methodologies which have been applied to the study of the New Testament, including historical criticism, form criticism, redaction criticism, source criticism, narrative criticism, rhetorical criticism, and social science criticism. Recent developments in the quest for the historical Jesus will be discussed, as will recent attempts to reconstruct the life and teachings of Paul. Important church documents on the Bible will be read, including, *De providentissimus Deus* (1893), *Divino Afflante Spiritu* (1943), *Instruction Concerning the Historical Truth of the Gospels* (1964), *Dei Verbum* (1965), and *The Interpretation of the Bible in the Church* (1995).

**THEO 40109. Prayer and Worship in the Early Church**

(3-0-3)

Yes, people actually do pray and worship. So all start with some experiential knowledge. But what do we do when we pray? How many types of prayer might we pray? Why pray? Hence we must necessarily turn to the experts to learn all of this, experts in this case being social scientists who have studied "communication" theory. In addition, student will be reading the great classical prayers in the New Testament and the early Church, both learning to read them critically and becoming acquainted with the remarkable body of prayers that are our heritage. Next, what is worship? Again, we turn to social sciences for suggestions. Christ worship, of course, was juxtaposed to temple worship in just about every area. Students will examine major New Testament documents where this is demonstrated, such as the Gospel of John and Hebrews. It is hoped that your worship on Sunday will be that much richer.

**THEO 40110. Book of Genesis: Literary Artistry and Theological Meaning**

(3-0-3) Anderson

The book of Genesis is arguably the most commented upon book in the Old Testament. Nearly all of the theological themes dearest to the Bible are the subject of considerable narrative elaboration: creation, fall, redemption, and election.

This course will consider how the various stories in Genesis raise the profoundest of questions and what sort of answers it has provided the theological reader. The focus of the course will be on a close reading of the entirety of the book with the goal of mastering the whole.

### **THEO 40111. Fourth Gospel**

(1-0-1)

The Gospel of John offers one of the most exciting and beautiful visions of Christian life in the New Testament, not only for its own time but also for disciples of all generations. However, because it is so different from the Synoptic Gospels it is often a mystery to readers who are intimidated by its highly developed theology and mystical spirituality. This one-week course is intended to introduce students to the Gospel's history, literary characteristics, theology, and spirituality so that they can handle it competently in ministry as well as use it fruitfully to nourish their own spiritual life. We will concentrate on the material in the Gospel on discipleship, community, mission/ministry using primarily the narratives of encounters between Jesus and disciples.

### **THEO 40112. Wisdom Literature and the Psalms**

(3-0-3)

The course offers a survey of the scriptural wisdom books (Proverbs, Job, Ecclesiastes, Sirach, Wisdom) and the Book of Psalms. The wisdom works will be studied in their historical contexts and their central themes will be explored; the major forms of the psalms and their settings will be studied. There will be a midterm and final exam and a paper.

### **THEO 40113. Introduction to Old Testament/Hebrew Bible**

(3-0-3)

Purpose of this course is to familiarize students with the basic contents of the Old Testament. Though often neglected by contemporary Christians it is worth noting that the Old Testament was the Bible for the first two centuries of the Church's existence. As such, the Old Testament has played a major role in all aspects of theological reflection. As would be expected, this course will address basic questions concerning historical and literary setting. But special emphasis will be placed on: (1) the reception of the text as sacred scripture within the Christian tradition; (2) how the Old Testament is to be understood in light of the New and vice versa; and (3) the relationship between Jewish and Christian readings of this book.

### **THEO 40114. Parables**

(3-0-3)

The parables in the gospels are among the most famous stories in the Bible. This course will explore the parables in three contexts. First, we will wrestle with the literary nature of a parable. What is a parable? Is a parable a metaphor? Are there parallels to the parables in the gospels? Second, we will work through the parables that are in the gospels of the New Testament. How did the evangelists understand parables? Why do they situate them in their gospels in the places that they do? Do parables help us understand the message of each gospel? Finally, we will attempt to uncover the parables of Jesus. Are there any distinguishing features of Jesus' parables? Why might Jesus have taught in parables? Course requirements include reading ancient texts and modern analyses, a major paper, and a final examination.

### **THEO 40115. Introduction to Rabbinic Literature**

(3-0-3)

The literature of Rabbinic Judaism, which emerged roughly at the same time as Christianity and developed in dialogue with it, is rich and various. We survey the major works in this corpus, with particular attention to the following issues: the role of the Hebrew Bible in rabbinic literature; theologies of rabbinic law; Temple and Torah as competing conceptual foci; border figures (gentiles, women, apostates, etc.); and study and worship in the synagogue. The course is open to undergraduates and M.A. students. Undergraduate course requirements include a midterm, a final, and a short paper. No Hebrew or Aramaic required, but students with facility in these languages will be provided with source material in the original.

### **THEO 40116. Hope in God: The Spiritual Horizon of the Hebrew Bible/Old Testament**

(3-0-3) Novick

One of the central foci of biblical piety is the worshiper's orientation toward the future. In distress, both the individual and the nation are to put their hope in God, and neither to lose their hope in God nor to put their hope in someone or something else. In this class, we examine the dynamics of hope and its alternatives in the Hebrew Bible/Old Testament, and the foundation that this discourse of hope provides for the notions of restoration and resurrection in the Second Temple period and in early Christianity and rabbinic Judaism. Readings include large parts of Job, Lamentations, and Psalms.

### **THEO 40117. Introduction to Judaism**

(3-0-3) Novick

This course surveys the major practices and beliefs of Judaism. Our focus is on Judaism as a religious tradition, one that links its adherents across time even as it changes in response to new circumstances. We begin by examining the foundational religious categories that crystallized in antiquity, such as the commandments and Torah study. We then turn to transformative developments in later periods, among them the flourishing of philosophy and mysticism in medieval Judaism, religious reform movements in the 19th and 20th centuries, the Holocaust, and Zionism.

### **THEO 40201. The Christian Theological Tradition I**

(3-0-3) Cunningham; Wawrykow

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 40205. Medieval Theology: Introduction**

(3-0-3)

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)

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 (*Pacem 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)

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. Ailred of Rievaulx, Bernard of Clairvaux, Hildegard 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)

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 *Monologian*, *Proslogian*, 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 U.S. 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.

### **THEO 40213. Culture, Religion, and Evangelization**

(3-0-3)

This course will examine the theological basis of enculturation, 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.

### **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 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. Jews and Christians Through History**

(3-0-3)

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 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” that is not triumphalist, but empathic?

### **THEO 40218. Jewish Spirituality**

(3-0-3)

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. Mary in the Christian Tradition**

(3-0-3) Daley

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. Missionary Encounters**

(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)

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.

**THEO 40222. St. Bonaventure: History, Theology, and Spirituality**

(3-0-3)

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, Ps.-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)

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.

**THEO 40224. 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. 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 in Theology and Literature**

(3-0-3)

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

Few places on earth exhibit the dynamism of contemporary Christianity like Africa. Such dynamism creates new challenges and opportunities for the Catholic Church and other ecclesial bodies, and also shapes African life more generally. Through novels, historical studies, and present-day reflections from a variety of perspectives, this course will explore Christianity in Africa, beginning with the early Church but with heightened attention to the more recent growth of Christianity on the continent. It will also examine Christianity’s interaction with Islam and traditional forms of African Christianity. Ongoing attention will be paid to African Christian theology, carried out formally and informally, as well as the implications of the spread of African Christianity for global Christianity.

**THEO 40229. Theology of Edith Stein**

(3-0-3)

Canonized 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)

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 40231. Christian Spirituality and Social Justice**

(3-0-3) Groody

This course will explore the challenge of Christian discipleship in the context of our globalized world. Rooting our reflection on the reality of poverty in our national and international context, we will do a faith reality of that reality through a thorough inquiry into pertinent biblical, patristic, liturgical, systematic, and spiritual tradition. We will also look at how this spirit has been embodied in recent decades, as well as how it has emerged both within Catholic social teaching and non-Christian religions.

### **THEO 40232. Latino Films: Culture, God, and 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 subtitles, a working knowledge of spoken Spanish will be helpful but is not a requirement.

### **THEO 40234. Thomas Aquinas and the Pursuit of Wisdom**

(3-0-3)

This course offers an orientation to the theology of Thomas Aquinas through his account of "wisdom", which in Thomas refers to the contemplation of divine things and the ordering of all else in that light. The theme of "wisdom" threads its way through the entire range of Thomas's theology, and attention to "wisdom" will make clear many of Thomas's most important convictions-about the nature of the theological enterprise; the interrelated doctrines of God and of Christ; and, the specific character of Christian discipleship.

### **THEO 40235. Storming Heaven: Christianity in the Reformation Era**

(3-0-3)

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.

### **THEO 40236. Virgin Victorius: Akathistos Hymn**

(3-0-3)

The Akathistos Hymn in honor of the Theotokos is the only kontakion still universally sung in its entirety in the Byzantine churches; it is chanted in sections on Wednesdays during Great Lent and then in toto on Akathistos Saturday. Legend attributes it variously to St. Romanos the Melode (fl c540), the Patriarch Sergios (d638), and the Patriarch St. Germanos (d733), but its author remains anonymous. It was composed in the early seventh century and came to be regarded as a victory-offering to the Mother of God for her deliverance of Constantinople from siege in 635. This long (245 lines) hymnodic sermon is the most famous poem in the vast corpus of Marian verse. This one-credit mini-seminar is offered as a separate course for those who can read the poem in Greek or in Latin (we have Latin translations from the ninth and the 15th centuries, and a corpus of Latin poems inspired by it; see G.G. Meersseman, *Der Hymnos Akathistos im Abendland*). It is offered as a separate course for those who will study the poem in modern-language translations and can contribute to discussion from an historical, musicological, or art historical perspective. Requirements: careful attention to reading assignments, participation in discussion; short research reports on details of the text; a short scholarly note on a feature of the text.

### **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. Materials for the course will draw from accounts of visionaries and mystics who ascended to heaven (or descended to hell) and reported what they saw, theologians who attempted to give comprehensive and consistent accounts of the paths to these places (or states), and Christian poets who metaphorically evoked heaven and hell to express the consequences of contemporary social or political conditions. The course will consider the development, primarily in Roman Catholicism, of the belief in and doctrine of purgatory and the debates about that belief. The contemporary reconsideration of heaven, hell, and purgatory (and the embarrassment about hell) will conclude the course.

### **THEO 40238. Transfiguration in the Fiction of C.S.Lewis**

(3-0-3) Fagerberg

This course will look at a theme that runs throughout the works of C.S. Lewis: theosis. Christianity's ultimate end is the deification of a person. In Lewis's fiction there is a strong theme of the transfiguration of matter and the human being, and the moral/ascetical prerequisite leading up to it. This course will first use some secondary theological sources to unpack theosis in light of the Christian doctrines of creation, sin, Trinity, and Christology, and then it will turn to Lewis himself—first to his non-fiction (*Mere Christianity*, *Abolition of Man*, *Weight of Glory* essays), but our main time will be spent in his fiction (*Narnia*, *Screwtape Letters*, *Great Divorce*, *The Pilgrim's Regress*, and *Til We Have Faces*).

### **THEO 40239. Globalization, Spirituality, and Justice**

(3-0-3)

This course will explore what it means to be Christian in the context of this new era of globalization. It is a time of new opportunities and unprecedented potential, but it brings with it new perils and greater social, political, and economic turmoil than ever before. In particular, we will explore the meaning of Christian discipleship in a time when half the world lives on less than two dollars a day and two thirds live in abject poverty. After grounding our discussion of socio-economic research, we will then do a theological reading of globalization, and then a global reading of theology. In particular, we will explore the meaning of Christian faith



today as we draw from the deep wells of scripture, early Christian sources, Catholic social teaching, major world religions, liturgy, and contemporary theological reflection, icons of justice, mysticism, and spirituality as we explore what it means to be Christian in a time of titanic change.

#### **THEO 40240. Moses Maimonides**

(3-0-3)

A careful reading of Maimonides's philosophical classic *A Guide for the Perplexed*. Close attention will be paid to its influence on Aquinas.

#### **THEO 40241. Christianity and Colonialism**

(3-0-3)

The coming of Christianity to most of the world has overlapped with the political, economic, and social processes associated with the term colonialism. This course will seek to understand the history of that overlap, as well as the many theological issues raised, especially for Christians in Latin America, Asia, and Africa. Questions to be considered include: How has political domination, typified (though certainly not exhausted) by European colonialism, shaped Christian mission? What kinds of theological innovations emerged in the relation to colonialism, both among the colonizers and the colonized? How did colonialism create a context in which Christianity encountered other religious traditions? How does contemporary theology reflect a colonial legacy in this current apparently "post-colonial" moment? How do contemporary global political dynamics, sometimes described with reference to the notion of globalization, compare and contrast with the overt colonialisms of the past? How do contemporary theologians respond to the colonial legacy? Is there such a thing as "post-colonial" theology? Should there be such a thing? Students will write three 5-page papers, and there will be a final exam.

#### **THEO 40242. The Long Quest II: The Religious Search for Truth from Lao Tzu and the Buddha to Mysteries of Mithra**

(3-0-3) Sullivan

The Long Quest II: The Religious Search for Truth from Lao Tzu and the Buddha to the Mysteries of Mithra is Part Two in a sequence but it is designed to stand alone: students are not required to take any other part of The Long Quest sequence. This course examines a series of significant religious movements and figures in historical sequence, moving approximately from the time of Confucius (fifth century BCE) and Lao Tzu (100 BCE) to the Mithraism of the fourth century. Cases in Part II of this sequence include the fundamentals of Buddhism and its principle developments up to Nagarjuna, major Indo-European myths and pantheons, Orphism, Hindu classical texts and related ideas and practices, developments in Judaic apocalypticism and eschatology, Hellenistic salvation mysteries, and Iranian Zurvanism, as well Mithraism before and during the early Christian period. Each case will involve primary texts in translation, art and archaeological evidence, historical commentaries, and contemporary interpretations. No one will be required to take Part One as a prerequisite.

#### **THEO 40243. The Long Quest: From the Buddha to the Prophet Muhammed**

(3-0-3) Sullivan

One of a sequence serving the history of religion, this course covers select cases from early Hinduism, Buddhism, the Greek mysteries, Judaism, Christianity, and Islam. Course requirements include quizzes on readings, class presentations, brief papers, and mid-term and final exam. Students who are interested in this course and are not majors, please contact the department for permission.

#### **THEO 40244. Jewish/Christian Dialogue: Germany/Holocaust**

(3-0-3)

From the second half of the 19th century to the rise of the Nazi state there was an intense exchange between Jews and Christians about their relationship. Tolerance and the promise of citizenship led to unprecedented formulations of Jewish identity. The question of "German-ness" and Judaism [*Deushtum und Judentum*] raised issues about the character of German society itself. In this course, we shall concentrate on Jewish and Christian authors who addressed these topics. During the final weeks of the course, we shall read from Christian authors who wrote after

the Holocaust and, in the wake of the II Vatican Council, brought the Catholic Church into conversation with the question of what elements of Christianity could address the horrors that the immediate past. Readings will be in English, but students who have the ability will be encouraged [and assisted] by the instructor to read select essays in German.

#### **THEO 40245. Augustine**

(3-0-3) Cavadini

Augustine is arguably the single most influential theologian in the West. There is in almost every Western theologian some strain that is Augustinian, and many of the disputes in Western Christendom can be regarded as arguments pitting one strain of Augustinian tradition against another. The study of Augustine, therefore, is essential for an understanding of most subsequent Christian theology. This course attempts to introduce students to the study of Augustine in an attempt to gauge the specific and distinctive character of his theology over a broad range of issues. Special attention will be given to the development of Augustine's thought. The class hopes to be useful to students who approach Augustine from a variety of perspectives and interests, and as such will have a strongly textual, rather than thematic, principle of organization, emphasizing the reading of whole works rather than excerpts topically arranged. Although this is an advanced introduction, the course is suitable for those with little exposure to Augustine.

#### **THEO 40246. Political Theology from Antiquity to Today**

(3-0-3)

This course studies the history of political theology. Starting with the "theology of the state" in the Greek and Roman empires, it examines the thought of Augustine, Dante, Machiavelli, DeMaistre, Rosmini, Maritain, Guardini, Metz, Habermas, and Pope Benedict XVI (Joseph Ratzinger). It gives particular attention to the relationship between church and state in Europe. For example, it considers religious issues related to the Constitution of the European Union (EU) and also to the possible inclusion of Turkey in the EU. The course grade is based on four short summary papers, class participation, a midterm examination, and a final examination. For further information, see Prof. Robert Krieg.

#### **THEO 40247. Medieval Jewish Bible Interpretation**

(3-0-3)

The course will deal with commentaries on the Hebrew Bible composed by five major medieval Jewish exegetes, from two main Jewish cultural entities, Ashkenaz (mostly Germany and France), and Sepharad (mostly Spain): Solomon ben Isaac (1040–1105), known as Rashi; one of Rashi's grandsons, Samuel ben Meir (c. 1080–c. 1170), a.k.a. Rashbam; Abraham Ibn Ezra (1089–1164); Moses ben Nahman (1194–1270), known as Nahmanides; and Isaac ben Judah Abrabanel (1437–1508). We will read and discuss commentaries of these authors (in English) on selected portions of the Hebrew Bible, chosen following the interests and wishes of the participants. We will delve also into a selection of modern scholarly works about these exegetes.

#### **THEO 40248. The Book of Job Through the Ages**

(3-0-3)

Job—sufferer, saint, rebel, prophet, and wise man—is one of the most impressive figures in the entire Bible. Regarding its literary form, its interpretation and theology, the book of Job is among the most difficult texts within the Hebrew Scriptures. Nevertheless, it inspired a wealth of Christian and Jewish interpretation from the earliest Church fathers to the present time. This course will study famous interpretations of the story and the book of Job from the patristic times to the 20th century. On the one hand it will look at exegetical commentaries such as Gregory the Great, Thomas Aquinas, Calvin, Maimonides. On the other hand, it will look at the figure of Job in modern theological writings and literature, from Kierkegaard, to Barth, to Gutierrez. Particular attention will be paid to such important theological topics as divine justice and innocent suffering, providence and revelation. The course will also look at the method of biblical exegesis in each of these authors.

**THEO 40250. Saints in Art and Icons**

(3-0-3)

A diachronic exploration of the lives and legends of the saints as depicted in art and iconography. Students will explore lives of the saints in select vitae as well as the most influential hagiographical collection of the Middle Ages, the golden legend of Dominican bishop James of Voragine. Due attention is paid to the arrangement of the sanctoral cycle, the compilation of calendars and martyrologies, and the theological underpinnings of classic iconography. Primary focus on identifying saints by iconographical attributes and conventions in both Western and Eastern iconography.

**THEO 40251. Prayer and Mysticism**

(3-0-3)

Prayer, for religious people, is the central activity in which faith becomes the personal focus of consciousness; mysticism usually means a type of prayer, or prayerful relationship to God, that leads the believer beyond the normal boundaries of consciousness and unites him or her to God in a way that transcends the limits of the self. In this course, we will reflect on representative works on prayer and mysticism from the whole history of Christian thought, from Origen, Gregory of Nyssa, and Dionysius the Areopagite in the early Church, through Gregory Palamas, Julian of Norwich and *The Cloud of Unknowing* in the Middle Ages, to Teresa of Avila and John of the Cross in the early modern period, and more recently to Therese of Lisieux, Pierre Teilhard de Chardin, and Hans Urs von Balthasar. We will be asking how the discipline and the grace of prayer transforms the human heart and mind, allowing it to experience personally the presence of God who is beyond understanding, but who has experienced our own limitations in Christ and through him has taught us how to pray.

**THEO 40252. Conversion and Mission in Early Christianity**

(3-0-3)

What did it mean to become Christian in the ancient world? This course considers the ways in which the narrative of conversion developed in early Christianity and its rivals, from the first through the sixth centuries. It examines various types of literary sources—e.g., sermons, martyrologies, visionary literature and biographies—in combination with remaining material evidence such as icons, church complexes and baptisteries. The course will also examine the expansion of Christianity through missions both to the “barbarian” residents of the West and the cities and cultures of the eastern Mediterranean.

**THEO 40253. Stein, Weil, Arendt**

(3-0-3) Astell

Like Sylvie Courtine-Denany’s *Three Women in Dark Times: Edith Stein, Simone Weil, and Hannah Arendt* (Cornell UP, 2000), this course groups together three extraordinary Jewish women philosophers of the World War II period. All three studied under noted male philosophers—Husserl, Alain, and Heidegger, respectively—and they developed their original insights on empathy (Stein), decreation and affliction (Weil), and “natality” (Arendt) partly as a response to their teachers. Their intellectual quests in the shadow of the Holocaust led them to take up theological questions, studying St. Thomas Aquinas and Dionysius the Areopagite (Stein), St. Augustine (Arendt), and Pascal (Weil). The answers they gave to God and others testify to the heroism and brilliance of their spiritual searches for truth.

**THEO 40254. Pagans and Christian: Interactions, Adaptation, and Coercion**

(3-0-3)

Early Christianity featured a strong opposition to the religious practices of the majority of the population of the Graeco-Roman Empire and its borderlands. As it expanded, it attempted to oppose and destroy “pagan” practices through conversion and through opposition ranging from philosophical treatments to state-sponsored repression. This course examines the history of Christian and pagan interaction through the period of the Protestant and Catholic reformations, when leaders of the now-divided churches again tried to extirpate paganism—not only in Europe, but in the New World as well.

**THEO 40255. Medieval Negative Theology**

(3-0-3) Gersh

The course will begin by examining the historical background in ancient and later ancient philosophy (Plato, the neo-Pythagoreans, the neo-Platonists) of the theological and philosophical method which later became known as “negative theology.” Having extracted a kind of definition from the historical survey, we will look at four major figures of the early Christian and medieval periods in greater detail, reading selected works or parts of works in English translation but also paying attention to the original Latin (or Greek). The authors and works will be (1) Pseudo-Dionysius the Areopagite (*On Divine Names*, *On Mystical Theology*, *On the Celestial Hierarchy*); (2) Iohannes Scottus Eriugena (*Periphyseon*, books I–III); (3) Meister Eckhart (*Parisian Questions*, selections from biblical commentaries, selected German and Latin sermons); and (4) Nicholas of Cusa (*On Learned Ignorance*, books I–II, *On the Vision of God*). The last part of the course will consist of a brief survey of the many other medieval writers who used the negative method, and also some notes on its influence in the Renaissance and later times. Knowledge of Latin will be useful but not necessary for the course. Written requirement: one final paper of ca. 20 pp.

**THEO 40256. Introduction to the Early Church**

(3-0-3) Cavadini

This course offers a basic introduction to the theology and life of the early Church from the second to the fifth centuries. Special emphasis is given to the development of doctrine, the development of a spiritual theology, and the shape of the lives of Christians both ordinary and extraordinary.

**THEO 40307. Sacraments**

(3-0-3)

This course introduces students to the concept and nature of “sacrament” and to the historical, liturgical, and theological development of the seven sacraments. The sacraments are studied “in general” as well as “in particular.” Primary emphasis is given to the sacraments of initiation (Baptism, Confirmation/Chrismation, and Eucharist), with due consideration of the sacraments of healing (Penance, Anointing of the Sick) and of Church service/governance (Matrimony, Holy Orders). Attention likewise is given to other rites with sacramental dimensions (religious profession, commendation of the dying, funeral and burial ceremonies, various blessings of persons, places, and things).

**THEO 40401. Christian Initiation and Eucharist**

(3-0-3) Bradshaw

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)

*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 mystically 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 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, Doctrine, and Life**

(3-0-3)

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 40406. Catholic Liturgy in the Twentieth Century**

(3-0-3)

A study of the liturgical movement in the 20th century. Attention is paid to contributions of liturgical theologians (e.g. Guardini, Casel, Bouyer) and magisterial documents (papal, conciliar, curial) both before and after Vatican Council II (1962–65).

#### **THEO 40407. Catholic Devotions from the Middle Ages to Modernity**

(3-0-3) Roy

Catholic spirituality has been enriched by countless devotions and pious practices which can be traced as far back as the Middle Ages and indeed even much earlier. Many derive from the sacred liturgy and lead practitioners to a deeper understanding and appreciation of liturgical prayer. Various devotional objects and rites actually have been appropriated officially as sacramentals of the Church, enjoying their own liturgical blessings and rituals of enrollment or application. Others remain vital expressions of para-liturgical prayer and popular piety. This course examines particular forms of prayer and piety endorsed by the Church (Rosary, First Fridays, novenas, scapulars, medals, renowned statues, pilgrimage sites) from the Middle Ages until the present age. The course will also pay due attention to the religious orders, congregations, and movements that gave rise to or promoted specific devotions.

#### **THEO 40601. Mercy and Justice**

(3-0-3)

This course will explore the meaning of mercy, particularly in its relationship to justice. It will have four major topics: (1) Mercy in its Relation to Retributive Justice. Here we will look at the role of mercy (i.e., clemency) in the case of criminal sentencing, as well as broader questions of retribution and wrongdoing. Issues arising here include whether there can or should be criteria for the exercise of mercy, whether one can exercise mercy unjustly, and the relationship of forgiveness to mercy. (2) Mercy in its Relation to Distributive Justice. The focus here will be the corporal works of mercy; issues include the relationship between justice and “private charity” (i.e., whether in a truly just distributive scheme there would be no place for some or all of the works of mercy). (3) Mercy in its Relationship to Social Justice. The main focus here will be on the role of solidarity; is it an aspect of social

justice or is it the social face of mercy? (4) divine mercy. Here the focus will be the various ways theologians have attempted to reconcile divine mercy and divine justice. Readings for the class will be interdisciplinary; they will include materials from legal, philosophical, and theological sources. (A legal background is not a prerequisite). Course requirements will include class presentations and a paper.

#### **THEO 40602. Foundations of Moral Theology**

(3-0-3)

As John Mahoney 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 Thomistic 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 (aretological, 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)

This course examines major themes in recent Christian ethics in light of the broad moral context of modern Western societies. The course focuses on themes such as moral order, virtue, and the problem of Christian community in a post-Christian era. Authors include Oliver O’Donovan, Jean Porter, Lisa Cahill, John Howard Yoder, John Courtney Murray, John-Paul II, Richard Rorty, and Charles Taylor. No prior work in Christian ethics is assumed.

#### **THEO 40606. Social Ethics**

(3-0-3)

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)

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 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 can seek one out 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, and Revolution**

(3-0-3)

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 Furfey, 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 40613. Catholic Social Teaching**

(3-0-3) Pfeil

The purpose of this course is to familiarize students with the tradition of Catholic social teaching with a view to developing skills for critical reading and appropriation of these documents. We will examine papal, conciliar, and Episcopal texts from *Rerum Novarum* (1891) up to the present time, identifying operative principles, tracing central theological, ethical, and ecclesial concerns, and locating each document in its proper historical context.

### **THEO 40614. Ethics, Law, and International Conflict**

(3-0-3) Powers

The terrorist attacks of 9/11 and the war in Iraq have contributed to a dramatic reexamination of moral and legal norms governing the role of military force in international affairs. This course provides an introduction to legal and moral perspectives on issues of war and peace, with special attention to Catholic social teaching. Topics include the UN framework for collective security, collective enforcement, and peacekeeping; terrorism, aggression and self-defense; intervention on behalf of self-determination and human rights; norms governing the conduct of war; accountability for war crimes; and approaches to arms control and disarmament. These topics are discussed with special attention to their application in combating global terrorism, the interventions in Iraq and Afghanistan, the wars in the Balkans, and other recent conflicts.

### **THEO 40615. Comparative Religious Ethics**

(3-0-3)

Is religion necessary to live a moral life? If so, are all religions basically the same when it comes to the moral norms contained in them? If not, how do we account for the differences among religious values, norms and principles? How do religions justify their distinctive moral claims in the face of alternative proposals? Can we study the ethical thought of a religious tradition that is different from our own in a responsible manner and, if so, how should we proceed? This course will take up these and other related questions through an examination of classic and contemporary Christian and Buddhist texts in dialogue with recent theoretical options for the comparative study of religious ethics. We will begin with an assessment of the importance and distinctive quality of religious voices in moral debate and then look at some of the ways that contemporary scholars have approached the investigation and assessment of similarities and differences in moral worldviews. The middle portion of the course will focus on a careful reading of selected Christian and Buddhist texts that offer visions of the moral life. The course will end with a comparative consideration of certain Buddhist and Christian positions in ecological ethics.

### **THEO 40616. U.S. Catholic Social Ethics**

(3-0-3) Baxter

This course will study the emergence and development of the Americanist tradition in Catholic social theory from the late-19th century to the present. The leading emphases will be on the theoretical paradigms that have shaped the discourse of what has since become the field of "Catholic social ethics," with a focus on Catholic political theory. Texts will be read genealogically in an effort to discover how the central terms and categories in Catholic social theory in the United States have shifted over time and how they have remained the same. Authors to be studied include John A. Ryan, Maritain, Yves Simon, John Courtney Murray, Bryan Hehir, George Weigel, Michael and Kenneth Himes, Robert George, and David Hollenbach, and others. By virtue of the topic, special attention will be paid to the writings of John Courtney Murray and the strengths and weaknesses of the so-called "Murray Project." Themes to be examined include nature and grace, faith and reason, church-state relations, the nature of law, the character of the modern state, and the problem of religious pluralism and freedom. Requirements include the weekly readings, preparing weekly seminar papers during the first half of the course, and presenting a well-researched paper(s) to the seminar during the second half of the course. In addition, students will be asked to produce a final essay that analyzes the strengths and weaknesses of the Americanist tradition in Catholic social ethics.

**THEO 40617. Mysticism and Morality**

(3-0-3)

Is mysticism (variously described as the presence of God, a direct experience of God, a consciousness of God, or pure love of God) the culmination of the moral life or its true beginning? To what extent should our moral decisions be guided by our personal experiences of the divine? Given the frequent appeals that thoughtful Christians make to the judgments of conscience, how if at all can we distinguish between the true voice of God in the human heart and self-consoling delusion? Are those who claim to have had, and write sweetly about, an “experience” of God real guides to be trusted by the Christian community or are they dangerous spiritual individualists who threaten the coherent moral witness of the Church? How, if at all, are we to reconcile the teachings of Christian mystical writers with the sacramental life of the Church and the cultivation of Christian virtue? Is a life of intense asceticism, or even an explicitly Christian faith, necessary for mystical knowledge? We will examine these and other questions in the four parts of the course: (1) maps of the soul (through a comparison of Augustine’s *Confessions* and Teresa of Avila’s *Interior Castle*); (2) reasons of the soul (through a comparison of Bonaventure’s *Journey of the Mind into God* and Marguerite Porete’s *Mirror of Simple Souls*); (3) loves of the soul (through a comparison of Catherine of Siena’s *Dialogue* and Ignatius of Loyola’s *Spiritual Exercises*; and (4) questions of the soul (through a comparison of Simone Weil’s *Waiting for God* and *The Dark Night of the Soul* by John of the Cross). Course requirements include two class presentations and a final paper comparing two of the authors examined during the semester.

**THEO 40618. Veritatis Splendor: Context, Content, and Conversation**

(3-0-3)

In 1993, Pope John Paul II issued the encyclical, *Veritatis Splendor*, which in his words was the first papal attempt “to set forth in detail the fundamental elements of Christian moral teaching.” This encyclical is thus much more than a magisterial effort to correct the work of some “dissenting” theologians. As the Pope himself puts it, his intention is to treat “more fully and more deeply the issues regarding the very foundations of moral theology” in the Catholic tradition. In this course, we will study the issues raised by this encyclical. And, with the encyclical as a guide, we will study some of the historical sources and origins of Catholic moral theology, the enduring insights of the Catholic moral tradition, the contested questions in this tradition, the internal (i.e., within the Church) and external dialogue partners and contributors to *Veritatis Splendor*. It is hoped that students should at the end be able to answer the question about the nature and aim of Catholic moral theology as theology and as ethics.

**THEO 40619. American Catholicism: History, Theology, and Social Thought**

(3-0-3)

This course traces the history of Catholicism in the United States from colonial times to the present. Particular attention is placed on the ways Catholics have conceived of the relation between the Church and nation, and how these conceptions shape the discourse of Catholic moral theology and social ethics. Historical figures to be examined include John England, Orestes Brownson, Isaac Hecker, John Ireland, James Gibbons, Edward McGlynn, John Ryan, and John Courtney Murray. We will also peruse the writings of recent figures such as Charles Curran, Rosemary Radford Ruether, Germaine Grisez, Mario Cuomo, Richard John Neuhaus, George Weigel, Robert George, and Margaret Farley. A central theme in this course is the role of Catholics in U.S. politics, and in this context several issues are explored, including contraception, abortion, nuclear weapons, economic justice, the death penalty, and gay marriage. Toward the end of the semester, the course focuses at the liberal/conservative divide that is sure to deepen as Catholics look toward the 2008 national elections. It concludes by exploring a way beyond this division by pursuing what some Catholic scholars have called “evangelical Catholicism.”

**THEO 40801. Archaeological Foundations of Christianity and Judaism in Antiquity**

(3-0-3)

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 40803. 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 Theologie* 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 40804. Christian Autobiography**

(3-0-3)

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 40805. Christian Anthropology**

(3-0-3)

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, and 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 Theologians**

(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 earlier 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 Texts: *Apologia pro vita sua*, *A Grammar of Assent*, *An Essay on the Development of Doctrine*. Also course packet with sections from sermons on the theory of religious belief, the arians of the fourth century, and plain and parochial sermons.

### **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, C.S.C. (*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.

### **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. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third World theologians, this course will focus on the significance of gender and social location in understanding the nature and sources of theology, theological anthropology, Christology/soteriology, the mystery of God, and women's spirituality.

### **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: Saint Augustine, *Confessions*; Martin Buber, *The Way of Zen*; 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)

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 bring charisms 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 40815. 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.

### **THEO 40816. Philosophy and Theology of the Body**

(3-0-3) Reimers

Pope John Paul II's theology of the body constitutes a thoroughgoing effort to develop an account of human sexuality and love and of the "redemption of the body" in the context of an integral vision of the human person. This vision is based on his philosophical personalism together with a phenomenological analysis of the Genesis account of the human being as *imago Dei*. The first half of the course addresses first the original condition of human beings according to the Creator's intention and then concupiscence as the effect of original sin. The second half of the course addresses the sacramentality of marriage and the ethos of Christian marriage in the light of the redemption of the body. The principal text for the course will be John Paul II, *Man and Woman He Created Them: A Theology of the Body*, (Pauline Books and Media, 2006). Besides this we will read sections from Karol Wojtyła, *Love and Responsibility* (Ignatius Press, 1993), his encyclical *Veritatis Splendor*, and Apostolic Letter *Mulieris Dignitatem*, as well as Pope Paul VI's encyclical *Humanae Vitae*. Course requirements include two 7-page papers and a final exam. Students will be expected to participate actively in class discussions.

### **THEO 40817. Joint Seminar Philosophy/Theology: Creation and Freedom**

(3-0-3)

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)

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) Reynolds

This course has a twofold 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)

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: Catechesis in Catholic Schools**

(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 adolescents in Catholic schools. The course is also helpful for those anticipating a career in pastoral, and most especially catechetical, ministry with adolescents and young adults. The course is open to Theology students at the undergraduate and graduate levels and to Notre Dame undergraduates with ESS minors. Within class sessions designed to be highly dialogical, interactive, and prayerful, participants explore both theological and practical/pedagogical dimensions of the process of catechesis. Required readings are drawn from the “National Directory for Catechesis,” the “General Directory for Catechesis,” and “The Catechism of the Catholic Church,” as well as from the works of 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 explore all of the central tasks that constitute the holistic process of catechesis as delineated in the general and national Catholic catechetical directories and other catechetical documents and as adapted for use in Catholic schools: 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. Participants are required to read all assigned selections from the course packet, as well as from the “National Directory for Catechesis.” Participants also actively contribute to class sessions. Presence in class is mandatory.

### **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-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.

### **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 that 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, and theistic and non-dualistic metaphysics.

### **THEO 40825. God, Philosophy, and Politics**

(3-0-3) MacIntyre

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.

### **THEO 40826. Comparative Theology**

(3-0-3) Malkovsky

The purpose of this course is to introduce you to some important recent literature in comparative theology. We will attempt to evaluate the possible significance of theological ideas and religious experiences from Hinduism, Buddhism, and Islam for Christian thinking on God, Christology, grace, and eschatology. Requirements: Class presentations and two research papers.

### **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 higher 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 40828. Comparative Religious Ethics: Buddhist and Christian**

(3-0-3) Clairmont

Is religion necessary to live a moral life? If so, are all religions basically the same when it comes to the moral norms contained in them? If not, how do we account for the differences among religious values, norms and principles? How do religions justify their distinctive moral claims in the face of alternative proposals? Can we study the ethical thought of a religious tradition that is different from our own in a responsible manner and, if so, how should we proceed? This course will take up these and other related questions through an examination of ancient and contemporary Christian and Buddhist texts in dialogue with recent theoretical options for the comparative study of ethics. We will begin with an assessment of the importance and distinctive quality of religious voices in moral debate and then look at some of the ways that contemporary scholars have approached the investigation and assessment of similarities and differences in moral worldviews. The course will end with a comparative consideration of certain Buddhist and Christian options in environmental ethics.

### **THEO 40829. Spirituality in the Ignatian Tradition**

(3-0-3)

The book of the *Spiritual Exercises* of St. Ignatius of Loyola will be the primary focus of the course. Particular concern will be given to their origin and composition, the division into weeks and dynamics of grace and choice that are at the core of this tradition. Attention will also be given to the rules for discernment and the way that this tradition is especially a path for Christian discipleship in the world.

### **THEO 40830. Documents Shaping Catechesis**

(3-0-3) Baumbach

This course will consider selected documents of the Catholic Church since the Second Vatican Council and their implications for catechesis. Documents that shape or inform catechesis are foundations for building a dynamic catechetical ministry, elevating our awareness of opportunities for promoting and handing on the Gospel. Our goal will be to explore these documents, noting their essential contribution to the catechetical enterprise along with their ongoing potential for implementation in parish life today. Students will be engaged in formulating and sharing insights within an interactive learning environment, informed by readings, group discussion, and assignments.

### **THEO 40831. Chesterton and Catholicism**

(3-0-3) Fagerberg

G.K. Chesterton was a man with many sides, but this course will confine itself to only one, and that is his theological front. About his conversion to Catholicism he wrote to a friend, "As you may possibly guess, I want to consider my position about the biggest thing of all, whether I am to be inside it or outside it." We will consider his position by reading primary works in theology that led up to and followed his decision, among them *Orthodoxy*, *The Everlasting Man*, biographies of St. Thomas and St. Francis, *The Thing*, and *What's Wrong with the World*. In these we will follow his own advice that "to become a Catholic is not to leave off thinking, but to learn how to think. It is so in exactly the same sense in which to recover from palsy is not to leave off moving but to learn how to move."

### **THEO 40832. Approaches to Black Theology**

(3-0-3)

This is an introductory course to theology from African American perspective. The course will not only open students to Roman Catholic (intellectual) theological traditions but also to the diversity of approaches in theology within which black theology is located. The dialectical engagement of black theology, the methodological and interpretative shifts that account for its emergence and ongoing development, are rooted in black history and tradition (African and African American). The course has an added pastoral dimension—the preparation for and enhancement of ministry in the Roman Catholic Church to peoples of African descent.

### **THEO 40833. Modern Spiritual Writers**

(3-0-3) Cunningham

This course will consider some early modern and modern Christian writers who were, in one way or another, prophetic figures who wrote "from the margins." We will begin with the American Quaker, John Woolman, and then read Soren Kierkegaard's *Fear and Trembling*; the anonymous Russian Orthodox author of *The Way of a Pilgrim*; Simone Weil's *Waiting for God*; and selected writings of both Dorothy Day and Thomas Merton. Students will write frequent short papers; offer in class presentations; and write one longer paper on a text not discussed in class. Because the course will be writing intensive no in class examinations will be given. Final grade will be computed based on class participation and the quality of writing.

### **THEO 40834. Holy Land**

(3-0-3) Reynolds

This course will investigate the manner in which Christians and Muslims through the centuries have understood the religious dimension of Palestine, and of Jerusalem in particular. In the first section of the course we will analyze classical religious texts, including: the New Testament prophecies of Jerusalem's destruction; the narratives surrounding Saint Helen's recovery of the true Cross and sacred relics; the traditions of Muhammad's night journey to Jerusalem, and Muslim narratives on the conquest of Palestine and the construction of the Dome of the Rock. In the second section of the course we will turn to the memories and visions of individual believers, such as the descriptions of medieval Muslim geographers, the travelogues of European Christian pilgrims, the writings of Eastern Orthodox monks of the Palestinian desert, and the popular religious pamphlets and websites of the Muslim and Christian faithful today.

### **THEO 40835. Darwin, Philosophy, and Religion**

(3-0-3) Ashley

*Corequisite:* PHIL 43712

The year 2009 marks both the 200th anniversary of Darwin's birth and the 150th anniversary of the publication of his *On the Origin of Species*. The *Origin* has had a profound effect, not just on biology, but also on how we think about ourselves, about human nature in relationship to the natural world, and both of the latter in relationship to God. This class will begin by setting the philosophical and theological scene in the 19th century and then, against that backdrop, reading Darwin's own work (the *Origin* and excerpts from *Descent of Man*) and biographical material about Darwin's life. We will then embark on an exploration of the impact of Darwin's ideas, focusing on their theological and philosophical implications. This class will thereby provide a deeper understanding of the birth and context of Darwin's ideas and their on-going significance in the 21st century. It will include invited speakers and at least one field trip (to the evolution exhibit at Chicago's Field Museum). Students will also be required to attend some of the sessions at the second of the two international conferences on evolution being presented by Notre Dame in cooperation with a consortium of Roman Pontifical Universities (Nov. 1–3). Beyond this, and faithful class participation, the course will entail several in-class presentations, a midterm, and a final paper. Note that students in this class must also register for PHIL 43712 (cross-listed as STV 43112). These two courses will meet together, all students for both classes will fulfill the same course requirements, and students will thus earn 3 credits of coursework in philosophy and 3 in theology (or in STV).



**THEO 40836. Hermeneutics, Deconstruction and Medieval Thought**

(3-0-3) Gersh

The aims of this course are both methodological and historical. The methodological part will consist of an introduction to hermeneutics (in a broad sense) as theorized and/or practiced in certain areas of modern continental philosophy. After a brief look at the crucial innovations of Husserl, we shall study carefully chosen extracts (in English translation) of Heidegger: *Being and Time* and *What is Called Thinking*, Gadamer: *Truth and Method*, and Derrida: *Of Grammatology*, *Writing and Difference*, *Dissemination* in order to illuminate the different (even opposing) ways in which the idea of "hermeneutics" can develop. This general discussion will be combined with specific consideration of the themes of allegory and negativity. The historical part of the course will concentrate on late ancient, patristic, and early medieval readings (Origen: *On First Principles*, Augustine: *On Christian Teaching*, *Literal Interpretation of Genesis*, Proclus: *Commentary on Plato's Timaeus*). Here, we shall attempt to advance our comprehension of ancient literature by (1) looking for parallels with modern hermeneutic techniques and (2) applying the modern techniques in test cases. The course is intended to be relatively open-ended; i.e., students will be expected to think about the way in which these discussions are internally coherent and also relate to their own areas of interest (which may be elsewhere in philosophy, theology, or literature (Latin or vernacular)). Requirement: one final essay of ca. 20 pp.

**THEO 40931. Youth Ministry Weekend Workshop**

(1-0-1)

The development and implementation of youth ministry programs. (Fall)

**THEO 41202. Christian Tradition II: German Discussion**

(1-0-1)

This is an optional discussion group conducted in German which is associated with THEO 40244 Jewish/Christian Dialogue: Germany/Holocaust.

**THEO 41244. Jewish/Christian Dialogue: Germany/Holocaust**

(0-1-0)

This is an optional discussion group conducted in German which is associated with THEO 40244 Jewish/Christian Dialogue: Germany/Holocaust.

**THEO 42202. Christian Tradition II Discussion**

(0-0-0)

Discussion group for Christian Traditions II.

**THEO 43001. Proseminar**

(1-0-1)

This 1-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 43101. New Testament**

(3-0-3)

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 43202. Joint Seminar: Revelation**

(3-0-3)

This joint seminar is required for students in the Philosophy-Theology joint major. The topic changes each year, as do the faculty, though it is always team-taught by one philosophy and one theology faculty member. With department permission, it may be taken by someone who is not a joint major.

**THEO 46001. Directed Readings**

(V-0-V)

This course consists of research and writing on an approved subject under the direction of a faculty member.

**THEO 46002. Directed Readings**

(V-0-V)

This course consists of research and writing on an approved subject under the direction of a faculty member.

**THEO 48001. Undergraduate Research**

(V-0-V)

Varies with instructor. Variable credit.

**THEO 48002. Thesis Writing**

(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 50201. Jewish/Christian Debate in the Middle Ages**

(3-0-3)

The growth of urban centers in Europe and Iberia during the Middle Ages rekindled the literary debates between Jews and Christians that began in the early Church. Both Jews and Christians constructed images of the other that were grounded in earlier arguments from Scripture and augmented them with the new tools of reason and linguistic knowledge. Our seminar will read both Jewish and Christian documents analyzing them in light of the work of modern historians such as Gilbert Dahan, Jeremy Cohen, David Berger, and Gavin Langmuir. In addition to reading disputation literature we shall analyze papal policy, noble patronage, and canon law.

## Catholic Social Traditions

### CST 20102. 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.

### CST 20103. One Jesus and His Many Portraits

(3-1-3) 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.

### CST 20206. U.S. Latino Spirituality

(3-0-3) Elizondo

U.S. 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 U.S. Latino spirituality through the devotions, practices, feasts, and rituals of the people.

### 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 Aristophanes, 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 20223. The Church We Believe In

(3-0-3)

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 creed—"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, and 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.

### 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 U.S. Bishops' Letter on the U.S. 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 20260. Religion and Schooling in American Society

(3-0-3)

Does religion help children do well in school? Focused on primary and secondary schooling in the United States, this course investigates several academic and policy questions on the relationship between religion and schooling: How does religion affect academic outcomes for children? How do contemporary religious Americans view public schools, and how does religion shape Americans' views on curricular and other school policy issues? What is the role of religion in the schooling choices of families in the United States? Do Catholic or other religious schools improve academic outcomes for children? Why or why not? Through lectures, discussion of key works, and a research paper, the course advances theory and evidence regarding the relationship of religion and academic achievement, the role of religion in politics of education, and the relationship of religion and democratic education.

### 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's "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. More information about the course format is explained in the Learning Agreement and Application Form, available at the Center for Social Concerns.

**CST 20501. Globalization and Social Movements**

(3-0-3)

In what ways does an increasingly global political, economic and cultural system impact our lives? Has globalization led to increased peace and justice, or to new types of conflict and inequality? How has globalization affected national and transnational social movements? This course examines the ways in which changes in the global economic and political system affect politics within countries. First, we will briefly review the broader research literature on the sociology of social movements. Readings will cover a range of different movements, such as those working to protect the environment, advocating for economic justice, addressing social problems such as extreme poverty and public health, and fighting for the rights of women and working people. Then, we will look at how globalization has affected social movements. This course is particularly applicable to students majoring in business, political science, economics, peace studies, anthropology, sociology, and any foreign language. Students planning to study abroad may also be interested.

**CST 20502. Poverty and the Bishop's Pastoral Letter**

(1-0-1)

This class is designed to rewrite the poverty section of Chapter 3 in the Bishops' 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 rewrites the poverty section.

**CST 20503. Catholic Social Tradition, Notre Dame, and Poverty in South Bend**

(1-0-1) Whitmore

Catholic social teaching highlights the problems of poverty and the gap between rich and poor. This course will invite speakers from both the Notre Dame and South Bend communities to address the issue of the wealth of Notre Dame and the poverty present in South Bend. What is the relationship between the two communities and their relative wealth or poverty?

**CST 20505. Markets and Morals**

(1-0-1) Wilber

This class is designed to investigate questions such as: Do markets need ethical standards? Do markets make us moral? Should a market for transplant organs be allowed? What should we think about sweatshops?

**CST 20602. Medical Ethics**

(3-0-3) Solomon

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.

**CST 20605. Introduction to Catholic Moral Theology**

(3-0-3)

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 5-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.

**CST 20611. Relationship and Sexuality in Christ 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 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 5-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 1-page, ungraded essays assigned to promote thought and discussion on specific topics or questions.

**CST 20619. Rich, Poor, and War**

(3-0-3)

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the United States 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.

**CST 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.

**CST 20629. 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's "Veterans History Project."

**CST 20630. Health Care Ethics/Twenty-First Century**

(3-0-3)

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, and responding to AIDS. Especially recommended for students planning on a career in medicine or science. Lecture/ discussion format. Requirements: short papers, midterm, and final.

### **CST 20639. Conscience, Calling, and Character**

(3-0-3)

This course is intended to be an introduction to Catholic moral theology customized for those discerning a career as a business professional. In the wake of ethics failures at a number of prominent corporations, business leaders have renewed their call for ethical behavior and have begun to establish criteria for hiring morally thoughtful employees and to institute ethics education in the workplace. In the first part of the course, we will examine Catholic theological ideas about conscience and how it functions in the process of making a moral decision. In the second part of the course, we will examine a selection of Catholic writings on the idea of vocation and calling, as well as the nature of human work, the relationship between workers and management, and the norms of justice that ought to govern these relations. Finally, we will examine ideas about character and virtue to assess the challenges and opportunities for moral formation in a business context. Class format will combine analysis of theological texts and discussion of business cases. Course requirements include a midterm and final examination and a group project.

### **CST 20642. War, Peace, and Conscience**

(3-0-3)

This course examines ancient, medieval, and modern understandings of the ethics of war primarily, but not exclusively, within Christian tradition. It comes in three parts. First, it surveys the emergence and development of the morality of war from ancient times (Jewish, Christian, and classical), through the medieval period (church canonists, Aquinas, the scholastics), and into the modern period (Grotius and later sources of international law). Second, it examines the nature of modern warfare by means of historical illustrations, including the Civil War, the so-called Indian wars, World War I, World War II, the Vietnam War, and the Gulf War. Third, it takes up several cases with the aim of exploring the tension between traditional conceptions of just war theory and the practice of modern warfare, focusing on issues involved in the use of weapons of mass destruction, the “fog of war,” wars of revolution, ethnic and religious conflict, and the continuing “war on terrorism.” Texts include: Roland Bainton, *Christian Attitudes Toward War and Peace*, Erich Maria Remarque, *All Quiet on the Western Front*, John Hersey, *Hiroshima*, Olson and Roberts, *My Lai: A Brief History with Documents*, plus writings on the attacks of September 11. Requirements include a take-home test, several short papers, and a final exam.

### **CST 20643. The Askesis of Nonviolence**

(3-0-3) Pfeil

This course will explore the theology and practice of nonviolence as a form of askesis, or spiritual discipline. The material will include readings from Scripture, the early Christian tradition, and Catholic social teaching. Religious sources outside the Christian tradition will include Gandhi, Thich Nhat Hanh, and Badshah Khan. This course will use the method of community-based learning and will require 20 hours of service at particular sites in the South Bend area.

### **CST 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 inter-relationships 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).

### **CST 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.

### **CST 20830. Reg. 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.

### **CST 20835. The Church in the World**

(3-1-3) Colberg

This course explores the nature and mission of the church with particular attention to how these are shaped by its engagement with the world. It looks at the church’s on-going efforts to proclaim and preserve the good news of Jesus Christ while communicating it effectively in an ever-changing and increasingly diverse world. To this end, the class is divided into three units: Unit One surveys significant historical events that have helped form the Christian community’s identity and the way it conveys its message; Unit Two studies the documents of Vatican II as a recent and essential expression of the Church’s mission and self-understanding; and Unit Three examines the Church’s position on several contemporary issues such as interreligious dialogue, economic justice, birth control, and scientific/ technological developments as a way of considering current efforts to proclaim the gospel and speak meaningfully to a contemporary audience. This class includes weekly response papers, two tests, a final exam, and a class presentation or paper.

### **CST 30150. Collegiate Sports and Catholic Identity**

(1-0-1)

This course assesses the relationship between collegiate sports and Catholic identity. Presenters will include former Notre Dame football players as well as other commentators.

### **CST 30164. Catholics in America**

(3-0-3) Cummings

Since 1850, Roman Catholics have constituted the single largest religious denomination in the United States. This course explores what the presence of Catholics has meant for the American experience, focusing on themes of church/state separation, religion and politics, education, and social reform. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, gender, region, race, and class as variables that have shaped the American Catholic experience. Assigned readings range from excerpts of anti-Catholic publications to first-hand accounts written by American Catholics from the colonial period to the present. In addition we will study the representation of Catholics in American film, themes of Catholic fiction, material culture

relating to Catholic devotional life and the sacraments, and the shifting position of American Catholics in the universal Roman Catholic Church.

### **CST 30202. War and the Nation-State**

(3-0-3)

Examines the nature of modern warfare as it pertains to the role of the nation-state in international affairs

### **CST 30203. On War**

(3-0-3)

This course is about the causes and conduct of war. As regards causes, the focus is on evaluating the strengths and weaknesses of the most prominent explanations for the outbreak of major war, including balance of power, regime type (democracy/autocracy), civil/military relations, and the personality traits of individual leaders. As regards conduct, the emphasis is on considering the effect of broad political, social, and economic factors (nationalism, democratization, industrialization, and military professionalization) on how wars are and have been fought. Particular historical emphasis is placed on the causes and conduct of great power wars (especially the two World Wars), although other wars will be discussed.

### **CST 30204. History of Catholicism, 300 to 1500**

(3-0-3)

Course explores the evolution of Catholicism from 300 to 1500.

### **CST 30241. NGOs in International Relations**

(3-0-3)

Examines the role of nongovernmental organizations in world affairs.

### **CST 30266. Political Economy of Globalization**

(3-0-3)

Addresses the dynamics of the phenomenon of globalization.

### **CST 30305. Immigration Global Perspective**

(3-0-3)

Treats global immigration issues.

### **CST 30308. 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 30309. 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 30353. The Catholic Reformation**

(3-0-3)

*Corequisite:* 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 Observantine 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.

### **CST 30601. Comparative Religious Social Ethics**

(1-0-1)

Course will examine the social ethics traditions of Judaism, Islam, Hinduism, Buddhism, and Confucianism through comparison with the basic tenets of Catholic social teaching. Focuses will include themes such as human dignity and equality, respect for human life, the common good, an option for the poor, solidarity, and environmental concerns. Guest lectures will be supplemented with classroom discussion. Requirements include an 8- to 10-page paper and supplementary readings.

### **CST 30602. Uganda, War, Religion**

(1-0-1)

Civil war has ravaged the land of northern Uganda for 20 years, pitting the rebel “Lord’s Resistance Army” against the Ugandan government. Caught in between are the people of northern Uganda. The LRA has abducted more than 20,000 children to serve in the rebel forces. The Ugandan army has committed its own abuses, including rape and forced labor. The aim of this class is to (1) examine the conflict and how different parties use theological language to rationalize their actions and (2) address the issue of the obligation of NGOs and the international community to help stop the war.

### **CST 30603. Ancient and Medieval Theory**

(3-0-3)

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.

### **CST 30615. American Catholic Experience**

(3-0-3)

*Corequisite:* HIST 32615

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.

### **CST 30618. United States Labor History**

(3-0-3)

*Corequisite:* HIST 32618

The labor questions: “Who does the work? Who reaps the rewards? And who makes the decisions?” are central to any society, and this course explores how those questions have been answered throughout the history of the United States of America. This course will introduce you to the major themes, events, organizations, individuals, and scholarly controversies in American labor history, from 1776 to the present. We will study the diversity of the working-class experience in the United States by exploring the past from multiple perspectives, and we will analyze competing interpretations put forth by labor historians over the past half-century. The workers, workplaces, communities, institutions, and issues will range widely over the semester, but we will investigate some core themes for the duration: issues of power, structure, and agency, from the workplace to Washington, D.C.; workers’ wide-ranging efforts to forge organizations, namely labor unions, to represent their collective interests; intersections between class, race, and gender at work, at home, at play, and in politics; and tensions between capitalism, industrialization, and democracy in U.S. history.

**CST 30637. Religious Factor in U.S. Culture**

(3-0-3)

This course is about understanding American culture and its history, taking religion into account as one important factor among many-but one often neglected. Subjects include how religion has interacted with just about everything else in the culture, from politics and warfare to intellectual life, ideals, morality, science, schooling, race, immigration, ethnicity, family, sexuality, and so forth.

**CST 30672. Religion and Social Life**

(3-0-3) Christiano

How society influences religion and how religion influences society.

**CST 30675. Religion, Modernity, Secularization and Religious Persistence**

(3-0-3)

What is the fate of religion in modern societies? Is there something about modernity that is particularly corrosive of religion? Does modernity secularize? What does secularization mean? Where, how, and why does religion survive or thrive in the modern world? What social forces and influences explain different religious outcomes in modernity? Are there “multiple modernities” that have different effects on religious traditions? This course examines the most important works on religion in modernity to explore these questions so as to better understand outcomes of religious belief and practice in the contemporary world. The full title of this course is “Religion, Modernity, Secularization, and Religious Persistence.” (This is a sophomore-to-senior level course primarily for Soc majors and others with specifically related interests.)

**CST 30809. 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.

**CST 30818. Catholic Church From Medellin to Aparecida**

(3-0-3)

Medellin (1968) was the first General Conference of the Latin American Bishops after the Second Vatican Council. Medellin was a strong step forward in clarifying the role of the Latin Church. This course will explore the following question: Did Aparecida (the fifth General Conference) in Brazil 2007, rekindle the vision of Medellin?

**CST 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.

**CST 30985. World History of Christianity Since 1900**

(3-0-3)

*Corequisite:* HIST 32985

A survey of the dramatic changes that have recently altered the face of Christianity in the world. For Catholics, Protestants, Eastern Orthodox, and the rapidly growing number of “independent” churches, the last century witnessed changes on a scale not seen since the first centuries of Christian history. The long-time Christian heartlands of Europe and North America have undergone unprecedented secularization. The once-missionary regions of Africa, Asia, and Latin America have developed larger communities of active believers than now exist in “the Christian West.” All over the world, Christian interactions with war (and peace), poverty (and affluence), disease (and health) have multiplied with increasing complexity. The course concentrates on Asia, Africa, and Latin America, with developments in Europe and North America in the background. Throughout, a primary aim is to

link Christian events with major international developments like the world wars, the cold war, economic globalization, and colonization-decolonization.

**CST 33001. Catholic Social Teaching**

(3-0-3)

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 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 cofounder 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 33101. Dorothy Day and the Catholic Worker Movement II**

(1-0-1)

Examines the life and writings of Dorothy day and the Catholic Worker Movement from sociological as well as theological perspectives.

**CST 33301. Sociology, Self, and Catholic Social Tradition**

(3-0-3) Weigert

What’s Catholic about sociology? What’s sociological about Catholic social tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through an experimental, team-taught seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice.

**CST 33800. Global Health**

(0-0-1) Ryan

This 1-credit course introduces topics and methods in the ethics of global health. We will examine questions such as the relationship between health and persistent poverty (especially in the developing world), the effect of international economic systems on access to care, the role of the environment in health promotion, the impact of political conflict on health and health care delivery, and the effectiveness of transnational partnerships for the promotion of health-related initiatives. Course requirements include conscientious participation and a short paper (7–10 pgs).

**CST 33933. Summer Service Learning: Hispanic**

(3-0-3) McDowell

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.

**CST 33936. Summer Service Learning: Confronting Social Issues**

(3-0-3) Shappell

This 3-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.

### **CST 33937. Confronting Social Issues**

(3-0-3) Shappell

This 3-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.

### **CST 33938. Summer Service Learning: International**

(3-0-3) Tomas Morgan

This 3-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.

### **CST 33950. Social Concerns Seminar: Appalachia**

(1-0-1) Mick

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.

### **CST 33951. Social Concerns Seminar: Washington, D.C.**

(1-0-1) Toms Smedley

This course centers on a trip to Washington, D.C., 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.

### **CST 33953. Social Concerns Seminar: Contemporary Issues**

(1-0-1) Mick

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.

### **CST 33954. Social Concerns Seminar: Leadership Issues**

(1-0-1) Hebbeler

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.

### **CST 33963. Social Concerns Seminar: The Church and Social Action**

(1-0-1) Purcell

This course centers on 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.

### **CST 33964. Social Concerns Seminar: Education**

(1-0-1) Toms Smedley

This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Ariz., 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.

### **CST 33965. Social Concerns Seminar: Organizing Power and Hope**

(1-0-1) Mick

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.

### **CST 33966. Social Concerns Seminar: Border Issues**

(1-0-1) Toms Smedley

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.

### **CST 33967. Social Concerns Seminar: Migrant Experience**

(1-0-1) Toms Smedley

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.

### **CST 33968. Social Concerns Seminar: L'Arche Community**

(1-0-1) Toms Smedley

This seminar centers on 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.

### **CST 33969. Social Concerns Seminar: Hispanic Ministry**

(1-0-1) Toms Smedley

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.

### **CST 33970. Social Concerns Seminar: International Issues**

(1-0-1) Tomas Morgan

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.

### **CST 40000. Research Preparation for Capstone**

(1-0-1) Purcell

Preparation for capstone research in an approved topic regarding Catholic social tradition.

**CST 40106. 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, Bartolome 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.

**CST 40226. Christianity in Africa**

(3-0-3)

Few places on earth exhibit the dynamism of contemporary Christianity like Africa. Such dynamism creates new challenges and opportunities for the Catholic Church and other ecclesial bodies, and also shapes African life more generally. Through novels, historical studies, and present-day reflections from a variety of perspectives, this course will explore Christianity in Africa, beginning with the early Church but with heightened attention to the more recent growth of Christianity on the continent. It will also examine Christianity’s interaction with Islam and traditional forms of African Christianity. Ongoing attention will be paid to African Christian theology, carried out formally and informally, as well as the implications of the spread of African Christianity for global Christianity.

**CST 40602. Ethics, Law, and International Conflict**

(3-0-3) Powers

The terrorist attacks of 9/11 and the war in Iraq have contributed to a dramatic reexamination of moral and legal norms governing the role of military force in international affairs. This course provides an introduction to legal and moral perspectives on issues of war and peace, with special attention to Catholic social teaching. Topics include the UN framework for collective security, collective enforcement, and peacekeeping; terrorism, aggression and self-defense; intervention on behalf of self-determination and human rights; norms governing the conduct of war; accountability for war crimes; and approaches to arms control and disarmament. These topics are discussed with special attention to their application in combating global terrorism, the interventions in Iraq and Afghanistan, the wars in the Balkans, and other recent conflicts. Introductory course in ethics and/or international law helpful but not necessary to succeed in this course.

**CST 40612. Catholic Radicalism**

(3-0-3)

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 Furfey, 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.

**CST 40860. Genocide, Witness and Memory**

(3-0-3) Mahmood

How are episodes of mass killing experienced, survived, and remembered? In this course, we consider political, social, and cultural trauma as expressed in memoir,

documentary, fiction, and academic text. Witness as an ethical stance is examined; the role of memory in shaping morality is questioned. (Does “Never Again” actually work?) We also look at the perpetrators of genocidal killing: who are they? What prompts their actions? Moreover, are any of us incapable of this kind of violence?

**CST 43479. 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 National Commission of Human Rights on the relationship between migration and human rights are also covered.

**CST 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.

**CST 45100. CST Internship**

(0-V-V)

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.

**CST 47200. Uganda, War and Religion II**

(1-0-1)

Civil war has ravaged the land of northern Uganda for 20 years, pitting the rebel “Lord’s Resistance Army” against the Ugandan government. Caught in between are the people of northern Uganda. The LRA has abducted more than 20,000 children to serve in the rebel forces. The Ugandan army has committed its own abuses, including rape and forced labor. The aim of this class is to (1) examine the conflict and how different parties use theological language to rationalize their actions and (2) address the issue of the obligation of NGOs and the international community to help stop the war.

**CST 48001. Catholic Social Tradition Senior Capstone**

(3-0-3)

This course fulfills the capstone requirement for CST minors. The requirement is a capstone paper relating CST to a topic worked out by the professor and the student.



## Religion and Literature

### 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 A.D. 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 toward 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)

*Corequisite:* POLS 22600

This 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 Momady, Sophocles, Plato, and Flannery O'Connor. Students will write three 1-page papers analyzing specific cases, and then two 4-page papers. There is a comprehensive final. In Friday discussion groups, students will critically apply the materials covered in class to specific cases.

### RLT 20205. Staging the Religious: Shakespeare and His Contemporaries

(3-0-3) Dodson

How do we imagine religious experience? What happens when religion becomes an image, either visually, dramatically, or on the page? In this course, we will approach this question through the plays of William Shakespeare and a handful of his contemporaries, focusing on English Renaissance playwrights whose works "stage" the cultural tensions and competing religious claims of Protestants, Catholics, Jews, Muslims, and atheists, not to mention the supernatural (ghosts, witches, devils, etc.). While we will explore a handful of themes in relation to

these works—faith and the will, religious outcasts, and violence and justice—we will spend most of our time asking how the presentation of these religious themes in dramatic form and on the stage affects their meaning. We will do so by way of comparison, both comparing Shakespeare's plays with the frequently under-read works of Christopher Marlowe and Ben Jonson, as well as setting their images of religious experience against the Bible, Renaissance painting (e.g., Bosch, Bruegel, Caravaggio, and Rembrandt), and contemporary film versions of the plays.

### RLT 20206. Religious Imagination in American Literature

(3-0-3)

A consideration of the ways in which selected American writers and works are informed and illuminated—formally and in their ideas and preoccupations—by religious traditions, ideas, and concerns. Readings will be selected from the following: Melville, *Billy Budd*, *Sailor* or *Moby-Dick*; Stowe, *Uncle Tom's Cabin*; DeVries, *The Blood of the Lamb*; Hemingway, *The Old Man and the Sea*; Dickinson, *Final Harvest*; Hurston, *Their Eyes Were Watching God*; Steinbeck, *The Grapes of Wrath*; Hawthorne, *Selected Tales and Sketches*; O'Connor, *Everything That Rises Must Converge*; Maclean, *A River Runs Through It*; Eliot, *Four Quartets*; Agee, *A Death in the Family*; Updike, *Pigeon Feathers*; and Salinger, *Franny and Zooey*.

### RLT 20207. God and Evil in Modern Literature

(3-0-3)

A study of selected modern writers whose concern with God and evil, faith and despair, and the reality and significance of suffering animates their writings.

### RLT 20208. 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.

### RLT 20210. Philosophical Reflections on Christian Belief

(3-0-3)

In this course, we will take a careful look at some of the hard philosophical problems raised by several important Christian doctrines. For example, Christians believe that there is exactly one God but three divine Persons (Father, Son, and Holy Spirit). We believe that the second Person of the Trinity became a man, that this man—Jesus of Nazareth—suffered and died for our sins so that we might be restored to fellowship with God, that he was raised from the dead on the third day after his crucifixion, and that all Christians will one day undergo a similar bodily resurrection. Many of us also believe that God is sovereign and that in some sense nothing happens apart from his will, but also that we are free creatures who often do things that run directly contrary to the expressed will of God. Each of these doctrines, however, poses serious philosophical difficulties. The goal of this course is to try to get clear about what exactly these problems are and to explore some of the ways in which philosophers and theologians have attempted to solve them.

### RLT 20212. Reading the Qur'an

(3-0-3)

To Muslims, the Qur'an is the uncreated, eternal Word of God. As Jesus Christ is to Christians, the Qur'an to Muslims is the fullest expression of God's mercy and concern for humanity. It is both the source of complete spiritual wisdom and the constitution for a more perfect society. In the present course we will encounter this revered text with the following goals: to examine the history of the Qur'an's composition and reception; to explore the major themes of the Qur'an; to discuss new theories on and debates over the Qur'an; and, finally, to research the Qur'an's statements on issues of contemporary interest, especially sex, politics, and war.

**RLT 20214. Pilgrimage**

(3-0-3)

This course will examine the literary record and lived experience of pilgrimage throughout Christian history by focusing on particular texts, persons, and sites. To enrich our understanding of this phenomenon, we will deliberately adopt a variety of perspectives (archeological, sociological, anthropological, liturgical, and art historical). We will necessarily also consider relics and the cult of the saints.

**RLT 20216. One Jesus and His Many Portraits**

(3-0-3)

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.

**RLT 26448. 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.

**RLT 30210. Christianity and Modernism**

(3-0-3)

A study of Christian writers and how they struggle with the literary and cultural movement labeled “modernism.”

**RLT 30212. Faith and Fragmentation in Modernity**

(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 meaninglessness. Rather it testifies to the troubles and consolations 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 (5 to 7 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 30222. 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.

**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 30224. Faith and the African American Experience**

(2-0-1)

This course will introduce students to the African American faith experience, with particular attention being given to the historical development of spiritualities of liberation in the American Diaspora. Guest lecturers and seminar leaders will offer “perspectives” on this rich and heterogeneous tradition from several vantage points within the humanities, social sciences, and theological disciplines. In addition to a course pack of selected readings, the PBS series, *This Far by Faith: African American Spiritual Journeys*, and its companion volume will constitute the required “texts” for the course. There will be seven class meetings of two hours each. The course will meet on Wednesday evenings from 6:00 p.m. to 8:00 p.m. The course will begin on 18 January 2006 and conclude on 1 March 2006. Attendance at all class sessions, active participation in seminar discussions, completion of six short (i.e., 2- to 3 pages in length) weekly reflection papers, and a final examination are required.

**RLT 30226. Islam and Modernity**

(3-0-3)

Islam and its compatibility with modernity is a much-debated issue in the contemporary period. The course will address this timely topic and discuss the most important “hot-button” issues involved: political Islam, democracy, pluralism, rights of women, and secularism. The historical contexts in which these issues have been debated will also receive attention. What internal resources exist within Islamic thought that are being drawn upon by modernists to make a strong case for an essential compatibility between Islam, modernity, and democracy, for example? Is democracy (or Islam, for that matter) a monolithic concept? Students will be expected to actively take part in discussions centered on such questions, the assigned readings, and class lectures. Prior exposure to at least one class on Islam or the Middle East is strongly recommended.

**RLT 30228. Russia Confronts the East**

(3-0-3)

This course will explore the prominent place the Caucasus and the Islamic East hold in the Russian literary imagination. We will take a broad view of the topic, ranging from medieval epic to modern film, from prose to poetry, and from literature’s “greatest hits” to the justly and unjustly forgotten. Throughout, we will seek to understand the uses of the East in Russian culture as a whole and in individual literary works in particular, the role it plays in the formation of a Russian national identity, and the literary resources the East provides to Russian authors. Readings will include works by Pushkin, Lermontov, and Tolstoy, among others, as well as contemporary journalism on the war in Chechnya. Class format will be lecture/discussion, and grades will be based on class participation and regular writing assignments.

**RLT 30232. Pagans/Preachers/Passions**

(3-0-3)

How did Christianity go from Mediterranean cult to world religion? How did the scattered tribes of ancient Europe become a world civilization? This course will examine the growth of Christianity in late antiquity and the Middle Ages, concentrating particularly on the men and women who actively pursued its expansion—the missionaries. A combination of lectures and discussions of primary sources will consider the conversion of the Roman Empire, the beginnings of missions on the fringes of the Roman world, the growth of an early medieval missionary movement, and the changes in approaches to non-Christians that came with contact with the Islamic and Mongol worlds and the rise of the papacy and new religious orders in the later Middle Ages.

**RLT 30234. Religious and Social Movements in Latin America**

(3-0-3)

The purpose of this course is to give students an understanding of the role religion has played in Latin American history from the colonial period to the present. We will focus specifically on how religion mediates relations between culturally-distinct peoples during points of encounter and the role it plays in social movements. Religion in Latin America served paradoxically as a means of

and justification for “conquest” but also at times as a foundation for “subordinate” peoples’ resistance to domination. We will examine this dynamic as it evolved in successive efforts by outsiders to impose control over people of indigenous and African descent. The course will focus on Spanish proselytization and its results during the colonial period, millenarian movements by people of indigenous and African descent during the 19th century, and American Catholic and Protestant mission endeavors and their outcomes in the 20th century.

### **RLT 30301. Ancient and Medieval Political Theory**

(3-0-3)

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 B.C., 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.

### **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 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 in this course.

### **RLT 40205. 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.

### **RLT 40206. Dante**

(3-0-3) Werge

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. Readings: *Inferno, Purgatorio, and Paradiso*, trans. John D. Sinclair (Oxford); St. Augustine, *Confessions*.

### **RLT 40209. Religion and Social Life**

(3-0-3)

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**

(3-0-3) Afsaruddin

This 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 its formative period until our own time. The latter part of the course will deal with resurgent trends within Islam, both in their reformist and extremist forms, and contemporary Muslim engagements with modernity. We will also discuss the spread of Islam to the West and increasing attention focused on “political Islam” or “Islamism” today. All readings are in English translation.

### **RLT 40213. 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.

### **RLT 40214. 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.

### **RLT 40215. 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.

### **RLT 40217. Dante and Aquinas**

(3-0-3)

An introduction to the thought of two great medieval figures, Aquinas and Dante.

**RLT 40218. 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 worldview 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. 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.

**RLT 40220. Religion and Literature**

(3-0-3)

An analysis of the reciprocal relations between literature and religion.

**RLT 40221. Literature of Religion**

(3-0-3)

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 *A 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**

(3-0-3)

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, and 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**

(3-0-3)

Between the years A.D. 100 and 1000, 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, Arabic literature, mytho-poetics, art, and architecture.

**RLT 40225. 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, 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**

(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 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, 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 an increasing knowledge provoked by travel.

**RLT 40229. Chinese Mosaic Philosophy, Politics, and Religion**

(3-0-3)

This special topics class introduces 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.

**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) Bloomer

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 biennially.

**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. Seminar: Medieval Profane and Holy Quests**

(3-0-3)

The notion of quest has captivated the human imagination throughout the ages, and held a particularly prominent place in medieval culture. This course will explore the types, meaning, and purpose of "quest" in the Middle Ages, drawing on both sacred and profane experience, as found in literary, religious, and historical works.

**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 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.

**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 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.

**RLT 40241. Between Religion and Literature: Meaning, Vulnerability, and the Human Existence**

(3-0-3)

This course explores the contribution that the coming together of theological and literary reflection can make to our understanding of the nature of meaning. Focusing on the work of Augustine, Aquinas, Dante, Primo Levi, Dostoevsky and Shakespeare, students will address questions such as: What is it we are doing when speaking, reading, using language? How do the intellect and the imagination work in relation to literary texts? How might all this relate to our ways of thinking about God, human nature, and the relationship between them? Such questions will be addressed, in particular, through reflection on how the texts studied invite us to think about the nature of love, forgiveness, vulnerability, and creativity.

**RLT 40242. Dante II**

(3-0-3)

*Corequisite:* ROIT 42116

Dante I and Dante II are an in-depth 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*). Dante I focuses on the *Inferno* and the minor works; Dante II focuses on the *Purgatorio* and *Paradiso*. 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.

**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, and his concern with creation, prophecy, and the future. We shall also analyze contrasting pairs of dramatic scenes and discuss different kinds of sublimity.

**RLT 40244. Primo Levi**

(3-0-3)

This course explores the work of Primo Levi, focusing especially on his writings on the Shoah. It addresses, in particular, the questions that such writings raise

concerning the nature of meaning, suffering, creativity and freedom. As such, the course invites students to consider the nature of the relationship between literature and the study of literature, on the one hand, and reflection concerning the nature of human community and identity, on the other.

#### **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, Medicin patronage, and art for the Renaissance courts of northern Italy and Naples.

#### **RLT 40248. Religion and Politics in Comparative Perspective**

(3-0-3)

In this course, we examine various hypotheses about the relationship between religion and politics, religious institutions and political institutions, and based on evidence from across time and space (i.e., Africa, Asia, Europe, Middle East, North America, and South America). The aim of the course is to think critically about the conventional wisdom concerning the relationship between religion and politics. Special attention will be focused on whether certain types of religious systems (i.e., various types of Christianity and Islam) are more compatible with and conducive to democracy than others. Students will write two short reflection papers that demonstrate familiarity with the readings: one during the first half of the semester, and one during the second half of the semester. There will be a “short” mid-semester exam and, a final research paper due at the end of the semester.

#### **RLT 40250. Milton and Political Theology**

(3-0-3)

Using Milton as a guide, close readings of Hobbes and Spinoza.

#### **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, 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.

#### **RLT 40254. Theology and the Arts**

(3-0-3)

Christian faith is expressed and shaped by a variety of media: the narratives of sacred scripture, the propositions of ecumenical councils, the moral witness of saints, etc. This course will explore how musical, visual, and literary arts have mediated Christian faith in a variety of cultural contexts. From theological perspectives we will explore and analyze musical compositions such as the *Odes of Solomon*, Ambrosian hymns, and J.S. Bach's *Magnificat*; visual arts such as catacomb wall-paintings, icons, and the Sistine Chapel ceiling; and literary arts such as *The Dream of the Rood*, G.M. Hopkins's poetry, and the short stories of Andre Dubus.

#### **RLT 40258. Jesus in America**

(3-0-3)

While many modern Americans share a faith in Jesus as Messiah, Son of God, and Redeemer, they have also portrayed him as everything from a socialist to a Ku Klux Klansman, a polygamist to a black woman, an advertising executive to a Buddha-to-be. In the kaleidoscope of opinions about Jesus we can find the very essence, character, and vitality not only of American Christianity, but also of American values and beliefs more broadly speaking. In this course, we will study depictions and representations of Jesus in American culture, primarily in the 20th century, using a variety of texts, including canonical sources, films, novels, visual art, music, scholarly criticism, and popular culture. In addition to readings, film viewings, and

a group project, this senior seminar will culminate in a major research paper that will be developed throughout the semester, with extensive comments from other students and the professor.

#### **RLT 40260. Anthropology of Christianity**

(3-0-3)

This course considers Christianity as a topic of anthropological study. Our goal is to explore the vast diversity of ways Christianity has been articulated and experienced through time and within different cultures, even as we seek out some of the fundamental tenants, themes, and continuities that have characterized its emergence as a global religious system, faith, and practice. Among the variations of Christianity to be studied are first-century churches in the Mediterranean region; early churches in Africa and South America; contemporary Catholic and mainline Protestant churches; and the rapidly growing evangelical, charismatic, and Pentecostal movements. In addition to the historical and cross-cultural framework embedded within the course, topics to be considered include definitions and theories of religion; the question of conversion in Christianity; Christianity, colonialism, and capitalism; religious syncretism and enculturation; gender and women's experience within Christianity; and contemporary Christianity and the twin trends of fundamentalism and secularization. In addition to reading and participating in our in-class seminar, each student will conduct an ethnographic research project that explores some facet of Christian experience in the Notre Dame area and relates it to broader trends in America and beyond.

#### **RLT 40262. Rome, Christians, and Early Europe**

(3-0-3)

The course studies continuity and discontinuity in the Mediterranean world during a formative period, the transition from Roman Empire to early medieval European kingdoms. Christianity played a vital role during this transformation, but not the only one. Beginning with a review of Roman institutions, law, culture and religion, we will observe the changes they underwent between c. 150 C.E. and c. 750 C.E. At this latter point in time, some people were still thinking of themselves as living within the Roman Empire, even though the local potentate was a non-Roman king. Also, Roman law had become Christian law, and Latin was beginning to generate the languages now collectively described as “romance.” On the fringes of Europe, in England and Ireland, meanwhile, missionaries shared with their converts not just Christianity but also the Latin language and Latin literature along with certain Roman concepts of culture and political organization.

#### **RLT 40264. Historical Jesus**

(3-0-3)

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 realization of the kingdom through deeds of power (miracles) and table fellowship, the various levels or circles of followers (the crowds, the disciples, the Twelve), various competing groups (Pharisees, Sadducees), his teaching in relation to the Mosaic Law, the enigma (riddle-speech) of his parables, self-designation, final days, passion, and death. Obviously, it is more desirable that students be allowed time for discussion and questions than that all these topics be covered.

#### **RLT 40266. The Monastic Way in the History of Christianity**

(3-0-3)

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. Ailred of Rievaulx, Bernard of Clairvaux, Hildegard 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.

### **RLT 40268. Mary in the Christian Tradition**

(3-0-3)

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.

### **RLT 40270. The Book of Genesis**

(3-0-3)

The book of Genesis is arguably the most commented upon book in the Old Testament. Nearly all of the theological themes dearest to the Bible are the subject of considerable narrative elaboration: creation, fall, redemption, and election. This course will consider how the various stories in Genesis raise the profoundest of questions and what sort of answers it has provided the theological reader. The focus of the course will be on a close reading of the entirety of the book with the goal of mastering the whole.

### **RLT 40272. Transfiguration in the Fiction of C.S. Lewis**

(3-0-3)

This course will look at a theme that runs throughout the works of C.S. Lewis: theosis. Christianity's ultimate end is the deification of a person. In Lewis' fiction there is a strong theme of the transfiguration of matter and the human being, and the moral/ascetical prerequisite leading up to it. This course will first use some secondary theological sources to unpack theosis in light of the Christian doctrines of creation, sin, Trinity, and Christology, and then it will turn to Lewis himself—first to his nonfiction (*Mere Christianity*, *Abolition of Man*, *Weight of Glory* essays), but our main time will be spent in his fiction (*Narnia*, *Screwtape Letters*, *Great Divorce*, *The Pilgrim's Regress*, and *Til We Have Faces*).

### **RLT 40274. 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 Zen*; 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*; and 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 40276. Theology of Revelation: Parable and Revelation**

(2.5-0-3)

What do the parables of Jesus reveal? How do they reveal it? This seminar seeks to answer these questions by way of a close reading of several parables of Jesus, aided by theological reflection on the category of revelation.

### **RLT 40278. Phenomenology and Theology**

(2.5-0-3)

In recent years French phenomenologists have sought to develop new phenomenologies of Christianity. This seminar examines the attempts of three such thinkers: Michel Henry, Jean-Luc Marion, and Jean-Louis Chretien. Can God properly be called "Life"? Of what use is the distinction between the icon and the idol? How far can the model of call and response go in either phenomenology or theology? These are the questions that will mainly interest us.

### **RLT 40280. Christian Autobiography**

(3-0-3)

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.

### **RLT 40352. Plato Christianus**

(3-0-3)

This course is designed as an introduction to the philosophy of Plato, the "Platonism" (i.e., middle Platonism, neo-Platonism) 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 ca. 20 pp.

### **RLT 40354. Twelfth-Century Poetry and Philosophy**

(3-0-3)

This course will aim to provide a close reading of Bernard Silvestris's *Cosmographia* and Alan of Lille's *De Planctu Naturae* 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 ca. 20 pp.

### **RLT 40400. Religion and Literature**

(3-0-3)

*Prerequisite:* (THEO 10001 OR THEO 100) OR (THEO 20001 OR THEO 200) OR (THEO 24805 OR THEO 201) OR (THEO 13183 OR THEO 180G)

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)

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.

**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. Medieval Art Seminar**

(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 48500. Religion and Literature 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.



# Mendoza College of Business

## Accountancy

### ACCT 20100. Accountancy I

(3-0-3)

An introduction to the techniques of accounting and the accounting profession, with an emphasis on the decision-usefulness of accounting information. The course stresses the relation of accounting to economic activity, organizing information for decision making, the resource acquisition decision, the uses of cash and noncash resources, the accounting for selling and manufacturing activities, and the information needs of multiple owners, lenders, and equity holders. A prerequisite of all accountancy and finance courses. Also offered to non-business students. Recommended University elective.

### ACCT 20200. Accountancy II

(3-0-3)

*Prerequisite:* ACCT 20100 OR BAUG 20001

A continuation of the introduction to accounting, with an emphasis on the decision-usefulness of accounting information. An analysis of the tools used for evaluation of financial and operating performance. The use of budgets and accounting systems for centralized decision making, decentralized decision making, participative budgeting, monitoring and control, and intrafirm contracts. Introduction to not-for-profit entities, attestation, and taxation. Also offered to non-business students who have taken the prerequisite.

### ACCT 30100. Corporate Financial Reporting

(3-0-3)

*Prerequisite:* ACCT 20200 AND FIN 20150

This one-semester course is designed for and required of finance majors and others who wish to develop an advanced knowledge of financial reporting in the corporate environment. The course covers financial statement preparation and analyses with a focus on understanding financial accounting information from a user perspective. NOTE: FINANCE MAJORS WISHING TO SIT FOR THE CPA EXAM, PURSUE A MASTERS DEGREE IN ACCOUNTANCY, OR TAKE ADDITIONAL UPPER-LEVEL ACCOUNTING COURSES MUST ENROLL IN ACCT 30110 AND ACCT 30120, INSTEAD.

### ACCT 30110. Accounting Measurement and Disclosure I

(3-0-3)

*Prerequisite:* (ACCT 20200 OR ACCT 232) AND (FIN 20150 OR FIN 251)

This course deals with the accounting process used to measure and report economic events. The primary goals are to understand the role financial reporting plays in providing decision useful information; to understand the economics underlying business transactions; to learn the Generally Accepted Accounting Principles (GAAP) that set the reporting and disclosure requirements for those transactions; to evaluate the efficacy of GAAP; and to understand the motivations that lead managers to select one accounting principle over another.

### ACCT 30120. Accounting Measurement and Disclosure II

(3-0-3)

*Prerequisite:* ACCT 30110 OR ACCT 371

Continues the study of financial accounting. Topics include accounting for income taxes, leases, stock-based compensation, pension plans, and equity investments including passive investments, equity method investments, and consolidated reporting for majority-owned operations. Contractual and economic issues, contemporary developments, and financial disclosures are integral parts of each topical discussion. The course is designed to strengthen the analytical, communication, and research skills required to succeed in accounting-related careers.

### ACCT 30210. Strategic Cost Management

(3-0-3)

*Prerequisite:* ACCT 20200 OR ACCT 232

ACCT 30210 is the second in a two-course, 6-credit-hour sequence that addresses cost and management accounting. The first course, ACCT 20200 Accounting and Accountancy II, introduces managerial concepts and how to use them for classifying and measuring costs, planning, and decision making. ACCT 30210 builds on and reinforces concepts from the introductory course with applications in accounting and strategic cost management settings. The course is designed to help students become discriminating producers and users of strategic cost accounting information for decision making. The course demonstrates how cost management analysts can add value to their organizations by providing recommendations to improve profitability of products, services, customers, and value streams. The course also focuses on measuring causes or drivers of costs, and making recommendations about capacity, quality, and time.

### ACCT 30280. Decision Processes in Accounting

(3-0-3)

*Prerequisite:* ACCT 20200 AND BAMG 20100 AND MGT 20600

This course builds on the statistical foundation established in prerequisite courses by examining applications in accounting decision-making settings. Because accountants increasingly use problem-solving skills, this course utilizes an important accounting tool, spreadsheets, to formulate and solve problems. It is intended to enhance students' abilities to identify relevant information and to think systematically about difficult managerial decisions involving issues of uncertainty, risk, and multiple objectives.

### ACCT 30750. Ethics in Accounting

(1-0-1)

*Prerequisite:* BAET 20300

This course examines a range of ethical issues associated with the major areas of accounting including auditing, tax, and managerial/financial accounting. Furthermore, the ethical theories that underpin decision making in accounting are applied as well as the dimensions of professionalism in the field. A combination of case analyses, issue paper, exam, and classroom discussion are used to evaluate students' learning.

### ACCT 40130. Accounting for Mergers and Acquisitions

(3-0-3)

*Prerequisites:* ACCT 30110 AND ACCT 30120

The course provides a study of accounting principles and problems related to financial reporting for mergers, acquisitions, consolidated enterprises, and foreign operations.

### ACCT 40510. Audit and Assurance Services

(3-0-3)

*Prerequisite:* ACCT 30110 OR ACCT 34110

The study of an independent accountant's assurance, attestation, and audit services. Topics include evidence, risk, standards, control, reports, liability, and ethics.

### ACCT 40610. Federal Taxation

(3-0-3)

*Prerequisite:* ACCT 20200 OR ACCT 232

The basic federal income tax provisions applicable to individuals, sole proprietorships, corporations, and small business firms are covered in this course, which emphasizes their rationale and significance in business and investment decision making.

**ACCT 40660. Tax Assistance Program**

(2-0-2)

*Prerequisite:* ACCT 40610

Preparation of federal and state income tax returns for low-income individuals.

**ACCT 40670. Tax Assistance Program**

(2-0-2)

*Prerequisite:* ACCT 40660

Preparation of federal and state income tax returns for low-income individuals.

**ACCT 40710. Business Law: Property and Negotiable Instruments**

(3-0-3)

*Prerequisite:* BALW 20150

This course involves the application of the following to business situations: organization structures, secured transactions, commercial paper, real and personal property, negotiable instruments, and the rights of the consumer. Recommended for students desiring to sit for the CPA exam.

**ACCT 40810. International Accounting**

(3-0-3)

*Prerequisite:* ACCT 20200

This course uses a decision-making approach to provide a background for business leadership in a global environment. It provides a fundamental understanding of accounting and reporting in international business and in the global capital markets. The student learns accounting for international business transactions, foreign exchange risk management and hedging mechanisms, comparative international accounting theory and practice, international financial statement translation, consolidation and analysis, social and political accounting concepts, and international taxation. The concepts and techniques are extensions of those learned in Accountancy I and II.

**Business (Nondepartmental)****BACM 30400. Business Speaking**

(1.5-0-1.5)

More information is being passed orally in business than ever before. This course can help students improve their speaking skills and overcome their fear of giving a speech. The eight-week course explores the communication process and shows how success in business is related to one's ability to integrate speaking skills with communication strategy and theory. Students will learn to research, write, organize, and present business briefings, informative speeches, and persuasive talks using PowerPoint technology. Students will learn to confront and overcome their fears about speaking in public.

**BACM 30420. Business Writing**

(1.5-0-1.5)

Only a fraction of a manager's communication time and effort is spent on writing, but without question, the most important issues in business end up on paper. This eight-week course will help you to improve your writing, as well as your critical thinking skills. We look at a range of expression issues related to language use, style, tone, grammar, punctuation, and organization. Students will learn to make decisions about document preparation, including format, layout, and design. Students also will develop an understanding of the ethical dimensions of business writing. One cannot become a better writer overnight, but this course can begin the process.

**BACM 30490. Persuasion**

(1.5-0-1.5)

Recognizing the power of persuasion, this course offers students insight into the factors that affect our ability to change the beliefs, attitudes, and behaviors of others. The course explores theories of social influence and guides students in the application of those theories to situations in the modern business environment. Given the power of persuasion, the course especially addresses the importance of ethical persuasion.

**BACM 30500. Conflict Management**

(1.5-0-1.5)

Conflict is a central feature of human behavior on interpersonal, organization, societal, and international levels. In this course, we explore the psychology of disputes, the nature and sources of conflict, and the ways in which conflict and human emotion can disrupt or make business organizations dysfunctional. As we examine the nature of conflict, we'll explore behavioral responses and theoretical approaches to it, and offer a wide range of alternatives to working through conflict. This course is highly practical and will offer students an opportunity to apply current research findings as they interactively participate in conflict resolutions.

**BAET 20300. Introduction to Business Ethics**

(1-0-1)

This course is designed to give the student an introduction to the central questions and fundamental character of ethics and morality. The course is focused on a discussion of ethical theories that can help to guide students' problem solving in ethical situations they will encounter in business. Ethical dilemmas faced by business people will be integrated into the class for purposes of discussion and analysis.

**BAET 30300. Giving Voice To Values**

(1-0-1)

*Prerequisite:* BAET 20300

The Giving Voice to Values (GVV) course allows students the opportunity to develop a "toolkit" of specific steps toward ethical decision making and personal response to ethical challenges. Building on the foundational concepts of the BAET 20300 course, the GVV elective explores the "post-decision making" stage. Thus, after one determines the right course of action, how, specifically, does he/she act on it within a given context? The course will explore case studies and "scripts"—through individual and role-playing exercises, students will practice ethical decision making and action. Students will design their own scenarios and plans

to teach ethical action. The course also includes the study of individuals who have contributed to society—what were their specific choices and actions? What were their paths to leadership? Includes a special focus on relevant applications—entry-level positions after graduation, job and other experiences students have already encountered or will soon encounter, and other practical contexts.

### **BAET 30301. Marketing Ethics**

(1-0-1)

BAET 20300

This course is built upon concepts learned in Introduction to Business Ethics. Students will use cases to analyze ethical problems in the area of marketing, applying and integrating the knowledge obtained from marketing courses and readings after cases. Issues that are covered in the course include ethics in product development, pricing, channels of distribution, advertising and selling. The class is conducted as a seminar with a major focus on class discussing of readings, cases and other assigned materials.

### **BAET 30500. Globalization and Corporate Responsibilities of Large and Small Companies**

(1-0-1)

*Prerequisite:* BAET 20300

This elective course builds on the course Introduction to Business Ethics and focuses on the ethical responsibilities of large and small companies in the global context. Because globalization is mainly driven by powerful multinational corporations, we conduct several case studies of MNCs and investigate their roles and responsibilities. We also pay attention to the challenges posed by globalization to small enterprises (for instance, Grameen Bank) that make up the vast majority of companies and ask about their responsibilities. For a deeper understanding of corporate responsibility, we develop a consistent framework that ranges from the high level of principles down to the operational level. Specifically, we discuss the United Nations Global Compact with its 10 principles and the Global Reporting Initiative with its metric of economic, social, and environmental performances. Finally, we explore ethical responsibility from an investor's perspective with the help of the UNEP Principles for Responsible Investment that consider environmental, social and corporate governance (ESG) issues. The course will use chapter 10 and 12 of the DesJardins's book *An Introduction to Business Ethics* (third edition) and a course packet posted on the I drive.

### **BAET 30510. United Nations Global Compact**

(1-0-1)

Take one look at the smog that hangs over the Olympic host city Beijing and it becomes abundantly clear—globalization and economic expansion come at a price. Resource depletion, worker exploitation, pollution and corruption—this is the dark underbelly of globalization that has raised alarm bells around the world. Thankfully, more and more individuals and organizations are waking up to the social, environmental, and ethical costs of a global marketplace and are making a sound business case for a new era of moral capitalism. Leading the way in this regard is the United Nations with its groundbreaking Global Compact initiative. Launched in 2000, the Global Compact now has more than 5,600 participants—including 4,300 businesses in 120 countries around the world—making it the world's largest voluntary corporate social responsibility project.

### **BAET 30511. The United Nations Global Compact and the Future of the Economy II**

(1-0-1)

This course will first review the material from BAET 30510/ UN Global Compact and then proceed to study the various criticisms of voluntary codes such as the Global Compact. The object of the study will be to gain some insight into which of the criticisms might be valid and then to propose some modifications of the compact. The course will include distinguished speakers in the field and will use the recently published book *Peace Through Commerce: Responsible Corporate Citizenship and the Ideals of the United Nations Global Compact*. BAET 30510 is not a prerequisite for this course.

### **BAET 30520. Topics in Sustainable Business**

(1-0-1)

The course will provide an introduction to relevant terms and concepts in the areas of social and environmental sustainability. The course will enhance awareness of corporate sustainability and ESG (environment, social, and governance) concepts, explore the role of stakeholders in business decisions and allow students to learn from “best practices” in these areas, featuring top companies including GE Corporation, PricewaterhouseCoopers, and others. Other relevant initiatives will be included, for example, interacting with the newly appointed University of Notre Dame sustainability director. Concepts to be examined include core sustainability terms such as dematerialization and relocalization, along with a close look at companies that have successfully incorporated such approaches. Frameworks and metrics of sustainability will be a focus of the course to allow an understanding of the importance of practical application of sustainability goals. The course runs concurrent with the MBA-level course in sustainability; shared speakers and opportunities for cross-cultivation may be possible.

### **BAET 30530. Managing Organizational Compliance and Ethics**

(1-0-1) Levey

*Prerequisite:* BAET 20300

Develop fundamental knowledge of compliance and ethics programs to facilitate future interaction with such programs, whether as an employee, manager, executive, director, partner (or other principal); auditor or consultant; member of a compliance and ethics function; or shareholder, regulator, or other external stakeholder. Complement and enhance ethical awareness developed during BAET20300 Introduction to Business Ethics course, e.g., by gaining exposure to additional “real-world” legal and ethical issues commonly encountered in the corporate setting. (Note that the goal of this course is to build upon, and not duplicate the introductory course.) Develop an understanding of how compliance and ethics programs contribute to the individual, organization and society. In addition to these subject-matter-specific goals, this course also seeks to develop students' skills in the following more-general areas: critical thinking and problem solving; oral and written communication; and research.

### **BAET 40300. Business Ethics Field Project**

(1-0-1)

*Prerequisite:* BAET 20300

The senior field project in ethics is designed to give the student practical evidence in a social service setting. The objectives of the course are to (1) introduce the student to service experiences outside the university setting, (2) provide a mechanism for enhancing the spiritual and intellectual awareness of students, (3) provide a mechanism for coordinating existing student social service projects with the student's academic work, and (4) interact with people whose values have led them into full-time work in the not-for-profit sector.

### **BALW 20150. Business Law: Contracts and Agency**

(3-0-3)

This course examines the background of the legal process and the judicial system, torts, contracts and the Uniform Commercial Code and agency law. Required for all BA students.

### **BAMG 20100. Statistics in Business**

(3-0-3)

*Prerequisite:* (MATH 10260 OR MATH 10360 OR MATH 10460 OR MATH 10560 OR MATH 10860)

Descriptive and inferential statistical techniques in analysis of data, statistical inference, and decision making. Study includes central tendency, probability, hypothesis testing, analysis of variance, regression, and correlation.

### **BAMG 30080. The History of Business**

(1.5-0-1.5)

This course traces the kaleidoscope evolution of business over the last 2,000 years. This 1½-credit hour course spans pertinent, wide-ranging institutions, individuals, and initiatives from Sun Tzu's 500 B.C. “The Art of War” through the Roman

Empire, renaissance, and into the 19th, 20th, and 21st centuries. This pioneering course is offered to a limited enrollment of sophomore, junior, and senior business majors who will share Prof. Keane's curiosity and knowledge of how what they are majoring in began and evolved.

### **BAMG 30310. Foresight**

(3-0-3)

The course will be run as a directed readings course for business students, who will be divided into teams of about four students each. Students who are accepted for the research course must also view previous "Ten Years Hence" lectures. Participants in the research course will be provided with a textbook/readings book related to future studies. As one part of the research course, students will meet with the instructor/assistant to develop the course, and discuss chapters from the readings book. Students will also be required to write short critiques of each chapter. However, the main course requirement will involve investigating a major trend and writing a group research report related to that trend.

### **BAMG 30460. International Management**

(3-0-3) Pannekoek

International business is conducted with and through people from various cultural backgrounds. Cultural differences, if not understood and bridged, can be significant barriers to the implementation and success of a business venture. We'll learn how to conduct business across borders and cultures by focusing on the cultural, political, economic, and legal environments in which multinational corporations (MNCs) operate.

### **BAMG 30505. Micro-Venturing I—Business**

(3-0-3)

The course will explore the innovative concepts, practices and strategies associated with microenterprise and micro-financing initiatives, engaging in the assessment and analysis of social models through the case study method.

### **BAMG 30506. Micro-Venturing II**

(3-0-3)

A comprehensive review of the fundamentals of finance, law, marketing, and management will be presented. In classroom and workshop formats, students will be teamed up to develop sound business plans with local entrepreneurs and compete for available seed capital to implement their business plans within the surrounding community. Students take their skills, work with business owners, and become mentors.

### **BAMG 30510. Entrepreneurship: Go to Market**

(2.5-0-1.5) Barry

*Prerequisite:* MGTE 30500 OR BAMG 30500

Alright, now you have an idea and have developed a business plan. What do you do next to start your business? We'll learn the first steps you take that will lead to a successful launch rather than frustration and failure. When you finish the course, you'll better understand how to start and grow your business and retain your competitive edge and advantage.

### **BAMG 30515. Topics in Entrepreneurship**

(2.5-0-1.5)

*Prerequisite:* MGTE 30500 OR BAMG 30500

This course considers special topics in entrepreneurship including growth management, cash management, sustaining the new venture, crisis management, and new venture human resources. This course will also consider using the tools of entrepreneurship within an existing organization (intrapreneurship).

### **BAMG 30520. Funding New Ventures**

(1.5-0-1.5) Frieling

*Prerequisite:* MGTE 30500 OR BAMG 30500

Every new venture needs money and other resources to begin operation. The best source of money depends upon the nature of your idea and its stage of development. We'll learn when it is best to go to your family and friends and when it is best to go to banks, angel investors, venture capitalists, or other funding groups.

Of course, you'll need to know how to position your proposal, how to perform venture valuation, and a bit about the theory of entrepreneurial finance. When you finish this course, you'll know who to approach to "show you the money" for your deal!

### **BAMG 30540. Entrepreneurship in Developing Countries**

(1.5-0-1.5) Paulsen

This course provides an international experiential learning opportunity for undergraduate students. The course examines how businesses are launched in different global contexts and includes discussion of global and national support agencies, market feasibility, and cultural issues. Students become involved in a practicum in which they provide consultative service to a startup or NGO in a less developed country setting.

### **BAMG 30590. New Venture Strategy**

(1.5-0-1.5)

This course will build a series of non-mathematical models of success and failure in the world of entrepreneurial business through intensive case analysis of both archival and current situations. We will not limit ourselves strictly to small business, but will approach business strategy issues that impact the practice of entrepreneurship. While all strategy courses are about the future, in corporate strategy, the future is charted based on the current operations of the firm. In New Venture Strategy, this task is much harder since students are thinking about a new firm with no existing data to guide strategy. By the end of the course, students will have developed a process for realistically assessing risk in various entrepreneurial schemes. In addition, they will have reviewed and understood both success and failure in a host of entrepreneurial businesses. From this, a greater ability to judge their own entrepreneurial ideas will emerge.

### **BAMG 30700. Introduction to Process Analytics**

(1.5-0-1.5)

*Prerequisite:* BAMG 20100 AND MGT 20600

Businesses compete based on the efficiency and effectiveness of delivering an experience, service, or good to their customers. This class provides a foundation for evaluating and analyzing business processes in order to make them more efficient and effective. Students will understand the problems and issues confronting operations managers. Furthermore, they will also learn language, concepts, insights, and tools to deal with these issues in order to gain competitive advantage through process analytics. The concepts and tools presented in this class can be applied to the service or manufacturing sector, to for-profit or not-for-profit organizations and all disciplines within a business.

### **BAMG 30900. Strategic Management**

(1.5-0-1.5)

*Prerequisites:* (MGT 20200 OR MGT 24200) AND (MARK 20100 OR MARK 24100) AND (FIN 20100 OR FIN 24100) OR (FIN 20150) ) AND BAMG 20100 AND MGT 20600

Strategic management deals with the organization, management, and strategic positioning of the firm so as to gain long-term competitive advantage. Up until this time, most of your business education has emphasized a specialized, functional perspective of business situations (e.g., marketing, human resources, accounting, finance, operations management). In this course, we integrate these acquired skills by taking the perspective of a general manager (or, equivalently, a management consultant). General managers are responsible for setting the goals, objectives, and strategies of the organizations they lead as well as the implementation and execution of such plans. To do this, managers must be capable of understanding and utilizing the knowledge from each of the organization's functional areas to develop a cohesive and effective competitive strategy. In addition, they must be able to analyze competitive situations within industries in order to understand the sources of the firm's competitive advantage. In today's business environment, whether you are a new hire, consultant, or the CEO, you must be capable of thinking strategically.

### **BAMG 40580. Family Business Strategy**

(1.5-0-1.5)

This course focuses on the unique challenges of family-owned, family-controlled businesses that graduates may very likely work in or consult to during their career. Learning how successful family businesses survive generation after generation can give a person an edge in consulting, governing, or managing in a family-owned business whether or not the business is owned by that person's family. Between 80 and 90 percent of businesses in the United States and Latin America are family-owned and family-controlled. Over 80 percent of businesses in Europe and Asia remain family-owned and family controlled. It is very likely that an individual may work with or consult to a family-owned, family-controlled business at some time in his or her career. Approximately 67 percent of family-owned businesses do not survive beyond the founding generation under the control of the founding family and about 12 percent make it to the third generation. Leadership succession, estate planning, governance, strategy—all are major concerns for family-owned businesses.

### **BAUG 10000. Introduction to Business**

(1.5-0-1.5)

An introduction to the study of business, including keys and strategies for success, personal development, the benefit of extracurricular activities, professional development, and orientation to the business education system. The course will emphasize personal responsibility for academic success.

### **BAUG 20001. Accountancy I**

(3-0-3)

An introduction to the techniques of accounting and the accounting profession, with an emphasis on the decision-usefulness of accounting information. The course stresses the relation of accounting to economic activity, organizing information for decision making, the resource acquisition decision, the uses of cash and noncash resources, the accounting for selling and manufacturing activities, and the information needs of multiple owners, lenders and equity holders. A prerequisite of all accountancy and finance courses. Recommended University elective.

### **BAUG 20002. Accountancy II**

(3-0-3)

*Prerequisite:* ACCT 20100 OR BAUG 20001

A continuation of the introduction to accounting, with an emphasis on the decision-usefulness of accounting information. An analysis of the tools used for evaluation of financial and operating performance. The use of budgets and accounting systems for centralized decision making, decentralized decision making, participative budgeting, monitoring and control, and intrafirm contracts. Introduction to not-for-profit entities, attestation, and taxation.

### **BAUG 20003. Business Law: Contracts and Agency**

(3-0-3)

This course examines the background of the legal process and the judicial system, torts, contracts and the Uniform Commercial Code and agency law. Required for all BA students.

### **BAUG 20004. Statistics in Business**

(3-0-3)

*Prerequisite:* MATH 10260 OR MATH 10360 OR MATH 10460 OR MATH 10560 OR MATH 10860

Descriptive and inferential statistical techniques in analysis of data, statistical inference, and decision making. Study includes central tendency, probability, hypothesis testing, analysis of variance, regression, and correlation.

### **BAUG 20005. Corporate Finance Essentials**

(3-0-3)

*Prerequisite:* (ACCT 20100 OR ACCT 231 OR BAUG 20001)

The course provides a general introduction to finance principles. Students learn financial goals, valuation theory, risk and return concepts, financial statement analysis, and techniques for managing current and fixed assets and capital structure. Personal investing and financial institutions also are discussed.

### **BAUG 20006. Principles of Management**

(3-0-3)

A study of the management process, including planning, organizing, staffing, directing, and controlling. Emphasis is placed on executive leadership, organizational behavior, and management theory.

### **BAUG 20007. IT Management Applications**

(3-0-3)

This is a "hands-on" course that develops the students' basic computer skills required for managerial problem solving and decision making. The students learn in this class how to use spreadsheets, database management, and web development software to solve business problems. An e-commerce website that integrates the use of all these computer tools is the expected deliverable at the end of this course.

### **BAUG 20008. Principles of Marketing**

(3-0-3)

*Prerequisite:* (ECON 10010 OR ECON 10011) OR ECON 10015 OR ECON 10020 OR ECON 13181 OR (ECON 20010 OR ECON 20011) OR ECON 20015 OR ECON 20020

A study of markets, institutions, and the environment in which business firms operate with attention to the effect these facets, forces, and issues have on the firm's overall marketing strategy.

### **BAUG 25000. Internship I**

(1-0-1)

Internship credit for undergraduate students in the Mendoza College of Business who have secured an internship that relates directly to their major area of study. Requirements to receive this credit include submitting an application for credit before the internship begins, then submitting appropriate evaluations immediately following the internship. Per evaluation from the employer, students must complete the internship successfully to receive credit. Credit is granted by permission only and may not be repeated. Note: Credit for BAUG 25000 does not apply toward graduation credits in the Mendoza College of Business.

### **BAUG 30000. Career Planning Strategies and Tactics**

(1-0-1)

Career Planning Strategies and Tactics is designed to provide students with the tools to manage their career throughout their working lifetime. It begins with self-assessment and clarifying career goals, continues with implementing job search strategies and tactics, and finally, outlines the transition from student to young professional. Our research at the Career Center has highlighted the need for Notre Dame students to improve in a number of areas critical to job search success. Career Planning Strategies and Tactics is designed not only to address the planning process necessary to start the job search, but also incorporates specific assistance in such areas as résumé writing, interview preparation, interview skills, and other tactics. The course will meet once per week for the entire semester. Students will be evaluated on a Satisfactory/Unsatisfactory basis.

### **BAUG 30080. The History of Business**

(1.5-0-1.5) Keane

This course traces the kaleidoscope evolution of business over the last 2,000 years. This 1½-credit hour course spans pertinent, wide-ranging institutions, individuals, and initiatives from Sun Tzu's 500 B.C. "The Art of War" through the Roman Empire, renaissance, and into the 19th, 20th, and 21st centuries. This pioneering course is offered to a limited enrollment of sophomore, junior, and senior business majors who will share Prof. Keane's curiosity and knowledge of how what they are majoring in began and evolved.

### **BAUG 30209. Boardroom Insights: A Senior Executive Speaker Series**

(1-0-1)

Corporate leaders and senior executives reflect on critical issues, concerns, and experiences, sharing their insights in a mix of lecture and discussion sessions designed to stimulate ideas and provide an opportunity for dialog. Topics will vary from speaker to speaker, ranging across the spectrum of business to expose

students to the opportunities and challenges inherent in today's global business environment. Speakers will select ideas they feel are relevant and valuable to students' development as they prepare for a professional career.

### **BAUG 30210. Ten Years Hence Lecture Series**

(1-0-1)

This course will explore issues, ideas, and trends likely to affect business and society over the next decade. A series of lectures on selected days throughout the semester will feature a wide range of experts on economic demography, biotechnology, religious fundamentalism, oil and peace, futurism and work, natural resources, and more. No examinations or graded assignments. Students must attend all lectures; no unexcused absences.

### **BAUG 30211. Fraud As Portrayed In Cinema**

(1-0-1)

The course will meet in nine Monday sessions during the spring term from 5:15 to 7:15 p.m. and will present several films including *The Crooked E*, *How to Steal \$500 Million*, *The Insider*, and *The Smartest Guys in the Room*. Along with background readings, class discussion, and written critiques, the course seeks to help students understand the many dimensions of fraud, including who commits fraud and why, the cost of fraud, and tools of fraud prevention and control.

### **BAUG 30219. Boardroom Insights II: A Senior Executive Speaker Series**

(0-0-0) Gaglio

*Prerequisite:* BAUG 30209

This course offers students the opportunity to take another "Boardroom Insights" course in addition to the prerequisite course of BAUG 30209. In this course, corporate leaders and senior executives reflect on critical issues, concerns and experiences, sharing their insights in a mix of lecture and discussion sessions designed to stimulate ideas and provide an opportunity for dialog. Topics will vary from speaker to speaker, ranging across the spectrum of business to expose students to the opportunities and challenges inherent in today's global business environment. Speakers will select ideas they feel are relevant and valuable to students' development as they prepare for a professional career.

### **BAUG 30229. Business Perspectives and Economic Development**

(2-0-2)

*Prerequisite:* THEO 33931

By permission only; contact the Center for Social Concerns to register. Junior or senior standing required. This course is built around a summer internship with an office of ACCI+N USA (an organization making loans to high-risk micro-entrepreneurs). Students will spend 10 weeks in the field. During the following fall semester each will participate in an academic analysis of their experience. The course is offered in partnership with the Center for Social Concerns, based on the model of experiential learning. The three hours of course credit are divided between business and theology.

### **BAUG 30500. Introduction to Entrepreneurship**

(3-0-3) Bernel

Have you ever dreamed of starting your own business rather than working in someone else's? Are you interested in being the "change agent" or "new idea person" in an existing organization? Do you have the drive and desire to start your own business, but lack a commercially viable idea? We'll learn the skills and concepts you will need to do so. If you come to this class with dreams, we can show you how to make them a reality.

### **BAUG 30505. Micro-Venturing I Non-Business**

(3-0-3) Paulsen

This course explores the complex issues associated with micro-venturing, particularly as a vehicle for economic development, including the fundamentals of finance, marketing, and management through the development of a business plan.

### **BAUG 30506. Micro-Venturing II**

(3-0-3) Belatti

*Prerequisite:* BAMG 30505 OR BAUG 30505

A comprehensive review of the fundamentals of finance, law, marketing, and management will be presented. In classroom and workshop formats, students will be teamed up to develop sound business plans with local entrepreneurs and compete for available seed capital to implement their business plans within the surrounding community. Students take their skills, work with business owners, and become mentors.

### **BAUG 30510. Applied Entrepreneurship: Concept To Launch**

(1.5-0-1.5)

This course, made possible by a grant from NASDAQ, and with further support from Palo Alto Software, provides an opportunity for Notre Dame students to gain training in the skills of conceptualizing, planning, and launching an entrepreneurial venture. Through an evening schedule that spans virtually the full academic year, students will gain training and insight into key areas of entrepreneurship, and will have the additional, optional but recommended opportunity to directly apply their training through the various stages of the Notre Dame Business Plan Competitions.

### **BAUG 30540. Entrepreneurship in Developing Countries**

(1.5-0-1.5) Paulsen

This course provides an international experiential learning opportunity for undergraduate students. The course examines how businesses are launched in different global contexts and includes discussion of global and national support agencies, market feasibility, and cultural issues. Students become involved in a practicum in which they provide consultative service to a startup or NGO in a less developed country setting.

### **BAUG 35000. Internship II**

(1-0-1)

Internship credit for undergraduate students in the Mendoza College of Business who have already received one academic credit for BAUG 25000. Requirements to receive this credit include submitting an application for credit before the internship begins, then submitting appropriate evaluations immediately following the internship. Per evaluation from the employer, students must complete the internship successfully to receive credit. Credit is granted by permission only and may not be repeated. Note: Credit for BAUG 35000 does not apply toward graduation credits in the Mendoza College of Business.

### **BAUG 40580. Family Business Strategy**

(3-0-3)

*Prerequisite:* BAMG 30500 OR BAUG 30500 OR MGT 20200

This course focuses on the unique challenges of family-owned, family-controlled businesses that graduates may very likely work in or consult to during their career. Learning how successful family businesses survive generation after generation can give a person an edge in consulting, governing, or managing in a family-owned business whether or not the business is owned by that person's family. Between 80 and 90 percent of businesses in the United States and Latin America are family-owned and family-controlled. Over 80 percent of businesses in Europe and Asia remain family-owned and family-controlled. It is very likely that an individual may work with or consult to a family-owned, family-controlled business at some time in his or her career. Approximately 67 percent of family-owned businesses do not survive beyond the founding generation under the control of the founding family and about 12 percent make it to the third generation. Leadership succession, estate planning, governance, strategy—all are major concerns for family-owned businesses.

## Finance

### FIN 20020. Personal Finance

(3-0-3)

This course discusses strategies in investing and helps students develop a lifelong financial plan. Topics include investing inside and outside retirement accounts, mutual funds, tax issues, insurance, and real estate. The course emphasizes securing your financial freedom. This course is suggested as a university elective for non-business majors.

### FIN 20100. Corporate Finance Essentials

(3-0-3)

*Prerequisite:* ACCT 20100 OR ACCT 231 OR BAUG 20001

This course is intended for business students who will not major in finance. The course provides a general introduction to finance principles. Students learn financial goals, valuation theory, risk and return concepts, financial statement analysis, and techniques for managing current and fixed assets and capital structure. Personal investing and financial institutions also are discussed.

### FIN 20110. Investment Concepts

(3-0-3)

This course provides an introduction to the fundamental economic principles underlying the investment decision and a descriptive overview of financial instruments and markets. The course is designed for non-business students.

### FIN 20150. Corporate Financial Management

(3-0-3)

*Prerequisite:* ACCT 20100 OR ACCT 231

This course is required for finance majors. A grade of "C" or higher is a prerequisite for continuing in the finance major. The course provides an in-depth and quantitative examination of the principles of financial decision-making. Students learn the concept of value maximization, mathematics of finance, valuation of financial securities, capital investment evaluation, the estimation of required rates of return, financial statement analysis, and the theory of capital structure.

### FIN 30210. Managerial Economics

(3-0-3)

*Prerequisites:* ( (ECON 10010 OR ECON 10011 OR ECON 101 OR ECON 101A OR ECON 101B OR ECON 101C) OR (ECON 124A OR ECON 124B) OR (ECON 20010 OR ECON 20011 OR ECON 201 OR ECON 201A OR ECON 201B OR ECON 224 OR ECON 224A OR ECON 224B) ) AND (BAMG 20100 OR BA 230 OR BAMG 230) OR (FIN 30011)

This course provides a coordination of economic theory and managerial practice. Topics covered include consumer demand, production functions, cost behavior, output determination, and pricing within various market structures.

### FIN 30220. Macroeconomic Analysis

(3-0-3)

*Prerequisites:* ( (ECON 10010 OR ECON 10011 OR ECON 101 OR ECON 101A OR ECON 101B OR ECON 101C) OR (ECON 124A OR ECON 124B) OR (ECON 20010 OR ECON 20011 OR ECON 201 OR ECON 201A OR ECON 201B OR ECON 224 OR ECON 224A OR ECON 224B) ) AND (BAMG 20100 OR BA 230 OR BAMG 230)

The course addresses topics including the goals of economic policy, national income accounting, theory of income determination, the determination and behavior of economic aggregates, such as total output and the price level.

### FIN 30400. Advanced Corporate Finance

(3-0-3)

*Prerequisites:* (FIN 20150 OR FIN 251) AND (BAMG 20100 OR BAMG 230 OR BA 230)

This course provides a sound conceptual framework within which a wide variety of corporate financial policy decisions can be evaluated. The course builds upon and extends the topics in FIN 20150. Topics covered include risk and return, capital

structure theory, dividend policy, corporate restructuring, leasing, and advanced capital budgeting. This course combines class lectures and case discussions in order to blend theory and practice.

### FIN 30600. Investment Theory

(3-0-3)

*Prerequisites:* (FIN 20150 OR FIN 251) AND (BAMG 20100 OR BA 230 OR BAMG 230)

This is an advanced course covering investment theory, financial markets, and financial instruments. The topics of security analysis, and options and futures are also introduced.

### FIN 30700. Real Estate Fundamentals

(3-0-3)

*Prerequisite:* FIN 20100 OR FIN 20150

(Note: This course does not count as a Finance major elective.) An introduction to the principles and practices of real estate. Topics to be covered shall include land use patterns and regulation, real estate finance, valuation, real estate law, brokerage and transfers, urban economics, and real estate development.

### FIN 40230. Business Forecasting and Data Mining

(3-0-3)

*Prerequisites:* (BA 230 OR BAMG 230 OR BAMG 20100) AND (FIN 20150)

This course develops the tools forecasters use to generate and evaluate forecasting models for both the economy and the firm. In addition to classical forecasting tools, the course also uses data mining and extremely large data sets for prediction. The student will make extensive use of commercial software in applying these tools to real-world situations.

### FIN 40320. Management of Financial Institutions

(3-0-3)

*Prerequisites:* (FIN 20150 OR FIN 251) AND (BAMG 20100 OR BAMG 230 OR BA 230)

This course examines the theory and practice of financial firms and the markets in which they operate. It analyzes the role of various financial intermediaries in the transfer of funds between economic units. Management issues and problem-solving techniques are emphasized through the use of case studies.

### FIN 40410. Mergers and Acquisitions

(3-0-3)

*Prerequisites:* FIN 30400 AND (FIN 30600 OR FIN 34600 OR FIN 370)

The objective of this course is to understand various aspects of the corporate acquisition market, including sources of acquisition synergies, valuation and pricing of acquisition targets, takeover defenses, the roles of management incentives and compensation, financing methods, the roles of insider and institutional shareholders, and regulations and taxes.

### FIN 40430. Investment Banking and Private Equity

(3-0-3)

*Prerequisites:* (FIN 30600 OR FIN 370) AND (FIN 30400 OR FIN 390)

This course will focus primarily on how corporations raise money in various ways to meet their funding needs, both short- and long-term. The first portion will look at domestic U.S. dollar funding mechanisms, and the second portion will cover funding in foreign currencies. The course will cover private and public debt markets, the Eurobond market, and how multinationals use derivatives to manage their required international financing.

### FIN 40480. Corporate Governance

(3-0-3)

*Prerequisite:* FIN 30400 OR FIN 390

This course studies the major issues and problems involved in corporate governance from the point of view of an investor. Emphasis is on evaluating proposed solutions to these problems. Topics such as external political and legal influences, and internal executive compensation and monitoring of executive behavior will be discussed.

**FIN 40490. Real Option Analysis**

(3-0-3)

*Prerequisites:* FIN 30400 AND (FIN 30600 OR FIN 34600)

As today's businesses increasingly shift their emphasis from tangible (bricks-and-mortar) assets to intangibles (patents, new product developments, joint ventures, etc.), financial decision makers will need the vision and capability to accurately assess the value of these investments. This course provides a framework for understanding and evaluating the inherent flexibility in investment opportunities. Students will gain sufficient mastery of the quantitative techniques to be able to apply the real options framework to real-world cases such as evaluating early-stage pharmaceutical R&D investments, multi-stage business roll-out strategies, optimal development of mining or drilling ventures, decisions about when to optimally abandon a failing business, and more. This elective should appeal to students in both the corporate and investments tracks of the finance major.

**FIN 40500. International Finance**

(3-0-3)

*Prerequisites:* (FIN 20150 OR FIN 251) AND (FIN 30220 OR FIN 361 OR FIN 3611 OR FIN 34220)

The increasing international exchange of goods, services, and financial capital demands increased understanding of international financial markets. The first part of the course addresses the international financial environment, examining institutional, theoretical, and empirical factors influencing exchange rates.

The second part of the course addresses derivative security markets for foreign exchange, notable currency forward, futures, and options markets. The third part of the course discusses international debt, equity, loan and money markets, and their interrelationship with foreign exchange markets.

**FIN 40510. Applied Global Money Management**

(3-0-3)

*Prerequisites:* (FIN 30220 OR FIN 361) AND (FIN 30600 OR FIN 370) AND (FIN 40500 OR FIN 475)

This course combines investment theory and practice from a global perspective. Students manage an actual portfolio composed of domestic and foreign equity, debt, foreign exchange, and derivatives. Guest speakers (e.g., portfolio managers and security analysts) frequently visit the class to share their insight and experience with respect to real-world portfolio management.

**FIN 40520. Global Portfolio Management**

(3-0-3)

*Prerequisite:* FIN 30600 OR FIN 34600

Global Portfolio Management is an advanced investments course that is available to a select group of undergraduate students at the University of Notre Dame chosen through an application process by the instructor. The course will elaborate on the basic principles discussed in introductory finance courses with a focus on multi-asset portfolio management in a global context. The major topics covered will include institutional investors and the "endowment model," global asset allocation, public equities, hedge funds, emerging markets, private equity, real estate, commodities, fixed income, risk management, and portfolio measurement and evaluation. An important feature of this course will be guest lecturers from a number of world renowned investors.

**FIN 40610. Security Analysis**

(3-0-3)

*Prerequisite:* (FIN 30600 OR FIN 34600 OR FIN 370)

This course covers the theory and practice of the valuation of securities—both stocks and bonds. The emphasis is on actual industries and companies. The equity analysis involves aggregate market analysis, industry analysis, and company analysis. The analysis of bonds involves credit analysis related to bond ratings and predicting insolvency and the analysis of interest rates.

**FIN 40620. Trading and Markets**

(3-0-3)

*Prerequisites:* (FIN 20150 OR FIN 251) AND (BAMG 20100 OR BAMG 230 OR BA 230) AND (FIN 370 OR FIN 34600 OR FIN 30600)

This course examines the general nature of organized trading by examining how bid and offer prices are determined, how market rules evolve, and what markets should be built. While markets for products and services are discussed, the focus is on the trading of financial securities. Existing centralized equity exchanges face competition from new alternative trading systems made possible by today's information technology. This course also examines the impact and implications of this dynamic.

**FIN 40630. Options and Futures**

(3-0-3)

*Prerequisite:* FIN 30600 OR FIN 34600 OR FIN 370

This course examines various topics involving options and futures, such as pricing fundamentals and models, risk management, trading strategies, and regulatory issues. Computer and mathematical skills are required and used regularly throughout the course.

**FIN 40640. Applied Investment Management**

(6-0-6)

*Prerequisite:* FIN 30600 OR FIN 34600 OR FIN 370

This course will provide an opportunity for students to blend the theory of investments with the practical demands of investment management. The course objectives include an understanding of the process of establishing a portfolio strategy with a real portfolio, gaining knowledge of the mechanics of trading, current theories of market micro structure, principles of equity, and bond valuation and technical analysis, and the role of derivatives. Student will actively manage this portfolio throughout the semester.

**FIN 40650. Advanced Derivatives**

(3-0-3)

*Prerequisites:* (FIN 30600 OR FIN 370) AND (FIN 40630 OR FIN 478) OR FIN 44630

This course examines several advanced topics involving derivatives, emphasizing the interplay between risk management and financial engineering. Major topics include swaps, interest rate forwards and options, advanced equity and interest rate derivatives, risk management techniques and applications (including Value at Risk), and managing risk in an organization. The required text is *An Introduction to Derivatives and Risk Management*, 6th ed., by Don Chance. This will be supplemented by four cases and various articles. Grades will be based on four case analyses (40 percent), two exams (30 percent), an independent project on a topic chosen by each student individually (20 percent), and class participation (10 percent).

**FIN 40660. Debt Instruments**

(3-0-3)

*Prerequisite:* FIN 30600 OR FIN 34600 OR FIN 370

This course studies the U.S. and global bond markets. The focus is on traditional and evolving bond instruments including those with embedded options. We will consider bond valuation techniques, the term structure of interest rates and the analysis of bonds with embedded options. Bond portfolio management strategies and performance benchmarks are also studied.

**FIN 40670. Advanced Investment Strategies**

(3-0-3)

*Prerequisite:* FIN 30600

This course introduces students to quantitative asset management. The building blocks of the course are asset allocation and factor models, active firm-level and portfolio-level quantitative investment strategies using a set of "investment signals," advanced trade execution and performance evaluation. Special topics change from one year to another to reflect recent trends and practices in the industry, and may include topics such as security litigation, fund activism, socially responsible



investment, PE funds, and LBO funds. In addition to regular lectures, this course uses case studies and guest lectures to enhance student understanding of the decision making process and the problem-solving skills of asset managers.

### **FIN 40690. Behavioral Finance**

(3-0-3)

*Prerequisite:* FIN 30600 OR FIN 34600

Behavioral Finance is considered by many to be one of the most important emerging topics in finance. The purpose of this course is to provide an understanding of the behavioral biases that individuals exhibit and the effects of these biases on financial markets. Standard finance theory assumes that individuals such as investors or financial managers are rational expected utility maximizers. Behavioral finance argues that some financial phenomena can be better understood admitting that some investors are not fully rational, and arbitrageurs have limits to how aggressively they could trade. A number of stock market anomalies will be presented and analyzed.

### **FIN 40710. Real Estate Valuation and Investment**

(3-0-3)

The course considers methods of real estate valuation with emphasis on income property valuation and single property investment analysis, including financial leverage, taxes, corporate real estate investment, performance measures, pro forma construction, and software (Argus); and techniques of market analysis.

### **FIN 40720. Real Estate Capital Markets**

(3-0-3)

This course focuses on its analysis of primary and secondary real estate capital markets; fundamental features, investment characteristics, and underwriting of commercial and residential mortgages; construction debt, sub-debt, alternative lending (land/bridge/hard asset loans), private and public equity markets, real estate securitization markets; and real estate as a component of portfolio investment.

### **FIN 40820. Mathematical Methods in Financial Economics**

(3-0-3)

*Prerequisite:* FIN 34600 OR FIN 30600 OR FIN 370

An introduction to financial economic problems using mathematical methods, including the portfolio decision of an investor and the determination of the equilibrium price of stocks in both discrete and continuous time, will be discussed. The pricing of derivative securities in continuous time including various stock and interest rate options will also be included. Projects reflecting students' interests and background are an integral part of this course.

## Management

### **MGT 20200. Principles of Management**

(3-0-3)

A study of the management process, including planning, organizing, staffing, directing, and controlling. Emphasis is placed on executive leadership, organizational behavior, and management theory.

### **MGT 20600. IT Management Applications**

(3-0-3)

This course will provide a hands-on introduction to the world of information technology management. Students will attain a general understanding of opportunities and challenges in IT Management through the use of common tools and business processes. They will use Microsoft Excel to structure and solve general business problems, analyze what-if scenarios and use optimization processes. They will also use Microsoft Access to create and manage databases.

### **MGT 30220. Management Communication**

(1.5-0-1.5)

A principal challenge for every manager is to determine what sorts of arguments others will find persuasive. Communication is at the heart of what business is about: writing, speaking, and listening are skills that will permit you to succeed. We'll use case studies to examine authentic business problems and we'll offer coaching, feedback, and peer review to develop the skills that executives, customers, employees, shareholders, the press, and the public find so valuable in a professional manager.

### **MGT 30660. Strategic IT Applications**

(1.5-0-1.5)

While Amazon and Dell used the Internet to create new retailing business models, that same technology was instrumental in destroying the business models of the telephone and music industries. What caused the difference? We'll examine how to use IT for competitive advantage in a digital economy. We'll explore how IT improves problem solving, productivity, quality, customer service, and process reengineering. We'll also examine how to apply current technologies in innovative ways to impact an organization's bottom line.

### **MGT 40420. Innovation and Design**

(3-0-3)

*Prerequisite:* MGT 20200

Innovation is about creating new ideas that have a positive impact. It requires thinking differently about the world around us. We'll discuss the key principles and the innovation processes that lead to breakthroughs and the practices that make them work. We'll learn about design and design thinking in ways that can be used to solve big problems in a human-centered way.

### **MGT 40490. Business Problem Solving**

(3-0-3)

*Prerequisites:* MGT 20200 AND MGT 20600

Just days before Christmas in 1999, Toysrus.com realized that it was not going to be able to fulfill tens of thousands of toy orders that it had promised would arrive before Christmas—even though the inventory was on the shelf! Two days before Christmas, top management decided to issue “We’re Sorry” emails to everyone whose package was not shipped. Is this the business decision you would have made? This class will help develop your “corporate street smarts” to leverage your creative and problem solving skills. Through hands-on techniques and exercises you'll learn how to ask the right questions, gather the right data, and use it to improve your judgment and make better decisions.

### **MGT 40580. Special Studies in Innovation**

(3-0-3)

Students in this course will gather and process data and considered needs in order to produce a detailed proposal for a cross-disciplinary research environment that will be established within the new Engineering Learning Center in the Stinson-

Remick Engineering Building. The resulting environment will be conceived through collaborative research conducted by marketing, engineering and design. Team-driven output during the course will result in a facility layout that considers technology requirements, furnishings, and an implementation plan capable of supporting and enhancing future university activities. The environment's purpose will foster meaningful innovation and problem solving through heightened academic unity between the colleges. The course undertaking will also serve as a preliminary test of Notre Dame's collaborative potentials, combining teaching resources from the College of Engineering, Mendoza College of Business, and the Industrial Design Program in the College of Arts and Letters. The vision of this course enterprise focuses on the belief that collaborative discourse between University colleges will lead to increased understanding, heightened achievement, and global recognition that exceeds the potential of a single unit within the University.

### **MGT 40700. Project Management**

(1.5-0-1.5)

*Prerequisite:* MGT 20200 AND MGT 20600

Whether you become a high-profile real estate developer, an investment banker, or an entrepreneur, in any career you'll need some project management skills to get your job done. Everyone tries to get projects finished on time and under budget, but many critical business projects fail anyway. We'll learn the steps associated with successful project management, examine some optimization techniques, learn how to use the software tools that enhance productivity, and discuss how to avoid the implementation pitfalls that cause good people doing good projects to fail.

### **MGT 40750. Spreadsheet Decision Modeling**

(1.5-0-1.5)

Whether it is picking an investment portfolio, moving goods through a supply chain, staffing a customer support center, or deciding how many reservations an airline or hotel should take, business decisions involve substantial quantitative analysis. We'll learn how spreadsheets (using with powerful add-ins) can help solve these sorts of problems. In particular, we'll learn how the techniques of simulation and optimization can help make a variety of businesses more competitive. Only a basic familiarity with spreadsheets is assumed.

### **MGTC 30300. Management Competencies**

(3-0-3)

*Prerequisite:* MGT 20200 AND BA 20100 OR BA 230 OR BAMG 230 OR BAMG 20100

Some people find joy and fulfillment in their work while others find it unpleasant and barely tolerable. While many people merely speculate on the factors that affect our work lives, we'll explore solid evidence concerning the key factors that have been found to influence employee attitudes, motivation, and performance. You'll build awareness of interpersonal dynamics, and gain insights into how to manage the behavior of others more effectively.

### **MGTC 30450. Human Resource Issues in High-Performance Organizations**

(3-0-3)

*Prerequisite:* (MGT 20200 OR MGT 231) AND (BA 20100 OR BA 230 OR BAMG 230 OR BAMG 20100)

Whether you are working for a Fortune 100 company, a dot-com startup, or something in between, it has become increasingly clear that "the people make the place." We'll learn how organizations acquire, develop, and maintain high-performing employees. We'll examine HR systems from a managerial point of view to help you become informed consumers of practices that affect the quality of life in an organization. This should help you manage your own career and provide useful skills as you progress beyond your initial job placement.

### **MGTC 30460. International Management**

(3-0-3)

*Prerequisite:* MGT 20200

International business is conducted with and through people from various cultural backgrounds. Cultural differences, if not understood and bridged, can be significant barriers to the implementation and success of a business venture. We'll learn

how to conduct business across borders and cultures by focusing on the cultural, political, economic and legal environments in which multinational corporations (MNCs) operate.

### **MGTC 40410. Leadership and Motivation**

(3-0-3)

*Prerequisite:* (MGT 20200 OR MGT 231)

The role of the leader influencing individual, group, and organizational performance is examined in this course. Characteristics of leaders, followers, situations, and group dynamics are considered as factors that affect the leadership process.

### **MGTE 30500. Introduction to Entrepreneurship**

(3-0-3)

*Prerequisite:* MGT 20200

Have you ever dreamed of starting your own business rather than working in someone else's? Are you interested in being the "change agent" or "new idea person" in an existing organization? Do you have the drive and desire to start your own business, but lack a commercially viable idea? We'll learn the skills and concepts you will need to do so. If you come to this class with dreams, we can show you how to make them a reality.

### **MGTE 30510. Entrepreneurship: Go to Market**

(1.5-0-1.5)

*Prerequisite:* MGTE 30500 OR MGTE 34500 OR MGTE 40508

Alright, now you have an idea and have developed a business plan. What do you do next to start your business? We'll learn the first steps you take that will lead to a successful launch rather than frustration and failure. When you finish the course you'll better understand how to start and grow your business and retain your competitive edge and advantage.

### **MGTE 30520. Funding New Ventures**

(1.5-0-1.5)

*Prerequisite:* MGTE 30500 OR MGTE 34500

Every new venture needs money and other resources to begin operation. The best source of money depends upon the nature of your idea and its stage of development. We'll learn when it is best to go to your family and friends and when it is best to go to banks, angel investors, venture capitalists or other funding groups. Of course, you'll need to know how to position your proposal, how to perform venture valuation and a bit about the theory of entrepreneurial finance. When you finish this course you'll know who to approach to "show you the money" for your deal!

### **MGTE 30590. New Venture Strategy**

(1.5-0-1.5)

This course will build a series of non-mathematical models of success and failure in the world of entrepreneurial business through intensive case analysis of both archival and current situations. We will not limit ourselves strictly to small business, but will approach business strategy issues that impact the practice of entrepreneurship. While all strategy courses are about the future, in corporate strategy, the future is charted based on the current operations of the firm. In New Venture Strategy, this task is much harder since students are thinking about a new firm with no existing data to guide strategy. By the end of the course, students will have developed a process for realistically assessing risk in various entrepreneurial schemes. In addition, they will have reviewed and understood both success and failure in a host of entrepreneurial businesses. From this, a greater ability to judge their own entrepreneurial ideas will emerge.

### **MGTE 40590. Entrepreneurship, the Business Plan**

(3-0-3)

*Prerequisite:* (MGTE 30500 OR MGTE 34500 OR MGTE 320) OR (MGTE 40508 OR MGTE 420N)

A good business plan will generate interest and excitement about your business from investors, partners and others. We'll learn how to write a business plan that will discipline your thinking and help refine and focus your idea into a viable business model. After writing your business plan, you'll have a much better idea

whether your idea is practical and worthy of implementation. Even if you choose not to launch your venture, your ability to write a strong business plan is a very desirable and marketable skill.

### **MGTI 30610. Application Development**

(3-0-3)

*Prerequisite:* MGT 20600 OR MGT 240

While most of us use computers as part of our daily lives, very few of us know how the computer programs we use actually work. Using object-oriented event-driven programming, we'll build and use programs that allow the computer to perform functions you design. Your VBA (Visual Basic for Applications) programming skills will help you develop expertise as the go-to person for programming solutions, especially within Excel and other MS Office applications, and will transfer easily to many other programming languages including programming for the Internet.

### **MGTI 30620. Business Intelligence Systems**

(3-0-3)

The unprecedented availability of data and information is allowing companies to rely on facts rather than intuition to drive their business decisions. Companies such as Netflix investigate the rental preferences of customers to recommend movie titles; eHarmony uses statistics to determine the factors that make people compatible; and UPS analyzes usage data to predict customer turnover. We'll study the tools and techniques these companies and others use to make better and faster decisions, and we'll learn about how methods such as data mining can be used to extract knowledge from data.

### **MGTI 30630. Systems Analysis and Design**

(3-0-3)

*Prerequisite:* MGT 20600

Each day, organizations such as Wal-Mart analyze hundreds of millions of transactions to increase efficiency and better serve their customers. We'll use market-leading Oracle Enterprise Database software to store and analyze large datasets just as Wal-Mart does. In addition, you'll serve as an IT consultant and build a real-world application for a client organization. In this role, you'll experience the entire system analysis process, including problem definition and analysis, design processes, testing, and implementation.

### **MGTI 30640. Networking and Security**

(3-0-3)

*Prerequisite:* MGT 20600

Is it possible to make information more accessible and more secure at the same time? Because this is a problem most organizations now face, the Bureau of Labor Statistics recently named Network Systems and Data Communication Analyst as the fastest-growing job for the period ending 2014. We'll learn about the technologies used in local and wide area networks, with a strong emphasis on network security. We'll make this come alive by building a small, fully-functional, routed network and complete exercises that will teach you techniques for securing data networks in a modern business environment.

### **MGTI 40612. Advanced Programming**

(3-0-3)

*Prerequisite:* (MGT 30610 OR MGT 350) OR (MGTI 30610 OR MGTI 350)

Whether writing a program to do market research on the Web or developing a graphical game like Warcraft or creating a virtual world like Second Life, the information age is built on programming. Using Java as a programming tool, we'll learn about Web-based programs, agent programs that can help monitor and process information from other websites, and multi-threaded game programming where several tasks need to be run all at once. We'll also develop graphical and database programs similar to those used in most corporations.

### **MGTI 40660. Web Development/Internet Technologies**

(3-0-3)

*Prerequisite:* MGT 20600

Successful companies such as Microsoft and Google use Web technologies to transfer data around the Web, going beyond simple HTML and delving into technologies that are really making a difference to their bottom lines. We'll learn about technologies like eXtensible Markup Language (XML), Active Server Pages (ASP), and JavaScript, and how these technologies are combined with VBScript and relational databases to generate interactive Web pages and dynamic data streams that are prevalent in today's environment.

### **MGTI 40670. Technology Risk Management**

(3-0-3)

*Prerequisite:* MGTI 30610 OR MGTI 350

According to a recent IDC research study, risk management is one of the hottest areas in the IT field and it is becoming more important every day. We'll examine the vulnerabilities and threats (such as malware, malicious insiders, and hackers) that create risk in an IT environment, as well as organizational strategies for dealing with them. Our topics will include technology risk identification and assessment; information security policy formulation and implementation; ethical, legal, and privacy issues; network security architecture and technologies, including firewalls, intrusion detection systems, and cryptographic tools; business continuity and disaster recovery; and information security staffing and personnel.

### **MGTI 40690. ITM Capstone Project**

(3-0-3)

*Prerequisite:* MGTI 30610

Would you like to use your technical skills to solve a real-life IT problem? In this course, we'll work in teams to design and implement an IT project. Each team will submit a business proposal for an IT project, research the problem and IT requirements, design possible IT solutions, and then develop and implement an IT application. We'll study the fundamentals of project management and the best practices in project development.

## Marketing Management

### MARK 20100. Principles of Marketing

(3-0-3)

*Prerequisite:* (ECON 10010 OR ECON 10011) OR ECON 10015 OR ECON 10020 OR ECON 13181 OR (ECON 20010 OR ECON 20011) OR ECON 20015 OR ECON 20020

A study of markets, institutions, and the environment in which business firms operate with attention to the effect these facets, forces, and issues have on the firm's overall marketing strategy.

### MARK 30100. Consumer Industrial Buying Behavior

(3-0-3)

*Prerequisite:* MARK 20100

An investigation of the decision-making process of consumer and organizational buyers. The course considers the social, cultural, psychological, and economic dimensions of behavior as they apply to the acquisition of goods and services.

### MARK 30110. Quantitative Analysis for Marketing Decision Making

(3-0-3)

*Prerequisites:* (MARK 20100 OR MARK 231) AND (BAMG 20100 OR BA 230 OR BAMG 230) AND (MGT 20600 OR MGT 240)

An introduction to data-based analysis areas such as market segmentation, new product development, positioning, promotion analysis, and database marketing. The course provides hands-on exposure to techniques that assist managers in structuring marketing problems and in applying data in marketing decisions.

### MARK 30120. Marketing Research

(3-0-3)

*Prerequisite:* MARK 30110 AND MARK 30100

Required for all marketing majors. A study of the application of scientific method to the definition and solution of marketing problems with attention to research design, sampling theory, methods of data collection and the use of statistical techniques in the data analysis.

### MARK 30350. Internet Marketing

(3-0-3)

*Prerequisite:* MARK 20100

A study of the ways marketing can be done more efficiently and effectively on the Internet. The role of the Internet relationship marketing, database marketing, and interactive marketing are explored. Special consideration is given to the impact of the Internet on pricing decisions, marketing research, new product development, electronic retailing, and integrated marketing communications.

### MARK 30400. Marketing and Technology

(3-0-3)

*Prerequisite:* MARK 20100

Technology can impact marketing strategy in significant ways. While the Internet has created new opportunities for marketers in the areas of content, commerce, collaboration and community, in this course, students will gain a broader perspective of marketing in a technology-enabled business environment. Students will learn to assess the potential impact of various technologies on highly valued marketing strategies (e.g., relationship marketing, customer relationship management), as well as how to use technology to enhance the effectiveness of traditional marketing tactics (e.g., advertising, distribution/channel management). Topics addressed in this course include issues relevant to consumer and business marketing, supply chain management, and consumer-to-consumer interactive marketplaces, including the legal, ethical, and public policy impacts of using technology to accomplish marketing objectives.

### MARK 30500. Integrated Marketing Communications

(3-0-3)

*Prerequisite:* MARK 20100 OR MARK 231

This course examines the strategic use of various marketing-communication elements, including advertising, sales promotion, public relations, event sponsorships, and direct marketing to build and maintain brand equity. Analysis focuses on topics such as selecting among alternative promotional tools, budgeting and allocation decisions, determining appropriate message strategy, and developing media schedules for a given product/market selection. Particular attention is paid to the effective integration of elements across the promotional mix.

### MARK 30600. Business-to-Business Marketing I

(3-0-3)

*Prerequisite:* MARK 20100 OR MARK 231

Learning to design value-based marketing plans and strategies for B2B markets. These strategies are based on carefully developed, value based, highly differentiated, flexible market solutions ("naked solutions" plus highly variable options). Learning to build value-based selling tools for creating the financial visions necessary to counter "more for less" demands from customers and provide convincing financial justification for solution purchase. Includes building sophisticated spreadsheet-based Value Models to help sort out, quantify, and communicate differential values available from value-focused B2B marketing strategies.

### MARK 30650. Professional Selling in Business to Business Markets

(3-0-3)

*Prerequisite:* MARK 20100 OR MARK 231

A study of the role of the salesperson and the function of sales management in creating close and productive buyer-seller relationships in the business-to-business domain. Emphases in the course are placed on trends affecting the sales person's role, the effects of the internal and external environment on the selling function, and the value of the salesperson to the firm and society.

### MARK 40100. Strategic Marketing

(3-0-3)

*Prerequisites:* (MARK 30100 OR MARK 350) AND (MARK 30110 OR MARK 370) AND (MARK 30120)

*Corequisite:* MARK 41100

The development and implementation of marketing programs, including determining the marketing mission within the context of environmental factors and organizational resources. Working in teams, students develop comprehensive business plans and compete in a computer-based market simulation.

### MARK 40300. International Marketing

(3-0-3)

*Prerequisite:* MARK 20100

This course helps students develop relevant managerial orientations and skills for planning and expanding activities in rapidly expanding global markets. It examines the specific issues involved in assessing global marketing environments and marketing opportunities and threats as firms enter into foreign markets and expand business/marketing operations on a global scale.

### MARK 40550. Public Relations

(3-0-3)

*Prerequisite:* MARK 20100 OR MARK 231

This course will provide students with a thorough understanding of the history, role, functions, techniques, and practices of the multi-dimensional field of public relations. Students will gain an understanding of public relations in corporate, trade, nonprofit, education, government, and other organizations; examine and analyze real-world public relations cases; learn the research, planning, communication, and evaluation process of public relations; and prepare news releases, advisories, speeches, and other relevant materials.

### MARK 40600. Business-to-Business Marketing II

(3-0-3)

*Prerequisite:* (MARK 20100 OR MARK 231)

Learning to systematically create operating, transition and financial visions and to convert those visions into more profitable sales in B-to-B markets. Learning the

“solution selling” process (and sales management) and related, highly operational, value-based professional selling and sales management systems.

**MARK 40750. Pricing Strategy**

(3-0-3)

*Prerequisites:* MARK 20100 AND (FIN 30210 OR FIN 34210)

The broad purpose of this course is to allow students to develop an understanding of the basic frameworks, analytical techniques, and strategic and tactical options for pricing goods and services. The course brings together concepts from managerial economics, marketing strategy, and consumer behavior to frame the interplay among costs, competition, and customers in the pricing decision-making process. By the end of the course, you should have a sound understanding of the assumptions and constraints of techniques for measuring costs and demand. You should also be familiar with the principles that underlie a variety of price-setting approaches.

**MARK 41100. Strategic Marketing Lab**

(0-0-0)

*Prerequisites:* (MARK 30100 OR MARK 350) AND (MARK 30110 OR MARK 370) AND (MARK 30120 OR MARK 374)*Corequisite:* MARK 40100

Lab for MARK 40100. The development and implementation of marketing programs, including determining the marketing mission within the context of environmental factors and organizational resources. Working in teams, students develop comprehensive business plans and compete in a computer-based market simulation.

**MARK 43500. Advertising Campaigns**

(3-0-3)

*Prerequisite:* (MARK 30100 OR MARK 350)

This course provides students an opportunity to create, produce, and present promotional solutions in support of new or existing products and services. The course focuses on the overall role of the campaign as well as its strategic development and tactical implementation. The reality of the learning opportunity is enhanced by interaction with real clients and interpretation to graphic designers.

**MARK 43700. Product Innovation**

(3-0-3)

*Prerequisite:* (MARK 30100 OR MARK 350)

Introduces students to some important activities and perspectives that can enhance innovativeness and improve the ability to influence and forecast the adoption and diffusion of innovations. These include the application of techniques for understanding user needs; the use of creative problem solving techniques in idea generation; the application of scenario analysis; and the selection of appropriate organizational and marketing strategies and tactics in overcoming resistance to innovation.

**MARK 43900. Exploring the Frontiers of Marketing Thought**

(3-0-3)

These seminars are devoted to selected areas of marketing and related disciplines. Each participant is expected to explore the chosen topic(s) determined by the participants and the teaching staff. Department approval required.

# College of Engineering

## Aerospace and Mechanical Engineering

### AME 20211. Introduction to Aeronautics

(3-0-3)

*Prerequisites:* ( (MATH 10560 OR MATH 126 OR MATH 126A OR MATH 126B OR MATH 126C OR MATH 126E OR MATH 126F) OR (MATH 10860 OR MATH 166) ) AND (PHYS 10310 OR PHYS 131)

*Corequisite:* AME 20214

An introduction to the fundamental concepts in fluid mechanics, the science of flight, the atmosphere, and airplane aerodynamics. Applications of the principles of mechanics to aircraft flight performance, stability, control, and design. Fall.

### AME 20212. Introduction to Mechanical Engineering

(3-0-3)

*Prerequisites:* (MATH 10560 OR MATH 126 OR MATH 126A OR MATH 126B OR MATH 126C OR MATH 126E OR MATH 126F) AND (PHYS 10310 OR PHYS 131)

*Corequisite:* AME 20214

An introduction to the discipline of mechanical engineering. Application and integration of the varied mechanical engineering subdisciplines to practical case studies. Fall.

### AME 20213. Measurements and Data Analysis

(3-0-3)

*Prerequisite:* (AME 20211 OR AME 240) OR (AME 20212 OR AME 230)

*Corequisite:* AME 21213

Introduction to experimental methods used in aerospace and mechanical engineering, including basic instrumentation, data acquisition, and data analysis techniques. Embedded microprocessors may be used for data acquisition and/or control. Fall and spring.

### AME 20214. Introduction to Engineering Computing

(1-0-1)

*Prerequisite:* EG 10112 OR EG 112

Introduction to the UNIX operating system and the Fortran programming language with applications to engineering computing. Fall.

### AME 20221. Mechanics I

(3-0-3)

*Prerequisites:* ( (EG 10111 OR EG 111) OR (EG 10112 OR EG 112) ) AND ( (MATH 10560 OR MATH 126 OR MATH 126A OR MATH 126B OR MATH 126C OR MATH 126E OR MATH 126F) OR (MATH 10860 OR MATH 166) ) AND (PHYS 10310 OR PHYS 131)

Introduction to systems of forces and couples, vector mechanics. Equilibrium of rigid bodies. Internal forces and moments, trusses and beams, distributed loads, and properties of areas. Friction and virtual work. Kinematics and kinetics of particle motion. Systems of particles. Fall.

### AME 20222. Mechanics II

(3-0-3)

*Prerequisites:* (MATH 20550 OR MATH 225A OR MATH 225B OR MATH 225C OR MATH 225E) AND (AME 20221 OR AME 225) OR AME 20214  
Introduction to Newtonian dynamics. Kinematics and kinetics (energy, linear, and angular momenta) of particles, systems of particles, and rigid bodies. Spring.

### AME 20231. Thermodynamics

(3-0-3)

*Prerequisite:* (MATH 20550 OR MATH 225 OR MATH 225A OR MATH 225B OR MATH 225C OR MATH 225E OR MATH 265)

Basic concepts of thermodynamics. The First Law of Thermodynamics.

Work, heat, properties of substances and state equations. The Second Law of Thermodynamics. Applications to engineering systems. Spring.

### AME 20241. Solid Mechanics

(4-0-4)

*Prerequisite:* (AME 20221 OR AME 225) OR (CE 20150 OR CE 225) OR (MATH 20550 OR MATH 225 OR MATH 225A OR MATH 225B OR MATH 225C OR MATH 225E OR MATH 265)

*Corequisite:* AME 21241; AME 22241

Introduction to the concepts of stress and strain, material properties, deflections of bars under axial, torsional, and bending loads, statically indeterminate problems, and stress transformations, including related experimental laboratory exercises. Spring.

### AME 22241. Solid Mechanics Recitation

(0-0-0)

*Corequisite:* AME 20241; AME 21241

This course is the study session associated with AME 20241 Solid Mechanics.

### AME 30314. Differential Equations, Vibrations, and Control I

(3-0-3)

*Prerequisite:* (MATH 20580 OR MATH 228 OR MATH 228A OR MATH 228B OR MATH 228C)

First of a two-course sequence that introduces methods of differential-equation solution together with common engineering applications in vibration analysis and controls. Includes second-order, linear differential equations, feedback control, single-degree of freedom vibrations, numerical solutions to systems of ordinary differential equations, and partial differential equations. Fall.

### AME 30315. Differential Equations, Vibrations, and Control II

(3-0-3)

*Prerequisite:* (AME 30314 OR AME 34314 OR AME 301)

Systems of  $n$ -th-order differential equations, multiple-degree of freedom vibrations, linear feedback,  $s$ -plane controls analysis, and frequency response analysis. Spring.

### AME 30331. Fluid Mechanics

(3-0-3)

*Prerequisites:* (AME 20222 OR AME 226) AND (AME 20231 OR AME 24231 OR AME 327) AND (MATH 20580 OR MATH 20610 OR MATH 221 OR MATH 226 OR MATH 228 OR MATH 228A OR MATH 228B OR MATH 228C)

A basic course in fluid mechanics. Topics include: mathematics of fluids, Euler N. S. Bernoulli's equation, control volumes, differential analysis, dimensional analysis and dynamic similarity, aerodynamics, boundary layers, and turbulence. Fall.

### AME 30332. Compressible Aerodynamics

(3-0-3)

*Prerequisite:* (AME 30031 OR AME 334) OR (AME 30331 OR AME 34331 OR CE 34330 OR AME 330) OR (AME 30033 OR AME 350)

An intermediate course of the study of the dynamics and thermodynamics of compressible flow for both internal and external geometries, including boundary layer effects. Applications of compressible flow principles to propulsive nozzles, flight simulation facilities, and supersonic airfoil problems. Spring.

### AME 30333. Aerodynamics Laboratory

(4-0-4)

*Prerequisites:* (AME 20213 OR AME 250) AND (AME 30331 OR AME 330)

Use and operation of a subsonic wind tunnel, flow velocity, pressure and strain gauge measurements, data acquisition and analysis, with emphasis on interpretation of aerodynamic flow phenomena. Spring.

### AME 30334. Heat Transfer

(3-0-3)

*Prerequisite:* ( ( AME 30031 OR AME 334 ) OR ( AME 30331 OR CE 34330 OR AME 34331 OR AME 330 ) OR ( AME 30033 OR AME 350 ) )

An introductory course covering three modes of heat transfer; steady and unsteady conduction, elementary boundary layer analysis for laminar and turbulent convection and the basic theory of radiation. Spring.

### AME 30341. Aerospace Structures

(3-0-3)

*Prerequisite:* ( AME 20241 OR AME 238 )

A study of basic principles and methods for structural analysis of lightweight structures with emphasis on aerospace applications. An introduction to load analysis of aircraft, materials, fatigue, stress/deformation analysis of thin-walled structures, and aeroelasticity. Fall.

### AME 30361. Computer-Aided Design and Manufacturing

(3-0-3)

Principles of engineering-graphic communications: visualization, sketching, orthographic projection, principal and auxiliary projections, 3-D surfaces, and feature-based design. Geometric dimensioning and tolerancing, computer-integrated manufacturing, and rapid prototyping. Fall and spring.

### AME 30362. Design Methodology

(3-0-3)

*Prerequisite:* ( AME 20212 OR AME 230 )

Modeling and analysis of mechanical systems. Automated design decision process, introduction to statistical methods, material engineering, requirements definition, and product specifications. Fall.

### AME 30363. Design of Machine Elements

(3-0-3)

*Prerequisite:* ( AME 20241 OR AME 238 )

*Corequisite:* AME 32363

Static and fatigue failure theories. Theory, design, and selection of gearing, power transmitting shafts, rolling element bearings, journal bearings, fasteners, springs, brakes, and clutches. Spring.

### AME 30381. Orbital and Space Dynamics

(3-0-3)

*Prerequisite:* ( AME 20222 OR AME 226 )

The one-and two-body problems; geometrical elements and time dependence. Orbital determination. Linear orbits and regularization. Orbital transfer. The n-body problem; various forms of the three-body problem, including the circular restricted case, its "equilibrium" solutions and their stability. Spring.

### AME 36099. Directed Readings

(V-0-V)

Individual or small group study under the director of a faculty member in an undergraduate subject not currently covered by any University course. As needed.

### AME 40423. Mechanisms and Machines

(3-0-3)

*Prerequisites:* ( AME 20222 OR AME 226 ) AND ( MATH 20580 OR MATH 20610 OR MATH 221 OR MATH 226 OR MATH 228 OR MATH 228A OR MATH 228B OR MATH 228C )

*Corequisite:* AME 42423

The analysis and synthesis of planar, spherical, and spatial mechanisms. Topics include vectors, complex numbers, and the analysis of planar mechanisms; design of cams, gear tooth geometry, and the analysis of transmissions; synthesis of planar

mechanisms, direction cosine matrices, and the analysis of spherical mechanisms; and homogeneous transformations, and the analysis of spatial mechanisms. Fall.

### AME 40431. Gas Turbines and Propulsion

(3-0-3)

*Prerequisite:* ( AME 30331 OR CE 34200 OR AME 34331 OR AME 330 )

The mechanics and thermodynamics of gas turbines and air-breathing propulsion devices. The mechanics of various space propulsion systems are also presented, including an introduction to rocket propulsion. Fall.

### AME 40451. Aerospace Dynamics

(3-0-3)

*Prerequisites:* ( AME 20222 OR AME 226 ) AND ( AME 30315 OR AME 302 )

Mechanics and equations of motion, aerodynamics forces, airplane motions, longitudinal and lateral. Introduction to autopilot design. Fall.

### AME 40461. Flight Mechanics and Introduction to Design

(3-0-3)

*Prerequisites:* ( AME 20211 OR AME 240 ) AND ( AME 30331 OR CE 34330 OR AME 34331 OR AME 330 )

The fundamentals of flight performance are developed. Primary emphasis will be on examining how configuration design parameters affect aircraft performance. Students are introduced to aircraft preliminary design methodology. Fall.

### AME 40462. Aerospace Design

(4-0-4)

*Prerequisite:* ( AME 40461 OR AME 440 )

*Corequisite:* AME 41462

Team-design project with application to an aerospace system development. Includes topics in all associated technologies, design methodology, standards, and engineering ethics. Spring.

### AME 40463. Senior Design Project

(3-0-4)

*Prerequisites:* ( AME 30362 OR AME 344 ) AND ( AME 40423 OR AME 430 )

*Corequisite:* AME 41463

A course that provides a comprehensive team-oriented, project-based design of a selected mechanical system or process. Projects involve design specification development, engineering design, documentation, and prototype fabrication. Projects are assessed by industrial reviewers. Fall.

### AME 47099. Special Studies

(V-0-V)

Individual or small group study under the direction of a faculty member in an undergraduate subject not currently covered by any University course. As needed.

### AME 47530. Special Studies in Energy Systems

(3-0-3)

*Prerequisite:* ( AME 30331 AND AME 30334 )

This is an independent, directed study course covering the mechanical engineering aspects of energy systems. Topics will include the fluid mechanics and heat transfer aspects of pumps, compressors, turbines, heat exchangers, boilers, and condensers, as well as alternative energy sources. Consent of instructor required.

### AME 48491. Undergraduate Research

(V-0-V)

A research project at the undergraduate level under the supervision of a faculty member. Fall and spring.

### AME 50521. Intermediate Dynamics

(3-0-3)

*Prerequisite:* ( AME 20222 OR AME 226 )

Review of linear algebra, 3-D rigid body dynamics: kinematics and kinetics; the gyroscope. analytical dynamics: constraints and Lagrangian dynamics; and Hamiltonian dynamics and canonical transformations.

**AME 50531. Intermediate Thermodynamics**

(3-0-3)

*Prerequisite:* AME 20231

A second course in engineering thermodynamics including cycle analyses, real gas behavior, psychometrics, gas mixtures, chemical equilibrium and finite-rate chemical reactions, and elements of compressible flow.

**AME 50532. Computational Fluid Dynamics**

(3-0-3)

*Prerequisite:* (AME 30331 OR AME 34331 OR AME 330) OR (AME 30332 OR AME 360)

An introduction to the fundamentals of computational aerodynamics/fluid mechanics. Numerical techniques are developed and applied to the solution of several practical fluid mechanics and aeronautics problems.

**AME 50535. Energy Systems**

(3-0-3)

*Prerequisites:* AME 30331 AND AME 30334

This course will cover the mechanical engineering aspects of energy systems. Topics will include the fluid mechanics and heat transfer aspects of pumps, compressors, turbines, heat exchangers, boilers, and condensers, as well as alternative energy sources.

**AME 50541. Finite Element Methods for Structural Analysis**

(3-0-3)

*Prerequisite:* (AME 20241 OR AME 238)

An introduction to the finite element method with applications to problems in structural analysis. Basics of linear and nonlinear finite element formulation and programming, applications to bars, beams and simple continuum problems, and use of commercially available codes with advanced input/output capabilities.

**AME 50542. Engineering Analysis of Manufacturing Processes**

(3-0-3)

*Prerequisites:* (AME 20241 OR AME 238) AND (CBE 34361 OR CBE 30361)

A senior elective course dealing with the application of engineering analysis to casting, forming, machining and joining processes as well as other advanced manufacturing processes.

**AME 50551. Introduction to Robotics**

(3-0-3)

*Prerequisite:* (AME 30314 OR AME 34314 OR AME 301)

Kinematics of 2-D and 3-D robots; statics and dynamics; design considerations; actuators; sensors; and control fundamentals. Project assignments are used to demonstrate the fundamentals of robotics.

**AME 50561. Reliability Engineering**

(3-0-3)

An introduction to fundamental concepts in reliability analysis that includes statistical concepts, data and data distributions, reliability analysis of data, quality concepts including Taguchi methods, analysis of maintained systems, human failure interaction, and fault tree analysis.

**AME 50571. Structural Aspects of Biomaterials**

(3-0-3)

*Prerequisites:* (AME 20241 OR AME 238) AND (CBE 30361 OR CBE 225 OR CBE 34361 OR CHEG 225)

Structure and mechanical functions of load bearing tissues and their replacements. Natural and synthetic load-bearing biomaterials for clinical applications are reviewed. Biocompatibility and host response to structural implants are examined. Quantitative treatment of biomechanical issues related to design of biomaterial replacements for structural function. Material selection for reconstructive surgery is addressed. Directions in tissue engineering are presented.

**AME 50581. Space Systems Analysis**

(3-0-3)

Missions, spacecraft dynamics, attitude determination and control, space environment, spacecraft power, telecommunications, avionics, data handling/processing, and other topics that may include configuration, load determination and structure, and thermal control.

**AME 50582. Chemical Rocket Propulsion**

(3-0-3)

A brief review of thermodynamics and an introduction to fluid mechanics with the specific goal of developing the theory of equilibrium combustion and the fluid mechanics of Nozzles. Other topics associated with chemical rocket systems. Final project that will include a complete analysis of a particular existing chemical rocket engine.

**AME 50650. Applied Nonlinear Analysis and Controls**

(3-0-3)

This is a one-semester course that surveys topics from nonlinear analysis with emphasis on applications to controls. Topics include nonlinear phenomena, describing functions, linearization, nonlinear stability, Lyapunov stability, Lyapunov control functions, adaptive control, stability of non-autonomous systems, boundedness, center manifold theory, bifurcations, feedback linearization, and hybrid systems.

**AME 56561. Directed Readings in HVAC**

(3-0-3)

This course will introduce the student into the design and implementation of building HVAC systems, define the concept of green building design, and sustainability in HVAC design.

**AME 56562. Directed Readings in Reliability Engineering**

(3-0-3)

This course will be focused on directed readings in the general area of reliability engineering, with applications to relevant engineering systems, mutually agreed upon by the student and instructor. The student and instructor desire that a final paper be drafted, suitable for publication, though non-publication will not impact the student's grade in the course. The course would fulfill 3 hours course credit as a technical elective.

**AME 57104. Engineering Analysis**

(3-0-3)

*Prerequisite:* (AME 302 OR AME 30315)

The course is designed for undergraduates interested in graduate school in engineering, either directly after graduation or later. Students should have taken the required courses in mathematics. This course will introduce them to modern mathematical techniques that are commonly used in the engineering sciences. Theory will be closely related to applications.



## Chemical and Biomolecular Engineering

### CBE 20255. Introduction to Chemical Engineering Analysis

(3-0-3) McCready

*Prerequisite:* ( MATH 10560 OR MATH 10460 OR MATH 10860 OR MATH 126 OR MATH 126A OR MATH 126B OR MATH 126C OR MATH 126E OR MATH 126F OR MATH 166 OR MATH 196) AND (CHEM 10122 OR CHEM 10172 OR CHEM 10182 OR CHEM 122) AND (PHYS 10310 OR PHYS 131)

*Corequisite:* CBE 22255

This is a foundation course in which the students learn to apply the concepts of material and energy balances to problems involving chemical processes, biological systems, and environmental phenomena. Within this context, they learn problem-solving techniques and acquire a working knowledge of phase equilibria, physical properties, and computer applications.

### CBE 20256. Chemical Engineering Thermodynamics

(4-0-4) Brennecke

*Prerequisite:* (CBE 20255 OR CBE 255 OR CHEG 255)

The course provides an introduction to modern applied thermodynamics, with a focus on aspects relevant to chemical engineers. It begins with a review of the first law energy balance, followed by the development of the second law entropy balance. Thermodynamic constitutive equations for gases and liquids are developed from a molecular-level perspective, followed by applications involving thermodynamic cycles and energy conversion. The second half of the course concerns stability, thermodynamics of mixtures, and phase and chemical equilibrium.

### CBE 20258. Computer Methods in Chemical Engineering

(3-0-3) Kuczynski

*Prerequisite:* (CBE 20255 OR CBE 255 OR CHEG 255)

Algorithms for solving algebraic (e.g., Gaussian Elimination, PLU decomposition, etc.) and differential equations (e.g., Runge-Kutta, Shooting methods) are derived and implemented using Matlab. Statistics and error analysis constitute a significant part of the course.

### CBE 20290. Career Choices for Engineers

(1-0-1) Flynn

A seminar series featuring selected speakers who are employed or consult with high-tech business enterprises of both national and global involvement. The presentations and open symposium format will emphasize business ethics, competitive pressures, people skills, and most importantly, career opportunities for engineering graduates.

### CBE 22255. Introduction to Chemical Engineering Tutorial

(1-0-0)

*Corequisite:* CBE 20255

Tutorial for Introduction to Chemical Engineering.

### CBE 30310. Global Sustainability

(3-0-3)

This course examines the growing need for addressing "sustainability" as a parameter in the practice of engineering as well as in related disciplines. The course begins with an introduction of the origin of resources on earth and their fragile connection with life on earth both on the ecology and ultimately on the human population. The basic laws regulating the flow of energy and materials through ecosystems and the regulation of the distribution and abundance of organisms is reviewed. A model of the interaction between population, resources, and pollution is analyzed based on the World3 model proposed by Meadows, Randers and Meadows (*Limits to Growth*, 1972). The model predictions made in 1972 are compared with results compiled in 2002. The model include analysis of the state of land, soils and food, water, forests, nonrenewable resources, energy, and capital. Emphasis is placed in analyzing energy sustainability and assessment of current and potential future energy systems. This includes availability, extraction, conversion, and end-use to meet regional and global energy needs in the 21st century in a

sustainable manner. Different renewable and conventional energy technologies will be discussed and their attributes described within a framework that aids the evaluation and analysis of energy technology systems in a global context. The effect of human activity on the environment with emphasis on climate change will be also analyzed. The World3 model will be used to discuss different scenarios of the state of the our planet based on population, industrial output, food, and population, as well materials standards of living and human welfare and human footprint. The course closes with a discussion of what we can do as engineers and professionals to insure that growth is consistent with a sustainable future.

### CBE 30338. Chemical Process Control

(3-0-3) Chang

While the idealization of chemical processes is that they are operated at steady-state, they are in fact usually dynamic (unsteady state). Process feed compositions may change slightly, ambient conditions may change, pipe leaks may develop, steam pressures may vary, etc. There are any number of such disturbances that may cause the process to deviate from its desired steady-state. In some cases, such deviations may be catastrophic, in other cases a severe loss of product quality may be caused. Thus process control devices are installed that detect deviations from the desired steady-state and attempt to correct them. In this course, students will be introduced to the analysis of chemical process dynamics, and to the design and analysis of process control systems.

### CBE 30343. Chemical Engineering Thermodynamics

(3-0-3)

The old second thermodynamics course. It contained phase equilibria and chemical equilibria.

### CBE 30355. Transport Phenomena I

(3-0-3) Leighton

Basic conservation principles of energy, mass, and momentum are used to derive the integral and differential forms of the transport equations. These equations are used to solve fluid flow problems of both fundamental and practical interest.

### CBE 30356. Transport Phenomena II

(3-0-3) Zhu

*Corequisite:* CBE 32356

Integral and differential transport equations are applied to the solution of heat and mass transfer problems of interest to chemical engineers.

### CBE 30361. Science of Engineering Materials

(3-0-3) Mukasyan

*Prerequisite:* (CHEM 10114 OR CHEM 114) OR (CHEM 10116 OR CHEM 116) OR (CHEM 10118 OR CHEM 118) OR (CHEM 10121 OR CHEM 121)

This is an introductory course that examines the relationship between the structure, processing, and properties of engineering materials. Common engineering materials, including steel, concrete, ceramics, and polymers are discussed. Mechanical, chemical, electrical, and magnetic properties of various materials are examined. The process dependence of microstructural development and defects levels are described.

### CBE 31358. Chemical Engineering Laboratory I

(1-4-3)

Chemical engineering laboratory courses are comprised of experiments that cover most of the major subject areas of chemical engineering. The rationale for combining all of the topics into two separate courses, as opposed to distributing them into the different lecture courses, is to provide a focused learning experience emphasizing experimental techniques to observe fundamental behavior, understanding of the phenomena in terms of the appropriate theory, and experience at technical report writing. Formal and informal oral presentation skills are also an important part of the courses.

### CBE 32327. Thermodynamics Tutorial

(1-0-0)

Tutorial for Thermodynamics.

**CBE 32338. Chemical Process Control Tutorial**

(1-0-0)

Tutorial for Chemical Process Control.

**CBE 32355. Transport Phenomena I Tutorial**

(1-0-0)

Tutorial for Transport Phenomena I

**CBE 32356. Transport Phenomena II Tutorial**

(0-1-0)

*Corequisite:* CBE 30356

Tutorial for Transport Phenomena II.

**CBE 40439. Simulation and Optimization**

(3-0-3) Stadtherr

This course will provide an overview of the computational methodologies used for chemical process simulation and optimization. Topics will include (1) how to formulate process models; (2) how to solve process models (linear and nonlinear equation solving, etc.); and (3) how to optimize using process models (linear and nonlinear programming, global optimization, etc.).

**CBE 40443. Separation Processes**

(3-0-3) Hill

This course demonstrates the application of the principles of phase equilibria, transport processes, and chemical kinetics to the design and characterization of stage-wise and continuous separation processes. Both graphical and rigorous numerical techniques are used, and the general procedures applicable to different specific processes are emphasized. Example problems are drawn from the petroleum, chemical, food, biochemical, and electronic materials processing industries.

**CBE 40445. Chemical Reaction Engineering**

(3-0-3) Wolf

The basic concepts of chemical rate processes are applied to the theory of the design and operation of the various types of commercial reactors for both noncatalytic and catalytic reactions. Topics covered include mole balances, rate laws and stoichiometry, collection and analysis of rate data, multiple reactions, isothermal and nonisothermal reactor design, catalysis, and catalytic reactors.

**CBE 40448. Chemical Process Design**

(3-0-3) Maginn

This course represents a capstone in the chemical engineering curriculum. In this course, students will have the opportunity to apply the basic concepts learned in previous courses to the design and analysis of a chemical processing system. This will be done primarily through the design project. Supporting material to be covered in lectures includes the following: computer-aided design (process simulation), economic analysis, process safety, flowsheet synthesis (conceptual design), and decision-making analysis (optimization).

**CBE 40456. Polymer Engineering**

(3-0-3) Hill

A course for seniors and graduate students in science and engineering who are interested in applications of engineering to polymer science and technology. Topics include polymerization reactions and the structure, properties, processing, and production of polymers. (Every year)

**CBE 40461. Structure of Solids**

(3-0-3) McGinn

This class seeks to provide students with an understanding of the structure of solids, primarily as found in metals, alloys, and ceramics applied in technological applications. The structure of crystalline solids on the atomic level as well as the microstructural level will be discussed. Imperfections in the arrangements of atoms will be described, especially as regards their impact on properties. The study of structure through X-ray diffraction will be a recurring theme. A sequence of powder diffraction laboratory experiments (four to five class periods) also will be included.

**CBE 40464. Principals of Materials Selection**

(3-0-3)

Case study-based course focuses on systematically selecting the appropriate material (metal, ceramic, polymer, or composite), its method of processing and fabrication, and all associated costs to achieve an optimized choice for a given shape. The student will learn to use a powerful computer search and database system (Cambridge Engineering Selector) to rapidly achieve an optimized materials selection for a wide variety of mechanical designs.

**CBE 40465. Colloid and Surface**

(3-0-3) Zhu

This course will discuss experimental and theoretical techniques for understanding intermolecular forces.

**CBE 40472. Modeling—Ecology and Environment**

(3-0-3) Stadtherr

This course covers various topics pertaining to the Earth's ecological and biogeochemical systems and the effects of disturbances or imbalances, particularly those caused by human/industrial activities. Based on fundamentals incorporated in such subject areas as chemical reaction engineering, process dynamics, and transport phenomena; the principal topics center on population and ecosystem dynamics, and on the Earth's natural and altered environments. Examples and applications are drawn from such subjects as the endangerment or extinction of species, biogeochemical cycles, greenhouse gases and global warming, ozone pollution in the troposphere and depletion in the stratosphere, pollutant dispersion, and acid rain. The course makes extensive use of methods of mathematical modeling, nonlinear dynamics, and computer simulations. In major course assignments, students work in small groups on modeling/simulation projects.

**CBE 40474. Environmental Design**

(3-0-3)

*Prerequisites:* (CBE 20256 OR CHEG 256) AND (CBE 30356 OR CHEG 356)

The goals of this course are to explore how to design and operate chemical processes so that we avoid or decrease the amount of pollutants that are released into the environment. Thus, this is essentially a course in pollution prevention. In the course, we identify and apply chemical engineering principles learned in previous classes (thermodynamics, phase equilibria, transport, reaction engineering) to environmental problems. In addition to normal lectures, discussions and homework, the course is comprised of a series of case studies that compare the design and operation of chemical processes using conventional technology versus new technology that incorporates various principles of pollution prevention.

**CBE 40477. Nanoscience and Technology**

(3-0-3)

This course focuses on the unique scientific phenomena that accrue to matter with characteristic nanometer-scale dimensions and on the technologies that can be constructed from them. Special optical, electronic, magnetic, fluidic, structural and dynamic properties characteristic of nanostructures will be addressed.

**CBE 40478. Advanced Process Dynamics and Control**

(3-0-3) Kantor

This course provides an introduction to advanced techniques for process modeling and control with application to chemical, biochemical, and biomedical systems. Topics include model development, identification, optimal and predictive control, passivity, and robustness to model errors. The course will make extensive use of modeling and simulation tools. Students will complete a semester project on a topic of their choosing. A prior course in control or dynamics is strongly encouraged.

**CBE 40481. Biomedical Engineering Transport Phenomena**

(3-0-3) Chang

This course brings together fundamental engineering and life science principles, and provides a focused coverage of key concepts in biomedical engineering transport phenomena. The emphasis is on chemical and physical transport processes

with applications toward the development of drug delivery systems, artificial organs, bioartificial organs, and tissue engineering.

### **CBE 40483. Topics in Biomolecular Engineering**

(3-0-3) Bilgicer

The objective of this class, intended for both upper level undergraduate and graduate students, is to illustrate the emerging field of bioengineering which fuses molecular life sciences with engineering. The students will gain a fundamental understanding in the principles of how biological systems function, and learn about the innovative approaches that engineers take for diagnosis, treatment, and prevention of diseases, design of novel materials, devices, and processes, and in enhancing environmental health. Topics will include biological systems, cell functions, molecular scale (what is nano?), molecular interactions and multivalency, Synthetic molecules, molecular biology, fermentation, cell culture, and combinatorial methods, protein purification, bioinformatics, biotechnology, biomedical engineering, drug delivery, and biosensors.

### **CBE 40485. Biological Thermodynamics**

(3-0-3)

This course expands traditional thermodynamics to include biological systems.

### **CBE 40498. Energy and Climate**

(3-0-3) Kuczenski

This course integrates the principles of physical sciences and engineering as they pertain to energy, its sources, and uses, and the impact of these on the environment. The great majority of energy used by society comes from fossil fuels. The consequences are that carbon dioxide levels in the atmosphere have been increasing and that readily available sources of oil have been depleted. Prospects for sustainable energy use will be discussed including an engineering cost/benefit analysis of different sources. A question that will be examined in particular detail, is the effect of energy use on climate change both now and in the future. To do this we will analyze the complex couplings and feedback mechanisms that operate between the geosphere, the biosphere, the atmosphere, and the hydrosphere as related to global climate change.

### **CBE 40576. Applied Optimization for Process Operations**

(3-0-3)

The purpose of this course is to introduce students to computational methods for the optimization of process operations. Applications include blending, scheduling, process synthesis, and planning problems. Students taking this course will learn the basic categories of optimization problems (unconstrained, linear programming, convex programming, integer and mixed integer programming, and elements of stochastic programming), how these problems typically arise in practice, and how to solve such problems with the computation tools currently used in industrial practice. A major focus of the course is on applications and problem solving. Students will learn how to recognize and formulate optimization problems in a wide range of contexts, including design, operations, and finance, and how to generate solutions to those problems.

### **CBE 41362. Laboratory Technology in Materials Science**

(0-3-2)

This course is intended for junior chemical engineering majors who are participating in the materials certificate program. The goal of the course is to introduce students to instrumentation they will likely use in the course of their senior thesis research. Laboratory sequences last from two to four weeks. A laboratory report is written for each lab as per instructions from each professor.

### **CBE 41459. Chemical Engineering Laboratory II**

(1-4-3)

Chemical engineering laboratory courses are composed of experiments that cover most of the major subject areas of chemical engineering. The rationale for combining all of the topics into two separate courses, as opposed to distributing them into the different lecture courses, is to provide a focused learning experience emphasizing experimental techniques to observe fundamental behavior, understanding of the phenomena in terms of the appropriate theory and experience at technical

report writing. Formal and informal oral presentation skills are also an important part of the courses.

### **CBE 41910. Biomolecular Engineering Lab**

(0-4-3)

In this course, students will be exposed to modern laboratory methods in bioengineering and experimental design. Students will be expected to develop and execute laboratory protocols, write laboratory reports, and orally present their findings.

### **CBE 45449. Internship Experience**

(0-0-V)

Intended to facilitate interactions between Notre Dame and industry by allowing students to get credit for internship experience.

### **CBE 45490. Internship Experience**

(0-0-V)

Intended to facilitate interactions between Notre Dame and industry by allowing students to get credit for internship experience.

### **CBE 46497. Directed Readings**

(V-0-V)

Course requires the student to explore various readings chosen by the professor.

### **CBE 48901. Undergraduate Research**

(V-0-V)

A graded research project at the undergraduate level under the supervision of a faculty member. A substantial written document describing the research project, results, and conclusions is required.

### **CBE 48902. Advanced UG Research**

(0-12-3)

*Prerequisite:* (CBE 48901 OR CBE 499)

This course is intended for students with previous research experience and requires at least one credit of 48901 as a prerequisite. It requires a written final report. This course will count as a technical or engineering elective.

### **CBE 48903. Undergraduate Thesis**

(0-12-2)

*Prerequisite:* CBE 48901

This course requires a written thesis document that is defended to a committee of faculty. At least one credit of 48901 research is a prerequisite, although several semesters are recommended. This course will count in place of a chemical engineering elective.

### **CBE 48904. Undergraduate Thesis**

(0-12-2)

*Prerequisite:* (CBE 48903 OR CBE 499B)

This course requires a written thesis document that is defended to a committee of faculty. At least one credit of 48901 research is a prerequisite, although several semesters are recommended. This course will count in place of a chemical engineering elective. This course is a continuation of undergraduate thesis.

## Civil Engineering and Geological Sciences

### CE 20130. Methods of Civil Engineering Analysis

(4-0-4)

*Corequisite:* CE 21130

A rigorous introduction to the tools used in civil engineering. This will include computer programming, exposure to circuits and sensors, surveying/GPS, and use of commercial software packages. These tools and their use will be introduced through a project-oriented pedagogy and strong hands-on experience. Fall.

### CE 20150. Mechanics I

(3-0-3) Kirkner

*Prerequisites:* ( (EG 10111 OR EG 111) OR (EG 10112 OR EG 112) ) AND ( (MATH 10560 OR MATH 126 OR MATH 126A OR MATH 126B OR MATH 126C OR MATH 126E OR MATH 126F) ) AND ( (PHYS 10310 OR PHYS 131) )

Introduction to systems of forces and couples; vector mechanics. Equilibrium of rigid bodies. Internal forces and moments, trusses and beams, distributed loads and properties of areas. Friction and virtual work. Kinematics and kinetics of particle motion. Systems of particles. Fall.

### CE 20230. Engineering Programming

(1-0-1) Dietrich

Introduction to programming for engineers. This course will cover the fundamentals of programming in C and Mathematica, including basic structures, algorithm development, and implementation and debugging of programs. Assignments will illustrate the advantages of each programming environment. An emphasis will be placed on team-based learning; some assignments will require students to work together to write community programs.

### CE 20500. Engineering Geology

(3-0-3) Simonetti

A study of physical geology and geologic processes relevant to engineering. Emphasis is on origin and distribution of natural hazards (earthquakes, volcanoes, floods, winds, and mass wasting) as they impact built infrastructure, and chemical and physical processes impacting contaminant transport in water. Distribution of natural hazards is considered in the context of plate tectonics theory. Spring.

### CE 21130. Methods/Civil Engineering Analysis Lab

(0-1-0)

*Corequisite:* CE 20130

**The concurrent laboratory portion of CE 20130. Fall.**

### CE 23600. Challenges and Innovations in Civil and Environmental Engineering

(1-0-0.5) Westerink

This course will focus on examining large-scale civil and environmental engineering problems, the technological challenges encountered, and the resulting innovative solutions. The emphasis will be on the engineering systems and will include problems in structural, ocean, hydraulic, groundwater, soils and environmental engineering. Course format: 12 lectures per semester presented by senior project engineers, University faculty, and researchers who are leaders in the field. Each lecture will be 75 minutes and consist of a one-hour presentation with 15 minutes for discussion and questions. The lectures will be targeted to tie the problems discussed to concepts emphasized in the current curriculum. Course offered each spring and fall semester

### CE 25600. Civil Engineering Service Projects

(V-0-V)

Civil Engineering Service Projects (CESP) is a course that partners teams of students with local community service organizations. Projects involve strong technical content, significant design, and multidisciplinary effort and a strong

communication component. These projects have a civil engineering emphasis, but benefit from enrollment of most other undergraduate majors. Fall and spring.

### CE 30125. Computational Methods

(3-0-3) Westerink

Fundamentals of numerical methods and development of programming techniques to solve problems in civil and environmental engineering. This course requires significant computer use via a scientific program language such as Matlab and/or FORTRAN. Standard topics in numerical linear algebra, interpolation, discrete differentiation, discrete integration, and approximate solutions to ordinary differential equations are treated in a context-based approach. Applications are drawn from hydrology, environmental modeling, geotechnical engineering, modeling of material behavior, and structural analysis. Fall.

### CE 30160. Civil Engineering Materials

(3-0-4) Kerr

*Corequisite:* CE 31160

A study of mechanical properties of civil engineering materials and how they relate to the atomic, microscopic, and macroscopic structure. Weekly laboratories are used to study materials such as steel, concrete, wood, and bituminous materials. Spring

### CE 30200. Introduction to Structural Engineering

(3-0-3) Taflanidis

*Prerequisite:* (AME 20241 OR AME 238)

Introduction to structural engineering; analysis of statically determinate structures; deflection analysis; analysis of indeterminate structures using classical and matrix methods; introduction to analysis software, structural design concepts and codes and standards. Fall.

### CE 30210. Structural Analysis

(3-0-3) Khandelwal

*Prerequisite:* (CE 30200 OR CE 34200 OR CE 336)

The fundamentals of matrix methods of analysis. Application to trusses and rigid frames. Introduction to the use of commercial analysis software. Advanced topics of analysis: plastic analysis, introduction to structural dynamics. The first course in the structures track. Spring.

### CE 30230. Engineering Programming

(1-0-1) Dietrich

Introduction to programming for engineers. This course will cover the fundamentals of programming in C and Mathematica, including basic structures, algorithm development, and implementation and debugging of programs. Assignments will illustrate the advantages of each programming environment. An emphasis will be placed on team-based learning; some assignments will require students to work together to write community programs.

### CE 30300. Introduction to Environmental Engineering

(3-0-3)

An introduction to the fundamental concepts of material balances and reactions occurring in reactors. These concepts bind together topics in water supply, wastewater treatment, air pollution control, and management of solid and hazardous wastes. The course describes how a holistic approach, not a fragmented single-pollutant or single-medium, is required to solve environmental problems. Decisions made by environmental engineers require a consideration of environmental ethics, a unifying topic of this course. The first course in the environmental track. Fall.

### CE 30320. Water Chemistry and Treatment

(3-0-3)

*Prerequisite:* (CE 30300 OR CE 369)

An introduction to water treatment design, including discussion of basic aquatic chemistry, water quality, environmental policy, and current issues and problems in the industry. The first course in the environmental track. Spring.

**CE 30460. Fluid Mechanics**

(3-0-3) Kennedy

*Prerequisite:* (AME 20241 OR AME 238) AND (MATH 30650 OR MATH 325)  
A basic course in fluid mechanics.**CE 30510. Geotechnical Engineering**

(3-0-4) Woods

*Prerequisite:* (AME 20241 OR AME 238 OR CE 20150 OR CE 225)*Corequisite:* CE 31510

The objective of this course is to introduce and familiarize the student with the fundamentals of soil mechanics, including behavior of soils in compression and shear, and the principles of geotechnical engineering through lectures and laboratory experiments. Spring.

**CE 31160. Civil Engineering Materials Laboratory**

(0-1-0)

*Corequisite:* CE 30160**The concurrent laboratory portion of CE 30160. Fall.****CE 31510. Geotechnical Engineering Lab**

(0-1-0)

*Corequisite:* CE 30510**The concurrent laboratory portion of CE 30500. Spring.****CE 33600. Challenges and Innovations in Civil and Environmental Engineering**

(1-0-0.5) Westerink

This course will focus on examining large-scale civil and environmental engineering problems, the technological challenges encountered, and the resulting innovative solutions. The emphasis will be on the engineering systems and will include problems in structural, ocean, hydraulic, groundwater, soils and environmental engineering. Course format: 12 lectures per semester presented by senior project engineers, University faculty, and researchers who are leaders in the field. Each lecture will be 75 minutes and consist of a one-hour presentation with 15 minutes for discussion and questions. The lectures will be targeted to tie the problems discussed to concepts emphasized in the current curriculum. Course offered each spring and fall semester.

**CE 35600. Civil Engineering Service Projects**

(V-0-V)

Civil Engineering Service Projects (CESP) is a course that partners teams of students with local community service organizations. Projects involve strong technical content, significant design, and multidisciplinary effort and a strong communication component. These projects have a civil engineering emphasis, but benefit from enrollment of most other undergraduate majors. Fall and spring.

**CE 40010. Scientific Manuscript Writing and Editing**

(1-0-1)

In this course, students will learn writing and editing skills needed for successful preparation of scientific manuscripts. Instruction will cover both editing and writing techniques for scientific papers, with particular focus on grammar, layout format options, presentation of logic, scientific content, and referencing approaches. Students will write a series of 3- to 4-page papers, and the first round of editing of each paper will be conducted by a fellow student, with the instructor offering assessment of both the writing and the editing that was done. Class discussions will center on common difficulties faced by students in their writing and editing approaches using examples from the written assignments in the course.

**CE 40120. Numerical Methods in Engineering**

(3-0-3)

*Prerequisite:* (MATH 30650 OR MATH 325)

Finite difference and finite element methods for the solution of ordinary and partial differential equations encountered in engineering. Spring.

**CE 40170. Advanced Mechanics of Solids**

(3-0-3)

*Prerequisite:* (AME 20043 OR AME 236) OR (CE 20170 OR CE 236)

The course covers fundamental principles and techniques in stress analysis of trusses, beams, rigid frames, and thin-walled structures. Emphasis is placed on energy methods associated with calculus of variations. Offered as needed.

**CE 40230. Engineering Programming**

(1-0-1) Dietrich

Introduction to programming for engineers. This course will cover the fundamentals of programming in C and Mathematica, including basic structures, algorithm development, and implementation and debugging of programs. Assignments will illustrate the advantages of each programming environment. An emphasis will be placed on team-based learning; some assignments will require students to work together to write community programs.

**CE 40240. Structural Systems**

(3-0-3)

*Prerequisite:* (CE 30210 OR CE 356)

Overview of common structural systems used in design, with specific focus on the hierarchy of lateral load resisting systems. Course will also highlight innovative structural systems for high rise buildings, collapse mechanisms, and concepts of serviceability and habitability. Codes and commercial software common to practice will be heavily utilized.

**CE 40250. Analysis of Wobbly Structures: An Introduction to Structural Dynamics**

(3-0-3) Kareem

Introduction to dynamics of civil infrastructure; dynamics of single- and multiple-degree-of-freedom systems and distributed/continuous systems; dynamic analysis of structural systems; introduction to wind, waves, and earthquake dynamic load effects; treatment of dynamic effects in building codes.

**CE 40270. Reinforced Concrete Design**

(3-1-4) Kurama

*Prerequisite:* (CE 30200 OR CE 34200 OR CE 336)

Mechanics and behavior of reinforced concrete members and structures. Design of reinforced concrete members and structures, including continuous beams, slabs, columns, and frames. Strength and serviceability considerations for design. Building codes and specifications for reinforced concrete design. Includes a semester-long project on the design of a five-story, five-bay reinforced concrete frame building. The second or third course in the structures track. Spring.

**CE 40275. Prestressed Concrete Design**

(3-0-3)

*Prerequisite:* (CE 40270 OR CE 486)

Mechanics of prestressed concrete structural members. Design of prestressed concrete structural members and simple systems. Strength and serviceability considerations.

**CE 40280. Structural Steel Design**

(3-1-4)

*Prerequisite:* (CE 30200 OR CE 34200 OR CE 336)

Design of structural steel members/systems using basic fundamentals of mechanics, principles of steel behavior at element and system level. Course integrates current codes/standards and commercial software into semester-long project, providing for direct application of concepts to the design of a mid-rise structural steel residential/commercial building. The second or third course in the structures track. Fall.

**CE 40290. Design of Structures to Resist Natural Hazards**

(3-0-3)

Natural hazards and associated load effects on structures. Analysis of damage caused by wind storms, earthquakes, and ocean waves. Design provisions to resist damage resulting from natural hazards.

**CE 40320. Environmental Chemistry**

(3-0-3)

This course begins with (1) an overview of the formation and general chemical characteristics of the Earth and (2) an introduction to the natural global physical and chemical cycles. There will be major sections on the Earth's atmosphere, hydrosphere, and lithosphere. The major chemical processes within each of these compartments and chemical aspects of associated modern-day environmental problems will be reviewed. Special sections on energy and the environment and the chemistry of global climate will be included.

**CE 40340. Waste Treatment**

(3-0-4) Nerenberg

A study of the theory, design, and operation of facilities both for industrial and municipal treatment and disposal. Design of municipal wastewater treatment systems is emphasized. A significant project design component is included with a tutorial section. The third course in the environmental track. Spring.

**CE 40350. Environmental Microbiology**

(3-0-3) Shrout

Fundamentals of microbiology applied to environmental systems and treatment processes. Emphasis will be placed on kinetics and energetics of microorganisms, fate of environmental pollutants, biotechnology applications, and laboratory techniques used to cultivate organisms and analyze biological systems. Spring.

**CE 40355. Water, Disease, and Global Health**

(3-0-3) Shrout

*Prerequisite:* (CHEM 10122 OR BIOS 10161)

The main emphasis of the course will be to study the diseases important to both civilized societies and the Third World. Basic principles of public health, epidemiology, infectious disease microbiology, and engineering application will be learned utilizing both local and global examples. Particular emphasis will be given to diseases transmitted by water. As a complement to environmental design classes, this class will focus on the disease agents removed in properly designed municipal water and waste systems.

**CE 40370. Air Pollution Control**

(3-0-3)

Course will draw upon previous coursework in chemistry, mathematics, fluids, thermodynamics, and environmental engineering. Types, sources, and effects of air pollutants will be covered, as well as design of existing technologies used to control emissions. Also, the effect of meteorology on air quality and pollution transport will be discussed.

**CE 40385. Hazardous Waste Management and Design**

(3-1-4)

The course addresses traditional and innovative technologies, concepts, and principles applied to hazardous waste management and design to protect human health and the environment. Topics include the regulatory process, fate and transport of contaminants, toxicology, environmental audits, waste minimization, physicochemical processes, bioremediation, stabilization, incineration, land disposal, risk assessment, remedial investigations, remedial technologies, and alternative analysis. Course will include a remediation design project, which may require laboratory analyses.

**CE 40450. Hydraulics**

(3-0-3)

*Prerequisite:* (AME 30031 OR AME 334) OR (AME 30331 OR AME 34331 OR CE 34330 OR AME 330) OR (CE 330 OR CE 30460 OR CE 34330)

Theory, analysis, and design of pipe flow, sewer flow, open channel flow, and reservoirs and pumping facilities for water distribution and wastewater collection. Student team design of water distribution and sewer collection systems is emphasized. Fall.

**CE 40460. Groundwater Hydrology**

(3-0-4) Silliman

Lectures and laboratory cover the fundamentals of flow and transport in porous media. Methods of analysis for development of groundwater resources. Fall.

**CE 40530. Foundation Analysis and Design**

(3-0-3) Woods

*Prerequisite:* (CE 30510 OR CE 445 OR CE 351)

Application of basic engineering principles of soil mechanics in the design of foundations and earth structures, including deep excavation supports, shallow foundations, deep foundations, and cofferdams.

**CE 40610. Construction Management**

(3-0-3) Schlagel

Engineering aspects of planning, economics, practices, and equipment usage in construction of civil engineering projects. Use of critical path construction schedules. Offered as needed.

**CE 40620. Transportation Engineering**

(3-0-3) Harrison

The planning, design, operation, safety, and economics of transportation systems. Spring.

**CE 40627. Global Climate Change**

(3-0-3)

A study of the global climate change mechanisms.

**CE 40650. Legal, Ethical, and Business Relations in Engineering**

(3-0-3) Devine

Civil engineering analysis and design in the land development process.

**CE 41460. Groundwater Hydrology Lab**

(0-1-0)

**The concurrent laboratory portion of CE 40460. Fall.****CE 42340. Waste Treatment Tutorial**

(0-1-0)

The concurrent tutorial portion of CE 40340.

**CE 43600. Challenges and Innovations in Civil and Environmental Engineering**

(1-0-0.5) Westerink

This course will focus on examining large-scale civil and environmental engineering problems, the technological challenges encountered, and the resulting innovative solutions. The emphasis will be on the engineering systems and will include problems in structural, ocean, hydraulic, groundwater, soils, and environmental engineering. Course format: 12 lectures per semester presented by senior project engineers, University faculty, and researchers who are leaders in the field. Each lecture will be 75 minutes and consist of a one-hour presentation with 15 minutes for discussion and questions. The lectures will be targeted to tie the problems discussed to concepts emphasized in the current curriculum. Course offered each spring and fall semester

**CE 45600. Civil Engineering Service Projects**

(V-0-V)

Civil Engineering Service Projects (CESP) is a course that partners teams of students with local community service organizations. Projects involve strong technical content, significant design, and multidisciplinary effort and a strong communication component. These projects have a civil engineering emphasis, but benefit from enrollment of most other undergraduate majors. Fall and spring.

**CE 45700. Entrepreneurship and Technology**

(1-0-V)

This community service project involves the development of a community-based computer repair/upgrade/sales operation at St. Casimir's parish on the west side of South Bend. The project will require the students to develop a business plan,

marketing plan, and training program for the new business that will collect used computers from area businesses and train local low-income residents to upgrade the computers for donation and/or resale.

**CE 46600. Air Pollution Engineering: An Independent Study**

(0-0-3)

This is an independent study of the types, sources, and effects of air pollutants, and design of existing technologies to control emissions.

**CE 46700. Big Beam Contest**

(1-0-V)

Students taking this course will compete in the national Big Beam Contest organized by the Precast/Prestressed Concrete Institute (PPCI). The students will work in teams and together with a local precast/prestressed concrete producer to design and construct a precast concrete test beam. The specimens will be tested in the Structural Systems Laboratory at Notre Dame. Each team will prepare a report to be submitted to the PPCI to enter the competition. The course will emphasize the practical engineering and fabrication aspects of precast concrete, as well as fundamental concepts in structural engineering.

**CE 47300. Tunnel Engineering and Underground Construction**

(3-0-3)

Ground conditions affecting tunnel design, fragmentation of hard rock for tunneling, excavation in soft ground, structural design of tunnel linings, construction operations for tunnel excavation.

**CE 47347. Physiochemical Treatment of Organics**

(3-0-3)

An investigation of the physiochemical treatment processes for treatment of organic contaminants

**CE 47600. Special Studies**

(V-V-V)

Individual or small group study under the direction of a faculty member in an undergraduate subject not concurrently covered by any University course.

**CE 47601. Special Studies: Big Beam Contest**

(1-0-V)

Students taking this course will compete in the national Big Beam Contest organized by the Precast/Prestressed Concrete Institute. The students will work in teams and together with a local precast/prestressed concrete producer to design and construct a precast concrete test beam. The specimens will be tested in the Structural Systems Laboratory at Notre Dame. Each team will prepare a report to be submitted to the Precast/Prestressed Concrete Institute to enter the competition. The course will emphasize the practical engineering and fabrication aspects of precast concrete, as well as fundamental concepts in structural engineering.

**CE 48600. Undergraduate Research**

(V-0-V)

A research project at the undergraduate level under the supervision of a faculty member.

**ENVG 10100. Environmental Geosciences**

(3-0-3) Burns

*Prerequisite:* (CHEM 10113 OR CHEM 113) OR (CHEM 10115 OR CHEM 115) OR (CHEM 10117 OR CHEM 117) OR (CHEM 10121 OR CHEM 121) OR (CHEM 10125 OR CHEM 125) OR (CHEM 10171 OR CHEM 10181)

This course introduces the student to Earth processes, and focuses on how these processes affect people, and how people affect these processes. The course explores the interactions between Earth's biosphere, geosphere, atmosphere, and hydrosphere, with the objective of demonstrating how our physical environment is controlled by geological, biological, and human forces.

**ENVG 10110. Physical Geology**

(3-2-4) Neal

*Corequisite:* ENVG 11110

An introduction to the Earth, its processes, composition, evolution, and structure. The course introduces the student to mineralogy, petrology, structural geology, oceanography, surficial processes, geophysics, environmental geology, and planetology. Lecture and laboratory meetings.

**ENVG 11110. Physical Geology Laboratory**

(0-1-0)

*Corequisite:* ENVG 10110

This is the laboratory portion of ENVG 10110.

**ENVG 20100. Environmental Geosciences**

(3-0-3)

*Prerequisite:* (CHEM 10113 OR CHEM 113) OR (CHEM 10115 OR CHEM 115) OR (CHEM 10117 OR CHEM 117) OR (CHEM 10121 OR CHEM 121) OR (CHEM 10125 OR CHEM 125) OR CHEM 10171

This course introduces the student to Earth processes, and focuses on how these processes affect people, and how people affect these processes. The course explores the interactions between Earth's biosphere, geosphere, atmosphere, and hydrosphere, with the objective of demonstrating how our physical environment is controlled by geological, biological, and human forces.

**ENVG 20110. Physical Geology**

(3-2-4) Neal

*Corequisite:* ENVG 21110

An introduction to the Earth, its processes, composition, evolution, and structure. The course introduces the student to mineralogy, petrology, structural geology, oceanography, surficial processes, geophysics, environmental geology, and planetology. Lecture and laboratory meetings.

**ENVG 20120. Historical Geology**

(3-2-4) Rigby

*Prerequisite:* ENVG 20110 OR SC 20110 OR SC 10110

*Corequisite:* ENVG 21120

This course introduces the student to the concept of geologic time, absolute and relative age-dating, Earth processes and features through time, and the major features of evolution and distribution of fossils. Lecture and laboratory meetings. One-day field trip is required.

**ENVG 20200. Mineralogy and Optical Mineralogy**

(3-2-4) Burns

*Prerequisites:* CHEM 10122 AND ENVG 20110

Crystallography and mineral optics: physical and chemical mineralogy—its application to mineral identification in hand-specimen and using the petrographic microscope.

**ENVG 20210. Igneous and Metamorphic Petrology**

(3-2-4)

*Prerequisite:* ENVG 20110

Origin and identification of igneous and metamorphic rocks within a plate tectonic framework. Geochemistry and petrography are used to investigate mineral equilibria, magma generation and crystallization, pressure and temperatures of deformation, and the interior of the Earth.

**ENVG 20240. Igneous and Metamorphic Petrology**

(3-0-4)

Origin and identification of igneous and metamorphic rocks within a plate tectonic framework. Geochemistry and petrography are used to investigate mineral equilibria, magma generation and crystallization, pressure and temperatures of deformation, and the interior of the Earth.

**ENVG 21110. Physical Geology Laboratory**

(0-1-0)

*Corequisite:* ENVG 20110

This is the laboratory portion of ENVG 20110.

**ENVG 21120. Historical Geology Laboratory**

(0-1-0)

*Corequisite:* ENVG 20120

This is the laboratory portion of ENVG 20120.

**ENVG 21210. Igneous and Metamorphic Petrology Laboratory**

(0-1-1)

Lab component for ENVG 20210.

**ENVG 21240. Igneous and Metamorphic Petrology Laboratory**

(0-1-1)

Lab component for ENVG 20240.

**ENVG 30230. Sedimentation and Stratigraphy**

(3-2-4) Rigby

*Prerequisite:* (ENVG 20200 OR ENVG 242)

Sedimentary environments from a physical, biological, and tectonic perspective are explored, along with processes such as lithification. Identification of sedimentary rocks and the interpretation of the succession of layered rocks in North America are emphasized.

**ENVG 30300. Surficial Processes and Surficial Hydrology**

(2-3-3) Rigby

*Prerequisite:* (ENVG 20200 OR ENVG 242) OR (GEOS 20201 OR GEOS 242)

A quantitative study of natural chemical and physical processes (e.g., weathering, flooding, wind) that produce both erosional and depositional landforms. Their effects on human structures and developments are explored. A one-day field trip is required.

**ENVG 30400. Structural Geology and Rock Mechanics**

(3-3-4) Kenney

*Prerequisite:* (ENVG 20200 OR ENVG 242)

Shapes and fabric of deformed rocks, physical properties of rocks, processes and mechanisms of deformation with associated stresses and strains, and regional and global structural events. A weekend field trip is required.

**ENVG 31400. Structural Geology and Rock Mechanics**

(0-1-1)

Lab component for ENVG 30400.

**ENVG 40300. Geochemistry**

(3-0-3) Fein

*Prerequisites:* CHEM 10121 AND CHEM 10122 AND MATH 10550 AND MATH 10560

An introduction to the use of chemical thermodynamics and chemical kinetics in modeling geochemical processes. Special emphasis is placed on water-rock interactions of environmental interest.

**ENVG 40310. Environmental Impact of Resource Utilization**

(3-0-3) Neal

*Prerequisites:* ENVG 20110 AND ENVG 40300

The environmental effects of utilizing natural resources are examined from their extraction, refining, to use. Pivotal in this course is environmental impact assessment and rehabilitation/remediation technologies. A number of case studies will be examined to highlight the environmental impact of using the Earth's natural resources and how such impacts can be mitigated.

**ENVG 40340. Water-Rock Interactions**

(3-0-3) Alessi

*Prerequisite:* CE 40320

Fundamental properties of mineral surfaces and of the mineral-water interface. Methods of surface and interface analysis. The electric double layer. Interface reactions including adsorption, mineral growth and dissolution, photoredox phenomena, and controls on bacterial adhesion.

**ENVG 40360. Geomicrobiology**

(3-0-3) Fein

*Prerequisite:* (ENVG 40300 OR ENVG 403)

This course explores current research involving the interaction between microbes and geologic systems, focusing on the ability of microbes to affect mass transport in fluid-rock systems. Readings concentrate on laboratory, field, and modeling studies of environmental and/or geologic interest.

**ENVG 40380. Paleontology**

(2-2-3)

*Prerequisite:* (ENVG 20120 OR ENVG 232)

The fossil record—morphology, taxonomy, evolution, statistical population systematics, and paleoecology. A one-day field trip is required.

**ENVG 40390. Physical Volcanology**

(2-0-2)

This course is an introduction to volcanoes and includes the links between volcanoes and their tectonic and geophysical setting, the types of volcanic edifices, classic eruption styles and deposits, volcanoes and their eruption products as landforms, and comparisons to planetary volcanism. Class will meet once a week for an hour in the Fall for reading and discussion (1 credit) then have a weeklong field trip to Hawaii just before the start of the Spring semester (1 credit), and would have a research paper due spring semester (1 credit). Tentative travel dates are January 6–13, 2008.

**ENVG 40410. Geophysics**

(2-2-3)

*Prerequisite:* (PHYS 10320 OR PHYS 132)

Physics of the solid Earth: seismic wave, gravity, resistivity, and electromagnetic methods of probing the structure of the Earth. Applications to environmental concerns as well as to groundwater, mineral, and petroleum exploration are discussed.

**ENVG 40480. Chemistry of Lanthanides and Actinides**

(3-0-3) Albrecht-Schmitt

This course will cover a wide variety of topics involving the chemistry of the f-block elements. Topics will include periodic trends, aqueous and environmental chemistry, solid-state chemistry, and physical properties. The course will begin with a brief history of the discovery of these elements. The fundamental knowledge gained early in the course will be applied to the critical problems of nuclear energy production and waste remediation. This will be a primary literature-based course.

**ENVG 40547. Geodynamics**

(3-0-3)

This course applies continuum physics to geological problems, beginning with plate tectonics, progressing into the study of stress and strain in geological strata from earth processes. Large scale problems (frictional heating on faults, flow through volcanic pipes, mantle convection) are examined by applying principles from heat transfer, faulting, and fluid mechanics.

**ENVG 40647. Research Methods: Geophysics and Geodynamics of Iceland**

(4-0-4)

This course covers an introduction to research methods and professional journal manuscript preparation. Course requires fieldwork in Iceland in August and submission of student research to a professional journal. Topics include geophysics and geodynamics problems such as mantle flow, volcanism, and tectonics as applied to Iceland.



**ENVG 40810. Geographic Information Systems (GIS)**

(2-2-4) Bensman

This course provides both the theory and practical tools to display, analyze, and manipulate geographic data through the concepts of thematic layers and spatial objects. Lectures provide the background theory and introduction to display and analysis tools. In the labs, students will develop their own projects using geographic data in both raster and vector form.

**ENVG 45200. Field Trip**

(0-2-1)

*Prerequisite:* (ENVG 10110 OR ENVG 20110 OR SC 20110 OR CE 20500 OR ENVG 10100)

Field trip during the fall/spring vacation; emphasis on regional field geology and field relationships. Classic localities are studied in order to demonstrate geological concepts.

**ENVG 46600. Directed Reading: Principles of Paleontology**

(3-0-V)

One credit will be awarded for a submitted journal summarizing summer activities in which records, practices and procedures of the summer excavation will be highlighted. An additional two credits 2 credits will be available for successful completion of a seminar course dealing with modern research issues in paleontology. The course will meet weekly for two hours: one hour of lecture and one hour of discussion where topics will be discussed that relate to an assigned topic of the week. Each student will be expected to read the weekly assignment and one student, on a rotating basis, will be expected to present lecture material on the assigned topic and will direct the discussion. It is anticipated that each student will be responsible for preparation of at least three topics. Class participation, a midterm and final exam, in addition to weekly quizzes, will form the basis for grading. Topics may include fossil preservation, paleoecology, biostratigraphy, the species concept, evolution, phylogeny, biogeography, and others.

**ENVG 47600. Special Studies**

(0-V-V)

This course requires permission of the chair of the Department of Civil Engineering and Geological Sciences and the individual instructor. Research of literature on a specific geoscience topic. Preparation of reports and presentations.

**ENVG 48600. Undergraduate Research**

(0-V-V)

This course requires the permission of the chair of the Department of Civil Engineering and Geological Sciences. Three to 15 hours each week, arranged individually for each student.

**ENVG 57498. Planetary Geology**

(3-0-3)

This course will examine the solar system bodies and solar system formation, and compare and contrasts geologic processes and resulting forms on the terrestrial (solid surface) planets. Typical processes discussed include volcanism, impact cratering, tectonics, hydrology, polar processes, and implications for life. There are no formal prerequisites, but a calculus and an earth sciences course are recommended.

**Computer Science and Engineering****CSE 20110. Discrete Mathematics**

(3-0-3) Chaudhary

Introduction to mathematical techniques fundamental to computer engineering and computer science. Topics: mathematical logic, induction, set theory, relations, functions, recursion, recurrence relations, introduction to asymptotic analysis, algebraic structures, graphs, and machine computation.

**CSE 20211. Fundamentals of Computing I**

(3-1-4) Chawla

*Corequisite:* CSE 21211

This is the first part of a two-course introduction-to-computing sequence, intended primarily for computer science and computer engineering majors. It introduces fundamental concepts and principles of computer science, from formulating a problem and analyzing it conceptually, to designing, implementing, and testing a program on a computer. Using data and procedural abstractions as basic design principles for programs, students learn to define basic data structures, such as lists and trees, and to apply various algorithms for operating on them. The course also introduces object-oriented and parallel programming methods.

**CSE 20212. Fundamentals of Computing II**

(3-1-4) Emrich

*Prerequisite:* CSE 20211*Corequisite:* CSE 21212

This is the second part of a two-course introduction-to-computing sequence, intended primarily for computer science and computer engineering majors. This course introduces concepts and techniques for developing large software systems. The object-oriented model of design and programming is presented using a modern programming language such as Java or C++. Topics covered include modularity, specification, data abstraction, classes and objects, genericness, inheritance, subtyping, design patterns, testing, concurrency, object persistency, and databases.

**CSE 20221. Logic Design and Sequential Circuits**

(3-3-4) Brockman

*Corequisite:* CSE 21221

Boolean algebra and switching circuits, Karnaugh maps, design of combinational and of sequential logic networks, and sequential machines.

**CSE 20232. C/C++ Programming**

(3-0-3) Stewman

*Prerequisites:* (EG 10111 OR EG 10112) AND (MATH 10550)

Top-down analysis and structured programming. Basic analysis of algorithms, algorithm development, implementation, and debugging and testing of programs will also be emphasized. Students will write several programs in the C++ language to learn the concepts taught and to acquire experience in solving problems using the UNIX operating system.

**CSE 20600. CSE Service Projects**

(V-0-V) Brenner; Freeland; Madey; Kennedy

Engineering projects in community service.

**CSE 21211. Fundamentals of Computing I Lab**

(0-0-0)

*Corequisite:* CSE 20211

Lab for Fundamentals of Computing I.

**CSE 21212. Fundamentals of Computing II Lab**

(0-2-0)

*Corequisite:* CSE 20212

Lab Fundamentals of Computing II.

**CSE 21221. Logic Design Laboratory**

(0-0-0)

*Corequisite:* CSE 20221  
Lab for Logic Design.**CSE 30151. Theory of Computing**

(3-0-3) Blanton

The theory of automata and formal languages is developed along with applications. Various classes of automata, formal languages, and the relations between these classes are studied. Restricted models of computation; finite automata and pushdown automata; grammars and their relations to automata; parsing; turing machines; limits of computation: undecidable problems, the classes of P and NP.

**CSE 30189. Basic Unix for Engineers**

(1-0-1) Bualuan

This course will cover basic Unix/Linux, as well as make files, shell scripting, etc.

**CSE 30246. Database Concepts**

(3-0-3) Bualuan

Effective techniques in managing, retrieving, and updating information from a database system. Focusing primarily on relational databases, the course presents the entity-relationship model, query processing, and normalization. Topics such as relational calculus and algebra, integrity constraints, distributed databases, and data security will also be discussed. A final project will consist of the design and the implementation of a database system with a Web interface.

**CSE 30264. Computer Networks**

(3-0-3) Poellabauer

This course introduces students to fundamental topics on the principles, design, implementation, and performance of computer networks. Topics include Internet protocols, congestion control, switching and routing, mobile IP and ad-hoc networks, network security, the end-to-end arguments, and peer-to-peer systems.

**CSE 30321. Computer Architecture I**

(3-3-4) Niemier

*Prerequisite:* CSE 20212 OR CSE 20232 OR CSE 20221*Corequisite:* CSE 31321

Introduction to basic architectural concepts that are present in current scalar machines, together with an introduction to assembly language programming, computer arithmetic, and performance evaluation. Commercial computer-aided-design software is used to deepen the student's understanding of the top-down processor design methodology. MIPS-based assembly language will be used.

**CSE 30322. Computer Architecture II**

(3-3-4) Kogge

*Prerequisites:* (CSE 20221 OR CSE 221) AND (CSE 30321 OR CSE 34321 OR CSE 321)*Corequisite:* CSE 31322

A continuation of the architectural concepts in CSE 30321. Detailed study of processor design, hardwired and microprogrammed control, pipelining, memory organization, I/O and bus protocols, and parallel processors. The course makes extensive use of commercial computer-aided-design tools and culminates with a major project of designing and simulating a complete microprocessor.

**CSE 30331. Data Structures**

(3-0-3) Izaguirre

*Prerequisite:* (CSE 20232 OR CSE 20212)

Fundamental techniques in the design and analysis of non-numerical algorithms and their data structures. Elementary data structures such as lists, stacks, queues; more advanced ones such as priority queues and search trees. Design techniques such as divide-and-conquer. Sorting and searching and graph algorithms.

**CSE 30332. Programming Paradigms**

(3-0-3) Flynn

Programming language overview: imperative and functional languages; logic programming. Scripting languages and tools. Development environments. Multilanguage interfacing. Case studies. Comprehensive programming practice using several languages.

**CSE 30341. Operating System Principles**

(3-0-3) Thain

*Prerequisite:* (CSE 30321 OR CSE 34321)

Introduction to all aspects of modern operating systems. Topics include process structure and synchronization, interprocess communication, memory management, file systems, security, I/O, and distributed files systems.

**CSE 30600. CSE Service Projects**

(V-0-V) Brenner; Freeland; Madey; Kennedy

Engineering projects in community service.

**CSE 31321. Computer Architecture I Lab.**

(0-0-0)

*Corequisite:* CSE 30321

Lab for Computer Architecture I.

**CSE 31322. Computer Architecture II Lab**

(0-0-0)

*Corequisite:* CSE 30322

Lab for Computer Architecture II.

**CSE 40113. Design/Analysis of Algorithms**

(3-0-3) Chen

*Prerequisite:* (CSE 30331 OR CSE 34331 OR CSE 331)

Techniques for designing efficient computer algorithms and for analyzing computational costs of algorithms. Common design strategies such as dynamic programming, divide-and-conquer, and Greedy methods. Problem-solving approaches such as sorting, searching, and selection; lower bounds; data structures; algorithms for graph problems; geometric problems; and other selected problems. Computationally intractable problems (NP-completeness).

**CSE 40166. Computer Graphics**

(3-0-3) Stewman

Graphics display devices. Two- and three-dimensional geometry: transformations and projections. Raster graphics algorithms; primitive rendering; 3-D modeling; scene description. Graphics software standards. Software projects.

**CSE 40171. Introduction to Artificial Intelligence**

(3-0-3)

Evaluation of the areas that make up artificial intelligence today. Development of various representations commonly used. Differences between knowledge bases and databases are explored. A study of several applications including expert systems.

**CSE 40175. Ethical and Professional Issues**

(3-0-3) Bowyer

This course seeks to develop a solid foundation for reasoning about the difficult ethical, professional, and social controversies that arise in the computing field. Emphasis is placed on identifying the appropriate legal and professional context and applying sound critical thinking skills to a problem. Topics covered include relevant professional codes of ethics, encryption/privacy/surveillance, freedom of speech, "cracking" of computer systems, development of safety-critical software, whistle blowing, and intellectual property. This course relies heavily on case study of real incidents, both historical and current.

**CSE 40232. Software Engineering**

(3-0-3) Izaguirre

*Prerequisite:* (CSE 30331 OR CSE 34331)

Software engineering is an engineering discipline that is concerned with all aspects of producing high-quality, cost-effective, and maintainable software systems. This course provides an introduction to the most important tasks of a software engineer: requirements engineering, software design, implementation and testing, documentation, and project management. A medium-scale design project combined with individual assignments complement the lectures.

### **CSE 40239. Simulation and Modeling**

(3-0-3) Madey

*Prerequisite:* MATH 30530

Computer techniques for simulating the behavior of physical, biological, engineering, and social systems, including both natural and artificial systems. Applications include scientific enquiry, engineering design, manufacturing planning, training, entertainment, and games. Topics include animation, visualization, and graphical analysis of results.

### **CSE 40243. Compilers**

(3-0-3) Thain

*Prerequisite:* (CSE 30331 OR CSE 34331)

An introduction to the fundamental techniques and tools used in compiler construction. Topics include high-level language specification via context-free grammars; lexical analysis; parsing techniques such as top-down, bottom-up, and LR parsing; run-time environments; and code generation.

### **CSE 40244. Introduction to Systems Administration**

(3-0-3) Freeland

*Prerequisite:* CSE 30341

An introduction to the concepts and practices of computer system administration, including software management, system device management, system security, management of system services, disaster planning, and disaster recovery.

### **CSE 40258. Network Management**

(3-0-3) Freeland

An introduction to the concepts and practices of computer network management, including network installation, monitoring, and troubleshooting.

### **CSE 40317. Online Algorithms for Computational Finance**

(3-0-3) Chaudary

In this course, we study online algorithms and a technique for evaluating them called competitive analysis. We apply these ideas to problems from the exciting world of computational finance, e.g., trading and portfolio selection. This approach to computational finance is very nontraditional; the old traditional approach is to try to model the unknown future inputs using probability distributions. Since financial markets are unpredictable, it is usually very hard to develop accurate probability models for it. Thus, online algorithms have been receiving increasing attention in the past few years.

### **CSE 40373. Multimedia Systems**

(3-0-3) Chandra

Advances in hardware technologies is finally allowing widespread multimedia availability. It is becoming increasingly easy to capture videos in high definition, distribute them to friends using broadband networks and carry them with you in portable iPod, PSP, and other devices. This course will introduce the students to many of the fundamental concepts involved with handling multimedia data and applications. Topics that will be covered in this course include multimedia data types, systems support for multimedia applications, and multimedia applications. We will discuss the value and limitations of current multimedia compression technologies including JPEG, and MPEG. In addition, we will examine how to support multimedia applications with appropriate operating system, file system, and architectural features. We will also briefly look into the security and digital rights management issues.

### **CSE 40391. Linear Programming and Algorithms**

(3-0-3) Chaudhary

*Prerequisites:* CSE 40113 AND MATH 20580

Linear programming (LP) is used to solve many important optimization problems in economics, finance, transportation, military operations, scheduling, etc. It is also the basis for several approximation algorithms. In this course, we'll study the foundations of the subject, including geometric properties of polyhedra, the classical simplex algorithm, and linear programming duality. We follow it by studying LP-based approximation algorithms for problems such as set cover, maximum satisfiability, multicut, and integer multicommodity flows. At the end of the course, a student will be able to solve modern linear optimization problems as well as design and analyze LP-based algorithms.

### **CSE 40416. System Interface Design**

(3-0-3) Striegel

This course will focus on the interface to computing systems, in particular with respect to multisensory input/output through direct experience in laboratory and project activities. Specific interfaces to be covered include traditional graphical user interface (GUI) design, visualization via specialized controls (network graphs, virtual worlds), multimedia (audio, video), and sensory input/output (motion capture, multi-touch, etc.). Further topics include exploration of the effects of scaling / networking on responsiveness, exposure to multiple design choices (Web, framework, native), and exposure to multiple contemporary programming languages.

### **CSE 40422. Computer System Design**

(3-0-3) Striegel

*Prerequisite:* CSE 30322

Integrated hardware and software development, construction, and testing of digital systems by design teams to meet specifications subject to technical, economic, and environmental constraints.

### **CSE 40431. Programming Languages**

(3-0-3) Kogge

An introduction to modern computing concepts and computational models as embodied in a number of different classes of languages. These include (1) functional-based languages such as Lisp, Scheme, SASL, and ML; (2) logic-based languages such as Prolog, Parlog, Strand, and OPS; and (3) object-oriented languages such as Smalltalk, C++, and Java.

### **CSE 40456. Data Networks**

(3-0-3)

Introduction of fundamental concepts of data networks in terms of the ISO-layered architecture. Functions that occur at the various levels are explored. Topics include local area networks such as Ethernet and Token Ring networks, proposals for wide and metropolitan-area networks such as FDDI and DQDB, and the eventual integration of data communications into a single network under ISDN (Integrated Digital Services Network) and Broadband ISDN.

### **CSE 40462. VLSI Circuit Design**

(3-0-3) Kogge

*Prerequisite:* CSE 20221

CMOS devices and circuits, scaling and design rules, floor planning, data and control flow, and synchronization and timing. Individual design projects.

### **CSE 40463. Real-Time Systems**

(3-0-3)

This course introduces students to fundamental topics in the theory and application of real-time systems. Topics covered include basic concepts such as predictability, worst-case execution time analysis, fault tolerance, real-time communication and synchronization, and advanced topics such as real-time operating systems, embedded computing, real-time CORBA and Java, and power management. The course will be project-oriented and the students have the opportunity to analyze the deficiencies of general-purpose operating systems for the use in real-time and embedded systems, and they will implement and experiment with real-time extensions to an operating system kernel.

**CSE 40532. Bioinformatics Computing**

(3-0-3) Emrich

Subject matter changes depending on students' needs. Prospective topics include specific diseases (e.g., Malaria, dengue), molecular genetics of vectors, bioinformatics, and others. (On demand).

**CSE 40535. Special Studies: Computer Vision**

(3-0-3) Flynn

An introduction to the major biometric techniques (fingerprint, face, iris, voice, hand shape), the underlying pattern recognition basis for these biometrics, and current concerns regarding privacy and social/ethical issues.

**CSE 40539. Simulations in Biocomplexity**

(3-0-3) Collins; Madey

This course is cross-listed in the College of Science Biology Department (BIOS TBD) and the College of Engineering Computer Science Department (CSE 40539/CSE 60539). The course will cover computer-modeling techniques for simulating the behavior of biological and public health systems. The primary approach will be the individual-based modeling method (sometimes called the agent-based approach). Special focus will be given to modeling various biological systems; for example, the epidemiology of malaria, population ecology, evolutionary dynamics, microbial ecology, genetic regulatory networks, animal behavior, developmental biology, etc. Topics include methods for modeling and simulation, statistical distributions, random variate generation, animation, visualization, design of simulation experiments, verification and validation of simulations, and analysis of results. CSE students will work on collaborative projects with biological sciences majors. Students will be expected (1) to learn about simulation and modeling (2) to help define biological problems for modeling and simulation, and (3) to help with verification, validation, and interpretation of results. (Computer programming on course projects will be done by the computer science students.) A major objective of the course will be to compare the performance of specific biological models when simulated through individual-based versus more traditional approaches.

**CSE 40547. Computing at the Nanoscale**

(3-0-3) Niemier

The purpose of this course will not just be to teach students how different emerging technologies compute and what applications they are best suited for. Rather, the course will be based in fundamental (yet understandable!) device physics and will work to show students interested in design what roles they can play in helping an emerging technology to evolve (i.e., studies similar to the work proposed here). However, work in design will only be meaningful if it is grounded in the experimental state of the art. Thus, a discussion of relevant device physics will always precede any work in design.

**CSE 40567. Computer Security**

(3-0-3) Blanton

*Prerequisite:* (CSE 30341 OR CSE 341)

This course is a survey of topics in the realm of computer security. This course will introduce the students to many contemporary topics in computer security ranging from PKIs (Public Key Infrastructures) to cyber-warfare to security ethics. Students will learn fundamental concepts of security that can be applied to many traditional aspects of computer programming and computer systems design. The course will culminate in a research project where the student will have an opportunity to more fully investigate a topic related to the course.

**CSE 40600. CSE Service Projects**

(V-0-V) Madey

Engineering Projects in Community Service.

**CSE 40611. Team Software Design and Implementation**

(3-0-3)

This course builds on the basic techniques introduced in Fundamentals of Computing I and II, but emphasizes a team approach to the design and implementation of software. A variety of team structures will be considered, including

two-person teams for extreme programming and three-person teams as used in the ACM programming contest. Student teams will develop software to solve problems ranging across the computer science curriculum and will present their solutions to the class for critique and analysis. Students will participate in the fall campus programming contest and selected students will represent the University in the ACM Regional Programming Contest.

**CSE 40613. Intro to e-Technology**

(3-0-3) Madey

Introduction to concepts, theories, and techniques of Internet and WWW programming. The goal of this course is to prepare the student to design and develop Web-based applications, e-Commerce applications, e-Science applications, and Internet-based services. Students will be expected to design a large system (course project) requiring integration with other student projects.

**CSE 40622. Cryptography**

(3-0-3) Blanton

Concepts and principles of cryptography and data security. Topics covered include principles of secrecy systems starting from classical ciphers such as Caesar and Vigenere; secret key encryption standards (DES, AES); public key encryption (RSA, ElGamal); information and number theory; hash functions; digital signatures; authentication; key exchange protocols and key certification; and network centric protocols.

**CSE 40625. Machine Learning**

(3-0-3) Chawla

*Prerequisite:* (CSE 40647 OR CSE 60647 OR CSE 40171 OR CSE 60171 OR CSE 471 OR CSE 671)

This course on machine learning will give an overview of many concepts, learning theory, techniques, and algorithms in machine learning, such as in reinforcement learning; supervised learning; unsupervised and semi-supervised learning; and genetic algorithms, including advanced methods such as sequential learning, active learning, support vector machines, and graphical and relational models. The course will give the student the basic ideas and intuition behind modern machine learning methods as well as a bit more formal understanding of how, why, and when they work. The course will also include discussions on some of the recent applications and the interface with computer vision, systems, bioinformatics, and architecture. The course will have a strong focus on project and assignments, with emphasis on writing implementations of learning algorithms.

**CSE 40647. Data Mining and Pattern Recognition**

(3-0-3) Chawla

Data mining uses methods from multiple fields including but not limited to machine learning, pattern recognition, databases, probability and statistics, information theory, and visualization. The focus of this course will primarily be the machine learning component, with relevant inclusions and references from probability, statistics, pattern recognition, and information theory. The course will give students an opportunity to implement and experiment with some of the concepts and also apply them to the real-world data sets. It will also touch upon some of the advances in related fields such as Web mining, intrusion detection, bioinformatics, etc. In addition, we will discuss the role of data mining in the society.

**CSE 40655. Technical Concepts of Visual Effects**

(3-0-3) Bualuan

This class seeks to introduce students to some basic concepts of computer-generated imagery as it is used in the field of visual effects, and to delve into some of the technical underpinnings of the field. While some focus will rely on artistic critique and evaluation, most of the emphasis of the class will be placed on understanding fundamental concepts of 3-D modeling, texturing, lighting, rendering, and compositing. Those who excel in the visual effects industry are those who have both a strong aesthetic sense coupled with a solid understanding of what the software being used is doing "under the hood." This class, therefore, will seek to stress both aspects of the industry. From a methodology standpoint, the class will consist of lectures, several projects that will be worked on both in class and out of class, an on-site photo shoot, and extensive open discussion. The nature

of the material, combined with the fact that this is the first execution of the class, will mean that a significant degree of flexibility will need to be incorporated into the class structure.

### **CSE 40721. Advanced Architecture**

(3-0-3) Niemier

*Prerequisite:* (CSE 30321 OR CSE 30322)

This course discusses the fundamentals of a modern processor architecture. It begins with an abbreviated discussion of pipelining before continuing with topics such as out-of-order execution and register renaming. Case studies of modern processors and the limits of superscalar architectures are considered. How the above fit in with a memory hierarchy (for single- and multi-node machines) is also discussed. The class concludes with a study of multi-core architectures, problems associated with interconnect, thread extraction, and other issues that are associated with and will affect state-of-the-art processing.

### **CSE 40746. Advanced Database Projects**

(3-0-3) Bualuan

*Prerequisite:* CSE 30246

Advanced topics in database concepts; the course's main goal is a major final project, where groups will compete for prizes and awards.

### **CSE 40764. Computer Networks**

(3-0-3) Poellabauer

This course introduces students to topics on the principles, design, implementation, and performance of computer networks. Topics include Internet protocols and routing, congestion control, switching and routing, mobile IP and ad-hoc networks, network security, the end-to-end arguments, peer-to-peer systems, and other current research topics.

### **CSE 40768. Networks Phenomena**

(3-0-3) Chawla

Networks are a pervasive and ubiquitous phenomenon—online social networks (facebook, myspace, etc.) or biological networks or economic networks or search and information networks on the Web. We will introduce basic concepts in network science, discuss metrics and models, use software analysis tools to experiment with a wide variety of real-world network data, and study applications to a number of areas. We will analyze several datasets and focus on a number of applications, including blogging, marketing, tagging, financial networks, wikipedia, facebook, citation networks, co-authorship, etc. We will also study how information, fads, and political movements (recent political climate will provide us with sufficient fodder) spread via the networks. The students will develop a comprehensive understanding of networks, including their sensitivities and vulnerabilities, and be able to design practical, and sound solutions for real-world problems.

### **CSE 40771. Distributed Systems**

(3-0-3) Thain

A distributed system is a collection of independent machines that work together on a common problem. Distributed systems have been both interesting and difficult to build because their components may be autonomous and highly failure-prone. The primary material for this course will be a series of papers describing both working distributed systems and theoretical results. Topics may include distributed file and storage systems, batch computing, peer-to-peer computing, grid computing, process migration, fault tolerance, security, time and ordering, and distributed agreement. Students will undertake a course project that involves building and evaluating a distributed system. Grading will be based on discussion, exams, and the course project.

### **CSE 40774. Graduate Networks**

(3-0-3) Striegel

This course will survey advanced networking topics, specifically the mechanics regarding scaling, connectivity, and performance in the core of the Internet. Topics to be covered include inter/intra-domain routing, TCP fundamentals, quality-of-service (QoS), content distribution, and network calculus. Students will be expected to create protocol parsers using the language of their choice, use/modify

an appropriate network simulator and/or emulator, and complete a research project over the course of the semester.

### **CSE 40787. Perspectives on Artificial Intelligence, Robotics, and Humanity**

(3-0-3) Bowyer

This course will consider perspectives on artificial intelligence, humanoid robotics, and humanity, both as presented in popular media (primarily movies) and in academic writing.

### **CSE 40814. Mobile Computing and Wireless Networking**

(3-0-3) Poellabauer

This course looks at the intersection between mobile computing, mobile telephony, and wireless networking, addressing the unique network protocol challenges, and opportunities presented in these fields. While some of the more important physical layer properties of radio communications will be touched, the focus will be on network protocols above the physical layer, particularly media access control, transport protocols, and routing. The course will be project-oriented, giving students an opportunity to work with state-of-the-art mobile computing technology, including cell phone programming, location-aware systems using GPS, and emerging network protocols and applications.

### **CSE 40827. Ubiquitous Computing**

(3-0-3) Poellabauer

The primary objective of this course is to provide an introduction to the concept of ubiquitous (or pervasive) computing, with an emphasis on the systems challenges in building environments that provide “ambient intelligence.” Topics covered will include design issues for ubiquitous computing, wireless communication infrastructures, mobile and urban sensing scenarios, security and privacy issues, user interfaces, resource management, and application areas. Students are expected to read a number of papers in these areas, prepare a presentation on a topic of their choice, and execute a term project that will allow them to apply the learned concepts in real-world applications.

### **CSE 40833. Introduction to Parallel Algorithms and Programming**

(3-0-3) Emrich

This course will provide a comprehensive introduction to parallel algorithms and parallel programming. Emphasis will be on both algorithmic techniques and parallel programming using MPI. Topics covered will be models of parallel computation, performance measures, basic parallel constructs and communication primitives, and parallel algorithms for selected problems including sorting, matrix, tree and graph problems. Programming assignments will be done on a 22-node partition of a campus computing cluster.

### **CSE 40881. Extreme Computing: Parallel GPU Programming**

(1-0-1) Flynn

Graphics Processing Units (GPUs) have their origins in fast video accelerators for advanced game consoles, but have begun to be commonplace in computers across the spectrum. As their use has spread, their massively parallel architectures have become more general, and the range of applications ported to them has expanded rapidly. In one case, a relatively simple variant of C, called CUDA, has emerged that has gathered a lot of attention. This 1-credit course will focus on introducing the student to GPUs in general—both architecture and programming, and NVIDIA GPUs and CUDA in particular. The key goal will be for each student to develop, debug, and analyze a single application kernel of their own choice and present it to the rest of the class at the end of the semester. Access to both a complete CUDA tool set and to some real GPU-equipped processors will be provided. Grading will be based on both the final application presentation and on several quizzes throughout the semester.

### **CSE 40951. Design for Manufacture**

(3-0-3)

Design for Manufacture looks at the process of designing a product for high-volume manufacture. Topics covered include manufacturing variation and design

robustness in the face of variation, design validation (assuring the design does what it is intended to do) and verification (assuring the design implementation matches the design and meets manufacturing constraints), testability, and reliability.

### **CSE 45605. Internship**

(V-0-V)

Industry-based internship.

### **CSE 46101. Directed Readings**

(3-0-3)

This course consists of directed readings in computer science engineering.

### **CSE 47900. Special Studies**

(V-0-V)

*Prerequisite:* (CSE 2012 OR CSE 212)

Individual or small group study under the direction of a CSE faculty member in an undergraduate subject not currently covered by any University course.

### **CSE 47903. Special Studies-Ethics**

(3-0-3)

Ethical and professional issues related to the computer science field.

### **CSE 48100. Capstone Research**

(3-0-3)

A senior design experience incorporating scholarly research and development of systems, tools, and techniques to address a research question. Students will be presented with a problem domain and a research problem description, and will be required to perform problem analysis, identify a potential solution, place the solution in the context of existing work, implement a prototype of the solution, test and assess the prototype, document all steps, and present their work.

### **CSE 48901. Undergraduate Research**

(V-0-V)

A research project at the undergraduate level under the supervision of a CSE faculty member.

## Electrical Engineering

### **EE 20222. Introduction to Electrical Engineering and Embedded Systems**

(4-0-4) Schafer

*Prerequisites:* (PHYS 10320 OR PHYS 20290) AND MATH 20580

*Corequisite:* EE 21222

An introduction to electrical Engineering featuring microcontroller-based C programming of embedded systems. The course includes basic concepts of electrical circuits and electronic devices including operational amplifiers and transistors. Labs feature microcontroller C programming for an embedded control environment, with emphasis on interfacing microcontrollers to a variety of sensor and actuators.

### **EE 20224. Introduction to Electrical Engineering**

(3-3-4) Huang

*Prerequisite:* MATH 10560

*Corequisite:* EE 21224

A project-oriented introduction to electrical engineering principles in which long-term projects are used to introduce such topics as node and loop circuit analysis, network theorems, first-order circuits, operational amplifiers, communications, systems theory, microprocessor interfacing techniques, and computer programming. Fall.

### **EE 20234. Electric Circuits**

(3-0-3) Huang

*Prerequisites:* (EE 20224 OR EE 24224 OR EE 20222) AND PHYS 10320

Analysis of first, second, and higher order circuits, including natural response, forced response, phasor concepts, AC methods, frequency response, and Laplace transform techniques.

### **EE 20242. Electronics I**

(3-3-4) Fay

*Prerequisite:* (EE 20224 OR EE 24224 OR EE 20222)

*Corequisite:* EE 21242

Introduction to electronic circuits and systems. Basic diode and transistor circuits and the associated DC bias analysis and low-frequency AC small signal analysis. Voltage and feedback amplifiers. Logic and analog circuits utilizing discrete solid-state devices. Spring.

### **EE 21222. Introduction to Electrical Engineering and Embedded Systems Lab**

(0-2-0)

*Corequisite:* EE 20222

An introduction to electrical engineering featuring microcontroller-based C programming of embedded systems. The course includes basic concepts of electrical circuits and electronic devices including operational amplifiers and transistors. Labs feature microcontroller C programming for an embedded control environment, with emphasis on interfacing microcontrollers to a variety of sensor and actuators.

### **EE 21224. Introduction to Electrical Engineering Lab**

(0-0-0)

*Corequisite:* EE 20224

This lab supplements the materials presented in the lecture setting and gives students the opportunity to reinforce their learning through hands-on experiments and through demonstrations in a laboratory environment.

### **EE 21242. Electronics I Lab**

(0-0-0)

*Corequisite:* EE 20242

This lab supplements the materials presented in the lecture setting and gives students the opportunity to reinforce their learning through hands-on experiments and through demonstrations in a laboratory environment.

**EE 30333. Theology and Engineering**

(3-0-3) Sain

A one-semester introduction to the feedback principles involved in making good choices and avoiding bad choices. Topics from feedback system theory are introduced as needed, and used to characterize such decision-making processes, to determine the challenges inherent in them, and to offer engineering experience toward robustly and optimally tracking good goals, while resisting disturbances and negative influences, all in the presence of sensitive or unknown parameters. Application of the ideas to systematic theology provides an interface with the University's theology/philosophy core requirements.

**EE 30342. Electronics II**

(3-3-4) Seabaugh

*Prerequisite:* EE 20242*Corequisite:* EE 31342

Fundamentals of transistor integrated circuit design, including frequency response, feedback, stability, and frequency compensation with application to operational amplifiers, phase-locked loops, and AM/FM transmission and reception. Includes laboratory. Spring.

**EE 30344. Signals and Systems I**

(3-0-3) Bauer

*Prerequisites:* (EE 20234 AND MATH 20580)*Corequisite:* EE 32344

Behavior of linear systems in both time- and transform-domain representations; convolution integrals and summations, Fourier series signal expansions, Fourier and Laplace transform analysis of linear systems; discrete time Fourier transforms. Fall.

**EE 30347. Semiconductors I: Fundamentals**

(3-0-3) Hall

*Corequisite:* EE 32347

An introduction to solid-state electronic devices, presenting the basis of semiconductor materials, conduction processes in solids, and other physical phenomena fundamental to the understanding of transistors, optoelectronic devices, and silicon integrated circuit technology. Fall.

**EE 30348. Electromagnetic Fields and Waves I: Fundamentals**

(3-0-3) Seabaugh

*Prerequisites:* (MATH 20550 AND PHYS 10320)*Corequisite:* EE 32348

A basic course in electromagnetic field theory, using Maxwell's equations as the central theme. Vector analysis is employed extensively. Fall.

**EE 30354. Signals and Systems II**

(3-0-3) Gupta

*Prerequisite:* EE 30344 OR EE 34344*Corequisite:* EE 32354

Linear systems analysis with emphasis on discrete time case; sampling theory, discrete Fourier transform, Z-transform, applications in signal processing, communications, and control. Spring.

**EE 30357. Semiconductors II (Devices)**

(3-0-3) Xing

*Prerequisite:* EE 30347*Corequisite:* EE 32357

Applications of transport phenomena in semiconductors to explain the terminal behavior of a variety of modern electronic devices such as bipolar junction transistors, MOS structures, and field effect transistors. Spring.

**EE 30358. Electromagnetic Fields and Waves II: Applications**

(3-0-3) Lent

*Prerequisite:* (EE 30348 OR EE 34348)

Propagation of traveling waves along transmission lines: transient waves, steady-state sinusoidal time and space variations. Wave equations for unbounded media and in wave guides. Spring.

**EE 30363. Random Phenomena in Electrical Engineering**

(3-0-3) Fuja

*Prerequisite:* EE 30344 OR EE 34344

An introduction to probability, random variables and random processes as encountered in information processing systems. Analysis and estimation of stochastic signals and noise in linear systems.

**EE 30372. Electric Machinery and Power Systems**

(3-0-3) Collins

*Prerequisites:* (EE 20234 AND PHYS 10320)

Introduction to electric power systems and electro-mechanical energy conversion, including generators, transformers, three-phase circuits, AC and DC motors, transmission lines, power flow, and fault analysis. Spring.

**EE 31342. Electronics II Lab**

(0-0-0)

*Corequisite:* EE 30342

This lab supplements the materials presented in the lecture setting and gives students the opportunity to reinforce their learning through hands-on experiments and through demonstrations in a laboratory environment.

**EE 32344. Signals and Systems I Recitation**

(0-0-0)

*Corequisite:* EE 30344

Recitation designed to help engineering students with their problem-solving skills in a smaller group setting.

**EE 32347. Semiconductors I: Recitation**

(0-0-0)

*Corequisite:* EE 30347

Recitation designed to help engineering students with their problem-solving skills in a smaller group setting.

**EE 32348. Electromagnetic Fields and Waves I Recitation**

(0-0-0)

*Corequisite:* EE 30348

Recitation designed to help engineering students with their problem solving skills in a smaller group setting.

**EE 32354. Signals and Systems II Recitation**

(0-0-0)

*Corequisite:* EE 30354

Recitation designed to help engineering students with their problem-solving skills in a smaller group setting.

**EE 32357. Semiconductors II Recitation**

(0-0-0)

*Corequisite:* EE 30357

Recitation designed to help engineering students with their problem-solving skills in a smaller group setting.

**EE 40434. Circuits and Systems**

(3-0-3) Sain

Study of electrical circuits from the systems point of view. The intrinsic feedback features of electrical circuits. Extensions of the ideas of Thevenin and Norton. Principles of automatically generating circuit models and solutions. Essential electric and magnetic features of circuits. Qualitative features of electrical circuits.

**EE 40446. IC Fabrication**

(2-6-4) Snider

*Corequisite:* EE 41446

This course introduces the student to the principles of integrated circuit fabrication. Photolithography, impurity deposition and redistribution, metal deposition and definition, and other topics. Students will fabricate a 5000 transistor CMOS LSI circuit. Fall.

### EE 40453. Communication Systems

(3-0-3) Fuja

*Prerequisite:* EE 30354

An introduction to the generation, transmission, and detection of information-bearing signals. Analog and digital modulation techniques including AM, FM, PSK, QAM, and PCM. Time and frequency division multiplexing. Fall.

### EE 40455. Control Systems

(3-3-4) Antsaklis

*Prerequisites:* (EE 30354 OR EE 30444) AND (MATH 30650 OR AME 34314)

*Corequisite:* EE 41455

Design of linear feedback control systems by state-variable methods and by classical root locus, Nyquist, Bode and Routh-Hurwitz methods. Fall.

### EE 40458. Microwave Circuit Design and Measurements Laboratory

(2-3-3) Fay

*Prerequisite:* (EE 30348 OR EE 34348)

*Corequisite:* EE 41458

This course is an introduction to microwave circuit design and analysis techniques, with particular emphasis on applications for modern microwave communication and sensing systems. An integrated laboratory experience provides exposure to fundamental measurement techniques for device and circuit characterization at microwave frequencies. Students will develop an enhanced understanding of circuit design and analysis principles as applied to modern microwave circuits, as well as become familiar with design techniques for both hand analysis and computer-aided design. An appreciation for basic measurement techniques for characterization of microwave devices, circuits, and systems through laboratory experiments will also be developed. Fall.

### EE 40462. VLSI Circuit Design

(3-0-3) Kogge

*Prerequisite:* CSE 20221

CMOS devices and circuits, scaling and design rules, floor planning, data and control flow, synchronization, and timing. Individual design projects.

### EE 40465. Space Systems Analysis

(3-0-3)

Missions, spacecraft dynamics, attitude determination and control, space environment, spacecraft power, telecommunications, avionics, data handling/processing, and other topics that may include configuration, load determination and structure, and thermal control. Spring.

### EE 40468. Photonics

(2-3-3) Hall

*Corequisite:* EE 41468

A hands-on overview of the important role of photons alongside electrons in modern electrical engineering. Photonics technologies studied include lasers, optical fibers, integrated optics, optical signal processing, holography, optoelectronic devices, and optical modulators. A survey of the properties of light, its interactions with matter, and techniques for generating, guiding, modulating, and detecting coherent laser light. Spring.

### EE 40471. Digital Signal Processing

(3-0-3) Haengi

*Prerequisites:* (EE 30354) AND (EE 30363 OR MATH 30440 OR MATH 30530)

An introduction to the theory and application of digital information processing: analog/digital and digital/analog conversion, transform domain representation of discrete-time signals and systems, Z-transform, signal flow graphs, discrete

Fourier transform, fast Fourier transforms, frequency analysis, filter design, filter structures, Wiener filter, finite-precision effects, applications in communications, and the analysis and synthesis of audio and image data. Spring.

### EE 40486. Digital and Analog Integrated Circuits

(3-0-3)

*Prerequisite:* EE 30342

Device-level operation of digital and analog integrated circuits. Covers the elements of silicon bipolar and MOS logic, GaAs logic, and volatile and nonvolatile memory. Topics in analog ICs include the design of transistors optimized for particular applications such as high bandwidth, AC and DC analysis of analog circuits, and subcircuits used in analog ICs. Design issues.

### EE 41430. Senior Design I

(1-6-3)

The first part of a year-long senior design project. In this part, students will choose a project, develop the paper design, plan the implementation, and purchase necessary materials. Fall.

### EE 41440. Senior Design II

(0-9-3)

*Prerequisite:* EE 41430

The second part of a year-long senior design project. In this part, students implement, test and document their senior project. Spring.

### EE 41446. IC Fabrication Laboratory

(0-0-0)

*Corequisite:* EE 40446

This lab supplements the materials presented in the lecture setting and gives students the opportunity to reinforce their learning through hands-on experiments and through demonstrations in a laboratory environment.

### EE 41455. Control Systems Laboratory

(0-0-0)

*Corequisite:* EE 40455

This lab supplements the materials presented in the lecture setting and gives students the opportunity to reinforce their learning through hands-on experiments and through demonstrations in a laboratory environment.

### EE 41458. Microwave Circuit Design and Measurement Lab

(0-0-0)

*Corequisite:* EE 40458

This course supplements the materials presented in the lecture setting and gives students the opportunity to reinforce their learning through hands-on experiments and through demonstrations in a laboratory environment.

### EE 41468. Photonics Lab

(0-0-0)

*Corequisite:* EE 40468

This lab supplements the materials presented in the lecture setting and gives students the opportunity to reinforce their learning through hands-on experiments and through demonstrations in a laboratory environment.

### EE 47007. Electric and Hybrid Vehicles

(3-0-3)

*Prerequisites:* EE 20234 AND PHYS 10320

The course is an introduction to modern electric and hybrid-electric vehicles. It covers basic aspects of batteries, electric motors, power train systems, and the vehicle-road system. Emphasis will be placed on energy and power flows in electric and hybrid-electric vehicle systems. Optimization of energy usage for given driving cycles will also be addressed in some detail. Some of the commercially available power management schemes will be introduced and potential alternatives will be explored.



**EE 47498. Special Studies**

(V-V-V)

Individual or small group study under the direction of a faculty member in an undergraduate subject not concurrently covered by any University course.

**EE 48499. Undergraduate Research**

(V-V-V)

A research project at the undergraduate level under the supervision of a faculty member.

**Engineering (Nondepartmental)****EG 00100. Introduction to Engineering**

(3-3-0) Bualuan

This course is designed for rising high schools seniors who are interested in exploring engineering as a career. Included are lectures, field trips, and design projects reflecting what engineers do and how they do it. It is offered twice during the summer period. This is period I. Summer.

**EG 00200. Introduction to Engineering**

(3-3-0) Bualuan

This course is designed for rising high schools seniors who are interested in exploring engineering as a career. Included are lectures, field trips, and design projects reflecting what engineers do and how they do it. It is offered twice during the summer period. This is period II. Summer.

**EG 00300. Introduction to Engineering**

(5-0-0)

Special lab for select EG00100/00200 students.

**EG 10111. Introduction to Engineering Systems I**

(3-0-3)

*Corequisite:* EG 11111

The first of a two-part sequence intended to introduce engineering to first-year intents and to establish a foundation for their studies in any of the engineering disciplines. Team-oriented design projects are used to provide a multidisciplinary view of engineering systems and to present the engineering method. Structured programming is introduced, and computing skills are developed for engineering analysis, synthesis, and technical communication. Fall.

**EG 10112. Introduction to Engineering Systems II**

(3-0-3)

*Prerequisites:* EG 10111 AND MATH 10550

*Corequisite:* EG 11112

The second of a two-course sequence intended to continue the introduction of first-year intents to the engineering disciplines. Multidisciplinary projects are used to illustrate the application of engineering modeling, analysis, and design principles to solve a variety of practical problems. The projects are intended to span areas of interest in all departments of the College of Engineering. Structured programming and software skills are further developed. Spring.

**EG 11111. Introduction to Engineering Systems I—Learning Center**

(0-0-0)

*Corequisite:* EG 10111

Learning center section for Introduction to Engineering Systems I Course.

**EG 11112. Introduction to Engineering Systems II—Learning Center**

(0-0-0)

*Corequisite:* EG 10112

Learning center section associated with Introduction to Engineering Systems II course.

**EG 40421. Integrated Engineering and Business Fundamentals**

(3-0-3) Alworth

The course is designed to improve the effectiveness of engineers working in corporations by teaching how and why businesses operate. Subjects covered include business financial reporting, business plans, the development processes, project management, the supply chain, and a history of quality topics. Numerous guest speakers are utilized to give the students exposure to successful business executives and reinforce the business processes covered in class. Fall.

**EG 40422. Advanced Integrated Engineering and Business Topics**

(3-0-3) Brauer

*Prerequisite:* EG 40421 OR EG 44421

The second course in the sequence integrates the elements taught in the fundamentals course. Subjects covered include a team-oriented Web-based business simulation exercise, management, effective communications, and a review of leading-edge trends in modern corporations. Spring.

**EG 48999. Research Experience for Undergraduates**

(0-0-0)

This is a zero-credit course for students engaged in independent research or working with a faculty member or a member of the University staff on a special project. Registration requires a brief description of the research or project to be pursued and the permission of the director of the Summer Session. This course is taken as an indication of the student's status on campus and is meant to allow the registered student to use the University facilities as the summer session permits. No coursework is required.

# College of Science

## Department of Biological Sciences

### **BIOS 10098. Introductory Biology**

(3-3-4)

Students receiving a 5 on the Biology AP I examination or an IB grade of 7, receive credit fully equivalent to BIOS 10161 + 11161 and BIOS 10162 + 11162; i.e., the first year sequence of Biological Sciences I and II with laboratories designed for science majors. For those students who choose not to waive AP or IB credit, BIOS 10098 and 10099 combined will be accepted as a prerequisite for all upper-level biology courses where BIOS 10161 and/or BIOS 10162 are the prerequisites. Students intending to apply to medical or other professional schools where AP science credit is not accepted, or where two semesters of general biology with laboratories at the college level are required, almost universally waive their AP credit at Notre Dame and take the classes for academic degree credit. In these cases, BIOS 10098/10099 will revert to non-degree credit on their final transcript, when replaced by 8.0 letter-graded degree credits of either BIOS 10161/11161 + 10162/11162 or BIOS 20201/21201 + 20202/21202 as determined by the requirements of their respective majors.

### **BIOS 10099. Introductory Biology II**

(3-3-4)

Students receiving a 5 on the Biology AP examination or an IB grade of 7, receive credit fully equivalent to BIOS 10161 + 11161 and BIOS 10162 + 11162, i.e., the first year sequence of Biological Sciences I and II with laboratories designed for science majors. For those students who choose not to waive AP or IB credit, BIOS 10098 and 10099 combined will be accepted as a prerequisite for all upper-level biology courses where BIOS 10161 and/or BIOS 10162 are the prerequisites. Students intending to apply to medical or other professional schools where AP science credit is not accepted, or where two semesters of general biology with laboratories at the college level are required, almost universally waive their AP credit at Notre Dame and take the classes for academic degree credit. In these cases, BIOS 10098/10099 will revert to non-degree credit on their final transcript, when replaced by 8.0 letter-graded degree credits of either BIOS 10161/11161 + 10162/11162 or BIOS 20201/21201 + 20202/21202 as determined by the requirements of their respective majors. Please see printed section of this bulletin for a general statement pertaining to Biology Survey Courses.

### **BIOS 10106. Common Human Diseases**

(3-0-3) Streit

The goal of this course is to introduce students to diseases that may afflict them, their parents, and/or their children, as well as other health problems common to the Tropics. It will provide the student with the information necessary to understand the biology of the disease process. Fall. This course counts as general elective credit only for students in the College of Science.

### **BIOS 10107. Ecology and Environmental Issues**

(3-0-3) Olsen

Emphasis will be placed on today's ecological and environmental problems and the possible effect they may have on the future evolution of life on Earth. Topics will generally include an overview of the theory of evolution and a discussion of ecological principles as observed at the population, community, and ecosystem levels. The influence of cultural and political factors will also be discussed. Each academic year, one or more sections will be offered; some may be individually subtitled, allowing for one-time presentation of specific topics within the context of "environment and evolution" in addition to multiple-semester presentations of a specific topic (e.g., Evolutionary Ecology, Freshwater and Society, Environmental Issues and Solutions). Summer. This course counts as general elective credit only for students in the College of Science.

### **BIOS 10119. Evolution and Society**

(3-0-3) Filchak

Evolution is the cornerstone of modern biological sciences. This course will highlight evolutions as well as ecology and environmental biology. Emphasis will be placed on the evolution of animal behavior including human behavior. Sexual selection and its role in shaping many forms of life on Earth will be extensively covered. Formerly taught as BIOS10107 during fall and spring semesters.

### **BIOS 10161. Biological Sciences I**

(3-0-3) O'Tousa

*Corequisite:* BIOS 11161

This is a two-semester course with three lectures and one 3-hour laboratory a week for first-year students contemplating a career in biology, medicine, or related areas of life science. The first semester presents a description of biologically important molecules and then proceeds to cell structure, energy metabolism, and classical and modern genetics. The topics presented in the second semester in the context of modern evolutionary theory include biological diversity, ecology, and organismal physiology. BIOS 10161 and 10162 are not typical survey courses; they go into greater depth, especially in modern molecular biology. When followed by BIOS 20241 and BIOS 20250, they will provide biology and biochemistry majors, including premedical intents, with a thorough in-depth overview of basic concepts of modern biology.

### **BIOS 10162. Biological Sciences II**

(3-0-3) Boyd; Tank

*Prerequisite:* BIOS 10161

*Corequisite:* BIOS 11162

This is the second semester of a two-semester course for first-year students contemplating a career in biology, medicine, or related areas of life science. The topics presented in the second semester in the context of modern evolutionary theory include biological diversity, ecology, and organismal physiology.

### **BIOS 10191. Molecular Genetic Technology**

(3-0-3) Filchak

Open to non-science honors students only. Not available to students who have previously taken BIOS 10101 or BIOS 11110. The objectives of the course are to have students learn the basics of cell division and Mendelian genetics and then explore the relatively new field of DNA technologies such as gene cloning, genetic testing, biotechnology, and cancer genetic analysis. This course also has a service-learning component in which students will work at the Logan Center in South Bend. Fall. This course counts as general elective credit only for students in the College of Science.

### **BIOS 11161. Biological Sciences I—Lab**

(0-1-1) Olsen

*Corequisite:* BIOS 10161

The laboratory sessions are an integral part of the lecture courses, which will complement the lectures. The lab sessions will also offer the student direct experience in using the scientific method and simultaneously introduce numerous biological and analytical techniques. In addition, students learn to present their findings during the course of the two semesters of laboratory as they would for a journal article or a scientific meeting (seminar and poster presentations).

### **BIOS 11162. Biological Sciences II—Lab**

(1-0-1) Olsen

*Corequisite:* BIOS 10162

The laboratory sessions are an integral part of the lecture courses, which will complement the lectures. The lab sessions will also offer the student direct

experience in using the scientific method and simultaneously introduce numerous biological and analytical techniques. In addition, students learn to present their findings during the course of the two semesters of laboratory as they would for a journal article or a scientific meeting (seminar and poster presentations).

### **BIOS 20201. General Biology A**

(3-0-3) Fraser

*Prerequisite:* CHEM 10122 OR CHEM 10172 OR CHEM 10182

Introduction to living organisms with emphasis on biological processes and principles. BIOS 20201 introduces biology to the student at the cellular level, covering such topics as important biological molecules, energy metabolism, and classical and modern genetics. BIOS 20201 and 20202, along with their concomitant laboratories (BIOS 21201 and 20202) constitute a traditional two-semester introduction to biology. This sequence covers more topics, but in less depth, than the former BIOS 155–156 or BIOS 10161–10162 and is designed to provide students with the necessary background for subsequent advanced biology courses and to help them prepare for MCATS. A prerequisite is a full year of college chemistry. In addition, organic chemistry is to be taken concurrently.

### **BIOS 20202. General Biology B**

(3-0-3) Duman; Hellenthal

*Prerequisites:* BIOS 20201 AND (CHEM 10122 OR CHEM 10171 OR CHEM 10181)

Introduction to living organisms with emphasis on biological processes and principles, and goes beyond the cellular level, with an emphasis on organismic physiology, evolution, diversity, and ecology. BIOS 20201 and 20202, along with their concomitant laboratories (BIOS 21201 and 21202) constitute a traditional two-semester introduction to biology. This sequence covers more topics, but in less depth, than BIOS 10161 and 10162 and is designed to provide students with the necessary background for subsequent advanced biology courses and to help them prepare for MCATS. A prerequisite is a full year of college chemistry. In addition, organic chemistry is to be taken concurrently.

### **BIOS 20241. Molecular Cellular Biology**

(3-0-3) Vaughan

*Prerequisite:* (CHEM 10172 OR CHEM 10182)

This course is restricted to biological science and majors only. This course explores the fundamental structural and functional basis of cell biology, with specific emphasis on molecular mechanisms that regulate cellular activities involved in ion and solute transport, organelle biogenesis, protein trafficking and vesicular transport, intracellular communication and signaling, cell cycle growth control regulation, and cytomechanics. The lecture portion of the course is dedicated to exposing students to the protein machinery driving cell functions, while the laboratory complements lecture by providing a combination of experiments and opportunities for independent project-based investigation focused on elucidating basic cell function. Spring.

### **BIOS 20250. Classical and Molecular Genetics**

(4-0-4) Hyde

*Prerequisite:* BIOS 10161 OR BIOS 20201

This course is restricted to biological science majors only. The course exposes students to classical and molecular genetics and demonstrates how these two approaches can combine to examine complex problems. The lecture is strongly weighted toward teaching students to solve genetic and molecular biological problems. Classical genetic principles are introduced first. Students are then presented with the techniques to examine underlying genetic principles through problem solving. Basic principles and techniques of molecular biology are next presented, and students learn how to apply these techniques to explore genetic problems. The laboratory gives the students hands-on experience in a number of genetic and molecular techniques and demonstrates how these procedures are combined to produce a cohesive genetic picture. Experiments begin with classical genetic analysis of a mutation, progress to isolating the mutant gene by PCR and standard cloning techniques, followed by DNA sequencing the genomic fragments to determine the nature of the genetic defect. Immunolocalization of the protein

in mutant and wild-type flies brings the molecular work back to the organism, providing a full-circle study of the genetic mutation under study. At the end of the lab, students are ready for the independent study projects conducted in the laboratory for BIOS 20241, Molecular Cell Biology. Fall.

### **BIOS 20303. Fundamentals of Genetics**

(3-0-3) Besansky; Severson

*Prerequisite:* BIOS 10161 OR BIOS 20201

An elementary course dealing with the principles of variation and inheritance in plants and animals, with special reference to humans. Designed primarily for junior preprofessional students. Spring.

### **BIOS 21201. General Biology A Laboratory**

(0-3-1) Lewis

*Prerequisite:* BIOS 20201 (MAY BE TAKEN CONCURRENTLY)

Materials covered in laboratory parallel the lecture material for the most part.

### **BIOS 21202. General Biology B Laboratory**

(1-0-1) Lewis

*Prerequisite:* BIOS 20202 (MAY BE TAKEN CONCURRENTLY)

Materials covered in laboratory parallel the lecture material for the most part.

### **BIOS 21241. Molecular Cellular Biology Laboratory**

(0-3-1) Whaley

*Prerequisite:* BIOS 20241 (MAY BE TAKEN CONCURRENTLY)

This cell biology laboratory is a special section only for biology and environmental science majors. It focuses on techniques rather than the investigational experimental approach of BIOS 27241. Note: Prior to Spring 2003, there was a single BIOS 20241 laboratory. See the current description of BIOS 27241 for details of that experimental laboratory.

### **BIOS 21250. Classical and Molecular Genetics Laboratory**

(0-3-1)

*Prerequisite:* BIOS 20250 (MAY BE TAKEN CONCURRENTLY)

*Corequisite:* BIOS 20250

In this laboratory course, students will characterize mutations that cause retinal degeneration in the fruit fly, *Drosophila Melanogaster*, in a series of related experiments comprising a semester-long study. The labs will be broken into two major sections, starting with the genetic characterization of a mutation, followed by the molecular characterization of the altered gene causing that mutation. This directed research project will be presented in two drafts of a complex research paper. Some work outside the 4-hour lab period will be required. Fall.

### **BIOS 21303. Fundamental Genetics Laboratory**

(0-3-1) Besansky; Severson

*Prerequisite:* BIOS 20303 (MAY BE TAKEN CONCURRENTLY)

Laboratory provides experience in genetic experimentation and analysis. Either BIOS 21250 or 31303 is required for biology majors, optional for others. Spring.

### **BIOS 27241. Molecular Cell Biology Laboratory**

(0-V-2) Whaley

*Prerequisite:* BIOS 20241 (MAY BE TAKEN CONCURRENTLY)

This cell biology laboratory, reserved exclusively for BIOS majors, is an investigative, project-based laboratory designed to expose students to a bona fide research experience involving the development and application of critical thinking skills to solve complex research problems. Working in groups of four to six, students will devote themselves to tackling self-chosen research projects reviewed and approved by course instructors. The culmination of the laboratory experience ends when students formally prepare and present their findings in a poster-style scientific meeting. Spring.

### **BIOS 28498. Introduction to Undergraduate Research**

(1-0-1) Whaley

Introduction to research procedures, including basic laboratory methods, design of effective experiments, use of controls and statistics to generate valid data, ethical

concerns relevant to reporting research data, literature searches, and delivery of effective research presentations.

### **BIOS 30301. Embryology**

(3-0-3) Kolberg

*Prerequisite:* (BIOS 10155 AND BIOS 10156) OR (BIOS 10161 AND BIOS 10162) OR (BIOS 20201 AND BIOS 20202)

Overview of the embryology and histology of the developing organism with an emphasis on the clinical aspects. Content similar to BIOS 30342.

### **BIOS 30305. Evolution**

(3-0-3) Hollocher

*Prerequisite:* (BIOS 10162 OR BIOS 20202)

The mechanisms and processes involved in the production of life as we know it today, as well as a discussion on the impact current events may have upon life in the future. Spring.

### **BIOS 30310. The History of Life**

(3-0-3) Feder

*Prerequisite:* (BIOS 10155 AND BIOS 10156) OR (BIOS 10161 AND BIOS 10162) OR (BIOS 20201 AND BIOS 20202)

This course explores the origin, history, and systematics of life on Earth, starting from hypotheses examining life's origin(s) and including current thinking concerning the systematic relationships of organisms and the evolution of humans. The class will be taught primarily from a macroevolutionary perspective. BIOS 30310, therefore, represents the complement to BIOS 30305 (Evolution), which concentrates on processes generating gene frequency changes within populations (i.e., microevolution). Fall.

### **BIOS 30312. General Ecology**

(3-0-3) Hellman; McLachlan; Tank

*Prerequisite:* (BIOS 10162 OR BIOS 20202)

The study of populations and communities of organisms and their interrelations with the environment. Fall and spring.

### **BIOS 30325. Plant Science**

(3-0-3) Romero-Severson

*Prerequisites:* ( (BIOS 20241 OR BIOS 30341 (MAY BE TAKEN CONCURRENTLY) ) AND (BIOS 20250 (MAY BE TAKEN CONCURRENTLY) OR BIOS 20303) ) AND (BIOS 10156 OR BIOS 20201 OR BIOS 20202)

This course for biology majors provides a more detailed examination of plant development, biochemistry, genetics, and ecology than presented in the general and cell biology courses. Specific topics include energy capture and biosynthesis strategies, plant biochemistry, nitrogen fixation, defense mechanisms, plant diversity, plant reproductive strategies, plant genetics, grassland and forest ecology, plant domestication, the ecological impact of plant domestication, and forest management policy. Fall.

### **BIOS 30326. Human Genetics**

(3-0-3) Bender

*Prerequisites:* (BIOS 10161 OR BIOS 20201) AND (BIOS 20250 OR BIOS 20303)

Evaluation of human genetics in the light of modern genetic research.

### **BIOS 30338. Neurobiology**

(3-0-3) Li

*Prerequisites:* (BIOS 10161 AND BIOS 10162) OR (BIOS 20201 AND BIOS 20202) AND (BIOS 20241 OR BIOS 30341) AND (BIOS 30344 OR BIOS 30421 OR BIOS 34344)

Neuroscience is a relatively new field. It consists of several quite separate disciplines, for example, neuroanatomy, which studies the structure of neural tissue; neurophysiology, which investigates individual nerve cell properties; neurochemistry, which is concerned with the substances found in brain tissue; and cognitive neuroscience, which deals with higher brain function. This course

will discuss all of these issues. Topics will include nerve cell function (i.e., electric and chemical synapses, neurotransmitters, and neural control of locomotion) and cognition (i.e., perception, learning, and memory). By the end of the course, students will be expected to understand our current knowledge of how the brain controls our actions and behaviors.

### **BIOS 30341. Cellular Biology**

(3-0-3) Hager, D'Souza-Schorey

*Prerequisites:* ( (BIOS 10161 OR BIOS 20201) ) AND ( (CHEM 20223 OR CHEM 20235) OR CHEM 10172 OR CHEM 10182 )

Designed primarily for junior preprofessional students. Structural and functional aspects of the biology of cells are addressed. Fall and spring.

### **BIOS 30342. Developmental Biology**

(3-0-3) Hinchcliffe

*Prerequisites:* (BIOS 10161 AND BIOS 10162) OR (BIOS 20201 AND BIOS 20202) AND (BIOS 20241 OR BIOS 30341) AND (BIOS 30344 OR BIOS 30421 OR BIOS 34344)

Development of plants, animals, and microorganisms studied at the molecular, cellular, and organismic levels.

### **BIOS 30344. Vertebrate (Human) Physiology**

(3-0-3) Boyd; Duffield

*Prerequisites:* ( (BIOS 10161 OR BIOS 20201) ) AND ( (BIOS 10162 OR BIOS 20202) ) AND ( (CHEM 20223 OR CHEM 20235 OR CHEM 10172) OR CHEM 10182 )

Physiological functions and processes at the level of organs and organ systems, oriented primarily toward humans. Designed primarily for junior preprofessional students. Fall and spring.

### **BIOS 30401. Principles of Microbiology**

(3-0-3) Kulpa

*Prerequisites:* (CHEM 10122 OR CHEM 10172 OR CHEM 10182) AND (BIOS 10155 OR BIOS 10156 OR BIOS 20201 OR BIOS 20202)

An introduction to microbial life, including structure and function of bacteria. Characterization and classification of microorganisms are considered and include their ecology, growth and death, metabolism, physiology, genetics and antigenic analysis. The impact of microorganisms on human health is discussed through representative pathogenic bacteria. Fall.

### **BIOS 30404. Vertebrate Biology**

(3-0-3) Filchak

*Prerequisite:* (BIOS 10156 OR BIOS 10162 OR BIOS 20202 OR BIOS 20201)

A study of systematic relationships, evolution, and life histories of living and extinct vertebrates, and the physiology and behavior of living vertebrates. Fall.

### **BIOS 30406. General Entomology**

(3-0-3) Collins

*Prerequisites:* (BIOS 10161 OR BIOS 20201) AND (BIOS 10162 OR BIOS 20202)

A study of the morphology, life histories, and systematic relationships of insects, with emphasis on medical and agricultural aspects. Alternating fall semesters.

### **BIOS 30407. Animal Behavior**

(3-0-3) Esch

*Prerequisite:* (BIOS 10162 OR BIOS 20202)

A consideration of individual and social behavior patterns, with emphasis on organization and adaptive significance. Neural, endocrine, genetic, and environmental factors modifying behavior will be examined. Spring.

### **BIOS 30408. Arthropods and Human Disease**

(3-0-3) Collins

*Prerequisites:* (BIOS 10161 OR BIOS 20201) AND (BIOS 10162 OR BIOS 20202)

Emphasis on physiology, genetics, and relationships of arthropods as agents and vectors of disease. Alternating spring semesters.

### **BIOS 30418. Molecular Genetics**

(3-0-3)

*Prerequisites:* (BIOS 20250 OR BIOS 20303) AND (CHEM 20273 OR CHEM 20283 OR CHEM 40420) AND (BIOS 10155 OR BIOS 10156 OR BIOS 20201 OR BIOS 10161 OR BIOS 10162)

The course will introduce the tools of modern molecular biology and explore their applications at the frontiers of biological research. Advanced topics may include molecular medicine, biotechnology, development, evolution, and neurobiology. Fall.

### **BIOS 30420. Aquatic Ecology**

(3-0-4) Hellenthal

*Prerequisites:* (BIOS 10161 OR BIOS 20201) AND (BIOS 10162 OR BIOS 20202)

*Corequisite:* BIOS 31420

A study of the structure and function of aquatic systems with emphasis on the behavioral, physiological and morphological adaptations generated by the physical and chemical characteristics of various aquatic habitats. Fall.

### **BIOS 30421. Integrative Comparative Physiology**

(4-0-4) Duman; Johnson

*Prerequisites:* BIOS 20241 AND BIOS 20250

Designed primarily for students in the biology or biochemistry major sequences. This course is designed to be taken either as an introductory animal physiology course for students without formal training in physiology beyond general biology or as a second physiology course for students who have already taken BIOS 30344. General physiological principles are introduced, and the course is designed around the classical organ/system approach to physiology but with stress on comparative and evolutionary relationships. Emphasis is placed on the integrated nature of the various physiological systems and on the relationships of the physiology of the organism to its environment (physiological ecology) as well as to the lower levels of biological hierarchy (biochemistry, cell, and molecular biology). Special emphasis is placed on adaptations to environmental extremes. This course has four lectures per week. Spring.

### **BIOS 30422. Marine Biology**

(3-0-3) Gerrish

*Prerequisite:* (BIOS 10162 OR BIOS 20202)

Examination of the organisms of the ocean and the interrelationships with the physical, geological, and chemical factors of their environment.

### **BIOS 30423. Genomics: Sequence to Organism**

(3-0-3) Ferdig

*Prerequisites:* (BIOS 10161 OR BIOS 20201) AND (BIOS 10162 OR BIOS 20202) AND (BIOS 20250 OR BIOS 20303)

This course will introduce the methods of genome science and explore their applications in biological research and their impact on biological thinking. Topics will include how genomes are studied, how they function, and how they evolve. The importance of comparative and functional genomics in identifying mechanisms of human diseases will be highlighted. Spring.

### **BIOS 30475. Laboratory Animal Science**

(2-0-2) Stewart

*Prerequisite:* (BIOS 10155 OR BIOS 10156 OR BIOS 20201 OR BIOS 10161 OR BIOS 10162)

An introduction to laboratory animal science, focusing on federally mandated regulations, animal rights/animal welfare controversies, general care and use of animals in a full-compliance program, and common methodologies used in animal-based research. Enrollment is by consent of instructor only and limited to junior or senior undergraduate pre-veterinary students, or biology majors whose graduate career program will require animal use, or graduate students whose research requires animal use at Notre Dame. Spring.

### **BIOS 30568. Introduction to UNDERC**

(1-0-1) Belovsky

Open only to students previously accepted into the UNDERC program. Spring.

### **BIOS 31312. General Ecology Laboratory**

(0-1-1) Chaloner

*Prerequisite:* BIOS 30312 (MAY BE TAKEN CONCURRENTLY)

General ecology laboratory is to be taken concurrently with the general ecology lecture. Students may not take lecture alone or laboratory alone.

### **BIOS 31341. Cell Biology Laboratory**

(0-3-1) Veselik

*Prerequisite:* (BIOS 20241 OR BIOS 30341 (MAY BE TAKEN CONCURRENTLY) )

This laboratory course exposes students to a variety of techniques in modern cell biology. Students will get hands-on experience in working with cultured cell lines, including sterile technique, media preparation, and passaging of cells. Individual experiments will include assessment of cell growth and apoptosis, examination of subcellular structure using fluorescent microscopy, separation and analysis of nucleic acids and proteins, enzyme assays, and measurement of cell cycle by flow cytometry. It provides an excellent introduction to the approaches routinely used in analysis of cells and their functions. Fall.

### **BIOS 31401. Principles of Microbiology Lab**

(0-3-1) Kulpa

*Prerequisites:* (BIOS 30401 (MAY BE TAKEN CONCURRENTLY) ) AND (BIOS 10162 OR BIOS 20202 OR BIOS 30401)

Laboratory exercises consider basic techniques in microbiology such as sterile procedures and microbial metabolism. Fall.

### **BIOS 31406. General Entomology Laboratory**

(0-3-1) Collins

*Prerequisites:* (BIOS 30406 (MAY BE TAKEN CONCURRENTLY) ) AND (BIOS 10161 OR BIOS 10162 OR BIOS 20201)

The laboratory introduces students to insect morphology, systematics, and techniques used in the study of insects. Offered concurrently with lecture.

### **BIOS 31408. Medical and Veterinary Entomology Laboratory**

(0-3-1) Collins

*Prerequisite:* BIOS 30408 (MAY BE TAKEN CONCURRENTLY)

The laboratory introduces students to the variety of arthropods that vector disease agents or otherwise affect the lives of humans and other vertebrate animals. Offered concurrently with lecture.

### **BIOS 31420. Aquatic Ecology Laboratory**

(0-3-0) Hellenthal

*Prerequisite:* (BIOS 10162 OR BIOS 20202)

*Corequisite:* BIOS 30420

Aquatic ecology laboratory is to be taken concurrently with the aquatic ecology lecture. Students may not take lecture alone or laboratory alone.

### **BIOS 31421. Integrative Comparative Physiology Laboratory**

(0-3-1)

*Prerequisite:* BIOS 30421 (MAY BE TAKEN CONCURRENTLY)

Laboratory provides experience with experimentation and analysis of physiological concepts at the organismal, cellular, and molecular levels. Spring.

### **BIOS 35501. Introduction to UNDERC**

(1-0-1) Belovsky

Open only to students previously accepted into the UNDERC program.

### **BIOS 35502. Practicum in Environmental Field Biology East**

(3-3-6) Belovsky

Practical training in aquatic and environmental biology through lecture and field experience at the University's environmental research facility located in northern

Wisconsin and the upper peninsula of Michigan. Course includes an independent research project. Each student is provided with a \$2,500 stipend, tuition, and expenses. For further information, write Gary Belovsky, Department of Biological Sciences, Notre Dame, IN 46556. Summer.

**BIOS 35503. Practicum in Environmental Biology West**

(V-V-6) Belovsky

*Prerequisite:* BIOS 35502

This course is designed to give the student advanced practical laboratory experience in ecological studies in the grasslands and mountains of western Montana on the Flathead Indian Reservation. The nine-week learning experience consists of one-week modules on grassland ecology, montane ecology, wildlife ecology, and human ecology focusing on ancestral Native American lifeways, and each student conducts an independent research project over the remaining five weeks. Each student is provided with a \$2,500 stipend, tuition, and expenses. For further information, write Gary Belovsky, Department of Biological Sciences, Notre Dame, IN 46556. Summer.

**BIOS 35504. Practicum in Environmental Field Biology III**

(3-0-6) Belovsky

Opportunity to take field classes and conduct an independent research project in University of Puerto Rico programs at the El Verde (rain forest) or Mayaguez (marine) field stations. Participation in this program required students to have first taken the Practicum in Environmental Field Biology "UNDERC East" (BIOS 35502).

**BIOS 35505. Practicum in Field Environmental Biology IV: Coral Reef Ecology**

(0-2-2) Gerrish

*Prerequisite:* (BIOS 30422 OR BIOS 35502)

This course will consist of a 15-day trip (from late December to mid-January) to Belize to study the Pan-American coral reef habitat and, upon returning, weekly seminar meetings for the first four weeks of spring semester to discuss primary literature and compose a final paper relating to field projects from the off-campus trip. Students must have a valid passport; other requirements for international travel as set by the University must be followed.

**BIOS 35568. UNDERC Field Studies—Academic Year**

(V-V-V) Belovsky

BIOS 35568 and the companion summer course, BIOS 35569, provide students with the opportunity for extended field studies in the UNDERC environment.

**BIOS 37491. Teaching Practicum in the Life Sciences**

(0-0-0) Grimstad

Same as BIOS 37495 except that students who are registered for this section are paid as undergraduate teaching assistants; this section is not graded and no academic credit is given.

**BIOS 37492. Teaching Practicum in the Life Sciences**

(0-0-0) Grimstad

Same as BIOS 37495 except that this is an S/U-graded zero-credit section.

**BIOS 37493. Teaching Practicum in the Life Sciences**

(V-0-V) Grimstad

Same as BIOS 37495 except that this is an S/U variable credit section; 2.0 maximum credits allowed.

**BIOS 37494. Teach Practicum/Life Sciences**

(V-0-V) Grimstad

Same as BIOS 37495 except that this is a letter-graded variable credit section; 2.0 maximum credits allowed.

**BIOS 37495. Teaching Practicum in Life Sciences**

(2-0-2) Grimstad

This course gives the advanced student an opportunity to gain direct experience in teaching. Students are assigned regular teaching duties in certain laboratory courses and must be prepared to accept responsibility. Note: Most states will not accept this in lieu of practice teaching in an education department. Students must clear lab assignments with each section's practicum coordinator. Fall and spring.

**BIOS 37671. Special Studies**

(V-V-V) Grimstad

Special topics in the field of interest for individual or small groups of undergraduate students or for one-time introduction of new course materials will be covered. Spring. Repeatable course.

**BIOS 37672. Special Studies**

(V-V-V) Grimstad

Special topics in the field of interest for individual or small groups of undergraduate students or for the one-time introduction of new course materials will be covered. Spring. Repeatable course.

**BIOS 38499. Molecular and Cellular Biology Research and Design Laboratory**

(0-2-2) Veselik

*Prerequisites:* (BIOS 10161 or BIOS 20201) and (CHEM 10172 or CHEM 10182 or CHEM 20223) or two semesters of general biology with labs and two semesters of general chemistry with labs or one semester of general chemistry with lab and one semester of organic chemistry with lab for non-Notre Dame science students.

This course is for science majors only and counts a science credit. It satisfies one of the six required laboratory courses for BIOS majors at Notre Dame. This special laboratory course exposes students to a variety of techniques in modern cell biology while participating in an undergraduate research project. Students will get hands-on experience in working with cultured cell lines, including sterile technique, media preparation, and passaging of cells. Individual experiments will include assessment of cell growth and apoptosis, examination of subcellular structure using fluorescent microscopy, separation and analysis of nucleic acids and proteins, enzyme assays, and measurement of cell cycle by flow cytometry. Students will gain experience with reviewing scientific literature, data presentation, statistical analysis, data interpretation, and ethical concerns relevant to reporting research data. Additional outside work in terms of literature review, writing of reports, papers and preparing oral presentations will be necessary.

**BIOS 40320. Aquatic Conservation: Global Freshwaters, Science and Policy**

(3-0-3) Lodge

*Prerequisites:* (BIOS 20201 AND BIOS 20202) OR (BIOS 10161 AND BIOS 10162) AND (BIOS 30312 OR BIOS 30420)

This course is designed for advanced undergraduates with a background in ecology and/or environmental science. The first primary goal will be to read, discuss, and write about the main ongoing global environmental changes that affect the global water cycle, including regional water quality and water availability. The second primary goal will be to have students examine how the current scientific understanding of these issues has or has not been incorporated into regional, national, and international policy, including policies on water rights. Guest lecturers will be broadly drawn from the research, legal, and NGO fields. There will be a textbook, supplemented by readings from the primary literature and other sources. Fall or spring.

**BIOS 40339. Human Gross Anatomy**

(3-0-3) O'Malley

See BIOS 40340; BIOS 40399 shares the identical lecture section with BIOS 40340, however, this is a non-lab, lecture-only section of human gross anatomy. Students may not take both BIOS 40399 and BIOS 40340.

**BIOS 40340. Human Anatomy**

(3-0-4) O'Malley

*Corequisite:* BIOS 41340

The course will consist of a description of human gross anatomy. The content will be organized as a regional approach to gross human anatomy with descriptions of the back, thorax, abdomen, pelvis and perineum, lower limb, upper limb, and head and neck. Within each region, subtopics will include bones, ligaments, muscles, vasculature, lymphatics, peripheral nervous system, and regional viscera. The content emphasis will be basic human anatomy, although there will be a moderate amount of clinical anatomy. The required laboratory portion of the course will consist of regional dissection of partially dissected human cadavers, as well as identification of structures of previously dissected human cadavers. The course should serve as a foundation for students planning future human anatomy studies and/or an independent elective. Spring.

**BIOS 40342. Advanced Developmental Biology**

(3-0-3) Schulz

*Prerequisites:* (BIOS 10162 OR BIOS 20202) AND (BIOS 20250 OR BIOS 20303) AND (BIOS 20241 OR BIOS 30341) AND (BIOS 30344 OR BIOS 34344) AND BIOS 30342

Development of plants, animals, and microorganisms studied at the molecular, cellular, and organismic levels. BIOS 40342 is taught at a higher level in contrast to BIOS 30342. Spring.

**BIOS 40411. Biostatistics**

(V-0-V) Chaloner; Lamberti

*Prerequisites:* (BIOS 10162 OR BIOS 20202) AND (MATH 10360 OR MATH 10560 OR MATH 10860 OR MATH 10460)*Corequisite:* BIOS 42411

Basic principles of statistical analysis and their application to biological problems, including statistical inference, analysis of variance, regression, non-parametric approaches, and introduction to statistical computing. This course's "lab" is a tutorial; it does not fulfill the laboratory elective requirement (after 1993). Students may not take both BIOS 40411 and MATH 20340. Spring.

**BIOS 40415. Medical and Veterinary Parasitology**

(3-0-3) Robichaud

*Prerequisite:* (BIOS 10161 AND BIOS 10162) OR (BIOS 20201 AND BIOS 20202)

The animal parasites of humans and related hosts are reviewed. The pathology caused by these parasites, epidemiology, life cycles, prophylactic and therapeutic control are considered. Spring.

**BIOS 40416. Virology**

(3-0-3) Fraser

*Prerequisites:* (BIOS 20250 OR BIOS 20303) AND (BIOS 20241 OR BIOS 30341) AND (BIOS 21250 OR BIOS 21303) AND (BIOS 31341 OR BIOS 27241)

A study of viruses as primitive biological entities and as disease-inducing agents in humans and other animals: characteristics of viruses and virus infections; molecular aspects of virus replication; methods for diagnosis and prevention of infections; artificial use of viruses. Spring.

**BIOS 40417. Human Musculoskeletal Anatomy**

(3-0-3) O'Malley

*Prerequisites:* (BIOS 10161 OR BIOS 20201) AND (BIOS 10162 OR BIOS 20202)

An introduction to basic anatomical principles relating to bones and muscles and to the normal anatomical and biochemical aspects of the human musculoskeletal system. Fall.

**BIOS 40419. Immunology**

(3-0-3) McDowell

*Prerequisites:* (BIOS 10161 OR BIOS 20201) AND (BIOS 10162 OR BIOS 20202) AND (BIOS 20250 OR BIOS 20303) AND (BIOS 20241 OR BIOS 30341)

An introductory course emphasizing the cells and tissues of the immune system and the nature and function of antigens and antibodies. A survey is presented of immune capabilities of humans and animals, immune diseases, immunodeficiency states, transplantation of organs, and the influence of nutrition on the immune system. Fall.

**BIOS 40421. Integrative Comparative Physiology Lab**

(4-0-4) Duman

*Prerequisites:* (BIOS 20250 AND BIOS 20241)

Designed primarily for students in the biology or biochemistry major sequences.

This course is designed to be taken either as an introductory animal physiology course for students without formal training in physiology beyond general biology or as a second physiology course for students who have already taken BIOS 30344. General physiological principles are introduced, and the course is designed around the classical organ/system approach to physiology but with stress on comparative and evolutionary relationships. Emphasis is placed on the integrated nature of the various physiological systems and on the relationships of the physiology of the organism to its environment (physiological ecology) as well as to the lower levels of biological hierarchy (biochemistry, cell, and molecular biology). Special emphasis is placed on adaptations to environmental extremes. This course has four lectures per week. Spring.

**BIOS 40424. Tumor Cell Biology**

(3-0-3)

*Prerequisites:* ( (BIOS 10155 OR BIOS 10156) OR BIOS 20201 OR BIOS 10161 OR BIOS 10162 ) AND ( (BIOS 20250 OR BIOS 20303 ) AND ( (BIOS 20241 OR BIOS 30341 )

Overview of the cancer development process at the cellular and molecular level, including regulatory networks involved in growth control and tissue organization and an introduction to animal, cell, and molecular techniques for studying progression, treatment, and prevention of cancer. Spring.

**BIOS 40425. Mammalogy**

(3-0-4) Cramer

*Prerequisite:* (BIOS 10162 OR BIOS 20202)*Corequisite:* BIOS 41425

This course will explore the rich taxonomic diversity of mammals, and investigate mammalian physiology, ecology, and behavior. Students will use a general text for foundation and implement their learning experience with primary literature.

**BIOS 40428. Practical Public Health Microbiology**

(1.5-4.5-3)

This course provides an exposure to a number of microbiological principles and techniques in public health using case studies to illustrate their application. The course is composed of lecture and laboratory and will provide fundamentals for public health aspects of microbiology and epidemiology, water quality food microbiology and standard techniques in handling and identifying microorganisms.

**BIOS 40435. Cellular and Molecular Basis of Human Disease**

(3-0-3) Schorey

*Prerequisites:* (BIOS 20241 OR BIOS 30341) AND (BIOS 30344 OR BIOS 30421 OR BIOS 34344)

This course will explore the cellular and molecular mechanisms underlying various human diseases. Following an introduction to principles of disease, lectures will focus on recent advances in cellular and molecular aspects of immune responses and inflammation, pathogenic mechanisms, and tumor cell biology (including abnormal growth regulation, invasion and metastasis). Specific examples of human diseases will be utilized to illustrate the concepts of disease-related gene products,



the use of experimental animal models, and the development of novel therapeutic strategies.

### **BIOS 40440. AIDS**

(3-0-3) Fraser

*Prerequisites:* ( (BIOS 10155 AND (BIOS 10156) OR ( (BIOS 10161 AND (BIOS 10162) ) OR ( (BIOS 20201 AND (BIOS 20202) ) AND ( (BIOS 20241 AND (BIOS 27241 OR BIOS 31341) OR ( (BIOS 30341 AND (BIOS 31341) ) AND ( (BIOS 20250 AND (BIOS 21250) ) OR ( (BIOS 20303 AND (BIOS 21303) )

This course will explore the phenomenon of AIDS, including characteristics of the worldwide AIDS pandemic, the virus (HIV) itself, the immune system and HIV, methods of diagnosis, prevention, treatment, and basic epidemiology as it relates to AIDS. This is an advanced course in infectious diseases designed for preprofessional and other interested students. Fall.

### **BIOS 40460. Plant Ecology**

(3-0-3)

*Prerequisite:* BIOS 30312

An overview of ecological principles as they relate to botanical ecosystems.

### **BIOS 40522. GLOBES**

(3-0-3) Hellmann

The GLOBES series of courses offered each semester reflect various areas of life science relevant to multiple disciplines. Students should expect to have a different topic offered every semester under the GLOBES heading. The course is repeatable since potentially every semester the biology topics vary. Cross-listed with BIOS 60522.

### **BIOS 40562. Aquatic Insects**

(3-3-4) Hellenthal

*Prerequisites:* (BIOS 30312 OR BIOS 30240) AND (BIOS 41562 (MAY BE TAKEN CONCURRENTLY) )

The taxonomy and ecology of insects having aquatic stages in their life cycles.

### **BIOS 40573. Topics in Ecology**

(3-0-3)

*Prerequisite:* BIOS 30312 OR BIOS 30420

Subject matter changes depending on students' needs. Prospective subjects include systems analysis in ecology or biogeography. (On demand)

### **BIOS 41340. Human Anatomy Laboratory**

(0-2-0) O'Malley

*Corequisite:* BIOS 40340

See BIOS 40340 for lab description. Lab is required of all students.

### **BIOS 41344. Vertebrate (Human) Physiology Laboratory**

(0-3-1)

*Prerequisite:* (BIOS 30344 OR BIOS 34344)

Laboratory experience in physiology. Ideally, this laboratory is taken *after* students have completed the BIOS 30344 lecture. Fall.

### **BIOS 41415. Medical and Veterinary Parasitology Laboratory**

(0-3-1) Robichaud

*Prerequisite:* BIOS 40415 (MAY BE TAKEN CONCURRENTLY)

The laboratory introduces students to the microscopic world of parasites. Extensive microscope work is needed. Spring, on demand.

### **BIOS 41417. Anatomy Laboratory**

(0-3-1) O'Malley

*Prerequisite:* BIOS 20201 OR (BIOS 10156 OR BIOS 20202)

*Corequisite:* BIOS 40417

This lab is available by special arrangement with the instructor and is designed primarily for physical therapy intents. The focus is on musculoskeletal anatomy and should NOT be considered a substitute for a general anatomy laboratory.

### **BIOS 41421. Integrative Comparative Physiology Lab**

(0-1-1) Duman; Johnson

Laboratory provides experience with experimentation and analysis of physiological concepts at the organismal, cellular, and molecular levels. Spring.

### **BIOS 41425. Mammalogy Laboratory**

(0-3-0) Cramer

*Corequisite:* BIOS 40425

In conjunction with mammalogy lecture, this course will provide a hands-on experience in the study of mammals, including how to capture and identify mammals, some unique aspects of mammalian physiology, and use of the scientific method to understand mammalian ecology and behavior.

### **BIOS 41475. Laboratory Animal Science Laboratory**

(2-0-2) Stewart

*Prerequisite:* BIOS 30475

This course focuses on experimental techniques and methodologies in both laboratory and clinical settings. Students will divide their laboratory time between hands-on work in the animal facility and clinical experience in area veterinary clinics when possible. Enrollment is by consent of instructor only and limited to senior undergraduate pre-veterinary students, or senior biology majors whose graduate research program will require animal use at Notre Dame. Every student will be required to keep a complete notebook and develop a semester journal project or case study. Fall.

### **BIOS 41562. Aquatic Insects Laboratory**

(0-3-0) Hellenthal

*Corequisite:* BIOS 40562

The taxonomy and ecology of insects having aquatic stages in their life cycles. (Spring, on demand)

### **BIOS 42411. Biostatistics Tutorial**

(0-1-0) Chaloner; Lamberti

*Corequisite:* BIOS 40411

The biostatistics tutorial is to be taken concurrently with the lecture. Students may not take lecture alone or the tutorial alone.

### **BIOS 46497. Directed Readings**

(0-0-V) Grimstad

This course provides the opportunity for independent study through readings on specific topics in biological science. Readings are chosen with the advice of the supervising instructor. Students may not register for more than three credits per semester; only two credits per semester may be counted as BIOS elective credits by majors. Offered all semesters.

### **BIOS 48498. Undergraduate Research**

(0-0-V)

Research in collaboration with members of the faculty. Evaluation of performance will be accomplished through regular discussions with the faculty member in charge of the course. Enrollment must be completed before the end of the first week each semester. Students may not register for more than three credits per semester; only two credits per semester may be counted as BIOS elective credits by majors. Offered all semesters.

### **BIOS 50543. Ethics and Science**

(3-0-3) Shrader-Frechette

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. On demand.

#### **BIOS 50544. 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); and 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. Cross-listed with PHIL 43308. This course counts as a general elective credit only for students in the College of Science.

#### **BIOS 50545. Bio-Medical Ethics, Scientific Evidence and Public Health Risk**

(3-0-3) Shrader-Frechette

The course will survey ethical and scientific issues associated with current public health problems such as pollution-induced cancers, occupational injury and death, and inadequate emphasis on disease prevention, nutrition, and environmental health. This course does not count as science credit for College of Science undergraduate majors. Cross-listed with PHIL 43708. This course counts as a general elective credit only for students in the College of Science.

## Department of Chemistry and Biochemistry

### **CHEM 10101. Foundations of Chemistry**

(3-0-3)

This course covers forms, properties, and separation of matter; atomic structure and periodicity; nuclear chemistry; chemical bonding and structure; reactivity with applications to acid-base and oxidation-reduction reactions; and chemistry of carbon and living systems. This course is not open to students who have taken the equivalent of CHEM 10171 or 10181.

### **CHEM 10102. Chemistry, Environment, and Energy**

(3-0-3)

Chemistry of the atmosphere, hydrosphere, and lithosphere; agricultural chemistry and pesticides; food and drugs; hazardous and solid wastes; and recycling. Fossil fuels; nuclear, solar, geothermal, and other types of energy. This course is not open to students who have taken the equivalent of CHEM 10171 or 10181.

### **CHEM 10104. Forensic Chemistry**

(2-3-3)

This 3-credit course introduces non-science majors to aspects of chemistry and biochemistry as applied to law enforcement. Topics include legal and scientific standards of proof, biometrics, drug detection, crime scene investigation, case studies, and guest speakers. Students do several lab experiments using modern analytical instrumentation.

### **CHEM 10122. General Chemistry: Fundamental Principles and Biological Processes**

(3-0-3)

*Prerequisite:* (CHEM 10171 OR CHEM 10181 OR CHEM 10121)

This one-semester course (taught in spring semester) completes the two-semester chemistry sequence for most engineering students. Fundamental principles of chemistry are woven into key themes of modern biology, including protein structure and function, gene structure and manipulation, and the basics of biotechnology. Emphasis is placed on common themes rather than biological details, and examples are drawn from biological systems of interest to engineers.

### **CHEM 10171. Introduction to Chemical Principles**

(4-0-4)

*Corequisite:* CHEM 11171; CHEM 12171

This one-semester course, offered in the fall, provides a thorough grounding in the fundamental principles governing chemical structure and reactivity. It is accompanied by laboratory work and by a tutorial section. Topics to be discussed include the quantum mechanical structure of atoms, models of chemical bonding, chemical equilibrium, acidity and basicity, and thermochemistry and thermodynamics. Recommended for students in the College of Engineering, College of Science, and for all preprofessional students.

### **CHEM 10172. Organic Structure and Reactivity**

(4-0-4)

*Prerequisite:* CHEM 10171 OR CHEM 10181

*Corequisite:* CHEM 11172; CHEM 12172

This class, generally taught in the spring, is the first semester of a two-semester organic chemistry sequence intended for students in biological sciences and preprofessional studies. It is accompanied by laboratory work and by a tutorial section. The course provides a solid foundation in organic structure and bonding, spectroscopy, and Lewis acid/base reactions. These concepts are then applied to understand substitution and elimination reactions with a focus on mechanism and factors governing selectivity. A section of this course, taught in the fall semester, is intended for chemical engineering students and does not include a tutorial.

### **CHEM 10181. Introduction to Chemical Principles**

(4-0-4)

*Corequisites:* CHEM 11181; CHEM 12181; MATH 10550

This course provides a thorough grounding in the fundamental principles governing chemical structure and reactivity. Topics to be discussed include the quantum mechanical structure of atoms, models of chemical bonding, chemical equilibrium, acidity and basicity, and thermochemistry and thermodynamics. Recommended for students with a special interest in the subject, especially those intending to major in chemistry or biochemistry. Lectures will be supplemented with a weekly tutorial session.

**CHEM 10182. Organic Structure and Mechanism**

(4-0-4)

*Prerequisite:* CHEM 10171 OR CHEM 10181

*Corequisite:* CHEM 11182; CHEM 12182

Basic principles of organic chemistry, including fundamental aspects of organic and biological structures and bonding, stereochemistry, the effect of structure on physical and chemical properties, and applications of spectroscopic methods to assign structures. A detailed analysis of organic chemical reactivity, including reactive intermediates and mechanistic principles. Introductory applications of reactions in synthesis. Intended primarily for chemistry and biochemistry majors. Lectures will be supplemented with a weekly tutorial session.

**CHEM 11171. Introduction to Chemical Principles Laboratory**

(0-3-0)

*Corequisite:* CHEM 10171; CHEM 12171

This lab involves experimental work to accompany CHEM 10171 lecture.

**CHEM 11172. Organic Structure and Reactivity Laboratory**

(0-3-0)

*Corequisite:* CHEM 10172

Experimental work to accompany CHEM 10172.

**CHEM 11181. Introduction to Chemical Principles Laboratory**

(0-3-0)

*Corequisite:* CHEM 10181; CHEM 12181

A laboratory to accompany CHEM 10181 that will stress quantitative measurements.

**CHEM 11182. Organic Structure and Mechanism Laboratory**

(0-3-0)

*Corequisite:* CHEM 10182

A laboratory to accompany CHEM 10182 that will emphasize fundamental organic techniques.

**CHEM 12171. Introduction to Chemical Principles Tutorial**

(1-0-0)

*Corequisite:* CHEM 10171; CHEM 11171

Tutorial section to accompany CHEM 10171.

**CHEM 12172. Structure and Reactivity tutorial**

(1-0-0)

*Corequisite:* CHEM 10172; CHEM 11172

Tutorial section to accompany CHEM 10172.

**CHEM 12181. Introduction to Chemical Principles Tutorial**

(1-0-0)

*Corequisite:* CHEM 10181

Tutorial that accompanies CHEM 10181.

**CHEM 12182. Organic Structure and Mechanism - Tutorial**

(1-0-0)

*Corequisite:* CHEM 10182

Tutorial that accompanies CHEM 10182.

**CHEM 20204. 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.

**CHEM 20262. Mathematical Methods for the Chemical Sciences**

(3-0-3)

*Prerequisite:* MATH 10560

This course provides chemistry and biochemistry majors with mathematical background, chemical context, and problem-solving methods for problems that involve differential equations, linear algebra, and probability and statistics.

**CHEM 20273. Organic Reactions and Applications**

(3-0-3)

*Prerequisite:* (CHEM 10172 OR CHEM 10182 OR CHEM 20223)

A second semester covering the basic principles of organic chemistry, including structure, bonding, physical and chemical properties, reactive intermediates, and reaction mechanisms. Additional emphasis on applications of reactions in synthesis and relationships to biochemical systems and other associated areas of current interest. Intended primarily for preprofessional and biological science majors. This course is generally taken in the Fall semester with the laboratory CHEM 21273. A section is offered in the spring semester for chemical engineering students.

**CHEM 20274. Chemistry Across the Periodic Table**

(3-0-3)

*Prerequisite:* CHEM 20273 OR CHEM 20283

Chemistry course that completes the two-year chemistry sequence for students in the College of Science, Chemical Engineering, and preprofessional students. Extends principles of chemistry with an in-depth look at the periodic table and an emphasis on bioinorganic chemistry. Topics include bonding across the periodic table, chemistry of the s and p block elements, d-block elements and coordination chemistry, and kinetics, catalysis, and redox/electrochemistry with applications to biological systems. This course is generally taken in the spring semester with the laboratory CHEM 21274.

**CHEM 20283. Organic Reactions and Applications**

(3-0-3)

*Prerequisite:* (CHEM 10172 OR CHEM 10182)

*Corequisite:* CHEM 21283

A second semester covering the basic principles of organic chemistry, including structures, bonding, physical and chemical properties, reactive intermediates, and reaction mechanisms. Additional emphasis on applications of reactions in synthesis and relationships to biochemical systems and other associated areas of current interest. Intended primarily for chemistry and biochemistry majors.

**CHEM 20284. Chemistry Across the Periodic Table**

(3-0-3)

*Prerequisite:* CHEM 20273 OR CHEM 20283

*Corequisite:* CHEM 21284

This course will extend general principles with an in-depth view of the rest of the periodic table. Topics covered include bonding across the periodic table, chemistry of the s- and p-blocks, d-block and coordination chemistry, as well as chemical reactivity, kinetics, catalysis, and redox/electrochemistry.

**CHEM 21273. Organic Reactions and Applications Laboratory**

(0-3-1)

*Prerequisite:* (CHEM 11172 OR CHEM 11182 OR CHEM 21223)

Experiments to accompany CHEM 20273.

**CHEM 21274. Chemistry Across the Periodic Table Laboratory**

(0-3-1)

*Prerequisite:* (CHEM 10172 OR CHEM 10182)

*Corequisite:* CHEM 20274

Experiments to accompany CHEM 20274.

**CHEM 21283. Organic Reactions and Applications Laboratory**

(0-3-1)

*Corequisite:* CHEM 20283

A laboratory to accompany CHEM 20283 that will emphasize organic techniques and synthesis.

**CHEM 21284. Chemistry Across the Periodic Table Laboratory**

(0-3-1)

*Corequisite:* CHEM 20284

A laboratory to accompany CHEM 20284 emphasizing inorganic synthesis and studies of chemical reactivity.

**CHEM 23201. Chemistry Seminar**

(1-0-1)

To be taken either semester of the sophomore through senior years. Introduction to the communication of scientific knowledge.

**CHEM 23202. Chemistry Seminar**

(1-0-1)

To be taken either semester of the sophomore through senior years. Introduction to the communication of scientific knowledge.

**CHEM 23212. Biochemistry Seminar**

(1-0-0)

A zero-credit seminar course offered in the fall term for sophomore biochemistry majors only. The seminar seeks to acquaint the biochemistry majors with (1) the biochemistry faculty members; (2) the types of research programs in biochemistry that are being carried out in the department; and (3) some general biochemistry concepts. Each meeting will be conducted by a different member of the biochemistry faculty.

**CHEM 30321. Physical Chemistry I**

(3-0-3)

*Prerequisite:* (CHEM 20262 AND PHYS 10320)

A rigorous course in the fundamentals of physical chemistry, including chemical thermodynamics, kinetics, quantum mechanics, and the elements of atomic and molecular structure.

**CHEM 30322. Physical Chemistry II**

(3-0-3)

*Prerequisite:* CHEM 30321

For science majors only. Second semester of Physical Chemistry. A rigorous course in the fundamentals of physical chemistry, including chemical thermodynamics, kinetics, quantum mechanics, and the elements of atomic and molecular structure.

**CHEM 30324. Physical Chemistry for Engineers**

(3-0-3)

*Prerequisites:* (CHEM 10121 OR CHEM 10171 OR CHEM 10181 OR CHEM 10118) AND (PHYS 10320)

A course in the fundamentals of physical chemistry, emphasizing theoretical and experimental aspects of reaction kinetics, an introduction to quantum theory, and a critical appreciation of the nature of the chemical bond. The course also explores how spectroscopic techniques allow us to gain insight into the structure and properties of molecules.

**CHEM 30331. Chemistry in Service of the Community**

(1-0-1)

*Prerequisite:* (CHEM 30333 (MAY BE TAKEN CONCURRENTLY) )

Addressing the problem of lead contamination in the community, students will visit area homes and collect paint, dust, and soil samples. After analyzing these samples in CHEM 31333, students will help homeowners reduce the health risks associated with exposing young children to lead.

**CHEM 30333. Analytical Chemistry I**

(3-0-3)

*Prerequisite:* (CHEM 10182 OR CHEM 10172)*Corequisite:* CHEM 31333

Introduction to the principles, theory, and applications of analytical chemistry. Course covers modern methods for separation of mixtures, quantitative and qualitative analysis, and trace analysis.

**CHEM 30337. Physical Chemistry for the Life Sciences**

(3-0-3)

*Prerequisite:* (CHEM 20274 OR CHEM 20284)

Introduction to the fundamental principles of physical chemistry with application to modern biological problems. Emphases will include classical and statistical thermodynamics and a survey of biological spectroscopy.

**CHEM 30341. Fundamentals of Biochemistry**

(3-0-3)

*Prerequisite:* (CHEM 20273 OR CHEM 20283)*Corequisite:* CHEM 31341

This course is offered for undergraduate biochemistry majors and is generally taken in the junior year. The course covers the basic chemical and physical principles of the primary biomolecules: protein, carbohydrates, lipids, and nucleic acids. The structures and properties of these molecules and their relevance to biological processes will be integrated.

**CHEM 30342. Intermediary Metabolism**

(3-0-3)

*Prerequisite:* CHEM 30341

This course is offered for undergraduate biochemistry majors. The course is a study of the major metabolic processes involving energy storage and utilization, emphasizing the relationships between biomolecular structure and metabolic function. Throughput, regulation, and integration of pathways are presented.

**CHEM 31322. Physical Chemistry Laboratory**

(0-6-2)

*Prerequisite:* CHEM 30321*Corequisite:* CHEM 30322

A course in the experimental aspects of physical chemistry using modern techniques of measurement. The laboratory includes thermodynamic, kinetic measurements, spectroscopic measurements, and measurements in reaction dynamics.

**CHEM 31333. Analytical Chemistry Laboratory**

(0-3-1)

*Corequisite:* CHEM 30333

A laboratory course in the techniques of analytical chemistry.

**CHEM 31341. Fundamentals of Biochemistry Laboratory**

(0-6-2)

*Corequisite:* CHEM 30341

This course is designed to let students explore some of the techniques that are utilized in characterizing proteins, lipids, carbohydrates and nucleic acids. It exposes students to modern biochemical and instrumental methods for elucidating the structural and functional properties of these important types of molecules. Biochemistry majors only.

**CHEM 40420. Principles of Biochemistry**

(3-0-3)

*Prerequisite:* (CHEM 20273 OR CHEM 20283) OR CHEM 20248

A general treatment of the various areas of modern biochemistry including protein structure and function, bioenergetics, molecular basis of genetic and developmental processes, cellular mechanisms, and intermediary metabolism.

**CHEM 40434. Physical Methods of Chemistry**

(3-0-3)

*Prerequisite:* (CHEM 20248 OR CHEM 20284 OR CHEM 20274)

A course in molecular structure examined through the theory and interpretation of spectra. The focus is on infrared spectroscopy, mass spectrometry, nuclear magnetic resonance spectroscopy, and X-ray crystallography, with exposure to other techniques such as two-dimensional NMR, Raman spectroscopy, optical spectroscopy, and electron spin resonance. Spring.

**CHEM 40477. Nanoscience and Technology**

(3-0-3)

This course focuses on the unique scientific phenomena that accrue to matter with characteristic nanometer-scale dimensions and on the technologies that can be constructed from them. Special nanostructures will be addressed.

**CHEM 40480. Chemistry of the Lanthanides and Actinides**

(3-0-3)

*Prerequisites:* CHEM 20274 OR CHEM 20284

This course covers the chemistry of the f-block elements. Topics will include periodic trends, aqueous and environmental chemistry, solid-state chemistry, and physical properties. The course will begin with a brief history of the discovery of these elements. The fundamental knowledge gained early in the course will be applied to the critical problems of nuclear energy production and waste remediation. This will be based mainly on the primary literature.

**CHEM 41443. Advanced Inorganic Chemistry Laboratory**

(0-6-2)

*Prerequisite:* CHEM 40443 (MAY BE TAKEN CONCURRENTLY)

The preparation of main group inorganic, coordination and organometallic compounds, including air-sensitive manipulations and the use of vacuum-line techniques. Characterization of inorganic compounds by spectroscopic and electrochemical methods.

**CHEM 46497. Directed Readings**

(V-0-V)

In-depth study of topics not covered or only briefly covered in other courses. Readings, problems, and reports.

**CHEM 48498. Undergraduate Research**

(0-V-V)

Research in collaboration with members of the faculty. A written progress report must be submitted each semester, and all participating students must make an oral presentation of their work in the spring semester of senior year.

**CHEM 50520. Principles of Biochemistry**

(3-0-3)

This is a new graduate offering, which is essentially the same course as CHEM 40420 but for graduate credit. Description follows: An introduction to the field of biochemistry, including the structure and function of biomolecules, bioenergetics, and the molecular basis of cellular mechanisms including genetics, signalling, and metabolism. Intended for graduate students with no prior biochemistry course experience.

**CHEM 50531. Molecular Biology I**

(3-0-3)

The first of a two-semester sequence that provides an introduction to molecular biology, molecular genetics, and nucleic acid biochemistry. Topics include physical chemistry of nucleic acids, bacterial genetics, principles of cloning, DNA replication and recombination, prokaryotic and eukaryotic transcription, and RNA processing and translation. Listed also as BIOS 60531. (Fall)

**CHEM 50532. Molecular Biology II**

(3-0-3)

*Prerequisite:* (BIOS 60531 OR CHEM 50531)

The second semester of the sequence. Lecture topics include yeast genetics and molecular biology; retroviruses and transposable elements; transgenic mice; and special topics covering cell cycle regulation, oncogenes, development in *Drosophila*,

signal transduction, and cloning of human disease genes. Listed also as BIOS 60532. (Spring)

## Department of Preprofessional Studies

### SCPP 30300. Introduction to Clinical Ethics

(3-0-3) Foster

The focus of the course will be an examination of the advances in medicine over the last 30 years that have challenged traditional values and ethical norms, and the institutional processes and procedures in place that facilitate decision making in the health care setting. It will include a sketch of the most recent advances in the various fields of medicine, followed by an examination of the clinical and ethical questions they raise and how they have affected the physician-patient relationship. Note: This course counts as a general elective. Fall and spring.

### SCPP 30311. Introduction to the American Health Care System

(3-0-3) Navari

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. This course counts as a general elective. Fall.

### SCPP 46397. Directed Readings

(V-0-V)

Permission required. Readings focus on learning how patients, families, and health care professionals experience illness and healing; how the stories that patients tell become the basis for diagnosis and therapeutic response; what it's like to go through medical training and grow in identity as a physician; and the nature of the doctor-patient relationship and how it is changing. Fall and spring. Note: This course counts as a general elective.

## Science (Nondepartmental)

### SC 10100. Environmental Geosciences

(3-0-3) Burns

*Prerequisite:* (CHEM 10113 OR CHEM 113) OR (CHEM 10115 OR CHEM 115) OR (CHEM 10117 OR CHEM 117) OR (CHEM 10121 OR CHEM 121) OR (CHEM 10125 OR CHEM 125) OR (CHEM 10126 OR CHEM 126) OR CHEM 10171 OR CHEM 10171

This course introduces the student to Earth processes and focuses on how these processes affect people, and how people affect these processes. The course explores the interactions between Earth's biosphere, geosphere, atmosphere, and hydrosphere, with the objective of demonstrating how our physical environment is controlled by geological, biological, and human forces. SC 10100 and SC 20100 are the same course.

### SC 10101. The Cosmos, the Earth, and the Genome

(3-0-3)

An introduction to the evolution of our universe, from the Big Bang to the human genome. The course will cover major concepts of cosmology, earth science, and evolutionary biology. Emphasis will be placed on not only our current understanding of those fields, but also on how our understanding itself has evolved over time. If taken by science or engineering students, this course counts as general elective credit.

### SC 10190. Seminar on Interdisciplinary Biological Research: Mathematical and Computational Modeling in Biology

(3-0-3)

The goal of this course is to introduce students to the mathematical and computational methods in the field of qualitative and system biology and demonstrate to them the breadths of interdisciplinary activities in this field on the Notre Dame campus. The course will be taught by Mark Alber with the assistance of the members of the Center for the Study of Biocomplexity. Students will be divided into small groups. Each group will be given a project and will be working with senior undergraduates already participating in one of the REU projects and graduate students (mentors). Each group will present its results at the end of the semester. This approach has been already tested in the courses taught by the members of the center. Lectures and visits to biological and computational labs will be complemented by meetings with undergraduate students participating in a variety of research projects on the Notre Dame campus. Students will also participate in an Indiana Biocomplexity Symposium held each April and attend seminars and public lectures organized by the center. Meetings will be also arranged with distinguished speakers visiting Notre Dame.

### SC 13190. Seminar on Interdisciplinary Biological Research: Mathematical and Computational Modeling in Biology

(3-0-3)

The goal of this course is to introduce students to the mathematical and computational methods in the field of qualitative and system biology and demonstrate to them the breadths of interdisciplinary activities in this field on the Notre Dame campus. The course will be taught by Mark Alber with the assistance of the members of the Center for the Study of Biocomplexity. Students will be divided into small groups. Each group will be given a project and will be working with senior undergraduates already participating in one of the REU projects and graduate students (mentors). Each group will present its results at the end of the semester. This approach has been already tested in the courses taught by the members of the center. Lectures and visits to biological and computational labs will be complemented by meetings with undergraduate students participating in a variety of research projects on Notre Dame Campus. Students will also participate in an Indiana Biocomplexity Symposium held each April and attend seminars and public lectures organized by the center. Meetings will be also arranged with distinguished speakers visiting Notre Dame.

**SC 20100. Environmental Geosciences**

(3-0-3) Burns

*Prerequisite:* (CHEM 10113 OR CHEM 113) OR (CHEM 10115 OR CHEM 115) OR (CHEM 10117 OR CHEM 117) OR (CHEM 10125 OR CHEM 125) OR (CHEM 10126 OR CHEM 126) OR CHEM 10171

This course introduces the student to Earth processes and focuses on how these processes affect people, and how people affect these processes. The course explores the interactions between Earth's biosphere, geosphere, atmosphere, and hydrosphere, with the objective of demonstrating how our physical environment is controlled by geological, biological, and human forces.

**SC 20110. Physical Geology (Lecture and Laboratory)**

(3-0-4) Neal

*Corequisite:* SC 21110

An introduction to the Earth and its processes, composition, evolution, and structure. The course introduces the student to mineralogy, petrology, structural geology, oceanography, surficial processes, and environmental geology. Lecture and laboratory meetings.

**SC 20120. Historical Geology (Lecture and Laboratory)**

(3-0-4) Rigby

*Prerequisite:* (GEOS 20110 OR GEOS 231) OR (SC 20110 OR SC 231)

*Corequisite:* SC 21120

This course introduces the student to the concept of geologic time, absolute and relative age dating, Earth processes and features through time, and the major features of evolution and distribution of fossils. Lecture and laboratory meetings. A one-day field trip is required.

**SC 20200. Mineralogy and Optical Mineralogy**

(4-0-4) Burns

*Prerequisite:* (CHEM 10118 OR CHEM 118) OR (SC 20110 OR SC 231) OR (ENVG 10110 OR ENVG 131) OR (CHEM 10171)

Crystallography and mineral optics: physical and chemical mineralogy—its application to mineral identification in hand-specimen and using the petrographic microscope.

**SC 21110. Physical Geology Laboratory**

(0-2-0)

*Corequisite:* SC 20110

The laboratory portion of ENVG/SC 20110.

**SC 21120. Historical Geology Laboratory**

(0-2-0)

*Corequisite:* SC 20120

This is the laboratory portion of ENVG/SC 20120.

**SC 21200. Mineralogy and Optical Mineralogy Lab**

(0-2.5-0)

This is the laboratory portion of ENVG 20201.

**SC 30001. Introduction to the Fundamentals of Bioinformatics**

(V-0-V) Sepeta

Bioinformatics is the study of the biological and health sciences with the aid of computers. In particular bioinformatics refers to the analysis of genomes—animal, plant, bacterial, and viral—using software and the Internet. A main impetus for bioinformatics is the recently completed Human Genome Project. Additionally the sequencing of the genome of the mosquito *Anopheles gambiae* by Notre Dame researchers is also a significant event for bioinformatics. Bioinformatics is quickly becoming fundamentally important for understanding diseases and drug development. In this 1-credit-hour basic introduction to bioinformatics, students will search biological databases, compare nucleotide and amino acid sequences, look at protein structure, and more generally ask biological questions with computers.

**SC 30230. Sedimentation and Stratigraphy**

(4-0-4) Rigby

*Prerequisite:* (ENVG 20200 OR ENVG 242) OR (SC 20200 OR SC 242)

Sedimentary environments from a physical, biological, and tectonic perspective are explored, along with processes such as lithification. Identification of sedimentary rocks and interpretation of the succession of layered rocks in North America are emphasized.

**SC 40300. Geochemistry**

(3-0-3) Fein

An introduction to the use of chemical thermodynamics and chemical kinetics in modeling geochemical processes. Special emphasis is placed on water-rock interactions of environmental interest.

**SC 40350. Paleontology**

(3-0-3)

*Prerequisite:* (GEOS 20120 OR GEOS 232) OR (SC 20120 OR SC 232)

The fossil record—morphology, taxonomy, evolution, statistical population systematics, and paleoecology. A one-day field trip is required.

**SC 40491. Current Topics in Environmental Science**

(3-0-3) Grimstad

Taught by the director of the ES major. Environmental sciences first and second majors only. The course will be divided into various modules taught by experts on campus. The modules will include environmental law, risk assessment, environmental ethics, advancements in environmental and ecological science, current topics of national interest in environmental science, and others. This course is required of all first majors and recommended of all second majors. Fall.

**SC 43100. Senior Honors Colloquium**

(1-0-1)

This is a 1-credit seminar consisting of presentations of ongoing thesis research as a spur to the successful completion of the senior thesis or research project.

**SC 48100. Research Experience for Undergraduates**

(V-V-V)

Times and inclusive dates variable depending on specific program elected by the student. Permission required.

**SC 48101. Undergraduate Research**

(V-0-V)

Times and inclusive dates variable depending on specific program elected by the student. Permission required.

**SC 48999. Research Experience for Undergraduates**

(0-0-0)

This is a zero-credit course for students engaged in independent research or working with a faculty member or a member of the University staff on a special project. Registration requires a brief description of the research or project to be pursued and the permission of the director of the Summer Session. This course is taken as an indication of the student's status on campus and is meant to allow the registered student to use the University facilities as the Summer Session permits. No coursework is required.

## Department of Mathematics

### **MATH 10005. Processes of Mathematical Thought**

(3-0-3)

For students in arts and letters or business administration. A study of mathematical thought as an analytical tool to solve real-life problems. The class is divided into teams, each analyzing a topic from such areas as commercial games, consensus within diversity, governmental economic planning, and chaos theory. Teams will present their findings in a seminar format.

### **MATH 10110. Principles of Finite Mathematics**

(3-0-3) Gejji

For students in arts and letters. For first-year students who lack the necessary background for MATH 10120. (Students who take this course cannot take MATH 10120.) Topics include the fundamental principles of counting systematically, probability, statistics, linear programming, optimization problems, game theory and mathematical finance, population problems, and coding information. There is a wealth of applications of these topics to contemporary social, economic, and political issues appealing to liberal arts students. Also, these topics broaden a student's mathematical horizon in an interesting direction not covered by calculus, which deals mostly with continuous models.

### **MATH 10110. Principles of Finite Mathematics**

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For students in arts and letters. For first year students who lack the necessary background for MATH 10120. (Students who take this course cannot take MATH 10120.) Topics include the fundamental principles of counting systematically, probability, statistics, linear programming, optimization problems, game theory and mathematical finance, population problems, and coding information. There is a wealth of applications of these topics to contemporary social, economic, and political issues appealing to liberal arts students. Also, these topics broaden a student's mathematical horizon in an interesting direction not covered by calculus, which deals mostly with continuous models.

### **MATH 10120. Finite Mathematics**

(3-0-3) Pilkington

For students in arts and letters or as an elective for students in business administration. Topics include the fundamental principles of counting systematically, probability, statistics, linear programming, optimization problems, game theory, and mathematical finance. Other topics that may be covered include population problems, difference equations and modeling, and coding information. There is a wealth of applications of these topics to contemporary social, economic, and political issues appealing to liberal arts students. Also, these topics broaden a student's mathematical horizon in an interesting direction not covered by calculus, which deals mostly with continuous models.

### **MATH 10130. Beginning Logic**

(3-0-3) Flood; Knight

For students in arts and letters. Provides the students with some formal tools for analyzing arguments. By writing proofs in a formal system, students see the importance of stating the basic premises in an argument and giving intermediate steps that lead to the conclusion. They learn strategies for thinking up proofs. They see that proof checking is, in principle, something that a machine could do. Students learn truth tables and see an effective procedure that they could apply to any argument stated in propositional logic, to determine whether the conclusion follows logically from the premises. There is nothing like truth tables for predicate logic. Students get to experience doing what mathematicians do, trying to determine whether a particular conclusion follows from some premises by searching simultaneously for a proof or a counterexample. Writing papers gives students an opportunity to explore other topics in logic of their interest.

### **MATH 10140. Elements of Statistics**

(3-0-3) Pilkington

This course is intended for those students who may or may not plan to use statistics in their chosen careers, but wish nevertheless to become informed and astute consumers. Topics include statistical decision making, sampling, data representation, random variables, elementary probability, conditional probabilities, independence, and Bayes' rule. The methodology will focus on a hands-on approach. Concepts and terminology will be introduced only after thorough exposure to situations that necessitate the concepts and terms. Care will be exercised to select a variety of situations from the many fields where statistics are used in modern society. Examples will be taken from biology and medicine (e.g. drug testing, wild animal counts), the social sciences, psychology, and economics. This course counts only as general elective credit for students in the College of Science.

### **MATH 10150. Elements of Statistics II**

(3-0-3) Stanton

*Prerequisite:* MATH 10140

The goal of this course is to give students an introduction to a variety of the most commonly used statistical tools. A hands-on approach with real data gathered from many disciplines will be followed. Topics include inferences based on two samples, analysis of variance, simple linear regression, categorical data analysis, and non-parametric statistics. This course counts only as general elective credit for students in the College of Science.

### **MATH 10240. Principles of Calculus**

(3-0-3)

For students in arts and letters. Note: Credit is not given for both this course and any other calculus course. A terminal course introducing the principles of calculus. Topics include basic properties of functions, derivatives and integrals, with interesting real-life applications throughout. This course is not intended to prepare students for more advanced work in calculus.

### **MATH 10250. Elements of Calculus I**

(3-0-3)

For students in arts and letters, architecture, or business. A study of basic calculus as part of a liberal education. It emphasizes conceptual learning and stresses the connections between mathematics and modern society. Topics include functions, limits, derivatives, and an introduction to integral, with interesting real-life applications throughout. Students are familiarized with the many different interpretations of the derivative as a rate of change, and the integral as a total rate of change. This enables them to learn and practice modeling in a variety of situations from economics the social and the life sciences.

### **MATH 10260. Elements of Calculus II for Business**

(3-0-3) Budur; Williams

*Prerequisite:* MATH 10250 OR MATH 10350 OR MATH 10550 OR MATH 10850

Credit is not given for both MATH 10280 and either of the following courses: MATH 10260 and MATH 10360. For students in business. An introduction to mathematical concepts, techniques, and ideas that are useful in understanding and solving problems that arise in economics and business. Most mathematical concepts are introduced through interesting business problems. Furthermore, by using available computer technology, real-life problems that may lead to non-trivial computations and graphics are considered. Topics include integration, differential equations, Taylor polynomial approximations, unconstrained and constrained optimization for functions of several variables, probability, and statistics, with interesting real-life applications throughout.

### **MATH 10270. Mathematics in Architecture: Mathematical Excursions to the World's Great Buildings**

(3-0-3) Hahn

*Prerequisite:* MATH 10250 OR MATH 10550 OR MATH 10850

This is a second mathematics course for arts and letters and architecture students. As the Roman architect Vitruvius pointed out 2,000 years ago, architecture is a broad enterprise bringing together virtually all the elements of the human



experience: spirituality, intelligence and creativity, economics, politics, and sociology, as well as aesthetics, structural engineering, and mathematics. The agenda of this course has a focus on the last three: aesthetics, structural aspects, and related mathematics. The architecture of the world's great historic buildings will be the environment in which the narrative of this course is developed. The aesthetic and structural properties of these structures will be described following a chronological line. Whenever the opportunity presents itself, this discussion will be informed by basic modern mathematics (such as geometry, trigonometry, and calculus). While the mathematical comments about the buildings considered are standard by today's criteria, they would (for the most part) have been beyond the reach of the architects who built them.

### **MATH 10350. Calculus A**

(3-1-4) Cholak; Lim; Wong

*Corequisite:* MATH 12350

Primarily for students in science whose programs require a one-year terminal course in calculus of one variable, but also open to students in arts and letters. Topics include sets, functions, limits, continuity, derivatives, integrals, and applications.

### **MATH 10360. Calculus B**

(3-1-4) Lim; Smyth

*Prerequisite:* MATH 10350 OR MATH 10550 OR MATH 10850

*Corequisite:* MATH 12360

Primarily for students in science whose programs require a one-year terminal course in calculus of one variable, but also open to students in arts and letters. Topics include sets, functions, limits, continuity, derivatives, integrals, and applications.

### **MATH 10450. Honors Mathematics I**

(4-0-4) Dyer

*Corequisite:* MATH 12450

A survey of several mathematical topics, emphasizing the relevance of mathematics to many diverse areas of study. Calculus is also studied at the level of MATH 10350–10360.

### **MATH 10460. Honors Mathematics II**

(4-0-4) Hahn

*Prerequisite:* (MATH 10450 OR MATH 195)

*Corequisite:* MATH 12460

A survey of several mathematical topics, emphasizing the relevance of mathematics to many diverse areas of study. Calculus is also studied at the level of MATH 10350–10360.

### **MATH 10550. Calculus I**

(3-1-4) Barron; Han; Lange

*Corequisite:* MATH 12550

For students in science and engineering. Topics include sets, functions, limits, continuity, derivatives, integrals, and applications. Also covered are transcendental functions and their inverses, infinite sequences and series, parameterized curves in the plane, and polar coordinates.

### **MATH 10560. Calculus II**

(3-1-4) Hind; Nicolaescu; Snow

*Prerequisite:* MATH 10550 OR MATH 10850

*Corequisite:* MATH 12560

For students in science and engineering. Topics include sets, functions, limits, continuity, derivatives, integrals, and applications. Also covered are transcendental functions and their inverses, infinite sequences and series, parameterized curves in the plane, and polar coordinates.

### **MATH 10850. Honors Calculus I**

(4-0-4) Caine; Wong

*Corequisite:* MATH 12850

Required of honors mathematics majors. A rigorous course in differential and integral calculus of one variable. Topics include an axiomatic formulation of the real numbers, mathematical induction, infima and suprema, functions, continuity, derivatives, integrals, infinite sequences and series, transcendental functions and their inverses, and applications. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

### **MATH 10860. Honors Calculus II**

(4-0-4) Colarusso

*Prerequisite:* (MATH 10850 OR MATH 165)

*Corequisite:* MATH 12860

Required of honors mathematics majors. A rigorous course in differential and integral calculus of one variable. Topics include an axiomatic formulation of the real numbers, mathematical induction, infima and suprema, functions, continuity, derivatives, integrals, infinite sequences and series, transcendental functions and their inverses, and applications. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

### **MATH 12350. Calculus A Tutorial**

(0-1-0)

*Corequisite:* MATH 10350

Perfecting problem-solving skills in smaller group settings.

### **MATH 12360. Calculus B Tutorial**

(0-1-0)

*Corequisite:* MATH 10360

Perfecting problem-solving skills in smaller group settings.

### **MATH 12450. Honors Mathematics Tutorial**

(0-1-0)

*Corequisite:* MATH 10450

Perfecting problem-solving skills in smaller group settings.

### **MATH 12460. Honors Mathematics II Tutorial**

(0-1-0)

*Corequisite:* MATH 10460

Perfecting problem-solving skills in smaller group settings.

### **MATH 12550. Calculus I Tutorial**

(0-1-0)

*Corequisite:* MATH 10550

Perfecting problem-solving skills in smaller group settings.

### **MATH 12560. Calculus II Tutorial**

(0-1-0)

*Corequisite:* MATH 10560

Perfecting problem-solving skills in smaller group settings.

### **MATH 12850. Honors Calculus I Tutorial**

(0-1-0)

*Corequisite:* MATH 10850

Perfecting problem-solving skills in smaller group settings.

### **MATH 12860. Honors Calculus II Tutorial**

(0-1-0)

*Corequisite:* MATH 10860

Perfecting problem-solving skills in smaller group settings.

### **MATH 13150. First Year Math Seminar**

(3-0-3) Evens

The goal of this new course is to give students a panoramic view of mathematics by considering a variety of topics displaying its enormous power and beauty. It aspires to present the first year students with an opportunity to participate in the excitement of discovering ideas of their own by practicing the mathematical way of thinking. This topical course will be rich, in content and context. It will stress

the connections between mathematics and modern society by considering a wide variety of problems ranging from environmental and economic issues to social and political situations that can be modeled and solved by mathematical means. Also by giving appropriate assignments and projects, it will allow students to make contributions in areas of their interest and expertise. “The Magic of Numbers” is the first theme of this seminar course.

### **MATH 20210. Computer Programming and Problem Solving**

(3-0-3) Snow

*Prerequisite:* MATH 20610 (MAY BE TAKEN CONCURRENTLY) OR MATH 20580 (MAY BE TAKEN CONCURRENTLY)

An introduction to solving mathematical problems using computer programming in high-level languages such as C.

### **MATH 20340. Statistics for the Life Sciences**

(3-0-3) Galvin

*Prerequisite:* MATH 10360 OR MATH 10560

An introduction to the principles of statistical inference following a brief introduction to probability theory. This course does not count as a science or mathematics elective for mathematics majors. NOTE: Students may not take both BIOS 40411 (411) and MATH 20340 (214). Not open to students who have taken MATH 30540 (324).

### **MATH 20550. Calculus III**

(3-1-3.5)

*Prerequisite:* MATH 10560 OR MATH 10860

*Corequisite:* MATH 22550

A comprehensive treatment of differential and integral calculus of several variables. Topics include space curves, surfaces, functions of several variables, partial derivatives, multiple integrals, line integrals, surface integrals, Stokes theorem, and applications.

### **MATH 20570. Mathematical Methods in Physics I**

(3-0-3.5) Frauendorf

*Prerequisite:* MATH 10560 OR MATH 10860

*Corequisite:* PHYS 22451

A study of methods of mathematical physics. Topics include matrices, linear algebra (including matrices and determinants), vector and tensor analysis, vector calculus, curvilinear coordinates, series, ordinary differential equations, partial differential equations, orthogonal functions and vector spaces, special functions (including Bessel, Legendre, and Hermite), calculus of variations, Fourier series, and group theory. Weekly tutorial sessions. Cross-listed with PHYS 20451 (271).

### **MATH 20580. Introduction to Linear Algebra and Differential Equations**

(3-1-3.5) Chakrabarti; Nicolaescu

*Prerequisite:* MATH 20550

*Corequisite:* MATH 22580

An introduction to linear algebra and to first- and second-order differential equations. Topics include elementary matrices, LU factorization, QR factorization, the matrix of a linear transformation, change of basis, eigenvalues and eigenvectors, solving first-order differential equations and second-order linear differential equations, and initial value problems. This course is part of a two-course sequence that continues with MATH 30650 (325). Credit is not given for both MATH 20580 (228) and MATH 20610 (221).

### **MATH 20610. Linear Algebra**

(3-0-3) Polini

Open to all students. An introduction to vector spaces, matrices, linear transformations, inner products, determinants and eigenvalues. Emphasis is given to careful mathematical definitions and understanding the basic theorems of the subject. Credit is not given for both MATH 20610 (221) and MATH 20580 (228).

### **MATH 20630. Introduction to Mathematical Reasoning**

(3-0-3) Diller

This course serves as a transition to upper-level math courses. The general subject is numbers of all sorts—integers, rationals, reals, etc. The main point will be to treat everything the way a mathematician would. That is, we will give precise definitions of the objects we consider and careful statements of the assertions we make about them. And, most importantly, we will justify our assertions by giving mathematical proofs. Topics covered include basic language of sets, common methods of proof, integers, factorization, modular arithmetic, rational numbers, completeness, real numbers, cardinality, limits, and continuity.

### **MATH 20670. Mathematical Methods in Physics II**

(3-0-3.5) Frauendorf

*Corequisite:* MATH 22670

A study of methods of mathematical physics. Topics include linear algebra (including matrices and determinants), vector and tensor analysis, vector calculus, curvilinear coordinates, series, ordinary differential equations, partial differential equations, orthogonal functions and vector spaces, special functions (including Bessel, Legendre, and Hermite), calculus of variations, Fourier series, and group theory. Weekly tutorial sessions.

### **MATH 20750. Ordinary Differential Equations**

(3-1-3.5) Zhu

*Corequisite:* MATH 22750

An introduction to differential equations. Topics include first-order equations,  $n$ -th order linear equations, power series methods, systems of first order linear equations, nonlinear systems, and stability. Credit is not given for both MATH 20750 (230) and MATH 30650 (325).

### **MATH 20810. Honors Algebra I**

(3-0-3) Colarusso

A comprehensive treatment of vector spaces, linear transformations, inner products, determinants, eigenvalues, tensor and exterior algebras, spectral decompositions of finite-dimensional symmetric operators, and canonical forms of matrices. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

### **MATH 20820. Honors Algebra II**

(3-0-3) Diller

*Prerequisite:* MATH 20810

A comprehensive treatment of vector spaces, linear transformations, inner products, determinants, eigenvalues, tensor and exterior algebras, spectral decompositions of finite-dimensional symmetric operators, and canonical forms of matrices. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

### **MATH 20850. Honors Calculus III**

(4-0-4) Connolly

*Prerequisite:* MATH 10860

*Corequisite:* MATH 22850

Required of honors mathematics majors. A rigorous course in differential and integral calculus of several variables. Topics include functions of several variables, the inverse function theorem, partial derivatives, multiple integrals, line integrals, surface integrals, Stokes' theorem, and an introduction to ordinary differential equations and applications. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

### **MATH 20860. Honors Calculus IV**

(4-0-4) Connolly

*Prerequisite:* MATH 20850

*Corequisite:* MATH 22860

Required of honors mathematics majors. A rigorous course in differential and integral calculus of several variables. Topics include functions of several variables, the inverse function theorem, partial derivatives, multiple integrals, line integrals, surface integrals, Stokes' theorem, an introduction to ordinary differential

equations and applications. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

**MATH 22550. Calculus III Tutorial**

(0-3-0)

*Corequisite:* MATH 20550

Perfecting problem-solving skills in smaller group settings.

**MATH 22570. Mathematical Methods in Physics I Tutorial**

(0-1-0)

*Corequisite:* MATH 20570

Perfecting problem-solving skills in smaller group settings.

**MATH 22580. Linear Algebra and Differential Equations Tutorial**

(0-1-0)

*Corequisite:* MATH 20580

Perfecting problem-solving skills in smaller group settings.

**MATH 22670. Mathematical Methods in Physics II Tutorial**

(0-0-0)

*Corequisite:* MATH 20670

Required tutorial for MATH 20670.

**MATH 22750. Ordinary Differential Equations Tutorial**

(0-1-0)

*Corequisite:* MATH 20750

Perfecting problem-solving skills in smaller group settings.

**MATH 22850. Honor Calculus III Tutorial**

(0-1-0)

*Corequisite:* MATH 20850

Perfecting problem-solving skills in smaller group settings.

**MATH 22860. Honors Calculus IV Tutorial**

(0-1-0)

*Corequisite:* MATH 20860

Perfecting problem-solving skills in smaller group settings.

**MATH 30210. Introduction to Operations Research**

(3-0-3) Faybusovich

*Prerequisite:* MATH 20580 OR MATH 20610 OR MATH 20750 OR MATH 20810

An introduction to linear programming, duality theory, simplex algorithm, the transportation problem, network analysis, dynamic programming, and game theory.

**MATH 30440. Probability and Statistics**

(3-0-3) Galvin

An introduction to the theory of probability and statistics, with applications to the computer sciences and engineering. Topics include discrete and continuous random variables, joint probability distributions, the central limit theorem, point and interval estimation and hypothesis testing.

**MATH 30530. Introduction to Probability**

(3-0-3) Galvin

*Prerequisite:* MATH 20850 OR MATH 20550

An introduction to the theory of probability, with applications to the physical sciences and engineering. Topics include discrete and continuous random variables, conditional probability and independent events, generating functions, special discrete and continuous random variables, laws of large numbers, and the central limit theorem. The course emphasizes computations with the standard distributions of probability theory and classical applications of them.

**MATH 30540. Mathematical Statistics**

(3-0-3) Williams

*Prerequisite:* MATH 30530

An introduction to mathematical statistics. Topics include distributions involved in random sampling, estimators and their properties, confidence intervals, hypothesis testing including the goodness-of-fit test and contingency tables, the general linear model, and analysis of variance.

**MATH 30650. Differential Equations**

(3-0-3) Hall; Shaw

*Prerequisite:* MATH 20580

A second course in differential equations. Topics include higher order linear equations, numerical methods, Laplace transforms, linear systems, nonlinear systems and stability, and an introduction to partial differential equations and Fourier series. Credit is not given for both MATH 20750 (230) and MATH 30650 (325).

**MATH 30710. Algebra**

(3-0-3) Migliore

*Prerequisite:* MATH 20630 OR MATH 20610

An introduction to groups, rings, and fields. Topics include permutations, divisibility, modular arithmetic, cryptography, cyclic and dihedral groups, Lagrange's theorem, homomorphisms, ideals, integral and Euclidean domains, and extension fields.

**MATH 30750. Real Analysis**

(3-0-3) Xavier

*Prerequisite:* MATH 20630

A rigorous treatment of differential and integral calculus. Topics include a review of sequences and continuity, differentiability, Taylor's theorem, integration, the fundamental theorem of Calculus, pointwise and uniform convergence, and power series. Additional topics are likely and will depend on the instructor. Emphasis throughout will be on careful mathematical definitions and thorough understanding of basic results.

**MATH 30810. Honors Algebra III**

(3-0-3) Dyer

*Prerequisite:* MATH 20820

A comprehensive treatment of groups, polynomials, rings, homomorphisms, isomorphism theorems, field theory, and Galois theory. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

**MATH 30820. Honors Algebra IV**

(3-0-3) Polini

*Prerequisite:* MATH 30810

Required of honors mathematics majors. A comprehensive treatment of groups, polynomials, rings, homomorphisms, isomorphism theorems, field theory, and Galois theory. The course stresses careful mathematical definitions and emphasizes the proofs of the standard theorems of the subject.

**MATH 30850. Honors Analysis I**

(3-0-3) Gekhtman

*Prerequisite:* MATH 20860

Required of honors mathematics majors. An advanced course in mathematical analysis in one and several variables. Topics include an axiomatic formulation of the real and complex number systems, compactness, connectedness, metric spaces, limits, continuity, infinite sequences and series, differentiation, the Riemann-Stieltjes integral, the Stone-Weierstrass theorem, the implicit function theorem, differential forms, partitions of unity, simplexes and chains, and Stokes' theorem.

**MATH 30860. Honors Analysis II**

(3-0-3) Ledrappier

*Prerequisite:* MATH 30850

Required of honors mathematics majors. An advanced course in mathematical analysis in one and several variables. Topics include an axiomatic formulation of the real and complex number systems, compactness, connectedness, metric spaces, limits, continuity, infinite sequences and series, differentiation, the Riemann-

Stieltjes integral, the Stone-Weierstrass theorem, the implicit function theorem, differential forms, partitions of unity, simplexes and chains, and Stokes' theorem.

### **MATH 40210. Basic Combinatorics**

(3-0-3)

An introduction to the theory of combinatorics. Topics include permutations, multinomial coefficients, the theory of enumerative combinatorics, pairing problems, recurrence relations, the inclusion-exclusion principle, graph theory, algebraic coding theory, and symbolic dynamics.

### **MATH 40390. Numerical Analysis**

(3-0-3) Sweet

*Prerequisite:* MATH 20750 OR MATH 20860 OR MATH 30650

An introduction to the numerical solution of ordinary and partial differential equations. Topics include the finite difference method, projection methods, cubic splines, interpolation, numerical integration methods, analysis of numerical errors, numerical linear algebra and eigenvalue problems, and continuation methods.

### **MATH 40480. Complex Variables**

(3-0-3) Snow

*Prerequisite:* MATH 20550 OR MATH 20850

An introduction to the theory of functions of one complex variable. Topics include analytic functions, Cauchy integral theorems, power series, Laurent series, poles and residues, applications of conformal mapping, and Schwarz-Christoffel transformations.

### **MATH 40510. Introduction to Algebraic Geometry**

(3-0-3)

*Prerequisite:* MATH 30710 OR MATH 30810

Algebraic geometry is the study of systems of polynomial equations and their vanishing loci. It has important components that lie in the realm of geometry, of algebra, and of computation (among others) and countless applications. This course tries to give a flavor of these different aspects of the field and how they fit together. Indeed, much of the fascination of this subject comes from the myriad ways in which arguments squarely in one realm give surprising consequences that fall squarely in a different realm.

### **MATH 40520. Number Theory**

(3-0-3)

*Prerequisite:* MATH 30705 OR MATH 20820 OR MATH 30710

An introduction to elementary number theory. Topics include the Euclidean algorithm, congruencies, primitive roots and indices, quadratic residues, quadratic reciprocity, distribution of primes, and Waring's problem.

### **MATH 40570. Mathematical Methods in Financial Economics**

(3-0-3) Cosimano

*Prerequisites:* (MATH 30530) AND (MATH 20750 OR MATH 30650) AND (MATH 30750 OR MATH 30850) OR (FIN 30600) OR (FIN 70670)

An introduction to financial economic problems using mathematical methods, including the portfolio decision of an investor and the determination of the equilibrium price of stocks in both discrete and continuous time, will be discussed. The pricing of derivative securities in continuous time including various stock and interest rate options will also be included. Projects reflecting students' interests and background are an integral part of this course.

### **MATH 40710. Computability and Logic**

(3-0-3)

*Prerequisite:* MATH 10560 OR MATH 10860

An introduction to formal notions of computability. Topics include finite automata, regular languages and expressions, pushdown automata, context-free grammars and languages, Turing machines, primitive recursive and  $\lambda$ -recursive functions, Church's Thesis, and absolutely unsolvable problems.

### **MATH 40720. Topics in Algebra**

(3-0-3)

*Prerequisite:* MATH 30710 OR MATH 30820

Topics in algebra, number theory and algebraic geometry.

### **MATH 40730. Mathematical Modeling**

(3-0-3) Alber

*Prerequisites:* (MATH 20210 OR CSE 20232) AND (MATH 30650 OR MATH 20750)

Introductory course on applied mathematics methods with emphasis on modeling of physical, mechanical and biological problems in terms of differential equations, and stochastic dynamical systems. Students will be working in groups on several projects and will present them in class at the end of the course.

### **MATH 40740. Topology**

(3-0-3) Williams

*Prerequisite:* MATH 20630 OR MATH 223

An introduction to topology. Topics include the theory of surfaces, knot theory, and the theory of metric spaces.

### **MATH 40750. Partial Differential Equations**

(3-0-3) Zhu

*Prerequisite:* (MATH 20750 OR MATH 30650 OR MATH 30850)

An introduction to partial differential equations. Topics include Fourier series, solutions of boundary value problems for the heat equation, wave equation and Laplace's equation, Fourier transforms, and applications to solving heat, wave, and Laplace's equations in unbounded domains.

### **MATH 40760. Differential Geometry**

(3-0-3) Stanton

*Prerequisite:* MATH 20750 OR MATH 20860 OR MATH 30650

An introduction to differential geometry. Topics include analysis of curves and surfaces in space, the first and second fundamental forms of surfaces, torsion, curvature, and the Gauss-Bonnet theorem.

### **MATH 40910. Topics in Mathematical Logic**

(3-0-3)

*Prerequisite:* MATH 30710 OR MATH 30810

An introduction to mathematical logic and Gödel's Incompleteness Theorem. The course will include topics from model theory, computability, and set theory, as time permits.

### **MATH 40960. Topics in Geometry or Topology**

(3-0-3)

*Prerequisite:* MATH 20630 OR MATH 10860

This course covers topics in geometry and topology.

### **MATH 43900. Problem Solving in Mathematics**

(0-0-1) Gekhtman

The main goal of this course is to develop problem-solving strategies in mathematics.

### **MATH 46800. Directed Readings**

(V-0-V)

*Prerequisite:* Consent of director of undergraduate studies in mathematics.

### **MATH 48800. Undergraduate Research**

(V-0-V)

This course offers students the opportunity to study and do research on a topic of their interest with faculty members of Mathematics department. It is a variable credit hour course, with a maximum of 4 credits per semester, arranged individually for each student. This is a repeatable for credit course.

**MATH 48844. Special Topics**

(V-0-V)

This topical course is intended for students attending international study programs. It is a variable credit hour course, with a maximum of 4 credits per semester, arranged individually for each student. It is a repeatable for credit course.

**MATH 48900. Thesis**

(V-0-V)

Seniors in the mathematics program have the option of writing a senior thesis on a more advanced subject than is provided in the normal undergraduate courses. A program of readings on the topic must be begun with a faculty advisor by the spring semester of the junior year.

**MATH 50510. Computer Programming/ Problem Solving**

(3-0-3) Snow

An introduction to solving mathematical problems using computer programming in high-level languages such as C.

**MATH 50570. Mathematical Methods in Financial Economics**

(3-0-3) Cosimano

*Prerequisites:* (MATH 30530 AND (MATH 20750 OR MATH 30650) AND (MATH 30750 OR MATH 30850) ) OR (FIN 30600) OR (FIN 70670)

An introduction to financial economic problems using mathematical methods, including the portfolio decision of an investor and the determination of the equilibrium price of stocks in both discrete and continuous time, will be discussed. The pricing of derivative securities in continuous time including various stock and interest rate options will also be included. Projects reflecting students' interests and background are an integral part of this course.

**MATH 50590. Foundations of Computational Mathematics**

(3-0-3)

The course is a solid theoretical introduction to numerical analysis. Topics covered include polynomial interpolation, least squares, numerical integration, numerical linear algebra, and an introduction to numerical solutions of ordinary and partial differential equations.

**MATH 50730. Mathematical Modeling**

(3-0-3) Alber

Introductory course on applied mathematics methods with emphasis on modeling of physical, mechanical, and biological problems in terms of differential equations and stochastic dynamical systems. Students will be working in groups on several projects and will present them in class at the end of the course.

**MATH 50760. Special topics in Differentiable Manifolds and Lie Groups**

(3-0-3)

This course introduces students to Differentiable Manifolds and Lie Groups. Topics include smooth manifolds and smooth maps, submanifolds, Lie groups, the tangent space of a manifold at a point, the inverse function theorem, Sard's Theorem and the Whitney Embedding Theorem, the Tangent bundle, the Lie algebra of a Lie group, vector bundles, the orthogonal and unitary groups. Grassmannians as manifolds, and Cobordism and the theorem of R. Thom.

**MATH 50780. Special Topics—Seminar for Undergraduate Mathematical Research**

(3-0-3) Connolly

This course permits students to pursue a special topic in advanced mathematics. It is offered as a part of SUMR (the Seminar for Undergraduate Mathematical Research). The consent of the director of undergraduate studies in mathematics is required.

**MATH 56800. Directed Readings**

(V-0-V)

Readings not covered in the curriculum that relate to the student's area of interest.

**MATH 58900. Thesis Direction**

(V-0-V)

Students in the Applied Mathematics Masters Program have the option of writing a thesis on an advanced subject under the direction of a faculty advisor.

## Department of Physics

### PHYS 08699. Directed Research: Particle Physics

(V-0-V)

Directed research course for high school students combining coverage of topics in particle physics with participation in experimental research in ongoing experiments conducted by particle physics faculty. Students maintain a research logbook and submit a written research summary at the conclusion of the research period.

### PHYS 08798. Directed Research in Nuclear Astrophysics

(V-0-V)

Directed research course for high school students combining coverage of topics in nuclear astrophysics with participation in experimental research in ongoing experiments conducted by nuclear astrophysics faculty. Students maintain a research logbook and submit a written research summary at the conclusion of the research period.

### PHYS 10052. Concepts of Energy and the Environment

(3-0-3) Arahamian

A course developing the basic ideas of energy and power and their applications. The fossil fuels are considered together with their limitations, particularly as related to global warming, pollution, and their nonrenewable character. The advantages and disadvantages of nuclear power are studied and compared with alternative energy sources such as solar energy, wind, and geothermal and hydroelectric power. Various aspects of energy storage and energy conservation are also considered. This course is designed for the nonspecialist. It is open to first-year students only.

### PHYS 10062. Science Literacy

(3-0-3) Berry; Rettig

A course that provides the tools for a basic understanding of scientific developments and their potential consequences. Developments in many areas of science will be discussed, including biology, chemistry, physics, astronomy, engineering, and computer science, with the view that basic physical laws serving as a common thread among them. Topics covered include the mechanisms of scientific discovery, the impact of scientific discoveries on society, science, and ethics, and the tools of contemporary science. The course focuses on concepts rather than formulas and concentrates primarily on examples taken from current scientific developments. If taken by science or engineering students, this course counts as a general elective.

### PHYS 10111. Principles of Physics I

(3-0-3) Livingston

PHYS 10111 is a prerequisite to PHYS 10122. A course intended for students who desire a grounding in all the major principles of physics, but who plan to major in some area other than science or engineering. The ability to apply these principles to the solution of problems is a major goal of the course. The following topics are normally included: kinematics and dynamics of a particle, work, energy, momentum, harmonic motion, gravitation, and circular orbits; wave motion, interference, standing waves, the Doppler effect; and temperature, heat, first law of thermodynamics, and kinetic theory of gases. Additional material will be at the discretion of the instructor. The division between PHYS 10111 and 10122 will depend on the order of presentation.

### PHYS 10122. Principles of Physics II

(3-0-3) Livingston

*Prerequisite:* PHYS 10111

PHYS 10111 is a prerequisite to PHYS 10122. A course intended for students who desire a grounding in all the major principles of physics, but who plan to major in some area other than science or engineering. The ability to apply these principles to the solution of problems is a major goal of the course. The following topics are normally included: electric charge, Coulomb's law, electric field and potential, current, resistance, and DC circuits; magnetic force, and electromagnetic induction; the nature of light, the spectrum; photons, photoelectric effect, Compton scattering, deBroglie waves, energy levels, X-rays; nuclei and radioactivity; and special relativity. Additional material will be at the discretion of

the instructor. The division between PHYS 10111 and 10122 will depend on the order of presentation.

### PHYS 10140. Descriptive Astronomy

(3-0-3) Rettig; Mathews

A description of the motions and structure of the earth, moon, and planets; an exposition of the modern theories of solar and stellar structure, nebulae, and galaxies; basics of stellar evolution, black holes, quasars, and other recent developments; an introduction to cosmology. This course includes elementary observational projects.

### PHYS 10240. Elementary Cosmology

(3-0-3)

An elective course for students planning to major in the arts and letters or business. It is designed to acquaint the non-mathematically inclined student with the most important discoveries in physics of the last few decades and how they have altered our perceptions of the origin and structure of the universe. This course examines such questions as: "Where did the universe come from?" "Why do scientists feel sure that it was born in a cosmic fireball called the Big Bang?" and "Where did the Big Bang itself come from?" This is a reading-intensive course based on popularizations of science written for the curious and intelligent layperson. The emphasis will be on class discussion of the readings. One book report and a term paper are required in addition to examinations. If taken by College of Science students, this course counts as general elective credit.

### PHYS 10262. Physical Methods in Art and Archaeology

(3-0-3) Collon

A course that gives an overview of the various physics-based analysis and dating techniques used in art and archaeology. The course will cover topics such as X-ray fluorescence and X-ray absorption, proton-induced X-ray emission, neutron-induced activation analysis, radiocarbon dating, accelerator mass spectroscopy, luminescence dating, and methods of archeometry. Multiple examples of the use of the techniques in art and archaeology will be given, e.g., under X-ray techniques and accelerator mass spectrometry, the analysis of ancient coins and violin varnish and the Iceman and the Turin Shroud are used respectively as examples. Physics principles of the methods and techniques will be taught in a descriptive manner.

### PHYS 10310. General Physics I

(4-0-4) Hyder; Lannon; Losecco

*Prerequisite:* (MATH 10550 (MAY BE TAKEN CONCURRENTLY) OR MATH 10850 (MAY BE TAKEN CONCURRENTLY) )

*Corequisites:* PHYS 11310; PHYS 12310

The first course in a two-semester sequence in general physics. Topics include the kinematics and mechanics of a particle; work, energy and momentum, and associated conservation laws; rotation, torque and angular momentum; oscillations and wave motions. A course designed for students of science and engineering. Laboratory meetings in alternating weeks only. Weekly tutorial sessions.

### PHYS 10320. General Physics II

(4-0-4) Balsara; Hyder; Lannon

*Prerequisites:* (PHYS 10310 OR PHYS 10411) AND (MATH 10550 OR MATH 10850) AND (MATH 10560 (MAY BE TAKEN CONCURRENTLY) OR MATH 10860 (MAY BE TAKEN CONCURRENTLY) )

*Corequisites:* PHYS 11320; PHYS 12320

The second course in a two-semester sequence in general physics. Topics include electrostatics, electric current, and circuits; magnetism, electromagnetic induction, and waves; and geometrical optics. A course designed for students of science and engineering. Laboratory meetings in alternating weeks only. Weekly tutorial sessions.

### PHYS 10342. Modern Physics from Quarks to Quasars

(3-0-3) Garg

*Prerequisite:* ALHN 13950

Restricted to first-year arts and letters intents in the honors program. This course emphasizes themes of modern physics and will be organized around the concepts

of symmetry and physical laws. For example, how do symmetries observed in nature lead to fundamental laws of conservation of energy and momentum? Examples from areas of modern physics such as cosmology and astrophysics are used to bring these topics to life. We consider questions such as: "What happens if one travels alongside a beam of light?" (which leads us into special relativity); "Why is the night sky so dark?" (the Big Bang); "What is matter?"; "What is mass"; "What are forces?" The course is a mix of lecture, discussions, and lab/demonstrations.

### **PHYS 10411. General Physics A-M/Mechanics**

(4-0-4) Hildreth

*Prerequisite:* (MATH 10550 (MAY BE TAKEN CONCURRENTLY) OR MATH 10850 (MAY BE TAKEN CONCURRENTLY) )

*Corequisite:* PHYS 11411

The first semester of a three-semester sequence in general physics. Topics include the kinematics and mechanics of a particle; work, energy, and momentum, and associated conservation laws; rotation, torque, and angular momentum; oscillations and wave motions. A course designed for students intending to enter the Department of Physics. Laboratory meetings each week.

### **PHYS 10424. General Physics B-M/Waves,Thermo,SpRel**

(4-0-4) Hildreth

*Prerequisites:* (PHYS 10310 OR PHYS 10411) AND (MATH 10550 OR MATH 10850) AND (MATH 10560 (MAY BE TAKEN CONCURRENTLY) OR MATH 10860 (MAY BE TAKEN CONCURRENTLY) )

*Corequisite:* PHYS 11424

The second semester of a three -semester course in general physics. Topics include classical thermodynamics, fluids and acoustics; wave motions, geometric and physical optics; special relativity. The course is intended primarily for physics majors but is open to other qualified students.

### **PHYS 11310. General Physics I Laboratory**

(0-1-0)

*Corequisite:* PHYS 10310; PHYS 12310

The laboratory is a corequisite for PHYS 10310

### **PHYS 11411. General Physics A-M/Mech Lab**

(0-2-0)

*Corequisite:* PHYS 10411

The laboratory is a corequisite for PHYS 10411

### **PHYS 11424. General Physics B-M Laboratory**

(0-2-0)

*Corequisite:* PHYS 10424

The laboratory is a corequisite for PHYS 10424.

### **PHYS 12310. General Physics I Tutorial**

(0-1-0)

*Corequisite:* PHYS 10310; PHYS 11310

The tutorial is a corequisite for PHYS 10310

### **PHYS 12320. General Physics II Tutorial**

(0-1-0)

*Corequisite:* PHYS 10320; PHYS 11320

The tutorial is a corequisite for PHYS 10320

### **PHYS 20051. Energy and Society**

(3-0-3)

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 nonspecialist.

### **PHYS 20061. 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. U.S. Bishops' Pastoral Letter. The course counts for science majors as a general elective credit.

### **PHYS 20071. Physics of Sound and Music**

(3-0-3) Bunker

This course includes a non-technical introduction to the physics of sound, including musical acoustics and the science of sound reproduction. The course will include basic Newtonian mechanics, oscillating systems, wave motion, sound, Fourier synthesis, psychoacoustics and hearing, and the acoustics of various musical instruments. It will also include a short introduction to electricity and magnetism, and the physics of microphones, loudspeakers, phonographs, digital recording, and electronic synthesizers. Although there are no formal prerequisites, the course will make use of some algebra and trigonometry. There will not be laboratory, but many demonstrations will be offered, including students playing their own instruments.

### **PHYS 20140. Descriptive Astronomy**

(3-0-3) Rettig, Mathews

A description of the motions and structure of the Earth, moon, and planets. An exposition of the modern theories of solar and stellar structure, nebulae, and galaxies. Basics of stellar evolution, black holes, quasars, and other recent developments. An introduction to cosmology. This course includes elementary observational projects.

### **PHYS 20330. General Physics III**

(3.5-0-3.5) Bigi

*Prerequisites:* (PHYS 10320) AND (MATH 10560 OR MATH 10860) AND (MATH 20850 (MAY BE TAKEN CONCURRENTLY) OR MATH 20550 (MAY BE TAKEN CONCURRENTLY) )

*Corequisite:* PHYS 21330

A third semester in general physics. Topics include (1) interference and diffraction; (2) quanta and the wave-particle duality; (3) introduction to quantum mechanics; (4) atomic, nuclear, and particle physics; (5) physics of the solid state; and (6) astrophysics and cosmology. A course designed for students of science and engineering. Laboratory meetings in alternating weeks only.

### **PHYS 20421. Scientific Programming**

(3-0-3) Garnavich

*Prerequisites:* (PHYS 10411 OR PHYS 10310 OR PHYS 30210) AND (PHYS 20451 OR MATH 20580)

The principal goal of this course is to develop competence and experience in the use of computers as tools for scientific studies. The course is intended primarily for physics majors with little or no programming experience. Topics covered will include (1) FORTRAN, C, or other modern computer languages; (2) graphical presentation of results including user-written programs and graphics packages; (3) applying computer techniques to scientific data analysis, model calculations, and simulations; (4) the use of scientific libraries of sub-routines; and (5) the use of other scientific programs such as algebraic manipulators (Mathematica, etc). Course work will include the use of high-end UNIX workstations.

### **PHYS 20435. General Physics C-M/Electricity and Magnetism**

(3-0-4) Tang

*Prerequisites:* (PHYS 10310 OR PHYS 10411) AND (MATH 20550 (MAY BE TAKEN CONCURRENTLY) OR MATH 20850 (MAY BE TAKEN CONCURRENTLY) )

*Corequisite:* PHYS 21435

The third semester of a three-semester sequence in general physics. Topics include electrostatics, electric current and circuits, magnetism, electromagnetic induction and waves. A course designed for students majoring in the Department of Physics. Laboratory meetings each week.

### **PHYS 20451. Mathematical Methods in Physics I**

(3-0-3.5) Frauendorf

*Prerequisite:* (MATH 20550 (MAY BE TAKEN CONCURRENTLY) OR MATH 20850 (MAY BE TAKEN CONCURRENTLY) )

*Corequisite:* PHYS 22451

A two-semester course in the study of methods of mathematical physics. Topics include linear algebra (including matrices and determinants), vector and tensor analysis, vector calculus, curvilinear coordinates, series, ordinary differential equations, partial differential equations, orthogonal functions and vector spaces, special functions (including Bessel, Legendre, and Hermite), calculus of variations, Fourier series, and group theory. The division between PHYS 20451 and 20452 will depend on the order of presentation. Weekly tutorial sessions.

### **PHYS 20452. Mathematical Methods in Physics II**

(3-0-3.5) Frauendorf

*Prerequisite:* PHYS 20451 OR MATH 20570

*Corequisite:* PHYS 22452

A two-semester course in the study of methods of mathematical physics. Topics include linear algebra (including matrices and determinants), vector and tensor analysis, vector calculus, curvilinear coordinates, series, ordinary differential equations, partial differential equations, orthogonal functions and vector spaces, special functions (including Bessel, Legendre, and Hermite), calculus of variations, Fourier series, and group theory. The division between PHYS 20451 and 20452 will depend on the order of presentation. Weekly tutorial sessions.

### **PHYS 20454. Intermediate Classical Mechanics**

(3-0-3) Ruggiero

*Prerequisite:* (PHYS 20451 OR MATH 20570) AND (PHYS 20452 (MAY BE TAKEN CONCURRENTLY) OR MATH 20670 (MAY BE TAKEN CONCURRENTLY) )

Newtonian mechanics of particles in one, two, and three dimensions; oscillations; non inertial reference frames; gravitation, central forces; systems of particles; kinetics and dynamics of rigid body motion; Lagrangians; Hamilton's equations.

### **PHYS 20464. Modern Physics I**

(4-0-4) Furdyna

*Prerequisite:* PHYS 10424 OR PHYS 20435 OR PHYS 10320

Special relativity, foundations of quantum concepts. Properties of atoms. Interactions of electromagnetic fields with atoms. Wave mechanics and the Schrodinger equation. Atomic structure and atomic spectra. Atomic wave functions. Fine structure and Zeeman effect. Multiplet analysis. Exclusion principle, periodic table, and spectra of multielectron atoms. Introduction to the statistical physics of quantum mechanical systems.

### **PHYS 20481. Introduction to Astronomy and Astrophysics for Majors**

(3-0-3)

*Prerequisite:* PHYS 10310 OR PHYS 10411 OR PHYS 30210

This one-semester course uses basic physical principals of mechanics, optics, and radiation to provide an introduction to modern astronomy and astrophysics. Topics include the solar system, stars, interstellar matter, galaxies, and cosmology. The underlying observations (from radio to gamma rays) are used to provide a fundamental understanding of topics and their historical background. Several observing projects will be completed at the observatory in the Jordan Hall of Science. (This course is offer in the fall of even years.)

### **PHYS 21330. General Physics III Laboratory**

(0-1-0)

*Corequisite:* PHYS 20330

The laboratory is a corequisite for PHYS 20330

### **PHYS 21435. General Physics C-M/EandM Laboratory**

(0-2-0)

*Corequisite:* PHYS 20435

The laboratory is a corequisite for PHYS 20435.

### **PHYS 22451. Mathematical Methods in Physics I**

(0-1-0)

*Corequisite:* PHYS 20451

The tutorial is a corequisite for PHYS 20451

### **PHYS 22452. Mathematical Methods in Physics II**

(0-1-0)

*Corequisite:* PHYS 20452

The tutorial is a corequisite for PHYS 20452.

### **PHYS 23411. Sophomore Seminar**

(1-0-1)

An introduction to the physics major, career and post-graduate options, and current topics in physics research. Classes are conducted by staff members.

### **PHYS 30210. Physics I**

(3-0-4) Dobrowolska; Ruggiero

*Prerequisite:* (MATH 10360 OR MATH 10460 OR MATH 10560 OR MATH 10860)

*Corequisite:* PHYS 31210

The basic principles of mechanics, fluid mechanics, thermal physics, wave motion, and sound. Primarily for students in the life sciences. Laboratory meetings each week.

### **PHYS 30220. Physics II**

(3-0-4) Dobrowolska; Wayne

*Prerequisites:* (PHYS 10310 OR PHYS 10411 OR PHYS 30210 OR PHYS 34210) AND (MATH 10360 OR MATH 10460 OR MATH 10560 OR MATH 10860)

*Corequisite:* PHYS 31220

The basic principles of electricity, magnetism, optics, and modern physics. Primarily for students in the life sciences. Laboratory meetings each week.

### **PHYS 30389. Philosophical Issues in Physics**

(3-0-3) Bland

*Prerequisite:* PHYS 10122 OR PHYS 10320 OR PHYS 30220 OR PHYS 20435

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. This course is accepted as a science elective in the College of Science.

### **PHYS 30432. Lasers and Modern Optics**

(3-0-3) Tanner

*Prerequisite:* PHYS 20330 OR PHYS 20464

*Corequisite:* PHYS 31432

Principles and practical aspects of laser operation and applications in modern optics. Propagation of plane electromagnetic waves. Diffraction and interference of light. Gaussian beam propagation and optical resonators. Theory of laser oscillation. Gas, solid, semiconductor, and dye lasers. Detectors of optical radiation. Nonlinear optics. Applications in research and industry. Laboratory exercises include polarization, interference, Fourier optics, holography, gas, diode and



turnable lasers, and harmonic generation. A course primarily intended for physics majors.

### PHYS 30461. Thermal Physics

(3-0-3) Delgado

*Prerequisite:* PHYS 20454

The first half of this course covers classical thermodynamics, from ideal gases to thermodynamic potentials, finishing with phase transitions. The second half is devoted to statistical mechanics as the basis of thermodynamics. Classical and quantum distributions will be introduced to explain the collective behavior of particles, ending with Bose-Einstein condensation.

### PHYS 30465. Topics in Modern Physics II

(3-0-3) Garg

*Prerequisite:* PHYS 20464

A continuation of Modern Physics I. Topics in quantum physics. Molecular bonding and spin valence. Molecular spectra. Bonding, energy levels and band structure in solids. Ionic crystals, metals and semiconductors. Thermal, electric, magnetic, and optical properties of solids. Quantum numbers of particles, basic forces, the particle zoo. Stable nuclei, nuclear structure and models, nuclear decay and reactions, energy levels, fission, fusion. Particle scattering. Production, detection and properties of elementary particles.

### PHYS 30471. Electricity and Magnetism

(3-0-3) Caprio

*Prerequisites:* (PHYS 20435 OR PHYS 10320) AND (PHYS 20452 OR MATH 20670)

Electro- and magnetostatics. Laplace's and Poisson's equations. Boundary value problems. Multipole fields. Dielectric and magnetic phenomena. Maxwell's equations.

### PHYS 30472. Electromagnetic Waves

(3-0-3) Caprio

*Prerequisite:* PHYS 30471

Study of electromagnetic waves, physical optics, radiation from accelerating charges, and some topics from the special theory of relativity.

### PHYS 30481. Modern Observational Techniques

(3-2-3) Howk

*Prerequisite:* (PHYS 20435 OR PHYS 10320)

This one-semester modern-astronomy laboratory course emphasizes new advances in telescopes, astronomical imaging, and spectroscopies, as well as photoelectric observations. Data processing and analysis techniques are taught. Extensive use will be made of the new observatory in the Jordan Hall of Science. There is a possibility of field trips to the VATT, LBT, or other major research telescopes. (This course is offered in the fall of odd years.)

### PHYS 31210. Physics I Laboratory

(0-2-0)

*Prerequisite:* PHYS 30210 (MAY BE TAKEN CONCURRENTLY) OR PHYS 34210

The laboratory is a corequisite for PHYS 30210

### PHYS 31220. Physics II Laboratory

(0-2-0)

*Corequisite:* PHYS 30220

The laboratory is a corequisite for PHYS 30220

### PHYS 31432. Lasers and Modern Optics Lab

(0-2-0)

*Corequisite:* PHYS 30432

Accompanying lab for PHYS 30432.

### PHYS 33411. Junior Seminar

(1-0-1)

A discussion of current topics in physics by staff members.

### PHYS 40371. Medical Physics

(3-0-3) Blackstead

*Prerequisite:* (PHYS 10320 OR PHYS 20435 OR PHYS 30220)

Topics involving the applications of physics in medicine and biology are selected from the following: external and internal forces on the body; heat and temperature equilibrium; physics of hearing; physics of vision; nerve conduction; muscle contraction; electric potentials of the brain; physics of cardiovascular and pulmonary systems; ionizing radiations and their effects; nuclear medicine; radiotherapy; physics of some biological instruments. A science elective course for preprofessional students, but open to other students.

### PHYS 40432. Biological Physics

(3-0-3) Bunker

*Prerequisite:* PHYS 10320 OR PHYS 20435 OR PHYS 30220

The functioning of cells at the molecular level will be discussed on the basis of basic physics principles including Newtonian mechanics, thermodynamics, statistical mechanics, and electrical transport. The course covers diverse topics including cell energy balance, molecular machines, nerve impulse propagation, self-assembly; electrical properties of molecules. This is an approved science elective.

### PHYS 40441. Modern Physics Laboratory I

(0-2-3) Tanner

*Prerequisites:* (PHYS 20464 AND PHYS 30471)

*Corequisite:* PHYS 41441

A two-semester laboratory course stressing experiments in atomic, nuclear, and solid-state physics. The course is designed to introduce the student to experiments and methods closely related to modern-day research. Students will be introduced to the fundamentals of semiconductor devices and the construction and use of such devices.

### PHYS 40442. Modern Physics Laboratory II

(0-3-3) Collon

*Prerequisite:* PHYS 40441

*Corequisite:* PHYS 41442

A two-semester laboratory course stressing experiments in atomic, nuclear, and solid-state physics. The course is designed to introduce the student to experiments and methods closely related to modern-day research. Students will be introduced to the fundamentals of semiconductor devices and the construction and use of such devices.

### PHYS 40453. Introduction to Quantum Mechanics I

(3-0-3) Eskildsen

*Prerequisites:* PHYS 20464 AND (PHYS 20452 OR MATH 20670)

A two-semester course on the experimental basis for the wave picture of matter and the fundamental ideas of quantum mechanics. The first semester covers scattering and bound state solutions to the Schrodinger equation in one and three dimensions; Hilbert spaces and the mathematical formalism underlying quantum mechanics; angular momentum and spin; the hydrogen atom; and multi-particle wave functions and identical particles.

### PHYS 40454. Introduction to Quantum Mechanics II

(3-0-3) Eskildsen

*Prerequisite:* PHYS 40453

A two-semester course on the experimental basis for the wave picture of matter and the fundamental ideas of quantum mechanics. The second semester covers corrections to the hydrogen atom, including fine structure, hyperfine splitting and Zeeman effect; approximation techniques, including WKB, perturbation theory, and variational principle; adiabatic theorem; geometrical phases; and scattering theory.

**PHYS 41441. Modern Physics I Laboratory**

(0-4-0) Garnavich

*Corequisite:* PHYS 40441

The laboratory is a corequisite for PHYS 40441

**PHYS 41442. Modern Physics II Laboratory**

(0-4-0)

*Corequisite:* PHYS 40442

The laboratory is a corequisite for PHYS 40442

**PHYS 43411. Senior Seminar**

(1-0-1) Wayne

A discussion of current topics in physics by students and staff members.

**PHYS 46490. Directed Readings**

(V-0-V)

Study of topics not covered or only briefly covered in other courses. Readings, problems, and reports.

**PHYS 48480. Undergraduate Research**

(V-0-V)

Research in collaboration with members of the faculty. Three to nine hours each week, arranged individually for each student. One to three credits.

**PHYS 50303. Quantum Optics**

(3-0-3) Tanner

*Prerequisite:* PHYS 40453

This course will cover properties of the quantized electromagnetic field as it interacts with atoms and other forms of matter. The interaction of light with matter is the basis for the phenomena of photoelectric detection, measurement, and nonlinear optics which will be used to investigate the quantum mechanical nature of photon correlations, coherent states of light, squeezed states, and the basics of quantum computing.

**PHYS 50445. Astrophysics**

(3-0-3) Garnavich

*Prerequisites:* (PHYS 30471 AND PHYS 40453)

A study of the physical problems associated with stellar motions; energy generation and radiation; astronomical distances; celestial mechanics; galactic dynamics; cosmic rays; interstellar matter; thermodynamics; and equations of state of various stellar models. Observational techniques and methods of computation will be discussed. An elective course for senior physics majors and other qualified students.

**PHYS 50472. Relativity: Special and General**

(3-0-3) Arnold

*Prerequisite:* PHYS 30471

An introduction to relativity, both special and general. Special relativity: Lorentz transformations of events, geometry of space-time, relativistic kinetics (energy-momentum), Lorentz transformations of electromagnetic fields. General relativity: gravity and light, principle of general covariance, Einstein's field equations, Schwarzschild solution, precession of perihelions of planets, deflection of light, black holes. An elective course for senior physics majors.

# The University

## Department of Aerospace Studies (ROTC—Air Force)

### AS 10101. The Foundations of the United States Air Force

(1-0-1) Harding

AS 10101 is the first course in the two-semester sequence for AS 10000. AS 10000 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership-related issues, Air Force core values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

### AS 10102. The Foundations of the United States Air Force

(1-0-1) Harding

*Corequisite:* AS 11102

AS 10102 is the second course in the two-semester sequence for AS 10000. AS 10000 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership-related issues, Air Force core values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

### AS 11101. Leadership Laboratory

(0-2-0) Harding

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student-planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning: (1) Initial Military Training (IMT) cadets, (2) Field Training Prep (FTP) cadets, (3) Intermediate Cadet Leaders (ICL), and (4) Senior Cadet Leaders (SCL). IMT cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS 10000 cadets). The focus of IMT objectives/activities is to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program.

### AS 11102. Leadership Laboratory

(0-2-0) Harding

*Corequisite:* AS 10102

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student-planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning: (1) Initial Military Training (IMT) cadets, (2) Field Training Prep (FTP) cadets, (3) Intermediate Cadet Leaders (ICL), and (4) Senior Cadet Leaders (SCL). IMT cadets are part of the General Military Course

(GMC) but are not scheduled to attend field training (normally AS 10000 cadets). The focus of IMT objectives/activities is to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program.

### AS 20101. The Evolution of USAF Air and Space Power

(1-0-1) Harding

AS 20101 is the first course in the two-semester sequence for AS 20000. AS 20000 is a course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of the global war on terror. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air and space power from an institutional, doctrinal, and historical perspective. In addition, the students will be inculcated into the Air Force core values, with the use of operational examples, and will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

### AS 20102. The Evolution of USAF Air and Space Power

(1-0-1) Harding

AS 20102 is the second course in the two-semester sequence for AS 20000. AS 20000 is a course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of the global war on terror. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, the students will be inculcated into the Air Force core values, with the use of operational examples, and will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

### AS 21101. Leadership Laboratory

(0-2-0) Harding

As a complement to AS 20000, Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS 20000 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field-training environment.

### AS 21102. Leadership Laboratory

(0-2-0) Harding

As a complement to AS 20000, Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS 20000 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field-training environment.

**AS 30101. Air Force Leadership Studies**

(3-0-3) Braue

AS 30101 is the first course in the two-semester sequence for AS 30000. AS 30000 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

**AS 30102. Air Force Leadership Studies**

(3-0-3) Braue

AS 30102 is the second course in the two-semester sequence for AS 30000. AS 30000 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

**AS 31101. Leadership Laboratory**

(0-2-0) Harding

Complementing AS 30000 courses are the Intermediate Cadet Leaders (ICL) who are cadets returning from field training. ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICLs the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment.

**AS 31102. Leadership Laboratory**

(0-0-0) Harding

Complementing AS 30000 courses are the Intermediate Cadet Leaders (ICL) who are cadets returning from field training. ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICLs the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment.

**AS 40098. Directed Readings**

(3-0-3)

Directed readings of selected classic and current military/leadership literature.

**AS 40101. National Security Affairs/Preparation for Active Duty**

(3-0-3) Mitchell

AS 40101 is the first course in the two-semester sequence for AS 40000. AS 40000 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills.

**AS 40102. National Security Affairs/Preparation for Active Duty**

(3-0-3) Mitchell

AS 40102 is the second course in the two-semester sequence for AS 40000. AS 40000 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills.

**AS 41101. Leadership Laboratory**

(0-2-0) Harding

Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS 40000 cadets complementing AS 40000 courses). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose ROTC academic requirements are complete, but who still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Commandant of Cadets (COC).

**AS 41102. Leadership Laboratory**

(0-2-0) Harding

Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS 40000 cadets complementing AS 40000 courses). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose ROTC academic requirements are complete, but who still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Commandant of Cadets (COC).

## Institute for Educational Initiatives

### ESS 20200. Sociology of Race and Ethnicity

(3-0-3)

*Corequisite:* ESS 27999

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 United States; 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.

### ESS 20201. Social Psychology

(3-0-3)

*Corequisite:* ESS 27999

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, and 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

*Corequisite:* ESS 27999

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. Introduction to Social Problems

(3-0-3)

*Corequisite:* ESS 27999

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 20205. Social Inequality: The Social Construction of Difference and Inequality

(3-0-3)

*Corequisite:* ESS 27999

Many of us are aware of our own experiences of disadvantage (or perhaps privilege), but people are generally not aware of how structural arrangements in society result in systems of difference and inequality. Only occasionally do we question whether or not things are really black and white, right and wrong, true or false, and even less often do we contemplate the repercussions of such binary assumptions. This class will challenge taken-for-granted beliefs about race and ethnicity, social class, sex and gender, and sexuality. We will discuss how these socially constructed categories of difference are given significant meaning and how

this process subsequently results in “real” differences in experiences, expectations, and achievements between groups of individuals.

### ESS 20206. Religion and Schools in American Society

(3-0-3)

*Corequisite:* ESS 27999

Does religion help children do well in school? Focused on primary and secondary schooling in the United States, this course investigates several academic and policy questions on the relationship between religion and schooling: How does religion affect academic outcomes for children? How do contemporary religious Americans view public schools, and how does religion shape Americans’ views on curricular and other school policy issues? What is the role of religion in the schooling choices of families in the United States? Do Catholic or other religious schools improve academic outcomes for children? Why or why not? Through lectures, discussion of key works, and a research paper, the course advances theory and evidence regarding the relationship of religion and academic achievement, the role of religion in politics of education, and the relationship of religion and democratic education.

### ESS 20300. Latinos in the United States

(3-0-3)

*Corequisite:* ESS 27999

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 United States. 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)

*Corequisites:* ESS 27999; HIST 32615

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

(3-0-3)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

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

*Corequisite:* ESS 27999

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. Sociology of Teaching**

(3-0-3)

*Corequisite:* ESS 27999

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 30212. Sociology of Culture: Culture and Society, Sociological Approaches**

(3-0-3)

*Corequisite:* ESS 27999

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.

### **ESS 30213. Gender Roles and Violence in Society**

(3-0-3)

*Corequisite:* ESS 27999

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.

### **ESS 30214. Sociology, Self, and Catholic Social Tradition**

(3-0-3) Weigert

*Corequisite:* ESS 27999

What's Catholic about sociology? What's sociological about Catholic social tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through an experimental, team-taught seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice.

### **ESS 30215. Introduction to Cultural Sociology**

(3-0-3)

*Corequisite:* ESS 27999

This class is an introduction to the way that sociologists study the cultural dimensions of the social world. Culture is here defined as all objects, ideas, and practices that people attach some meaning to. We will survey contemporary sociological approaches to analyzing culture, along the way tracing and discussing the way that culture and meanings are produced, disseminated, interpreted, and used by social actors. We will investigate how cultural objects are produced in mass media industries, how social boundaries and social hierarchies (such as those based on gender, race, and class) are created through the consolidation of cultural categories, and how social practices related to the consumption of cultural objects have become a central facet of life modern societies.

### **ESS 30216. Gender and Society**

(3-0-3) Gregg

*Corequisite:* ESS 27999

This course is an introduction to the study of gender and society. We will study how gender is constructed through social interaction and how it is patterned in a wide gamut of structural locations, such as the following: education, media, family, the field of medicine, and business and the economy. Major themes in this course include the social construction of gender, how people "do" gender, and patriarchy and the perpetuation of gender inequality in our society. After exploring the core characteristics of patriarchy and its power as a social system, the final project in this course will work toward solutions to gender inequality.

### **ESS 30217. Statistics for Sociological Research**

(3-0-3) Peaslee

*Corequisite:* ESS 27999

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.

### **ESS 30302. Latino/a History**

(3-0-3)

*Corequisite:* ESS 27999

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 U.S. 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 United States; the evolution of a Latino/a ethnicity and identity within the United States; 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 30304. Women and Religion in U.S. History**

(3-0-3)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

This course is a survey of the history of American Catholic women from the colonial period to the present. Through a combination of lectures, reading and discussion, we will explore the following themes and topics: the role of religious belief and practice in shaping Catholics' understanding of gender differences; the experience of women in religious communities and in family life; women's involvement in education and social reform; ethnic and racial diversity among Catholic women; devotional life; the development of feminist theology, and the emergence of the "new feminism" as articulated by Pope John Paul II. We will seek to understand how Catholic women, both lay and religious, contributed to the development of Church and nation, and examine how encounters with the broader American society have shaped Catholic women's relationship to the institutional church over the last three centuries.

### **ESS 30306. African American History to 1877**

(3-0-3)

*Corequisites:* ESS 27999; HIST 32800

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.

### **ESS 30308. Mexican American History**

(3-0-3) Rodríguez

*Corequisites:* ESS 27999; HIST 32621

This course is an introductory survey of Mexican American history in the United States. Primarily focused on events after the Texas revolution and annexation of the American Southwest we will consider the problems the Spanish and Mexican settlers faced in their new homeland, as well as the mass migration of Anglo-Americans into the region following the annexation. Throughout the course, we will explore the changing nature of Mexican American U.S. citizenship. Other themes and topics examined will include immigration; the growth of agriculture in Texas and California; internal migration, urbanization, discrimination, segregation, language and cultural maintenance; and the development of a U.S.-based Mexican American politics and culture. Although primarily focused on the American Southwest and California, this course also highlights the long history of Mexican American life and work in the Great Lakes and Midwestern United States. We will conclude with the recent history of Mexican and Latin American migration to the United States after 1965, and the changing nature of Mexican American identity and citizenship within this context.

### **ESS 30310. Reforming America in the Long Nineteenth Century (1776–1919)**

(3-0-3) Turpin

With the recent 2008 presidential election, there is a lot of excitement about the possibility of "change" and "reform" in our country. This class will provide perspective on our present historical moment by examining American reform movements of the past. It will focus on "the long 19th century" from the American Revolution to World War I. During this time, optimistic Americans of various stripes set out to reform all sorts of things: religion, sex, eating and drinking, race and gender relations, education, and working and living conditions, to name just a few. As we look at these reform movements, we will ask the questions: What drove certain people to buck convention and seek reform? Why did they choose to focus on these particular reforms at these times? What did they believe would be the ultimate significance of the changes they were seeking? Why were some movements more successful than others?

### **ESS 30371. The Anthropology of Gender**

(3-0-3) *Corequisite:* ESS 27999

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**

(3-0-3)

*Corequisite:* ESS 27999

A survey of 300 years of African American literature. This is an education-general course.

### **ESS 30470. Race, Ethnicity, and American Democracy**

(3-0-3)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

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 30472. The Politics of Poverty and Social Welfare**

(3-0-3) Flavin

*Corequisite:* ESS 27999

The United States is the wealthiest nation in the world, yet poverty remains a persistent concern. In this course, we will study the sources of poverty and economic inequality and what has and can be done to address the problem. We begin by discussing different theories on to what extent citizens' income and wealth should be equal in a society and the government's prescribed role, if any, in the process.

We then trace the history of poverty in the United States and various government efforts to address the problem through social welfare programs. Finally, we will closely study the different forms poverty takes on today and enter the ongoing debate over what public policies should be implemented in response. Throughout the course, we will pay particular attention to the decidedly political dimension of poverty in America.

### **ESS 30500. Economics of Poverty**

(3-0-3)

*Corequisite:* ESS 27999

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 U.S. 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)

*Corequisite:* ESS 27999

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-focused course.

### **ESS 30590. Catholics in America**

(3-0-3) Cummings

*Corequisite:* ESS 27999

Since 1850, Roman Catholics have constituted the single largest religious denomination in the United States. This course explores what the presence of Catholics has meant for the American experience, focusing on themes of church/state separation, religion and politics, education, and social reform. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, gender, region, race, and class as variables that have shaped the American Catholic experience. Assigned readings range from excerpts of anti-Catholic publications to first-hand accounts written by American Catholics from the colonial period to the present. In addition, we will study the representation of Catholics in American film, themes of Catholic fiction, material culture relating to Catholic devotional life and the sacraments, and the shifting position of American Catholics in the universal Roman Catholic Church.

### **ESS 30609. The Impact of Language, Culture, and Identity on Educational Practices**

(3-0-3) Askildson

*Corequisite:* ESS 27999

This course seeks to critically examine the interaction and integration of language, culture and identity as they impact educational practices. The course will provide a broad introduction and overview of linguistic and cultural theory as they relate specifically to routines of socialization and interaction in the construction and maintenance of identity. Although much of the course will be devoted to American cultural contexts—particularly in the area of educational practices—our focus will be decidedly multicultural/lingual in scope. Topics will include language politics and policy, models of sociolinguistic interaction and variation, linguistic and cultural variables of developmental socialization, linguistic standardization, approaches to bilingual instruction, and a broad array of sociocultural influences on educational practice—in addition to many others. While some course content will require careful analysis of various theoretical considerations, the thrust of our

curriculum will move beyond the conceptual in order to address discrete issues of application and evaluation. As such, we will draw on contemporary illustrations of course material whenever possible and incorporate both outside fieldwork and guest speakers to elucidate the real-world impact of language, culture, and identity on education.

### **ESS 30611. Tutoring in the Community**

(1-0-1) Masters

ESS 30611 is a 1-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. Departmental approval required.

### **ESS 30612. History of American Education**

(3-0-3)

*Corequisite:* ESS 27999

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 30614. Educational Psychology**

(3-0-3) Turner

*Corequisite:* ESS 27999

Educational Psychology examines questions about development, learning, and achievement in schools. In this course, we will explore fundamental questions such as (1) What is intelligence? Is it fixed or changeable? What are the implications of conceptions of intelligence for achievement? (2) How does learning occur? What are the implications of different theories of learning? Is there a “correct” theory of learning? Does learning differ in different subject areas? (3) What motivates student learning? Can instruction be “motivational”? (4) What is “good” instruction? How do theories of learning relate to instructional practices? (5) How do aspects of school context, such as interaction with peers and teachers and school culture influence learning, motivation, and achievement?

### **ESS 30615. Ideas That Shape Catholic Education**

(3-0-3)

*Corequisite:* ESS 27999

Catholic elementary and secondary schools contribute to the common good of civic society while advancing the evangelical mission of the Catholic Church. This course focuses on the historical successes of Catholic schools in the United States, surveys current research, and analyzes trends in theology, history, and philosophy that have shaped the current structure of the K–12 Catholic school system. Requirements include a field-based experience in a local Catholic school.

### **ESS 30616. The Politics of Educational Policy**

(3-0-3)

*Corequisite:* ESS 27999

This course will provide an overview of the major political processes, structures, and issues in education. We will analyze the nature of policymaking in education and discuss the roles of the various participants in the decision-making process. In addition, we will critically analyze the language of educational policies and the impact that these policies have on various stakeholders. Finally, we will examine the roles that legislation and courts have in shaping education policy.

### **ESS 30617. Education and Social Change**

(3-0-3)

*Corequisite:* ESS 27999

We live in an age when there is great optimism about the power of education to influence the wellbeing of individuals, communities, and nations. Parents



see education as a way for their children to improve their lives by building an understanding of their own place in the world. It is also the principal means by which young people can establish a competitive advantage in the labor market. While it might appear that little has changed in education—students still walk through school gates and university lecturers still speak to rooms of undergraduates—economic, political, and social shifts over the past 30 years have fundamentally altered the nature and prospects for education. This course seeks to assess critically these fundamental shifts in our society. Students will develop a broad understanding of the global context of both the causes and effects of these changes. Also, students will develop the capacity to assess the extent to which, as Basil Bernstein famously asked, education can compensate for society.

### ESS 30619. Cognitive Development

(3-0-3)

*Corequisite:* ESS 27999

This course provides an introduction to the central issues in the field of cognitive development. It will cover (1) general frameworks for studying cognitive development; (2) key questions in the field; and (3) specific topics such as conceptual development, memory development, language development, and the development of mathematical understanding. The primary focus will be on cognitive development from infancy to adolescence. Students will be expected to synthesize and evaluate material presented in lectures, readings, and class discussions.

### ESS 30621. Education Innovations in Diverse Contexts of Poverty

(3-0-3) Chattopadhyay

*Corequisite:* ESS 27999

This course will look at innovative educational interventions for socio-economically disadvantaged children in diverse contexts—both here in the United States, and internationally. Whether it is the Comer model in New Haven Conn.; or the Diversity Project in Berkeley, Calif; or EDUCO schools in Nicaragua; or Pratham's community-based supplementary education programs for slum children in India, the course will explore in-depth promising education interventions for children and adolescents growing up in poverty in a globalized world. The course will aim to make students aware of the ways in which educators in diverse contexts of poverty and inequality have conceptualized and implemented empowering alternatives. In doing so, the course will help students better understand what is possible in contexts of poverty and, indeed, what are the limits of the possible without any structural change in society.

### ESS 30622. Disability

(3-0-3) Joshua

*Corequisite:* ESS 27999

This course investigates the cultural meanings attached to extraordinary bodies and minds. Cultural and literary scholarship has extensively explored issues connected with identities derived from race, gender, and sexuality. Only recently have concepts of bodily identity, impairment, stigma, monstrosity, marginalization, beauty, deviance, and difference begun to cohere around disability as a concept and have emerged into a discipline called “disability studies.” This course covers topics such as human rights; feminism; medical attitudes; social stigma; normalcy; life narratives; pedagogy; Gothic horror; bodily representation; mental impairment; the politics of charity, community, and collective culture; Bible narrative; the built environment; and empowerment in a range of disciplines including literary studies, film, theology, government policy, art, and drama. Key texts and films will include *The Elephant Man*, *The Hunchback of Notre Dame*, Victor Hugo's *Notre-Dame de Paris*, Jean-Dominique Bauby's *The Diving Bell and the Butterfly: A Memoir*, Milton's *Samson Agonistes*, Charlotte Perkins Gilman's “The Yellow Wallpaper,” Ben Jonson's *Volpone* and Mary Shelley's *Frankenstein*. As part of the assessment, students who take this class will take part in a local placement with people with disabilities in order to gain experience of community-based learning.

### ESS 30623. Community-Based Research in Education

(3-0-3) Long

*Corequisite:* ESS 27999

Community-based research (CBR) is a form of applied scholarship that collaboratively engages campus and community organizations in the research process. By definition, a CBR problem originates in the community, and campus/community partners actively work together during the design and analysis phases. As a result, the research outcome is more likely to be useful for the community partner. In this course, students will have a wonderful opportunity to influence educational policy by helping the South Bend Community School Corporation: (1) review existing research on specific contemporary educational issues; and (2) do evaluative research of existing programs. Previous research experience is helpful, but not necessary; interest in educational issues is required.

### ESS 33218. Education and Social Stratification

(3-0-3)

*Corequisite:* ESS 27999

Education is one of the best predictors of occupational success and it is often viewed as one of the best ways to achieve social mobility. Given the emphasis placed on educational attainment in contemporary society, it is important that we consider the following questions: To what extent does the current educational system succeed in improving the opportunities of all members of society? To what extent does the educational system reinforce existing social inequality? In this course, we explore these questions in detail by examining the relationships between education, social class, race and ethnicity, and gender.

### ESS 33360. Social Concerns Seminar: Education

(0-0-1)

*Corequisite:* ESS 27999

This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Ariz., 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) Chattopadhyay

*Corequisite:* ESS 27999

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 33601. Exploring Authentic Ways of Learning Amidst a Myriad of Educational Challenges

(2-0-2)

*Corequisite:* ESS 27999

This course will focus on various aspects that affect a school setting that is undergoing reflections of its teaching and learning practices. After a discussion of current trends and practices in education, students will explore the reality gap between current curriculum and its preparation of future students to thrive in a global economy. Throughout the course, students will be challenged to think about new ways to enhance student learning in the following areas: literacy, creativity, critical thinking, and problem solving. Students will be presented issues through research and guest speakers that impact educational settings, e.g., cultural diversity, gender equity, special student populations such as children with autism, health-related concerns such as childhood obesity, and poverty. After understanding the culture of a local school and weaving together the educational challenges and innovations presented at seminar, students will create, implement, and evaluate an authentic learning experience that could be used by other mentors or volunteers in K–8 schools. Requirements include approximately two hours per week of community service at St. Adalbert's School. Department approval required.

### ESS 33602. Multicultural Education in the New Millennium: The Sociopolitical Context

(3-0-3)

*Corequisite:* ESS 27999

The success or failure of students in school has been the subject of much research and debate, particularly for students whose racial, ethnic, linguistic, or social class backgrounds differ from that of the dominant group. This course will focus on both the individual experiences (psychological responses), and how societal and educational structures, policies, and practices affect student learning. Students will explore ways that teachers, individually and collectively, can provide high-quality education in spite of obstacles that may get in the way. Multicultural education will be placed within a broad sociopolitical context considering education, politics, society, and economics.

### **ESS 33603. Think GREEN—Environmental Education in K–12 Schools**

(1-0-1)

Think GREEN—Generating and Guiding Reflective Environmental Education Networks in K–12 Classrooms will focus on environmental issues in which K–12 students can take an active role to help make a difference and/or change attitudes or behaviors. After discussions of environmental issues through film, presentations, readings, and blog interactions, students will explore the ND Green Initiatives; ND Forum on the Environment; Indiana Department of Education's Learn Green, and Live Green 2008 initiative, as well as other environmental educational programs for K–12 students. Students will use critical thinking strategies, curriculum ideas, and environmental education resources to create a service project or plan an action research project. Requirements include work with a K–12 school, science club, or afterschool program for a minimum of 10 hours during the semester. Course will include a maximum of five seminars on environmental education topics; attending the ND Forum and follow-up discussions; participating in a blog; and several small group projects. Department approval required.

### **ESS 33605. Education and Development in a Global Era**

(3-0-3)

*Corequisite:* ESS 27999

Forces of globalization are profoundly changing the experiences and opportunity structures of young people in an increasingly interconnected world. While there is a growing recognition that the knowledge-based global economy requires a new paradigm for education in the 21st century, a significant segment of the world's largest generation of adolescents remain vulnerable, disengaged, and disenfranchised from education. Against this backdrop, the proposed course will explore the policy responses towards social disadvantage and educational inequities at home and abroad through a framework that is informed by the dynamic interdependencies of the global and the local. Students taking this course will: (1) gain a critical understanding of the broader global context in which national educational policy takes shape, (2) develop operational fluency in key contemporary policy initiatives in international educational development, and (3) enhance analytical skills for comparative analysis of educational policy and practice toward underprivileged children and adolescents at home and abroad.

### **ESS 33606. Social Foundations of Coaching**

(1-0-1) Power

This course examines coaching children and adolescents as an educational ministry. We will explore the ways sports participation contributes to athletes' development as integrated human beings and the role that coaches can play in fostering that development. We will reflect on the nature of sports as play and on the motivational and moral aspects of sports participation. Finally, we will consider Bart Giamatti's reflection on the spiritual nature of sports: "I believe we have played games and watched games to imitate the gods, to become more godlike in our worship of each other, and through those moments of transmutation, to know for an instant what the gods know." Course participants can be certified as official "Play Like A Champion Today" trainers at the completion of the course.

### **ESS 33607. Principles of Coaching**

(1-0-1) Kelly

This course is designed to provide principles and methods necessary to become an effective coach at the youth and interscholastic levels. The focus will include coaching philosophy, qualities for successful leadership, strategies for effective and

cohesive programs, developing a sound understanding coaching philosophy at various levels, and gaining an understanding of the art and science of coaching. This course and ESS 33606 Social Foundations of Coaching are prerequisites for ESS 33608, a practicum in coaching, which will be offered in spring 2010.

### **ESS 33616. Leadership in Catholic Education**

(3-0-3)

*Corequisite:* ESS 27999

Changes in the Church, society, public policy and family life are impacting Catholic schools. This seminar explores the main challenges and opportunities facing K–12 Catholic schools in the United States and offers a theological view of leadership, informed by scripture, Church documents and recent history. Fieldwork with Catholic educational leaders is required.

### **ESS 33619. Race and Ethnicity in Public Education**

(3-0-3)

*Corequisite:* ESS 27999

This course explores the multiplicity and complexity of race, ethnicity, and culture in U.S. public education. Through its focus on the histories and contemporary realities of racial and ethnic groups in the United States, we will develop critical knowledge about the contingent, layered, and contested development of educational policies, institutions, and curricula. We will achieve this, in part, by examining the interplay of various racial and ethnic groups, numerous and sometimes competing interests, and the impact of power, history, and place upon public education. Through an exploration of these complex relationships, students will not only develop a stronger foundation in the politics and history of race and ethnicity in public education, but will also engage in more nuanced and critical analyses of contemporary issues. The goal of this course is to provide students with the tools necessary to critically and thoughtfully engage in and contribute to discussions and behavior that will support successful, affirming and healthy public education for all children.

### **ESS 35372. Anthropology of Childhood and Education**

(3-1-3)

*Corequisite:* ESS 27999

Concepts of human growth vary extraordinarily across time and space. When children become full-fledged persons, when they can reason, when or whether they should be independent from their parents, and how all this happens are variable and illuminating. Education—either formal or informal—reflects and also constitutes a society's view of childhood. This course provides a (selective) cross-cultural survey of childhood and education, looking at stages from pregnancy and infancy to late adolescence. Students will devise and conduct projects of their own.

### **ESS 36615. Directed Readings**

(V-0-V)

*Corequisite:* ESS 27999

Student and Instructor will design readings relevant to a special interest in education.

### **ESS 36616. Directed Readings: Motivation to Learn in Theory and Practice**

(3-0-3)

*Corequisite:* ESS 27999

This is a directed-readings course focusing on the theme of motivation.

### **ESS 36617. Directed Readings in Education**

(V-0-V)

Directed readings on various topics in education.

### **ESS 40209. Ethnicity in America**

(3-0-3)

*Corequisite:* ESS 27999

A study of the dynamic process of formation and development of the society of the United States and its cultural, religious, and racial pluralism; and a review of

the history and theory of interethnic relations and their manifestation in the basic institutions of family, education, religion, economics, and government.

### **ESS 40210. Unequal America**

(3-0-3)

*Corequisite:* ESS 27999

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?

### **ESS 40212. Latinos in Education**

(3-0-3)

*Corequisite:* ESS 27999

This course examines the educational experiences and struggles of Latinos in U.S. 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)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

Every fifth child in America faces hunger or poverty. This course examines the impacts of youth poverty and related risks from the perspectives of developmental and social psychology. Key topics include changing family patterns, violence and conflict resolution, moral development, resiliency, and educational inequalities/potentials. Central to the course will be an emphasis on children's developing cognitive perceptions of self in relation to society, and an examination of potential solutions, model programs, and relevant social policy. Readings will be drawn from a variety of sources and discussed in seminar format. Active student participation and service-learning engagement or community-based research are fundamental to the course. Students currently working with youth via student organizations or local entities are especially encouraged to apply.

### **ESS 40251. Multicultural Psychology**

(3-0-3)

*Corequisite:* ESS 27999

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 operates 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. This is an education-general course.

### **ESS 40253. Latino Psychology**

(3-0-3)

*Corequisite:* ESS 27999

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 toward social advocacy and the delivery of psychological interventions for Latino communities will be critically examined. This is an education-general course.

### **ESS 40255. Coaching Youth Sports**

(3-0-3) Howard

*Corequisite:* ESS 27999

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*.

### **ESS 40256. Moral Development**

(3-0-3) Narvaez

*Corequisite:* ESS 27999

Students are challenged to think about the nature of moral development, learn how to examine and compare theories in moral development, develop critical thinking, and have the opportunity to create a study of moral development. The course reflects on Catholic social teaching and its relation to moral identity and social action generally and in our own lives.

### **ESS 40257. Character Formation: Theory, Research, and Pedagogy**

(3-0-3)

*Corequisite:* ESS 27999

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 40259. Psychology of Personality

(3-0-3) Kelly

*Corequisite:* ESS 27999

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 40260. Abnormal Psychology

(3-0-3) Monroe

*Corequisite:* ESS 27999

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 40261. Developmental Psychology

(3-0-3) Lickenbrock

*Corequisite:* ESS 27999

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 40262. Cognitive Psychology

(3-0-3)

*Corequisite:* ESS 27999

A lecture course presenting a cognitive approach to higher processes such as memory, problem solving, learning, concept formation, and language.

### ESS 40263. Autism

(3-0-3) Whitman

*Corequisite:* ESS 27999

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.

### ESS 40264. Sign Language

(3-0-3) Stillson

*Corequisite:* ESS 27999

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.

### ESS 40402. The Teaching of Writing

(3-0-3)

*Corequisite:* ESS 27999

This course is designed to acquaint students seeking professional training in English with the methods, theories, and pedagogies appropriate for teaching English language arts and composition based on National Council of Teachers of English (NCTE) and International Reading Association (IRA) standards. 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 40403. The Literature of Disability

(3-0-3)

*Corequisite:* ESS 27999

A review of literature about “disability,” how the “disabled” experience literature, and how to teach literature to the “disabled.”

### ESS 40404. “Our America”: Exploring the Hyphen in African American Literature

(3-0-3)

*Corequisite:* ESS 27999

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.

### ESS 40530. Educating in Faith: Catechesis in Catholic Schools

(3-0-3) Poorman

*Corequisite:* ESS 27999

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 adolescents in Catholic schools. The course is also helpful for those anticipating a career in pastoral, and most especially catechetical, ministry with adolescents and young adults. The course is open to theology students at the undergraduate and graduate levels and to Notre Dame undergraduates with minors in education, schooling, and society. Within class sessions designed to be highly dialogical, interactive, and prayerful, participants explore both theological and practical/pedagogical dimensions of the process of catechesis. Required readings are drawn from the *National Directory for Catechesis*, the *General Directory for Catechesis*, and *The Catechism of the Catholic Church*, as well as from the works of 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 explore all of the central tasks that constitute the holistic process of catechesis as delineated in the general and national Catholic catechetical directories and other catechetical documents and as adapted for use in Catholic schools: 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. Course Requirement: Participants are required to read all assigned selections from the course packet, as well as from the *National Directory for Catechesis*. Participants also actively contribute to class sessions.

### ESS 43200. Research on School Effects

(3-0-3)

*Corequisite:* ESS 27999

It might seem a truism that schools have powerful effects on student achievement. Yet beginning with the landmark Equality of Educational Opportunity study in 1966, social scientists have debated the role that schools play in the production of student achievement. Does it matter much, which school a student attends? Why are some schools chronically low performing, and what are the characteristic of more effective schools? Students should have completed coursework in methods and statistics for social research or equivalent coursework before enrolling in this course.

### ESS 43201. Population Dynamics

(3-0-3)

*Corequisite:* ESS 27999

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.

### **ESS 43202. Inequality, Schooling, and Higher Education**

(3-0-3)

*Corequisite:* ESS 27999

This course is concerned with the association of social inequality with higher education. More specifically, it will examine the gap in enrollment, retention, and completion of college across gender, race, and social classes. Main topics include the study of educational stratification, educational transition to higher education, high school effects on college attendance, college retention, and the effects of going to college on earnings. Most parts of the course are devoted to review and discussion of a variety of theoretical perspectives and empirical studies related to the topics. Also, knowledge and skills in the area of quantitative methodology for research on higher education will be addressed.

### **ESS 43255. Adolescent Development**

(3-0-3) Gondoli

*Corequisite:* ESS 27999

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.

### **ESS 43256. Developing Minds**

(3-0-3) Day

*Corequisite:* ESS 27999

In this course, students will learn some of the ways cognition changes with age, experience, and education. Cognition in this course is defined broadly and includes, but is not limited to, basic processes such as memory, knowledge of subjects taught in school (e.g., reading and arithmetic), and thoughts about one's self as a learner (e.g., perceived self-competence). The age range covered is from birth to old age. Two fundamental questions addressed throughout the course are: What cognitive abilities do individuals of different ages bring to learning environments? and How do learning environments affect individuals' thinking?

### **ESS 43257. Attention Deficit Disorder**

(3-0-3)

*Corequisite:* ESS 27999

Attention deficit disorder (also known as attention deficit hyperactivity disorder) is a diagnosis applied to children and adults who have experienced a handicap in their school, home, work, and/or social settings due to abnormal levels of distractibility, impulsivity, and/or hyperactivity. According to epidemiological data, approximately 4 percent to 6 percent of the U.S. population has ADD, which makes it one of the most prevalent psychological disorders in contemporary society. Furthermore, it is currently believed that 66 percent of those diagnosed with ADD as children will continue to exhibit symptoms as adults. Over the past decade, there has been heated debate over both the cause and treatment of ADD. For instance, ADD has been attributed to a variety of causes including minor brain damage, poor diet, and poor parenting. Likewise, a variety of different treatment options have been recommended including medication, behavior therapy, and cognitive therapy; and recently, there has been concern expressed by the FDA that several medications used to treat ADD might be harmful to children. This seminar will provide a comprehensive survey of current research into the cause and treatment of ADD. In addition, the seminar will focus on the effects of this disorder from the perspective of both afflicted individuals and their families as well.

### **ESS 43258. Motivation and Academic Learning**

(3-0-3)

*Corequisite:* ESS 27999

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)

*Corequisite:* ESS 27999

Students will learn about both methods and topics in educational research. Students will design and execute an original research study.

### **ESS 43642. Seminar: New Directions in Educational Research**

(3-0-V) Greene

Seminar for seniors in the ESS minor. Students will study new approaches to educational research.

### **ESS 45200. Sociology Internship**

(V-V-V)

*Corequisite:* ESS 27999

This is an experiential course designed to give students some practical experience in the area of urban affairs, social welfare, education, health care, or business, in order to test their interest, complement their academic work, or acquire work experience preparatory to future careers. Students are placed in a community agency in the South Bend area and normally work eight hours per 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. While there are no prerequisites, preference is given to sociology majors, ESS minors, PSIM minors, and students who have had coursework in an area related to social concerns. This is a graded course. In addition to fieldwork, academic work includes reading scholarly works related to the field placement, periodic group meetings with the instructor and others in the course, periodic short reports, and a final paper. For more information and/or an application, contact Ann Power at AnnMarie.R.Power.4@nd.edu. The following is a list of agencies that have accepted interns. Students may also request placement in an agency they find on their own (subject to approval by the instructor): La Casa de Amistad; Near Northwest Neighborhood Inc.; Neighborhood Development Association; Safe Station (Youth Runaway Shelter); Salvation Army of St. Joseph County (Social Services); Sex Offense Services, Madison Center; Early Childhood Development Center; Good Shepherd Montessori School; Robinson Community Learning Center; Upward Bound; Washington High School, South Bend; Center for Hospice and Palliative Care, St. Joseph County; Sr. Maura Brannick Health Center at Chapin Street; The CASIE Center (Child Abuse Services, Investigation and Education); Family Justice Center; and Indiana Legal Services.

### **ESS 45652. Mexican Immigration: South Bend Case Study**

(3-1-4)

*Corequisite:* ESS 27999

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. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next, we learn ethical fieldwork methods in preparation for community research. Students working in two-person teams will gather data on local and transnational households and kin networks, political involvement, employment, consumption practices, cultural activities, and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to

compile the research in a volume published by Latino studies to be given to those who shared their lives with us and to entities that are committed to helping them.

**ESS 47600. Special Studies: Focus on Leadership in Catholic Schools**

(2-0-V)

Research-based course focused on leadership issues in Catholic schools.

**ESS 47601. Special Studies: Research in Catholic Education**

(3-0-V)

*Corequisite:* ESS 27999

Special Studies: Research in Catholic Education is designed to provide undergraduate students an opportunity to engage in systematic research of issues and trends in Catholic education. Faculty members in the ACE leadership program will supervise individual research projects, facilitate presentations at conferences when possible and appropriate, and ensure that individual student research efforts are informed by and contribute to the growing field of Catholic education.

## Institute for International Peace Studies

**IIPS 20501. International Relations**

(3-0-3)

*Corequisite:* IIPS 27999

This course provides an introduction to the study of international relations and will cover several theoretical approaches to and empirical issues in the field of IR. Readings have been selected to highlight both traditional approaches to and more recent developments in world politics. The first half of the course focuses on contending theories of IR, while the second half of the course deals with more substantive issues. Empirical topics and subjects covered include international security (nuclear weapons, ethnic conflict, and terrorism); international political economy (trade, international finance, and globalization); and 20th-century history (WWI, WWII, and the Cold War). In addition, we will examine several contemporary topics in international organization and law, including the environment, nongovernmental organizations, and human rights. We conclude by discussing the future of international relations in the 21st century.

**IIPS 20502. Responding to World Crisis**

(5-0-3)

This course focuses on current issues in international affairs and what the U.S. policy response to them should be. The participants will be divided into groups specializing in events and issues on each continent, 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 U.S. 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)

*Corequisite:* IIPS 27999

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the United States 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 20703. War, Law, and Ethics**

(3-0-3)

*Corequisite:* IIPS 27999

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

*Corequisite:* IIPS 27999

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/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.

### **IIPS 20707. A Faith to Die For**

(3-0-3)

*Corequisite:* IIPS 27999

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 of Flannery O'Connor, Dorothy Day's *The Long Loneliness*, and Helen Prejean's *Dead Man Walking*. Evaluation is based on a midterm, a final, several short papers, and interactive class participation.

### **IIPS 20710. Women in Islamic Societies**

(3-0-3) Afsaruddin

*Corequisite:* IIPS 27999

This course is a broad survey of women's and gender issues in various Islamic societies, with a focus on the Arab Middle East. The first half of the semester will concentrate on the historical position of women in Islamic societies, defined by the normative values of Islam and by cultural traditions and norms. We will discuss how the interpretations of these values in diverse circumstances and who gets to do the interpreting have had an important impact on women's societal roles. The second half of the course will privilege women's voices and agency in articulating their gendered identities and roles in a number of pre-modern and modern Islamic societies. Our sources for discovering these voices are women's memoirs, fiction, magazine articles, and public speeches. We will also focus on how historical phenomena such as Western colonialism, nationalist liberation movements, and civil and other forms of war have given rise to women's organized movements and a feminist socio-political consciousness in many cases.

### **IIPS 20713. 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.

### **IIPS 20714. Islamic Societies of the Middle East and North Africa: Religion, History, and Culture**

(3-0-3)

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 20715. World Religions and Catholicism in Dialogue**

(3-0-3) Gorski

*Corequisite:* IIPS 27999

A theological exploration of Hinduism, Buddhism, Taoism, Judaism, and 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. The ultimate goal of this course is to enable the students to gain a deeper understanding of Christianity by "passing over" into and experiencing as well as appraising the different major religious traditions of the world. To enhance the learning experience, the course will make abundant use of films. The students are required to attend class regularly and punctually. Indeed, strong emphasis is placed on the requirement to attend class faithfully. Students are allowed but one single absence during the semester.

### **IIPS 20716. Introduction to Islamic Civilization**

(3-0-3) Guo

*Corequisite:* IIPS 27999

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.

### **IIPS 20719. War, Peace, and Conscience**

(3-0-3)

*Corequisite:* IIPS 27999

This course examines ancient, medieval, and modern understandings of the ethics of war primarily, but not exclusively, within Christian tradition. It comes in three parts. First, it surveys the emergence and development of the morality of war from ancient times (Jewish, Christian, and classical), through the medieval period (church canonists, Aquinas, the scholastics), and into the modern period (Grotius and later sources of international law). Second, it examines the nature of modern warfare by means of historical illustrations, including the Civil War, the so-called Indian Wars, World War I, World War II, the Vietnam War, and the Gulf War. Third, it takes up several cases with the aim of exploring the tension between traditional conceptions of just war theory and the practice of modern warfare, focusing

on issues involved in the use of weapons of mass destruction, the “fog of war,” wars of revolution, ethnic and religious conflict, and the continuing “war on terrorism.” Texts include: Roland Bainton, *Christian Attitudes Toward War and Peace*, Erich Maria Remarque, *All Quiet on the Western Front*, John Hersey, *Hiroshima*, Olson and Roberts, *My Lai: A Brief History with Documents*, plus writings on the attacks of September 11. Requirements include a take-home test, several short papers, and a final exam.

### **IIPS 20720. Islam: Religion and Culture**

(3-0-3) Afsaruddin

This 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 its formative period until our own time. The latter part of the course will deal with resurgent trends within Islam, both in their reformist and extremist forms, and contemporary Muslim engagements with modernity. We will also discuss the spread of Islam to the West and increasing attention focused on “political Islam” or “Islamism” today. All readings are in English translation.

### **IIPS 20727. Moral Problems**

(3-0-3) Sterba

*Corequisite:* IIPS 27999

In this course, we will critically evaluate alternative solutions to a number of contemporary moral problems. We will begin with the problems of the distribution of income and wealth and our obligations to distant peoples and future generations. We will then turn to the problem of sexual equality and to a particular challenge to feminism that maintains that men themselves suffer from a “second sexism” that benefits women. Finally, we will take up the problem of affirmative action and examine the legal and moral issues raised by affirmative action as it again makes its way to a decision before the U.S. Supreme Court.

### **IIPS 20728. Women and War**

(3-0-3) Cameron

*Corequisite:* IIPS 27999

This course looks at the wide range of women's literary responses to World Wars I and II. Our readings and class conversations will be structured around central themes such as women's military service, women's pacifism, women and national boundaries, women and empire, shellshock, and nursing national wounds. Students will look at an international range of authors, including the French author Marguerite Duras; British authors Virginia Woolf, Radclyffe Hall, and Rebecca West; British Jamaican author Andrea Levy; New Zealand writer Katherine Mansfield; American authors H.D. and Edith Wharton; and Canadian author J.G. Sime and Japanese Canadian author Joy Kogawa. We will cover a range of genres, including prose, the novel, autobiography, and the short story.

### **IIPS 20729. The Askesis of Nonviolence**

(3-0-3) Pfeil

*Corequisite:* IIPS 27999

This course will explore the theology and practice of nonviolence as a form of *askesis*, or spiritual discipline. The material will include readings from Scripture, the early Christian tradition, and Catholic social teaching. Religious sources outside the Christian tradition will include Gandhi, Thich Nhat Hanh, and Badshah Khan. This course will use the method of community-based learning and will require 20 hours of service at particular sites in the South Bend area.

### **IIPS 20901. Gender Roles and Violence in Society**

(6-0-3)

*Corequisite:* IIPS 27999

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.

### **IIPS 20902. Environmental Ethics**

(3-0-3)

*Corequisite:* IIPS 27999

The course will be an attempt to come to grips critically with the moral significance of contemporary concern for ecology and the environment.

### **IIPS 20903. Environment and Development in Global Perspective**

(3-0-3)

In this course, we will examine contemporary struggles over natural resources in the context of globalization. We will begin by analyzing the model of development that is dominant in the United States and seek to understand how it has emerged as a “favored” model in different parts of the world. Who benefits from this model of development? Who suffers? What forms of power are deployed to maintain this model? To challenge it? Next we will turn our attention to the global consequences of particular patterns of production and consumption. We will take a close look at two natural resources—petroleum and water—and examine the political and social contexts that have given rise to collective struggles over their control and distribution. Finally, we will step into the realm of futurist sociology and ask what the future might look like if current development patterns continue. Classes include lectures, discussions, and films. There are no exams in this course, but students should be prepared to participate in class discussions, to write several short papers, to submit bi-monthly evaluations of current news reports, and to lead one class discussion on the readings.

### **IIPS 20904. The Ethics of Energy Conservation**

(3-0-3)

This is a joint theology and engineering course exploring the ethics of energy conservation by using the method of community-based learning. Students will begin by using the university campus as a “trial laboratory” for measuring energy efficiency and thinking creatively about possible energy conservation measures. We will then ask them to conduct a limited energy efficiency and conservation study for selected nonprofit organizations in the South Bend community. This course will fulfill a number of civic learning goals, including the cultivation of theological and scientific competence in environmental ethics; the identification of leadership skills necessary to address the concrete concerns facing nonprofit organizations as they strive to meet pressing human needs in an environmentally sound manner; and formation of consciences sensitive to the social responsibility of caring for the environment.

### **IIPS 20905. Sociology of Terrorism**

(3-0-3)

*Corequisite:* IIPS 27999

The purpose of this course is to provide a broad review of terrorism with a focus on sociological approaches such as social movements theory, network analysis, and ideology. The course will examine profiles of terrorists within a historical and social psychological perspective. Specifically, we will focus on the purpose and difference of terrorists and terrorist groups and frame our discussion around historical factors that continue to influence modern terrorism. Finally, we will discuss the consequences of terrorism in terms of social responses to terrorism, the economic and political costs of these responses, and the possibility of preventing terrorism in the future.

### **IIPS 20906. Energy and Society**

(3-0-3)

*Corequisite:* IIPS 27999

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.

### **IIPS 20907. Environmental Philosophy**

(3-0-3)

*Corequisite:* IIPS 27999

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).

### **IIPS 20908. Globalization and Social Movements**

(3-0-3)

*Corequisite:* IIPS 27999

In what ways does an increasingly global political, economic, and cultural system impact our lives? Has globalization led to increased peace and justice, or to new types of conflict and inequality? How has globalization affected national and transnational social movements? This course examines the ways in which changes in the global economic and political system affect politics within countries. First, we will briefly review the broader research literature on the sociology of social movements. Readings will cover a range of different movements, such as those working to protect the environment, advocating for economic justice, addressing social problems such as extreme poverty and public health, and fighting for the rights of women and working people. Then we will look at how globalization has affected social movements. This course is particularly applicable to students majoring in business, political science, economics, peace studies, anthropology, sociology, and any foreign language. Students planning to study abroad may also be interested.

### **IIPS 20909. Ecology, Ethics, and Economics**

(3-0-3) Sayre

*Corequisite:* IIPS 27999

An examination, through literature and reasoned argument, of (a) social values behind the economic excesses that have led to our ecological crisis and (b) alternative values by which the crisis might be alleviated.

### **IIPS 23901. Power and Identities**

(3-0-3)

*Corequisite:* IIPS 27999

This seminar explores various ways of thinking about the distribution and exercise of power in modern societies, and how power is related to identities and the self. We read and discuss contemporary theoretical works and case studies that examine authority relations and their construction, and the interplay of power with economics, politics, religion, and culture. Readings include, among others, works by Michel Foucault, Richard Sennett, Saba Mahmood, and Leora Auslander. Because of its themes and interdisciplinary approach, this course may be of interest not only to sociology majors, but also to majors in political science, gender studies, anthropology, and history.

### **IIPS 23902. Globalization, Coffee, and the Fair Trade Movement**

(5-0-3) Brenneman

This special spring '09 course will examine globalization and its effects on people at the global "margins," especially in economically depressed Central America. The drop in world coffee prices, the rise of the maquila industry, and the increase of emigration from Central America are just a few of the topics that will be considered during this course. The course will also examine how lifestyle choices and consumption habits in the United States affect farmers and artisans in the "third world." A key focus of the course will be the examination of the international fair trade movement, both a result of and a response to globalization. A required one-week cross-cultural experience in Guatemala during spring break will bring students face-to-face with some of the people who are most deeply impacted by economic globalization. During the trip, students will meet and hear from Guatemalan coffee farmers, large and small, as well as from economists and sociologists with differing views on the subjects of "fair trade" and "free trade."

You must be willing and able to travel to Guatemala from March 7 to 15 in order to pass this class. Students will use conceptual tools from global sociology, economic sociology, and social movement theory. Students in other majors such as finance, marketing, or economics will learn how economic sociology sheds light on economic behavior and international economic forces. The course is a natural fit for sophomore or junior sociology majors and Latin American studies minors, but seniors are also welcome. The course content and the cross-cultural component would also make it an ideal elective for majors in marketing; Spanish; and film, television, and theatre. This course is capped at 19 students, and all registering students must receive approval for enrollment by Dec. 10, 2008.

### **IIPS 27999. IIPS Gateway Course**

(0-0-0)

This course is used as a co-requisite for administrative purposes so that students in the Peace Studies program will be able to web register for other IIPS courses.

### **IIPS 30101. Introduction to Peace Studies**

(3-0-3) Cortright; Lopez; Omer; Philpott; Verdeja

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 30301. How To Do Political Research**

(3-0-3)

*Corequisite:* IIPS 27999

This is a course primarily intended for juniors or seniors who are writing, or are planning to write, a senior essay, although it is open to all majors. It helps students acquire the practical skills that are essential for completing a substantial empirical research project: posing a research question, finding out what is already known, staking out an original argument, identifying counterarguments, deciding what kind of evidence is required to figure out who is right, clarifying concepts and boundary conditions, gathering the evidence, analyzing the evidence, and interpreting the analysis. The course encourages students to consider a variety of approaches and helps them decide whether to use quantitative methods, qualitative methods, or both. Students will do independent research to compile a bibliography, gather and analyze evidence, and write an outline, but will not write a paper. Instead, they will present and defend their findings orally and visually. All students are expected to participate vigorously in evaluations of their peers' research.

### **IIPS 30302. Micro-Venturing II**

(3-0-3) Belatti

*Prerequisite:* IIPS 30924 OR BAMG 30505 OR BAUG 30505

A comprehensive review of the fundamentals of finance, law, marketing, and management will be presented. In classroom and workshop formats, students will be teamed up to develop sound business plans with local entrepreneurs and compete for available seed capital to implement their business plans within the surrounding community. Students take their skills, work with business owners, and become mentors.

### **IIPS 30401. Terrorism, Peace, and Other Inconsistencies**

(3-0-3) Lopez

*Corequisite:* IIPS 27999

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.

**IIPS 30402. Global Issues and the United Nations**

(3-0-3) Smith

*Corequisite:* IIPS 27999

This course introduces students to the operations of the United Nations and its potential for contributing to a more peaceful, equitable, and sustainable world. We take up the world's most pressing issues such as peace and security, nuclear disarmament, poverty, economic and gender inequalities, and environmental degradation — to explore how the world's governments have attempted to address global problems. Has the UN been an effective place for managing these issues? How might it be improved? What unique roles do civil society groups, or non-governmental organizations (NGOs), play in the pursuit of the United Nations' mission and goals? To help us consider these questions, we will meet via video conference with United Nations ambassadors, UN officials, and representatives from civil society groups. Students will have opportunities to ask questions of distinguished guest speakers, who will be joining us from the United Nations headquarters in New York. In addition to gaining an understanding of contemporary global issues, students will learn about the practical, day-to-day operations of this important world body. They will also have a chance to offer their own proposals for improving the ability of the world community to address major problems.

**IIPS 30403. Borders, Boundaries and Frontiers**

(3-0-3) Kaufman

*Corequisite:* IIPS 27999

This course explores political borders, boundaries and frontiers and their changing meaning and dynamics from the beginning of the colonial era (circa 1500) until the present. We will explore the formation of political borders, life along borders and border conflicts and their resolutions (or lack thereof). Themes, including colonialism and globalization, will also be discussed through the prism of political boundaries. Geographically we will look at areas including the Middle East, Africa, Europe, South Asia and the US-Mexican border in order to analyze boundaries through both global and regional perspectives.

**IIPS 30404. The United Nations and Global Security: Where Politics, Law and Ethics Contend**

(3-0-3) Johansen

In this course students explore how to increase peace and security for all people on earth. The course emphasizes human security as much as national security in addressing questions such as: What are the reasons for the United Nations' successes and failures in maintaining international peace and security? What are the impacts of United States security policies toward the United Nations? What is the international legal basis for humanitarian intervention and for preventing crimes against the peace, war crimes, genocide, crimes against humanity, and acts of terrorism? How can those who want to be good citizens both of their nation and of the world meet the ethical challenges posed by security problems in an age of globalization and weapons of mass destruction? Students evaluate ways to strengthen the role of international law and organization in preventing armed conflict while addressing major issues of international peacebuilding.

**IIPS 30405. Politics of Humanitarianism**

(3-0-3) Fast

*Corequisite:* IIPS 27999

The principles of impartiality, neutrality, and independence have traditionally guided humanitarian actors working to provide life-saving assistance to those affected by violent conflict and war. However, in the wake of the end of the Cold War and the more recent wars in Iraq and Afghanistan, the politicization of humanitarian aid and the changing nature of violence have forced humanitarians to reevaluate some of the central assumptions of humanitarian action. Using a series of case studies, this course will examine the central debates and dilemmas of humanitarian action, especially in relation to the "relief-to-development" continuum, military-civilian interactions, safety and security issues, and the protection of war-affected populations. The course requires a substantial amount of reading and will be conducted in a seminar format. Students will be required to write a series of papers as well as an exam.

**IIPS 30503. Politics of Southern Africa**

(3-0-3) Walsh

*Prerequisite:* POLS 20400*Corequisite:* IIPS 27999

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) Reydam

*Corequisite:* IIPS 27999

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) Reydam

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 30509. Latin American International Relations**

(3-0-3) Hagopian

*Corequisite:* IIPS 27999

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 U.S.-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 U.S.-Latin American relations, including regional free trade agreements and trade policy, the environment, migration, and drugs, in a post-Cold War environment.

**IIPS 30510. War and the Nation-State**

(3-0-3)

*Prerequisite:* POLS 10200 OR POLS 20200*Corequisite:* IIPS 27999

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**

(3-0-3) Walshe

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**

(3-0-3)

*Prerequisite:* POLS 10200 OR POLS 20200*Corequisite:* IIPS 27999

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 30514. US Foreign Policy**

(3-0-3) Lindley

*Corequisite:* IIPS 27999

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 30517. International Relations in East Asia**

(3-0-3) Moody

*Corequisite:* IIPS 27999

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). Topics include: the China-centered system in east Asia prior to the intrusion of the new world system carried by western imperialism; the western impact, including colonialism, the Chinese revolution, and Japan's "defensive modernization"; the clash between Japanese and Chinese nationalism; the diplomacy of the Second World War and postwar developments; the cold war; decolonization and the emergence of new states and nationalism; the Sino-Soviet rift; the failure of the American policy of deterrence in Vietnam; the diplomatic reconciliation of the United States and China; the liberal reforms in China and their partial disappointment; the end of the cold war; China's growth as a potential world power; Japan's perhaps increasing restiveness in serving as an American surrogate; Asian assertiveness against perceived American hegemonic aspirations; potential tensions and rivalries within the region itself; the collapse of the Asian economic boom and the onset of a period of chronic economic troubles. Course requirements include assigned readings and class participation; a midterm and final examination; completion of two brief research papers dealing with the foreign policy of one of the "smaller" Asian countries (that is, one of the countries other than China and Japan).

**IIPS 30523. Indigenous and Colonial Mexico**

(3-0-3)

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.

**IIPS 30525. Latin American Development and Politics**

(3-0-3)

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 how 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) Hui

*Corequisite:* IIPS 27999

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 autobiographies.

**IIPS 30527. Chile in Comparative Perspective**

(3-0-3)

*Corequisite:* IIPS 27999

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 30528. U.S. Foreign Policy Since 1945**

(3-0-3) Brady

*Corequisite:* IIPS 27999

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 American foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

**IIPS 30529. Global Politics in the Post-Cold War Era**

(3-0-3) Hui

*Corequisite:* IIPS 27999

This course analyzes U.S. foreign policy in the post-Cold War and post-September 11 world. We first examine a number of underlying causes for global problems in the post-Cold War world, including civilizational differences, state failure, poverty,

and political domination. We then discuss the vexing problems of religious violence, ethnic cleansing, and genocide. Humanitarian crises present the challenges of humanitarian intervention, peace making, post-conflict reconstruction, democracy building, and bringing justice for crimes against humanity. We will also explore a wide range of foreign policy issues in the post-Sept. 11 world, including international terrorism, rogue states, weapons of mass destruction, American primacy, anti-Americanism, unilateralism and multilateralism, and the war in Iraq.

### **IIPS 30530. Israeli-Palestinian Conflict**

(3-0-3)

*Corequisite:* IIPS 27999

This class discusses the roots, evolution, current situation and prospects of resolution of the Israeli-Palestinian conflict. In order to better understand this theme the class will also locate this conflict in larger regional and global perspectives. Thus, issues such as nationalism in the Middle East, colonial impact in the region, the Arab states and their involvement in the conflict, cold war and post-cold war dynamics, will all be an integral part of the class discussions. We will also juxtapose the competing narratives of Israelis and Palestinians towards this conflict. Finally, we will engage in an un-historical practice by looking at the future and thinking about possible avenues for concluding this protracted conflict

### **IIPS 30532. 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.

### **IIPS 30533. The Transatlantic Relationship**

(3-0-3)

*Corequisite:* IIPS 27999

Since the end of the Cold War, there have been two notable ideas developed by scholars of International Relations. The first idea—first developed by Francis Fukuyama—is that western civilization has triumphed globally over other civilizations, while the second idea—developed by Samuel Huntington—is that Western civilization is about to enter a period of greater weakness, vis-à-vis other civilizations. In order to understand which argument is correct, we must first understand the current strength of western civilization, and in particular, the relationship between its two halves—Western Europe and North America. In this course, therefore, we will undertake a study of the history and current state of that relationship, focusing primarily on the post-WWII period, and particularly on the security arrangements that have developed between the two regions. In this light, special attention will be applied to the NATO alliance and to the developing security capabilities of the European Union. Having considered the objective facts of the transatlantic security situation, we will then be able to return to the Fukuyama-Huntington debate in order to determine what the future of intercivilizational relations does indeed portend.

### **IIPS 30534. Human Rights in an “Age of Terrorism”: View from South Asia**

(3-0-3)

This course will look at human rights and its continued relevance in the “age of terrorism.” Recent developments have shown the need for states to protect themselves and their populations from acts of terror while at the same time maintaining respect for human rights and the rule of law. This course examines how to uphold that balance and draws from the experience of Pakistan’s involvement in the global fight against terror. It examines both the misuse of prevention of terrorism laws as well as the minimum safeguards and remedies that must be guaranteed and provided if human rights are not to become the first casualty in the war on terror. There is no exam. Grades based 75 percent on research paper; 25 percent on class participation. Students are expected to have done readings before the class.

### **IIPS 30535. Politics and Development in Central America**

(3-0-3) Cosenza

*Corequisite:* IIPS 27999

This course will explore the impact that politics and politicians have had on development in Central America. It will begin with a discussion of the concept of development and how we attempt to measure it. It will then proceed to review the different approaches used to spur development and what conventional wisdom holds today to be the determinants of growth. After this, it will review the socio-economic indicators of Central America and how they have evolved with time. It will subsequently study how politics and politicians, through current Constitutions, laws, institutions, political culture, and practice have affected the determinants of growth. It will close with a discussion of the changes needed to foster high, sustainable and equitable growth in the region.

### **IIPS 30536. Middle East and the West**

(3-0-3) Kaufman

*Corequisite:* IIPS 27999

This course examines the relationship between what could roughly be defined as “the West” (Europe and the United States) and Middle Eastern societies from the Napoleonic invasion of Egypt in 1798 until the American invasion of Iraq in 2003. We shall start by trying to make sense of the terms the “West” and the “Middle East.” We shall then explore different and eclectic themes such as European colonial penetration into the Middle East, reciprocal stereotypes of the Middle East and the West, cultural exchanges between these regions, and the relationship between contemporary Europe and its growing Muslim population. We shall also examine American involvement in the region by focusing on themes such as oil interests, the Arab-Israeli conflict, and the Iraqi imbroglio. Finally, we shall discuss contemporary Middle Eastern perceptions of the West in light of American hegemonic power around the globe in general and in the Middle East, in particular.

### **IIPS 30537. Modern South Asia**

(3-0-3) Sengupta

*Corequisite:* IIPS 27999

Home to over a billion people, just over 23 percent of humanity, the South Asian subcontinent is a fascinating laboratory in which to analyze the unfolding of such themes in modern history as colonialism, nationalism, partition, decolonization, post-colonial democracies, the modern state, economic development, center-region problems and relations between Asia and the West. The course will consider critical themes in social, political, economic, and cultural history, which will include imperialism, capitalism, nationalism, religious politics, regionalism, ethnicity, globalization, diaspora, ecology, social inequality, and gender, development, and democracy. It will not only provide a lively historical narrative told through lectures based on scholarly research and primary texts, but will also seek to embellish this narrative with the perception and articulation of vision and sound, as well as with readings from representative genres of South Asian literature.

### **IIPS 30539. The Logics and Politics of International Migration**

(3-0-3)

*Corequisite:* IIPS 27999

This course investigates the primary economic, humanitarian, and political forces that are driving and sustaining the complex phenomenon of contemporary transnational migration. Within this context, three core questions are addressed. First, have the forces of globalization and the entanglements of international commitments and treaty obligations significantly diminished the policy making autonomy of the traditional nation state? Second, what are the significant benefits and costs of transnational migration for the immigration receiving countries? Finally, is a liberal immigration regime desirable and, if so, can it be politically sustained? This is a course with a methodological component.

### **IIPS 30540. War, Violence and Politics in Europe Since World War I**

(3-0-3)

*Corequisite:* IIPS 27999

This class examines the management and effects of domestic, colonial, and interstate armed conflicts on European societies and democracy since the First World War, in order to probe the relationship between violence and politics. The overriding question of the course is, "How has politically motivated violence affected European democracy?" Course themes include the effects of war on regimes, the effect of domestic violence on democratic institutions, and the attempts to come to terms with terror as a political weapon. The course studies the World Wars, the role of violence in effecting political and social change, including changing gender norms, and terrorist violence in both Western Europe and in the colonial context.

### **IIPS 30541. NGOs in International Relations**

(3-0-3)

*Corequisite:* IIPS 27999

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.

### **IIPS 30542. Political Economy of Globalization**

(3-0-3)

*Corequisite:* IIPS 27999

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 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 30543. Contentious Politics and Resistance Movements**

(3-0-3)

*Corequisite:* IIPS 27999

This course analyzes prominent resistance movements in the 20th and 21st centuries. We first examine the conceptual tools of contentious politics, domination and resistance, state-society relations, and violent vs. nonviolent strategies of resistance. We then examine various nationalist independence movements, revolutionary movements, communist insurgencies, civil wars, and peaceful democracy movements. To better understand resistance movements from the perspectives of leaders and participants, we will watch a series of documentaries and read the (auto-)biographies of Mahatma Gandhi, Nelson Mandela, Aung San Suu Kyi, the Dalai Lama, Wei Jingshen, and others. In analyzing democracy movements, we will further examine what the third wave of democracy entails, why some movements succeed while others fail, how new democracies should reconcile with past

dictators, to what extent constitutional engineering can solve past problems and facilitate successful transitions, and why some new democracies remain fragile.

### **IIPS 30544. Politics of Poverty and Social Welfare**

(3-0-3) Flavin

*Corequisite:* IIPS 27999

The United States is the wealthiest nation in the world, yet poverty remains a persistent concern. In this course, we will study the sources of poverty and economic inequality and what has and can be done to address the problem. We begin by discussing different theories on to what extent citizens' income and wealth should be equal in a society and the government's prescribed role, if any, in the process. We then trace the history of poverty in the United States and various government efforts to address the problem through social welfare programs. Finally, we will closely study the different forms poverty takes on today and enter the ongoing debate over what public policies should be implemented in response. Throughout the course, we will pay particular attention to the decidedly political dimension of poverty in America.

### **IIPS 30545. Arab-Israeli Relations: From Confrontation to Coexistence**

(3-0-3) Bligh

*Corequisite:* IIPS 27999

This course is following and analyzing the complexity of relations between the Arab countries and the state of Israel (and the State in the making) since the early 20th century to this day. This conflict has been one the major elements shaping the political, diplomatic and military history of the region drawing into the conflict a variety of actors among them the super powers, nation-states from within and outside the region, sub-states, and supra states. The effects of the conflict on these respective regimes are analyzed as well. Three major processes became the main source of interest for all actors: the Arab effort to prevent the creation of the Jewish state; the armed conflicts; and finally, the diplomatic processes that continue today. Most of them will be studied in the context of the diplomatic and political history of the Middle East.

### **IIPS 30546. Radical Islam in Comparative Perspective**

(3-0-3) Bligh

*Corequisite:* IIPS 27999

Muslim radical movements are not new to the Middle East. They made their debut in the 18th century Arabian Peninsula paving the way for the first Saudi Kingdom. However, the use Islam by individuals, movements and nation states for political purposes has become common since the mid-1970s. Many of the contemporary Muslim actors use religious terminology in their ideology and activities but are active as political actors per se. This course is studying the roots of the political Islam, its current political activities and their implications, the distinction between mainstream Islam and radical Islam, and finally the phenomena of religious terror used by several of these movements.

### **IIPS 30547. Building a European Union**

(3-0-3) Messina

*Corequisite:* IIPS 27999

This undergraduate lecture course introduces the contemporary project for greater economic, political, and security integration among the current 27 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.

### **IIPS 30548. Genocide in the Modern World**

(3-0-3) Verdeja

*Corequisite:* IIPS 27999

This course investigates modern genocide. We will consider several cases: Armenia, the Jewish Holocaust, Cambodia, Rwanda, and possibly Darfur, and examine the conditions that lead to genocidal violence. We will also examine the uses of

humanitarian interventions, trials, and strategies of societal reconciliation, and relevant conceptions of justice, guilt, forgiveness, and moral responsibility.

### **IIPS 30549. U.S. Operations in Central America**

(3-0-3) Pensado

*Corequisite:* IIPS 27999

As European countries furthered their economic penetration of Africa and Asia during the 19th century, the United States continued its westward expansion by extending its borders to the Pacific and securing its economic and political dominance throughout the Latin American Hemisphere. This course examines the social, cultural, and political repercussions a broad range of U.S. operations had in Central America since the writing of the Monroe Doctrine in 1823 until the “fall of communism” in the late 1980s, including “Dollar Diplomacy,” CIA-sponsored coups, paramilitary training of “death squads,” and overt military occupations.

### **IIPS 30550. Diplomacy and Conflict in the Middle East**

(3-0-3) Bligh

*Corequisite:* IIPS 27999

This course examines the role of diplomacy in shaping the Middle East and in managing conflict in the region today.

### **IIPS 30551. State Terror and Violence**

(3-0-3) Davenport

*Corequisite:* IIPS 27999

This course on state-sponsored terror, repression, and violence examines its causes and implications, and the role of the international community in responding to it.

### **IIPS 30552. Democracy and Its Critics**

(3-0-3)

*Corequisite:* IIPS 27999

While there is widespread agreement that democracy is desirable, there is relatively little consensus on its meaning. This course explores several theoretical interpretations of democracy. We will focus on democratic theory, that is, philosophical theories of democracy and democratic practice, and we will consider numerous challenges to democracy from some of its most important critics. The class will focus on close readings of key texts in democratic thought. We will investigate issues of representation, equality, identity, institutional requirements, and the relationship between democracy and culture. We will also examine the role of deliberation, the problems and benefits associated with pluralism, indigenous claims to self-determination, citizenship, and gender, and the place of revolution and dissent.

### **IIPS 30553. Modern Genocide in Historical Context**

(3-0-3)

*Corequisite:* IIPS 27999

This course explores genocide as both a concept and a phenomenon in the 20th-century world, beginning with Germany and the Holocaust and then moving forward in time and across the globe.

### **IIPS 30554. Human Rights and Human Wrongs**

(3-0-3) Verdeja

*Corequisite:* IIPS 27999

This course will examine theories of human rights and their applications and implications for international politics.

### **IIPS 30601. Islamic Ethics of War and Peace**

(3-0-3) Omar

*Corequisite:* IIPS 27999

Since September 11, 2001, topics related to Islam have inundated the airwaves, aroused the curiosity of many and troubled the minds of some. In order to better understand current events, it is important to have a greater understanding of the world view of Islam. This course on “Islamic Ethics of War and Peace” will provide students with such an opportunity. It examines the major principles of Islamic ethics and the key theories of classical and contemporary Muslim ethicists. These principles and theories will be applied to analyze contemporary Muslim perspectives on war and peace. Cognizant of the various contexts within which

ethical questions are debated, students will be encouraged to explore the impact of modernity, post-modernity, globalization, and liberalism on Muslim ethical discourses. Students will also be encouraged to compare the ethical principles and theories of Islam on war and peace with that of other philosophical and religious theories to discover points of difference as well as convergence.

### **IIPS 30703. Islam: Religion and Culture**

(3-0-3)

*Corequisite:* IIPS 27999

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 30708. Canon and Literature of Islam**

(3-0-3) Afsaruddin

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 Muhammed), 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 30710. Religion, Myth, and Magic**

(3-0-3) Gaffney

*Corequisite:* IIPS 27999

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 30719. Islam and Modernity**

(3-0-3) Afsaruddin

Islam and its compatibility with modernity is a much-debated issue in the contemporary period. The course will engage this timely topic and discuss the most important “hot-button” issues involved in these debates: political Islam, democracy, pluralism, rights of women, and secularism. The historical contexts that provide the backdrop for the range of responses to the phenomenon of modernity and its attendant issues will also receive attention. What internal resources exist within Islamic thought that are being drawn upon by modernists to make a strong case for an essential compatibility between Islam and democracy, for example? Is democracy (or Islam, for that matter) a monolithic concept? Students will be expected to actively take part in discussions centered around such questions, the assigned readings, and class lectures. Prior exposure to at least one class on Islam or the Middle East is strongly recommended.

### **IIPS 30721. Russian Realms: Societies/Cultures of Eastern Europe and Beyond**

(3-0-3)

*Corequisite:* IIPS 27999

This course explores the social structures, the historical contexts, and the symbolic universes of the peoples who either identify themselves as Russian or whose way of life has come to be deeply affected by the Russian tradition. It concentrates on those territories that were formerly incorporated into the Tsarist empire and subsequently formed parts the Soviet Union. It will include an examination of the extensive efforts by Russian thinkers to characterize their own national spirit, reflecting, for example, on classic and contemporary attempts to define *dusha* or a distinctively Russian “soul,” as well as some of the consequences of these formulations, looking at this famous “civilization” question through art, literature, and film, as well as social science works. However, the chief approach of the course will be through reading of anthropological studies that have addressed the larger questions from numerous specific local venues. A strong emphasis will also be placed

on the so-called current “transition period,” as a new Russia in the neighborhood of the “Commonwealth of Independent States” seeks to reshape its heritage amid complex problems arising from social, economic, political, and cultural, not to mention old ghosts of global rivalry, terrorism, and disputed legitimacy.

### **IIPS 30723. Religion and Social Movements In Latin American History**

(3-0-3)

The purpose of this course is to give students an understanding of the role religion has played in Latin American history from the colonial period to the present. We will focus specifically on how religion mediates relations between culturally distinct peoples during points of encounter and the role it plays in social movements. Religion in Latin America served paradoxically as a means of and justification for “conquest,” but also at times as a foundation for “subordinate” people’s resistance to domination. We will examine this dynamic as it evolved in successive efforts by outsiders to impose control over people of indigenous and African descent. The course will focus on Spanish proselytization and its results during the colonial period, millenarian movements by people of indigenous and African descent during the 19th century, and American Catholic and Protestant mission endeavors and their outcomes in the 20th century.

### **IIPS 30726. The Worlds of Buddhism**

(3-0-3) Gimello

*Corequisite:* IIPS 27999

A thematic introduction to the pan-Asian (i.e., South, Southeast, and Central Asian as well as East Asian) Buddhist tradition exploring the fundamentals of Buddhist doctrine and practice while also sampling major themes in the religion’s social, cultural, and material history. Among the particular topics to be covered are the life of the Buddha (history and hagiography), the “Four Noble Truths” (the essentials of the Buddhist “creed”), the Buddhist canon (the nature and scope of Buddhist scripture), Buddhist cosmology (Buddhist conceptions of the formation and structure of the universe, i.e., of time and space), Buddhist monasticism, meditation and the Buddhist contemplative life, Buddhist ethics, the ritual lives of Buddhists, Buddhism and politics, Buddhist “family values,” Buddhism and the arts, etc.

### **IIPS 30727. Religion and Politics in Comparative Perspective**

(3-0-3)

*Corequisite:* IIPS 27999

In this course, we examine various hypotheses about the relationship between religion and politics, religious institutions and political institutions, and based on evidence from across time and space (i.e., Africa, Asia, Europe, Middle East, North America and South America) discuss the robustness of such hypotheses. The aim of the course is to think critically about the conventional wisdom concerning the relationship between religion and politics. Special attention will be focused on the effects of modernization and globalization on the political salience of religion and whether certain types of religious systems (i.e., various types of Christianity and Islam) are more compatible with and conducive to democracy than others.

### **IIPS 30728. Genocide, Witness, and Memory**

(3-0-3) Mahmood

*Corequisite:* IIPS 27999

How are episodes of mass killing experienced, survived, and remembered? In this course, we consider political, social, and cultural trauma as expressed in memoir, documentary, fiction, and academic text. Witness as an ethical stance is examined; the role of memory in shaping morality is questioned. (Does “Never Again” actually work?) We also look at the perpetrators of genocidal killing: Who are they? What prompts their actions? Moreover, are any of us incapable of this kind of violence?

### **IIPS 30729. Contemporary Political Islam**

(3-0-3) Shahin

*Corequisite:* IIPS 27999

This course is designed to provide students with an understanding of the phenomenon of political Islam in the Arab and Muslim worlds. It examines the reasons,

implications, and consequences of the reassertion of Islam in today’s politics. The first part of the course provides a thorough analysis of the Islamic order and the model(s) that inspires modern Islamist activists. The second part critically examines the ideas of the main ideologues of contemporary Islamic movements. The third part discusses the approaches to the understanding of contemporary political Islam and the Islamic movements and presents cases studies of mainstream and radical Islamic movements in a number of Arab and Muslim countries. Finally, the course concludes with a critical analysis of the future of political Islam and its relations with the West.

### **IIPS 30802. Peacemaking in Divided Societies**

(3-0-3) Darby

*Corequisite:* IIPS 27999

This course examines the transition from civil war to peace in divided societies. The process of moving from violence to settlement is complex and presents a new set of problems for the communities involved: the management of negotiations; the continuing threat of violence; acknowledging human rights and other abuses from the war years; the post-war construction of a just and stable society. This course will analyze how these and other problems have been approached, with varying degrees of success, in different peace processes including those in Northern Ireland, Israel-Palestine, and Sri Lanka.

### **IIPS 30901. Home Fronts During War**

(3-0-3)

*Corequisite:* IIPS 27999

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 also 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 U.S. 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

*Corequisite:* IIPS 27999

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.

### **IIPS 30903. Peace and Development in Africa**

(3-0-3) Singh

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 30906. Development Economics**

(3-0-3)

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.

**IIPS 30907. 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 U.S. 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 U.S. 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.

**IIPS 30914. International Environmental Politics**

(3-0-3) Connolly

*Corequisite:* IIPS 27999

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

*Corequisite:* IIPS 27999

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. U.S. Labor History**

(3-0-3)

*Corequisite:* HIST 32618, IIPS 27999

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 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 30918. U.S. Environmental History**

(3-0-3)

This course is an introduction to the new field of environmental history. While many people think “the environment” suddenly became important with the first

“Earth Day” in 1970 (or a few years earlier), environmental issues have, in fact, long been of central importance. In recent decades, historians have begun actively to 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 history: the effects of the distribution of water, foodstuffs, wood, minerals, and of changes in climate or endemic disease. This course will range widely—in methodology, from the history of ideas to paleoclimatology; geographically, from the ancient Near East to modern America; and 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. Lecture discussion format.

**IIPS 30919. Economics of Poverty**

(3-0-3) Warlick

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.

**IIPS 30920. Global Economic History**

(3-0-3)

The course presents a comparative economic history emphasizing the sources of long-term economic growth. The comparative analysis is used to explore different development strategies around the world over the past two centuries, from the British Industrial Revolution to the contemporary developing countries, focusing on examples from Europe, Latin America, and North America. Subjects include population change, migration, technological change, industrialization, market integration, education, inequality, and government expenditure. Each topic is discussed through a current economic policy concern. Special attention will be placed upon the role played by the natural resources endowments and institutional change. The last section of the course centers around the debates on globalization and inclusive development. Does going global foster growth? Who gains, and who loses?

**IIPS 30922. Labor and America Since 1945**

(3-0-3)

*Corequisite:* IIPS 27999

This course explores the relationship between workers and the labor movement to American politics and culture since 1945. The United States emerged from World War II as the strongest global power, and its citizens subsequently enjoyed a long postwar economic boom that created what we might call the first truly middle-class society in world history. At the heart of that new society was the American labor movement, those unions such as the United Auto Workers and the United Steel Workers who ensured that at least some of the postwar profits made it into the wallets of workers and their families. Today, however, unions represent only 8 percent of workers in the private sector. What accounts for the decline of organized labor since the 1950s? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, and modern conservatism? What is “globalization,” and what has been its impact on American workers and their unions? Through an exploration of historical scholarship, memoirs, polemical writings, and Hollywood films, this course will try to answer these questions. Students interested in politics, economic development, international relations, social justice, human rights, peace studies, or mass culture are particularly welcome.

**IIPS 30924. Micro-Venturing**

(3-0-3) Paulsen

*Corequisite:* IIPS 27999

A practical guide for both business and non-business majors, undergraduate and graduate students, to learn the essential elements of micro-venturing. The course



will concentrate on defining the role of social entrepreneurship in solving the larger problems of domestic and global poverty. The fundamentals of finance, law, marketing, and management will be introduced and applied to practical projects with the intent of creating viable business solutions in the marketplace.

### **IIPS 30925. Race and Ethnicity**

(3-0-3)

*Corequisite:* IIPS 27999

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 United States; 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.

### **IIPS 30926. Environmental Philosophy**

(3-0-3)

*Corequisite:* IIPS 27999

A philosophically integrated examination of current environmental issues drawing on familiar literature from ecology, economics and ethics, as well as recent fiction. This course is equivalent to IIPS 20907.

### **IIPS 30927. Immigration in Global Perspective**

(3-0-3)

*Corequisite:* IIPS 27999

How do people in immigrant-receiving countries shape their attitudes toward immigrants? What are the differences between refugees and other migrants? How is immigration related to urban “immigrant riots”? And what can anthropological studies of borders and national policies tell us about the transnational world in which we live? We will examine these and related questions, and more generally the causes, lived experiences, and consequences of migration. We will acquire a sound understanding of migration in its social, political, legal, and cultural facets. Fieldwork accounts from countries of origin and from the United States, Europe, Australia, and Japan will enable us to appreciate both global and U.S.-distinctive trends. Rather than merely learning a collection of facts about immigrants, we will address how migration intersects with gender and class, the mass media, border enforcement, racism, the economy, territory and identity formation, and religion.

### **IIPS 30929. Global Sociology**

(3-0-3)

Global level changes have profound impacts on societies and on people’s everyday practices. This course explores the major economic and institutional changes that have helped shape the world in which we live. Students will become familiar with the workings of global institutions such as the United Nations, the World Bank, the International Monetary Fund, and the World Trade Organization. We explore important topics such as immigration, inequality, gender, human rights, environmental degradation, and development as we consider how the global system affects other levels of social organization and practice. How, for instance, does the World Trade Organization affect democracy within countries? Do U.S. policies within the World Bank contribute to environmental protection? What happens when international trade agreements come into conflict with international human rights norms? How has globalization affected the ways people engage in political action?

### **IIPS 30931. The Holocaust**

(3-0-3) Spicer

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.

### **IIPS 30932. Environmental Sociology**

(3-0-3)

*Corequisite:* IIPS 27999

This course will explore the relationship between human societies and the larger natural environment of which they are a part. The main focus of the course will be modern society, but we will also review the history of resource use, pollution, wilderness preservation, environmental movements, and other environmental developments. This course is mainly oriented toward a theoretical perspective and will cover different schools of thought to help students understand the ecological world that surrounds them. The course will be divided into four parts (the moral, the material, the ideal, and the practical).

### **IIPS 33201. Dorothy Day and the Catholic Worker**

(1-0-1)

This course examines the life and writings of Dorothy Day, the cofounder 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.

### **IIPS 33702. Sociology, Self, and Catholic Social Tradition**

(3-0-3) Weigert

*Corequisite:* IIPS 27999

What’s Catholic about sociology? What’s sociological about Catholic social tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through an experimental, team-taught seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice.

### **IIPS 35901. Anthropology of Globalization**

(3-0-3)

*Corequisite:* IIPS 27999

This course analyzes contemporary patterns of globalization drawing on recent ethnographies. We will briefly overview the historical antecedents of globalization and then proceed to analyze globalization’s cultural, socio-political, and economic complexity, often resulting in urbanization. In particular, we will tackle the global circulation of food, entertainment, fashion, capital, ideologies, violence, religious practice, migrant/trafficked labor, and even of so-called “anti-globalization” movements. Examples of specific topics include youth and free trade in Latin America; cyber-politics among transnational Chinese, Eritreans, and others; McDonald’s and consumerism in Moscow; and Indian cinema and global media. By locating global processes in everyday practice, we will come to understand the interconnectivity sustaining globalization and the resulting practices of resistance. More broadly, we will appreciate, on the one hand, how various cultures and societies become increasingly interconnected and, on the other, how people around the world appropriate large-scale processes in culturally specific ways. The course emphasizes anthropology’s role as a discipline that is globally relevant and publicly “engaged.” Accordingly, we will focus on the discipline’s methodological and theoretical contributions in the study of globalization and its inequalities, and toward a more socially just world. The course will also equip you to design and implement an original research project and to write an ethnographic account based on that project.

**IIPS 40201. The Vocation of Peacebuilding: The Art and Soul of Peace Practice**

(3-0-3) Lederach

This course proposes an inquiry into the life vocation of peacebuilding. The challenge of exploring life vocation requires of students something that the academic setting, with its primary focus on intellectual and professional development, has not always found easy to provide: the nurturing of voice, sense of place, creativity, and calling. We will engage this vocational challenge through two broad themes, referred to here as the “art” and the “soul” of peacebuilding. Art will provide a lens to explore peacebuilding as an artistic process and an avenue to encourage creativity. Soul will provide inquiries into voice and the sense of place, and disciplines to sustain the peacebuilder. Students should be prepared for more informal, experimental, inductive hands-on, and dialogical approaches to learning. The course is restricted to junior/senior peace studies majors.

**IIPS 40402. Iraq War**

(3-0-3) Lopez

*Corequisite:* IIPS 27999

This course explores the scope and meaning of the Iraq War for U.S. society and for the dynamics of peace and security in the wider globe. The course brings a variety of disciplinary, conceptual and policy frameworks to bear on the Iraqi experience of internal and external war. The course includes substantial reading and the opportunity for students to do policy relevant research.

**IIPS 40505. UN and Counterterrorism**

(3-0-3)

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) Lies

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 focus on Brazil, Chile, and Mexico.

**IIPS 40513. The United States and the Vietnam War**

(3-0-3) Brady

*Corequisite:* IIPS 27999

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.

**IIPS 40514. Politics of Globalization**

(3-0-3)

This course analyzes the emerging world order and U.S. foreign policy at the end of the Cold War. We first examine a number of underlying causes for global problems in the post-Cold War world, including civilizational differences, state failure, poverty, and political domination. We then discuss the vexing problems of religious violence, ethnic cleansing, and genocide. Humanitarian crises present the challenges of humanitarian intervention, peace making, post-conflict reconstruction, democracy building, and bringing justice for crimes against humanity. In the last few weeks, we address some difficult foreign policy questions that have become amplified in the war on Iraq, including international terrorism, rogue states,

weapons of mass destruction, American primacy, anti-Americanism, unilateralism and multilateralism, and state building and democracy building.

**IIPS 40515. Diplomacy of U.S. Foreign Policy**

(3-0-3)

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 U.S. overseas missions in four countries, the course emphasizes case studies and the practical problems that have confronted U.S. 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 40516. The Politics of International Trade**

(3-0-3)

If global free trade is theoretically optimal for the economy, why does free trade foster so much concern politically? Spanning events from the 1700s to the present day, this lecture course will discuss the politics of free trade in four different issue areas: (1) global trade and national security; (2) winners, losers, and the domestic politics of trade policy; (3) global trade and the development of democracy; and (4) the rise of international institutions and the decline of sovereignty. The syllabus will draw on classic readings in international relations and comparative politics, and students will be exposed to the variety of methods used by political scientists to analyze these questions: qualitative descriptions, quantitative analysis, formal models, etc. While the course does not require any background in economics, basic economic models of trade will be covered in the introductory sections. Students will be evaluated by both examinations and short papers.

**IIPS 40602. Ethics, Law, and International Conflict**

(3-0-3) Powers

*Corequisite:* IIPS 27999

The terrorist attacks of 9/11 and the war in Iraq have contributed to a dramatic reexamination of moral and legal norms governing the role of military force in international affairs. This course provides an introduction to legal and moral perspectives on issues of war and peace, with special attention to Catholic social teaching. Topics include the UN framework for collective security, collective enforcement, and peacekeeping; terrorism, aggression, and self-defense; intervention on behalf of self-determination and human rights; norms governing the conduct of war; accountability for war crimes; and approaches to arms control and disarmament. These topics are discussed with special attention to their application in combating global terrorism, the interventions in Iraq and Afghanistan, the wars in the Balkans, and other recent conflicts.

**IIPS 40603. Islam and Muslim/Christian Dialogue**

(3-0-3) Omar

The course is designed to introduce students to medieval Muslim perspectives of the Christian “other” and how these resonate in contemporary relations between Muslims and Christians. It will focus on Muslim-Christian relations in the modern/post-modern period, with particular attention to contexts of conflict and the potential for dialogue, solidarity, and interreligious peacebuilding.

**IIPS 40604. Tolerating Intolerance: Religion, Secularization, and Peace**

(3-0-3) Springs

*Corequisite:* IIPS 27999

Tolerance of religious differences is heralded today as a primary accomplishment of the modern liberal-democratic societies, and perhaps the best hope for transforming conflict and building peace in conflict zones across the globe. Where did this value come from, and how did it evolve? How has it come to orient modern, liberal society, and mark the difference between liberal and illiberal

societies? Is religious toleration an absolute good? What are its limits? In what ways might it assist or impede the pursuit of transitional and restorative justice and peacebuilding? Is the basis of religious toleration the secularization of public life and politics? This class examines the concept of toleration, attending specifically to its application to current debates about the relation of religious belief and practice to politics and social movements in contemporary European contexts. We will examine the difference between free speech and hate speech; the controversies pertaining to religious freedom in contemporary France, Holland, and Britain; and the apparent stand-off between multiculturalism, secularization, human rights, and group rights.

### **IIPS 40605. Religion, Violence, and Peace**

(3-0-3) Omer

*Corequisite:* IIPS 27999

In this course, we will first explore theoretical frameworks for thinking about the connection between religion and violence. Second, we will examine the role of religion in conflict through an exploration of theoretical material as well as specific case studies. Finally, we will ask how and why various analyses of the role of religion in conflict enable us to think about the potential role of religion in peacebuilding and conflict transformation. The course will explore the cases of Sri-Lanka, Sudan, Israel-Palestine, and Northern Ireland.

### **IIPS 40701. Advanced Moral Problems**

(3-0-3) Sterba

An in-depth discussion of three very important moral problems of our time: affirmative action, animal rights, and sexual harassment.

### **IIPS 40703. Culture and Politics in Northern Ireland**

(3-0-3)

What the literature of Northern Ireland reveals about the culture and politics of Northern Ireland.

### **IIPS 40706. 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.

### **IIPS 40707. 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.

### **IIPS 40708. Anthropology of War and Peace**

(3-0-3) Nordstrom

This class 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.

### **IIPS 40714. 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.

### **IIPS 40719. Catholic Social Teaching**

(3-0-3) Whitmore

The purpose of this course is to familiarize students with the tradition of Catholic social teaching with a view to developing skills for critical reading and appropriation of these documents. We will examine papal, conciliar, and episcopal texts from *Rerum Novarum* (1891) up to the present time, identifying operative principles; tracing central theological, ethical, and ecclesial concerns; and locating each document in its proper historical context.

### **IIPS 40720. Christianity in Africa**

(3-0-3) Kollman

*Corequisite:* IIPS 27999

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.

### **IIPS 40722. Religion and Politics in Comparative Perspective**

(3-0-3)

In this course, we examine various hypotheses about the relationship between religion and politics, religious institutions and political institutions, and based on evidence from across time and space (i.e., Africa, Asia, Europe, Middle East, North America, and South America). The aim of the course is to think critically about the conventional wisdom concerning the relationship between religion and politics. Special attention will be focused on whether certain types of religious systems (i.e., various types of Christianity and Islam) are more compatible with and conducive to democracy than others. Students will write two short reflection papers that demonstrate familiarity with the readings: one during the first half of the semester and one during the second half of the semester. There will be a "short" mid-semester exam and a final research paper due at the end of the semester.

### **IIPS 40724. Globalization, Spirituality, and Justice**

(3-0-3) Groody

This course will explore what it means to be Christian in the context of this new era of globalization. It is a time of new opportunities and unprecedented potential, but it brings with it new perils and greater social, political, and economic turmoil than ever before. In particular, we will explore the meaning of Christian discipleship in a time when half the world lives on less than two dollars a day and two-thirds live in abject poverty. After grounding our discussion of socio-economic research, we will then do a theological reading of globalization, and then a global reading of theology. In particular, we will explore the meaning of Christian faith today as we draw from the deep wells of scripture, early Christian sources, Catholic social teaching, major world religions, liturgy and contemporary theological reflection, icons of justice, mysticism, and spirituality as we explore what it means to be Christian in a time of titanic change.

### **IIPS 40726. Comparative Spiritualities**

(3-0-3) Malkovsky

*Corequisite:* IIPS 27999

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 higher 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.

### **IIPS 40728. Transnational Immigration/European Cinema**

(3-0-3)

*Corequisites:* IIPS 27999, IIPS 41246

The globalization of capital and labor over the course of the 20th century has created a paradox where the transnationalization of capital and advances in communication and technology promote a porosity of borders that increases and even advocates the mobility of people, while at the same time individual nation-states consciously control their borders in an attempt to contain the presumed homogeneity of their cultures. This is particularly evident in Europe, where European national borders have become unstable due to geopolitical changes such as the fall of the Berlin Wall and the Balkan wars, and the constant growth of the European Union. This seminar will examine fundamental aspects of immigration in the European Union and the way they are represented in contemporary European film. With this in mind, we will examine the paradox where, on the one hand, the European Union in its constant growth promotes a cosmopolitan, borderless society, while, on the other hand, it attempts to curb what it considers an invasion by the immigrant other. We will juxtapose the legacies of the French, English, and German post-colonial and immigrant cultures to the immigration wave of the early 1990s, which has affected the southern European countries of Spain, Italy, and Greece. The massive influx of immigrants to these countries is challenging their preconceived notions of homogeneously imagined communities. We will spend the last part of the semester concentrating on subtler issues of nation, gender, politics, and religion, and the possible solutions that directors offer in the beginning of the 21st century as a way of escaping the ideological and cultural impasse of the end of the 20th century. Students who have completed the Notre Dame language requirement in Spanish are eligible to sign up for an additional single-credit discussion section as part of the Languages across the Curriculum (LAC) initiative in the College of Arts and Letters.

### **IIPS 40729. Contemporary French and Francophone Fiction**

(3-0-3) Perry

*Corequisite:* IIPS 27999

Through recent fiction by Francophone writers of Muslim origins, this course will offer us an opportunity to understand and reflect critically upon contemporary issues affecting relations between Muslim and Western cultures. We will read Tahar Ben Jelloun from Morocco (*Partir*, 2006), Yasmina Khadra from Algeria (*Les Sirènes de Bagdad*, 2006), Salim Bachi from Algeria (*Le Silence de Mahomet*, 2008), Chahdortt Djavann from Iran (*La Muette*, 2008), and Atiq Rahimi from Afghanistan (*Syngué sabour: Pierre de patience*, 2008, Prix Goncourt). Apart from their literary merits that call for examination and appreciation, these novels raise key issues in our world today, including exile; immigration; post-colonialism; the wars in Iraq and Afghanistan; Islamic extremism and terrorism; gender and social disparities; and various forms of violence, especially toward women. They also demonstrate attempts to engage Western readers, in particular through an original, literary approach to the Prophet Muhammad's biography. Students are expected to participate fully in class discussions and will be responsible for two essays (one with the opportunity to revise and rewrite) as well as one oral presentation (done in a group). This class is taught in French.

### **IIPS 40801. Conflict Resolution: Theory and Practice**

(3-0-3) Fast

*Corequisite:* IIPS 27999

This course introduces basic and intermediate level skills useful for resolving interpersonal, inter-group, societal, and international conflicts. A heavy emphasis will be placed on training through simulations and role-plays, and there will be a thorough review of the existing literature and some cases of social conflict resolution. Particular attention will be focused on the more traditional areas of negotiation, mediation, and conciliation in multi-racial, multi-ethnic conflicts. Some attention

will be devoted to how what we know about the causes and sustaining conditions of conflict, which assist what we might do in the conflict resolution process.

### **IIPS 40802. Gender and Peace Studies**

(3-0-3) St. Ville

*Corequisite:* IIPS 27999

This course will place the resources of gender theory into conversation with peace studies. In so doing it will highlight both how the category of "gender" serves as a useful analytical tool for peace scholars, while at the same time noting how specific situations of conflict and peacebuilding call into question and so prompt a reshaping of prominent concepts in gender theory. In the first section of the course, we will consider how attention to the social marginalization of women has clarified the differential effects of war and peace efforts. Topics to be covered include women's greater vulnerability to personal and systemic forms of violence in conflict situations, the sexual politics of warfare, including the use of sexual violence as a tool of war, and the role of women as perpetrators of violence. We will consider also the increased roles in peacebuilding that have emerged for women as a result of the attention to gender, including formal calls for women to be included in peace processes, the recognition of gender-based war crimes, and grass-roots peacebuilding initiatives by women. In this section, we will draw heavily on first-hand accounts from specific contexts of conflict, most notably Northern Uganda and Afghanistan. Our study of women's peacebuilding in particular sites will position us in the final section of the course to think still more critically about concepts of gender and power. Critics of contemporary gender theory frequently charge that in its radical questioning of concepts of the self and identity, gender theory has lost its ability to be politically effective. In light of our analyses, we will take up this challenge, asking whether and in what ways "gender" remains a useful tool for students of peace studies and what possibilities our inquiry might open for reimagining concepts of gendered identity to inform future work in peacebuilding.

### **IIPS 40901. Leadership 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.

### **IIPS 40902. Self, Society, and Environment**

(3-0-3) Weigert

*Corequisite:* IIPS 27999

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

*Corequisite:* IIPS 27999

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 United States**

(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 such as the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important sectoral actors such as 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.

**IIPS 40905. International Migration: Mexico and the United States II**

(2-0-2) Bustamante

*Corequisite:* IIPS 27999

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.

**IIPS 40906. 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.

**IIPS 40908. International Economics**

(3-0-3)

*Prerequisite:* ECON 10101 OR ECON 10015 OR ECON 12101 OR ECON 20015

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. Race, Ethnicity, and Power**

(3-0-3)

*Corequisite:* IIPS 27999

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 40913. Global Development in Historical Perspective**

(3-0-3)

*Corequisite:* IIPS 27999

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 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 40914. Prophets and 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 Murrude 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 40915. Gandhi's India**

(3-0-3) Sengupta

*Corequisite:* IIPS 27999

The dominant figure in India's nationalist movement for nearly thirty years, M.K. "Mahatma" Gandhi has also been the 20th century's most famous pacifist, and a figure of inspiration for peace and civil rights movements throughout the world. This course offers an examination of Gandhi and the nature of his unconventional and often controversial politics. It charts Gandhi's career against the background of events in London, South Africa, and India. It examines the evolution and practical application of his ideas and techniques of nonviolent resistance, and his attitudes toward the economy, society, and state. Gandhi's influence on Indian politics and society is critically assessed and his reputation as the "apostle of nonviolent revolution" examined in the light of developments since his death in 1948. Some of the questions that will be discussed are: How far did the distinctive character of Gandhian politics derive from his absolute commitment to India's nationalist struggle? Was his success due to the force and originality of his political ideas and his advocacy of nonviolent action? Can his achievements be explained by political wiliness and pragmatism, or by willingness to embark on new experiments with the truth? Though helpful, a prior knowledge of Indian history is not required for this course.

**IIPS 40916. Slavery and Human Bondage**

(3-0-3) Hauser

*Corequisite:* IIPS 27999

For many Americans, the history of slavery is synonymous with plantations in the Atlantic world. This course seeks to expand our view of Atlantic slavery by looking to the Ancient World, Africa, Asia, and Europe in historic and contemporary contexts. This course examines slavery as a labor system and a social form intimately connected with the political economies and cultural groups within which it arose. It will also examine debates about contemporary forms of bonded labor and slavery emerging from global encounters today. By examining different types of bonded and unfree labor, such as chattel, domestic, and wage slavery, we will form an inquiry about slavery's relationship to the following: personhood and social death; the emergence of market economies; systems of differentiation used to maintain the social condition of the enslaved; and power and violence. This course will take an interdisciplinary approach relying on archaeology, anthropology, and history for our case studies in understanding this particular social form.

**IIPS 41246. Transnational Immigration/European Cinema Lab**

(0-0-0)

*Corequisites:* IIPS 27999, IIPS 40728

Certain films will be viewed for discussion in class.

**IIPS 43101. Peace Studies Senior Seminar**

(3-0-3) Fast; Kaufman; Omar; Philpott

*Prerequisite:* IIPS 30101

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 in light of the theme of the course. 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. This required course is open to peace studies majors and minors only.

**IIPS 43701. The Ethics of Gender and Race**

(3-0-3)

This course is concerned with two central ideas—equal opportunity and discrimination. It focuses on what constitutes equal opportunity with respect to gender and race and how best to achieve it, as well as what constitutes sexual and racial discrimination and how best to avoid it. It begins by considering arguments of those who hold that feminist causes discriminate against men, and that affirmative action programs discriminate against whites, and then considers opposing arguments. The goal of the course is to help students make up their own minds about which views on these topics are most morally defensible.

**IIPS 43702. Topics in Political Philosophy**

(3-0-3) Weithman

The last four decades have been an extraordinarily exciting time in the development of political philosophy. Many of the central questions in the subject have received their most authoritative formulation and treatment since the 19th century. This course will survey developments in English-speaking philosophical world in that period. Topics to be covered include the foundations of constitutional and human rights, the grounds of economic justice in domestic and global settings, and the point and demands of equality. Other problems to be surveyed include the conditions of just war in the contemporary world (including preemptive war) and moral problems connected with torture. Authors to be covered include John Rawls, Robert Nozick, Michael Sandel, Ronald Dworkin, T.M. Scanlon, Amartya Sen, Martha Nussbaum, Elizabeth Anderson, Jeremy Waldron, and Samuel Scheffler. The course will be run as a seminar. This course will be of special interest to students in philosophy and political science. It has no prerequisites except a willingness to work hard and take part in class discussions. Requirements include frequent writing assignments, a class presentation, and a comprehensive final examination. A substantial writing project will be required of graduate students in lieu of a final. Other students may substitute a substantial paper for the final with the permission of the instructor.

**IIPS 43901. Ethics of Gender**

(3-0-3)

We observe gender differences between men and women, but these differences vary over time and place, depending on the customs and practices of different societies and depending on the choices individuals make. To the degree that gender differences are a product of social and individual choice, we can raise the question, as we will in this course, of what, if any, gender differences we should have in society. This question is of particular ethical significance in light of our commitment to the equality of men and women.

**IIPS 43902. Population Dynamics**

(3-0-3) Williams

*Corequisite:* IIPS 27999

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.

**IIPS 43903. Confronting Homelessness**

(3-0-3)

*Corequisite:* IIPS 27999

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.

**IIPS 43904. Children and Poverty: Developmental Implications**

(3-0-3)

*Corequisite:* IIPS 27999

Every fifth child in America faces hunger or poverty. This course examines the impacts of youth poverty and related risks from the perspectives of developmental and social psychology. Key topics include changing family patterns, violence and conflict resolution, moral development, resiliency, and educational inequalities/potentials. Central to the course will be an emphasis on children's developing cognitive perceptions of self in relation to society and an examination of potential solutions, model programs, and relevant social policy. Readings will be drawn from a variety of sources and discussed in seminar format. Active student participation and service-learning engagement or community-based research are fundamental to the course. Students currently working with youth via student organizations or local entities are especially encouraged to apply.

**IIPS 43906. Moral Development**

(3-0-3) Narvaez

*Corequisite:* IIPS 27999

Students are challenged to think about the nature of moral development, learn how to examine and compare theories in moral development, develop critical thinking, and have the opportunity to create a study of moral development. The course reflects on Catholic social teaching and its relation to moral identity and social action generally and in our own lives.

**IIPS 43907. Consumption and Happiness**

(3-0-3) Dutt

*Corequisite:* IIPS 27999

Do increases in consumption increase happiness? This course will look at the available evidence, which suggests that happiness does not increase with consumption and income for people beyond a point, by their own reckoning. It will examine why this may be so, looking especially at the idea that happiness from consumption depends not on the amount we consume, but rather on the amount we consume relative to others. It will also examine how increases in consumption can adversely affect other things many people think are important—including time with family and friends, the environment, economic growth, and income distribution.

**IIPS 45501. Global Crime and Corruption**

(3-0-3) Nordstrom

*Corequisite:* IIPS 27999

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 "out-laws." For example, internationalization has influenced crime in much the same ways that it has multinationals and nongovernmental organizations: Criminal networks now span continents, forge trade agreements and hone 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.

### **IIPS 45701. Ethnographic Method and Writing for Change**

(3-0-3)

*Corequisite:* IIPS 27999

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 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 polyvocality and inclusivity. Ethnography as a nexus of theory and practice, of scholarship and action, emerges from our work in the course.

### **IIPS 45902. Anthropology of Poverty**

(3-0-3)

*Corequisite:* IIPS 27999

What is poverty? What does it mean to be poor, destitute, and powerless? Does poverty in the developed world refer to the same conditions and factors that determine poverty in developing and undeveloped countries? What does genteel poverty mean? Does the ability to possess material goods and to consume indicate lack of poverty? What is the cycle of poverty? Can one break out of it? This course will address these and other questions on poverty through anthropological analysis. The course is divided into two parts: (a) poverty in the pre-industrial era, and (b) poverty in contemporary societies. Topics covered in the first part include the beginnings of poverty and social inequality in the earliest complex urban societies of the Middle East, Africa, and South Asia; urbanism, production, distribution and poverty in various time periods including classical Greece and Rome, the Middle Ages and the Early Modern Era; and slavery, colonialism, and poverty. The second part will address issues such as the relationship between industrialism, colonialism, and poverty in the 19th and 20th centuries, instituted poverty in post-colonial and post-industrial societies, and global manifestations of poverty in the 21st century. The course materials include readings from anthropology (archaeology, cultural anthropology, and biological anthropology), history, economics, theology, and political science, as well as documentaries and films.

### **IIPS 47901. Cultural Difference and Social Change**

(3-0-3)

*Corequisite:* IIPS 27999

This course is designed especially for students returning from summer service projects or study-abroad programs in the developing world. Students can enroll only with the permission of the instructor. 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. Course readings will cover such topics as world systems theory, globalization, development, NGOs, various understandings of “human rights,” applied anthropology, activism, and the relation between cultural relativism and service. Students will develop three collaborative websites during the semester (although each student will receive individual grades for his or her work). These collective projects will present the students’ own research interests based on their overseas experience, and will focus on the site where they worked, a problem that they observed in cross-cultural perspective, and an analysis of strategies for redressing

this sort of problem. The overall goal of the course will be for students to gain an understanding of how social science analysis might help to understand and confront problems in cross-cultural contexts.

### **IIPS 50201. Design and Methods in Peace Research**

(3-0-3)

This course provides an overview of social science research methods with special attention to the application of research principles and practices to research projects in the areas of peace and conflict resolution. The aim of the course is to provide students with the basic tools needed to develop their own research project and to strengthen their skills in reading published research articles. Students will gain familiarity with commonly used research methods such as ethnography, survey research, interviews, document/content analysis, and basic statistical analysis. Students who are developing their final MA projects will have opportunities to present and discuss their work throughout the semester. Also, we will devote some time to considering the processes of writing grant proposals to fund research and publishing research results.

### **IIPS 50601. Catholic Peacebuilding**

(3-0-3)

The tradition of Catholic thinking on war and peace has reached an exciting new point in its development, best captured in the term “peacebuilding.” Though it draws on traditional conceptions of the justice (or injustice) of war, its focus is on the ethics and practice of repairing the wounds of war and unjust regimes in Bosnia, Rwanda, El Salvador, East Timor, and Northern Ireland and elsewhere. Students will examine—and indeed develop—the concept of peacebuilding through both theology and actual cases, both historical and contemporary. Seniors only—with permission of instructor.

### **IIPS 50704. History From Below: Colonialism, Nationalism, and Subalterns**

(3-0-3)

This course introduces advanced undergraduates and graduate students to methods of doing and writing history that intervene within dominant historical narratives and frameworks by redefining historians’ relationships with sources and the questions asked of them. The subaltern studies collective that emerged from South Asia in the 1980s and 1990s is now recognized as one of the more important historical interventions in recent years. Subaltern studies’ historiographic writing has questioned dominant nationalist narratives by arguing that they represent only the history of elites. The objective of the course is to draw attention to differing understandings of colonialism and nationalism by laying out the perspectives of “subalterns”—untouchables, tribals, peasants, workers, women, and other marginalized groups. In addition “subaltern” perspective would also be extended to studying themes like democracy, politics, modernity, development, cities, environment, films, and television in South Asia. The interventions by the subaltern studies collective will be situated in relationship to developments in European historiography, with special attention to the unique departures of this new school. Debates within and critiques of the collective’s approach will also be examined. A background in South Asian history or culture is not a prerequisite.

### **IIPS 50705. 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.

**IIPS 50801. Nonviolent Social Change**

(3-0-3) Cortright

*Corequisite:* IIPS 27999

This course will help students understand and participate more effectively in movements for nonviolent social change. Students will become familiar with both the theories of nonviolence and social action and the practice of effective social organizing. Topics to be addressed include the religious roots and philosophy of nonviolence, recent cases of nonviolent social struggle, principles of strategy, and the techniques and methods of nonviolent action, including media communications, fundraising, lobbying, grass roots organizing, and coalition building. Relevant historical and contemporary examples will be reviewed to illustrate how movements for social change work in practice. Coursework will consist of readings, lectures, videos, and class discussion on the identified topics. In addition, students will be asked to participate in class activities and team learning exercises. Two team-learning exercises are scheduled during the semester.

**IIPS 50802. International NGO Management**

(3-0-3) Culbertson

*Corequisite:* IIPS 67999

This course will provide an introduction to 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 “scaling up” project impact, stakeholder perspectives on evaluation, and the unique challenges that arise in evaluating peacebuilding projects.

**IIPS 50901. Environmental Justice**

(3-0-3) Shrader-Frechette

*Corequisite:* IIPS 27999

This course will meet once a week on Wednesdays, from 4:00 to 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 United States/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.

**IIPS 50904. Political Economy of Development**

(3-0-3) Kim

*Corequisite:* IIPS 27999

The course is divided into two parts. The first part provides an overview of the institutional and empirical features of the developing world, followed by a survey and critical evaluation of the conventional development theories. The second part looks into the selected topics evoking the critical, controversial stakes in Third World development debates today. The topics include rent-seeking activities, land tenure and peasantry, micro-financing, corporate governance, failed state and market failure, market and democracy, income-distribution and poverty, feminism in development, ethnic conflicts in resource use, and population pressures. The approach taken in this course is a political-economy perspective with references to the historical, cross-cultural, and empirical materials. The course aims at providing the students with intellectual spaces for alternative development paradigms and

strategies. Where appropriate, the tools used in economic analysis will be reviewed at an elementary and accessible level.

**IIPS 53901. Social Movements in Global Perspective**

(3-0-3)

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.



## Institute for Latino Studies

### ILS 20001. Pirates, Planters, and Peasants: Caribbean Experiences in the Past

(3-0-3)

The Caribbean is often depicted as a sea inhabited by pirates, filled with exotic islands, picturesque beaches, and bucolic landscapes. What is often overlooked is the culture and history of the people who actually lived there. Who were the pirates of the Caribbean? Why were the islands so important to European powers? And what were the effects of slavery? Focusing on Jamaica, Belize, and Barbados, this course charts the emergence of a multi-ethnic Anglophone Caribbean through an examination of plantation colonies and the aftermath of slavery. Specifically, it will focus on cultural encounters between Native Americans, Africans, and Europeans through a combination of ethnography, history, and archaeology.

### 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. Stories of New America

(3-0-3)

The Latino populations of the United States increasingly influence many sectors of American society. Despite this ongoing demographic shift, mainstream American society often views these populations within the severely restricted fields of view of undocumented immigration, drugs, and crime. In response, this course asks two large questions: What can be said about the complexities of these American populations? And how might the America of the future differ from today's version? Course readings will include Norma Cantus's *Canicula*; Cristina Garcia's *Dreaming in Cuban*; Nuyorican poetry by Tato Laviera; Rudolfo Anaya's *Bless Me, Ultima*; Richard Rodriguez's *An Argument with My Mexican Father*; and various selections by Gloria Anzaldúa, Julia Alvarez, Tino Villanueva, Pedro Pietri, and others. Our films will include *Come and Take It Day* and the film version of Tomas Rivera's class work .... And the Earth Did Not Devour Him<.i>. We will augment our primary fiction and poetry with critical, scholarly articles to illuminate our materials and broaden our discussions. Students will write four essays and take a midterm and final exam.

### ILS 20400. Latinos in the United States

(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 critiquing 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) Cardenas

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 20800. U.S. Latino Spirituality

(3-0-3) Elizondo

U.S. 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 U.S. Latino spirituality through the devotions, practices, feasts, and rituals of the people.

### ILS 20801. Latin American and U.S. 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 U.S. 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.

### 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)

This course of intensive grammar study, reading, and writing is designed for those who may speak Spanish with some fluency, but who 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 20901. La telenovela: History, Culture, and Production

(3-0-3) Mangione-Lora

*Prerequisite:* (ROSP 20202 OR ROSP 201 OR ROSP 202E)

In this course, you will explore the genre of the telenovela (a major social, cultural, political, and economic force in Latin America and, more recently, in the United States) by reading about the genre (in Spanish) and watching two condensed telenovelas (also in Spanish). You will demonstrate your understanding of the telenovela and its importance in Hispanic culture through writing and discussion and through application of these ideas as you write, produce, direct, act in, record, and edit a mini-telenovela as a class. During this process you will learn and apply basic production (videography) and post-production (computer-based video and audio editing) techniques.

**ILS 30000. 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, but not exclusively from that geographical area.

**ILS 30001. Mexican Photography**

(3-0-3)

This course examines Mexican photography from the 19th century on to contemporary works. Theoretical issues pertaining to the histories of photography, with emphasis in documentary photography, photography as an art form, photojournalism, and photo manipulation are part of this course. Key films, such as *Mala Hierba* from 1940 and *Canoa* (1970), will be discussed in the context of the relation they have with still images. Photography and film will be situated to particular photographic moments and specific socio-cultural and political developments in Mexico. Critical questions on the role of photography in the formation of national narratives and the role of photographers in the life of art and culture will be addressed. Works by Romuldo García, Agustín Casasola, Manuel Álvarez Bravo, Nacho López, Lola Álvarez Bravo, Tina Modotti, Lourdes Grobet, Graciela Iturbide, and other artists will be discussed.

**ILS 30005. Latinos in American Film**

(3-0-3) Ruiz

This course will survey the history of representations of Latinos in American cinema from the silent era to the present. We will examine how stereotypes associated with Latinos have been produced, reinforced, and challenged in American films; from “greasers” and “Latin lovers” to gangsters, kingpins, and border crossers. We will explore the fascinating contradiction that, despite a long history of misrepresentation and underrepresentation, Latinos have made significant contributions to Hollywood and independent cinema. We will also examine the rise of Latino directors in recent years and their drive to reframe the Latino image for American audiences. Screenings will range from the silent epic *Martyrs of the Alamo* (1915) to more recent films such as *Maria Full of Grace* (2004). Our interdisciplinary approach to the subject will draw upon readings from history, film theory and criticism, and ethnic/American studies. Students will take a midterm exam and make class presentations.

**ILS 30007. The U.S.-Mexican-Border**

(3-0-3) Ruiz

The United States-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-19th century. Today, the border remains the source of contentious debates in the United States—from proposed amnesty for undocumented workers and unprecedented activism for migrants' rights to those who argue for a 700-mile fence to physically divide the two nations—even as Latinos have become America's largest minority group. This course will unpack these varied (and often contradictory) meanings of the border, paying particular attention to the history of representations of Mexico and “Mexican-ness” in the United States and their impact upon foreign policy, political organizing, and cultural relations. Our approach will be interdisciplinary, drawing on methods and texts from history, sociology, film studies, critical race theory, cultural studies, and ethnic studies. Together we will read texts as varied as Gloria Anzaldúa's *Borderlands/La Frontera* and Steven Soderberg's *Traffic*.

**ILS 30010. Images of Mexico: A Photographic Journey**

(3-0-3)

This course on Mexican photography is taught from the lens of Mexican documentary photographer, Antonio Turok. We will explore key themes and struggles in Mexican society and culture through the visual legacy of Mexico's

photographers, domestic and foreign, past and present. The primary goal of the course is to analyze photography as a means of understanding Mexico's complex diversity of peoples, landscapes, and history. The goal of the course is not only to motivate students to learn about Mexican photography, but also to analyze the political, social, economic, cultural, and religious contexts informing the work in order to formulate a broader understanding of Mexico and Mexicans. Among the questions we will be asking in our exploration of the photography of Mexico are what motivated the photographer to create the images; how did the photographer shape the images to become visual symbols? Materials for the course include the visual legacies of photographers, photographic criticism, and recorded interviews with the photographers talking about their work.

**ILS 30012. Exploring Society Photographically: Sharing, Voicing, and Healing in Times of Crisis**

(3-0-3) Turok Wallace

Students will work with the internationally known documentary photographer to achieve a body of images along with text to express the issues that we are facing today. Students will be asked to use photography as a means to document the current economic realities that we are facing today, such as home foreclosures, loss of jobs, businesses closing, cost increases in gasoline and food, etc.. These images will be used in a final exhibition at the end of the semester, and it is the hope of the instructor that a catalog can be published to distribute to the community at-large as well as the local, state, and new federal administration. This class will engage students in a positive and creative manner as to how to make a difference in society through their reflective images and words for change.

**ILS 30015. The Hyphenated American**

(3-0-3) Prizant

This course will engage theatrical works for, by, and about hyphenated Americans (African-Americans, Asian-Americans, etc.) Students will see live theatre, theatre on video, and interviews with dramatists and performers. Reading and understanding plays and various theoretical materials on race, culture, and immigration will also be vital components of the course. The course will require a large research project based on a topic of the students' choosing.

**ILS 30016. Latin American Theatre**

(3-0-3) Prizant

This course will serve as a basic introduction to plays from Latin America. Models from South America, Central America, North America, and the Caribbean will be included in order to give students a general overview of significant contemporary plays (in English) from a sampling of countries in the Spanish-speaking world. Students will read plays and articles, see and analyze footage of performances (when available), give creative and/or historical presentations, participate in discussions about the theatrical methods and materials, and further research areas that particularly interest them. Making connections between ideas and life experiences, while deepening appreciation for the arts and literature in Latin America are crucial goals of this class.

**ILS 30020. Beyond Beans and Rice: Theatre From Latin America**

(3-0-3) Prizant

What does popular theatre look like beyond our borders? What can we learn from artistic choices in Mexico, Argentina, or Cuba? This course will serve as an introduction to contemporary plays, playwrights, and performances from Latin America. Models from South America, Central America, North America, and the Caribbean will be included (in English) to give students an overview from a sampling of the Spanish-speaking world. Students will be expected to read plays and articles, analyze scripts and performances, give creative and/or historical presentations about contexts in Latin American countries, participate in discussions about theatrical methods and materials, and research areas of particular interest to them. No previous Spanish language or acting experience is necessary.

**ILS 30100. 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.

**ILS 30101. Caribbean Diasporas**

(3-0-3) Richman

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. This course will explore the consciousness and experience of Caribbean Diasporas through ethnography and history, religion, literature, music, and culinary arts.

**ILS 30102. Creole Language and Culture**

(1.5-0-1.5)

This course introduces students to the vivid, sonorous language of Kreyòl, or Creole, and to the fascinating culture of its speakers. This intensive, beginning-level course is intended for students with no knowledge of Creole. In small-group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques. Our study of Kreyòl is closely linked to our anthropological exploration of how the language is tied to Caribbean society and culture. The course takes a holistic, anthropological approach to the history, political economy, and religion of Haiti. In addition to class work, audiotapes, music, and film enhance the study of the Haitian language and culture.

**ILS 30103. Intermediate Creole Language and Culture**

(1.5-0-1.5)

This intermediate level course is intended for students who have taken beginning-level Creole. In small-group teaching sessions, students will be prepared for conversational fluency with basic reading and writing skills, emphasizing communicative competence as well as grammatical and phonetic techniques. Our study of Kreyòl is closely linked to our exploration of how the language is tied to Caribbean society and culture. Evaluation of student achievement and proficiency will be conducted both informally and formally during and at the conclusion of the course. Those looking to develop or improve their language skills are welcome to the class. The program is designed to meet the needs of those who plan to conduct research in Haiti or in the Haitian Diaspora, or who intend to work in a volunteer or professional capacity either in Haiti or with Haitians abroad.

**ILS 30201. Latinos in the United States: 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 United States, 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 United States.

**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 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 Latin American views of North American society, customs, politics, and individual character, with a particular emphasis on 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 United States 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 U.S. 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/a 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, Martín 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 in which 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.

**ILS 30309. Latino Literatures**

(3-0-3)

A survey of Latino fiction, poetry, and other literary works.

**ILS 30310. Tropical Heat Waves: Contemporary Latino/a and Caribbean Literature**

(3-0-3)

A review of selected contemporary Latino/a and Caribbean novels.

**ILS 30315. U.S. Latino/a Poetry**

(3-0-3) Rodriguez

The literature of Latina/o immigration and migrancy brings together a range of contemporary concerns, from identity to the transnational to definitions of the literary. How does international movement inflect notions of American identity? How do writers create and describe communities in constant movement? These are only two questions that can be posed to the literatures of Latina and Latino transnational and intra-national movement. In this course, we will read a range of recent materials dealing with immigration between Mexico and Latin America and the United States, and with intra-national migrancy. Key texts will include Luis Alberto Urrea's *The Devil's Highway*, Julia Alvarez's *How the Garcia Girls Lost Their Accents*, Cristina Garcia's *Dreaming in Cuban*, Tomas Rivera's *...And the Earth Did Not Devour Him*, and Elva Treviño Hart's *Barefoot Heart: Stories of a Migrant Child*. In addition, we will draw upon various critical readings focusing on transnationalism, displacement, and new theories about contemporary globalization. Students will write three short essays and a final exam, and will be required to participate actively in class.

**ILS 30400. History of Modern Mexico**

(3-0-3) Pensado

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 30401. Mexican-American History**

(3-0-3) Rodriguez

*Corequisite:* HIST 32621

This course surveys the social, economic, and political evolution of Mexican Americans with a special emphasis on the post-1848 period. It examines the key processes by which a small colonial population grew to become a significant minority in the 20th century. The course covers three broad historical periods: (1) the Colonial Southwest, 1500–1848; (2) the New Southwest, 1848–1900; and (3) the long 20th century. The first era focuses on Spanish Mexican settlement, social structures, economic development, the War of Independence, the Mexican Southwest, and the War with Mexico, 1846. The second era examines land grant adjudication, the ranching economy, rural and urban employment, and conflict and accommodation between the Mexican settlers and Anglo and European newcomers. The last era explores key themes, including Mexican immigration and settlement, economic life, migrant life, urbanization, politicization, the Chicano Movement, and the acculturation of Mexican Americans. Our main objectives are to assimilate a wealth of new knowledge and to appreciate and understand the historical roots and development of the Mexican American people.

**ILS 30402. Modern Latin America**

(3-0-3)

A survey of modern Latin American history.

**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 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 30504. U.S.-Latin American Relations**

(3-0-3) Hagopian

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 U.S.-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 U.S.-Latin American relations, including regional free trade agreements and trade policy, the environment, migration, and drugs, in a post-Cold War environment.

**ILS 30505. Latin American Politics**

(3-0-3)

Latin America is vital for the United States because of the region's importance in trade, migration, the environment, and security issues. This course is an introduction to the politics of this important region of the world. What are the major challenges facing Latin America in the early 21st century? How are different countries facing these challenges? What are the origins of the current dilemmas and opportunities facing Latin America? The main objective of the course is to provide understanding of some of the major political challenges facing Latin America today. The final section will provide an overview of some of the outstanding issues in US/Latin American relations.

**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 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 30702. 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 it 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 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 U.S. 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 30705. Toward Equity and Excellence in Education: A Review of Pedagogical Approaches From 1950 to Now**

(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. The course will conclude with a discussion of equity in light of the nation's rapidly changing demographics.

### **ILS 30706. Toward Equity and Excellence in Education: A Review of Pedagogical Approaches From 1950 to Now**

(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. The course will conclude with a discussion of emerging challenges in promoting educational excellence and equity in light of the nation's rapidly changing demographics, especially those related to immigration and the growth of the Latino population.

### **ILS 30707. Migration, Documented**

(1-0-1)

The migration of people from their homelands is as old as humanity. Yet migration is still misunderstood; emigrants are often seen as traitors and immigrants as dangerous and self-serving invaders. Film is a burgeoning medium for documenting experience of migration for the migrants themselves, the communities they leave, and the societies in which they settle. Documenting migration compels us to question the meanings of borders, the nature of identity, and the possibility of cultural pluralism and integration. This course showcases documentary films about migration in the Americas.

### **ILS 30709. Undocumented Immigrants in the American Imagery**

(3-0-2)

This course examines the social realities of undocumented immigration to the United States. Special attention will be given to the historical presence and current dynamics of migration in the contemporary era drawing on the visual record of migration from the western hemisphere. A film series will accompany this course, and attendance is required.

### **ILS 30710. The Catholic Church and Immigrant Rights Movement: The Ethics of Mobilizing for Immigration Reform**

(1-0-1)

One cannot study the Church's efforts on immigrant rights without first understanding the religious values that drive and constrict the Church's actions. Thus, in this course we will examine Catholic social thought as the impetus for the Church's policy positions and activism on immigration legislation. We will examine the values and ideas of Catholicism regarding immigration as expressed through the Gospel, Papal Statements, and Bishops Statements. We will limit our discussion of the Catholic Church's activism and policy positions to two legislative campaigns: the Immigration Reform and Control Act of 1986 and the current of HR4437/S2611 campaign.

### **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 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.

### **ILS 30803. Social Concerns Seminar: Hispanic Ministry**

(0-1-1) Toms Smedley

The Center for Social Concerns and the Hispanic Ministry jointly offer a pilgrimage based in the Parish of Nuestra Senora de Soledad in Coachella, Calif. 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) Toms Smedley

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 U.S. 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/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.

#### **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 35000. Cross-Cultural Leadership Internship Program**

(0-0-3)

This is a leadership internship for cross-cultural/urban studies working eight weeks in Los Angeles in a multicultural area with organizations dedicated to empowering local communities. Students will work with ILS to build partnerships with the agencies and people involved. Students will complete academic requirements including readings, reflection sessions, and a presentation of a synthesis paper at the end of the internship. Application and interview necessary for participation.

#### **ILS 35801. Summer Service Learning: Latino Leadership Intern Program**

(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 40103. Mexican Immigration: A South Bend Case Study**

(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. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration, and the history and sociology of the local community. Next we learn ethical fieldwork methods in preparation for community research. Students working in two-person

teams will gather data on local and transnational households and kin networks, political involvement, employment, consumption practices, cultural activities, and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino Studies to be given to those who shared their lives with us and to entities that are committed to helping them.

#### **ILS 40105. Migration, Markets, and Entrepreneurship**

(3-0-3)

This course combines methodological tools from business and anthropology for analyzing the impact of migration movements on local socio-economic conditions and on the markets and the economy. This joint approach will focus on the study of the economic, social, and cultural dimensions of Mexican migration—the largest contemporary source of migration to the United States—with a particular emphasis on two economic aspects, namely (1) entrepreneurial traits and skills of the migrant population, and (2) the pattern and level of remittances by the migrant sector residing in the United States. The course also considers how transnational social, cultural, political, and religious networks and institutions affect and are affected by Mexicans' activities as workers, consumers, entrepreneurs, and general economic agents. The course will examine the following topics: the role of remittances in the Mexican economy; local business partnerships between migrant organizations and the state; Mexican transnational households' financial structure; characteristics of the Mexican migrant labor force; consumption patterns and savings behavior; and the study of a Latino/Hispanic market segment in the United States that includes the production and/or sales of Mexican products, special advertising, and promotion techniques specifically targeted for that market. Comparative case studies of entrepreneurs based in central Mexico and those of Mexican immigrants in the U.S. Midwest complete the course and seek to understand how these economic agents and community leaders build economic, social, and cultural capital in the context of the communities where they reside.

#### **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, Puertorriquenos, 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-à-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. Memory in Latino/a Literature**

(3-0-3)

What is memory? Do we have national or communal memories and, if so, how are these formed? Does the present affect the memory of the past? What is the relationship among memory, history, and fiction? In this course, we will consider these questions as we study Latino/a novels, short stories, autobiographies, memoirs, poetry, film, and performance. Our selected texts frequently address or invoke memory, linking it to an exploration of belonging and to individual and communal identities (national, ethnic, racial, gendered, sexual). Some of the questions we might ask ourselves as we read include: What is remembered in Latino/a literatures? How and why do these literatures invoke and create individual and collective memories? How does memory intersect with the “stance of resistance” that Ramon Saldívar suggests is central to Chicano/a literature? Who does the remembering? How do acts of memory expand the parameters of what constitutes “Latino/a” or map multiple Latino/a nations? Requirements for this research seminar include weekly 1-page critiques, regular participation in discussion, one oral presentation, and an original research paper of 15 pages (including bibliography

and first draft for review. This small group research seminar affords students the opportunity for more in-depth work with professor and peers.

### **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 40304. Icons and Action Figures in Latino/a Literature**

(3-0-3)

Understanding U.S. Latino/a literature, art, and film through its many allusions to and representations 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/a, African, Asian, and European cultures).

### **ILS 40305. Migrating Melodramas: Latino/a Literature and Popular Culture**

(3-0-3)

This course examines how various forms of popular culture from Latin America and the Caribbean migrate to the United States and are reappropriated by Latina/o cultural producers. Focusing particularly on theories of melodrama as a feminine discursive space, we will analyze several works of Latina/o literature that underscore women's active interpretation of music, film, and television. While this is a literature-based course, students will also examine how hybrid cultural products such as contemporary boleros, films, and telenovelas produce a transnational imaginary that connects Latinas/os in the United States with Latin America and the Caribbean. We will read novels such as *Loving Pedro Infante* by Denise Chavez, *The Mambo Kings Play Songs of Love* by Oscar Hijuelos, and *Tomorrow They Will Kiss* by Eduardo Santiago.

### **ILS 40306. Literature of Immigration: The Latino/a Transnational Experience**

(3-0-3)

The literature of Latina/o immigration and migrancy brings together a range of contemporary concerns, from identity, to the transnational, to definitions of the literary. How does international movement inflect notions of American identity? How do writers create and describe communities in constant movement? How are struggles against poverty interwoven with discussions of gender and cultural discrimination? How might literature itself respond to these concerns? Finally, how do these experiences shape our conceptions of the literary itself? In this course, we will read a range of recent materials dealing with immigration between Mexico and Latin America and the United States, as well as with intra-national migrancy. Key texts will include: Luis Alberto Urrea, *The Devil's Highway*; Julia Alvarez, *How the Garcia Girls Lost Their Accents*; Cristina Garcia, *Dreaming in Cuban*; Tomas Rivera, *...and the Earth Did Not Devour Him*; Luis Rodriguez, *Music of the Mill*; and Elva Treviño Hart, *Barefoot Heart: Stories of a Migrant Child*. In addition, we will draw upon various critical readings such as María Herrera Sobek's *Northward Bound: The Mexican Immigrant Experience in Ballad and Song*. Students will write a variety of in-class projects and three full-length essays, and take a final exam.

### **ILS 40307. Literatures of Immigration**

(3-0-3)

Closed reading of recent literature that explores the immigration between Mexico, Latin America, and the United States.

### **ILS 40310. Latino/a Literature**

(3-0-3)

This course will focus on several prominent contemporary Latino/a poets and fiction writers whose work has enriched and diversified American literature in the last 20 years. Among them are such established and acclaimed authors as Gary Soto, Lorna Dee Cervantes, Pat Mora, Martín Espada, Victor Hernández Cruz, Helena Viramontes, and Cristina García. Because Latinos are not homogenous, emphasis will be given to these writers' diverse ethnic and cultural origins. Readings will be assigned in individual poetry collections, novels, and in one anthology of poetry. Assignments: group presentations, response papers, three 4- to 5-page papers, a final examination, and regular attendance.

### **ILS 40402. History of Cubans in the United States**

(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 U.S. 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 United States**

(3-0-3)

The Hispanic presence in territories that are today part of the United States date from the foundation of communities like San Agustín, La Florida (1565), Santa Fe, San Antonio, Tex. (1718), and Los Angeles, Calif. (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 U.S. Latino history, the course will examine the political, socioeconomic, religious, and cultural dimensions of early U.S. Hispanic history.

### **ILS 40406. Latinos and Christianity**

(3-0-3)

This course examines the unique religious history of U.S. Latinas/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 American and U.S. Latino Christianity. Other important themes include the changing role of Latinos in the U.S. immigrant church, the impact of Latin American liberation theology on U.S. 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 United States. 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 U.S. 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 United States, we will explore the following key topics covered: historical roots of “Latinos/as” in the United States; the evolution of a Latino/a ethnicity and identity within the United States; 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 contribution anthropologists can make to international efforts to understanding human rights.

### **ILS 40600. Latino Psychology**

(3-0-3)

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 toward social advocacy and the delivery of psychological interventions for Latino communities will be critically examined.

### **ILS 40601. Psychology of Race: Examining Racial and Ethnic Identity Development**

(3-0-3) Pope-Davis

The purpose of this course is to examine the psychological aspects of racial and ethnic identity development in the United States. This course will look at the general ideas of identity development from a psychological basis as well as the personal identities of American groups. The main course objectives are to increase students' cultural awareness of their own and others' racial and ethnic identities; to develop relevant knowledge of about identity constructs in understanding different populations; and to develop critical thinking skills in studying and evaluating research on the role of racial and ethnic identity development in psychological processes and human behavior.

### **ILS 40700. International Migration and Human Rights**

(2-0-2) Bustamante

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 40702. Qualitative Methodology**

(3-0-3)

The seminar will cover the general topic, with particular attention to ethnography and fieldwork, 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 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 U.S. 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 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)

Ideological discourse shapes political action in Latin America. Thinkers such as Martí, 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 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 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**

(3-0-3) Cardenas

This course analyzes the philosophy and principles underlying the social and political aspects of Latino art.

**ILS 40715. Latinos in Education**

(3-0-3)

This course examines the educational experiences and struggles of Latinos in U.S. 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 40717. Race Relations in the United States**

(3-0-3)

This course focuses on racism and race relations in the United States. Current cases involving racial issues will be presented and discussed in class. Readings, discussion, and lectures will examine the background and current status of the dominant ethnic minority groups in the United States today. The issue of race will also be viewed in relationship to police practices, housing patterns, economic opportunities, gender relations, and politics. Class participation and student experiences will be emphasized.

**ILS 40722. Mestizo Stories**

(2-0-2)

Mestisaje (racial-cultural blending) is a foundational paradigm for understanding Latino history, culture, and politics. The course provides students a wide-ranging, interdisciplinary introduction to the subject of mestisaje. Jose Vasconcelor's influential book *La Raza Cósmica* (The Cosmic Races) will be the conceptual anchor for analysis and interpretation. The book will be augmented by films, videos, recordings, and assigned readings exploring three core areas of concerns: (1) the historical origins of mestizo/a identity and cultural production; (2) the experience and narratives of mestisaje in the United States; and (3) the global implications of mestisaje as a transcendent social and cultural manifestation. Students are expected to be critical readers of the assigned texts, which will be primarily in English, though some will be in Spanish or bi-lingual. Active participation in class discussions is also essential. Students are also expected to present a PowerPoint presentation on a selected aspect of mestisaje from a wide range of humanities and social science topics to be investigated. The oral-visual presentation will become the basis for a written research paper. Mestizo Stories will explore visual, musical, literary, and performative texts of human agency, resistance, and survival.

**ILS 40801. Theology and Popular Piety in U.S. 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, Bartolome 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 40804. Latino Film: Culture, God, and Redemption**

(3-0-3)

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 40900. From El Barrio to Calle Ocho: Urban Experience in U.S. Latino/a Literature**

(3-0-3)

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 40901. Cuban Literature**

(3-0-3)

An in-depth study of a particular theme, author, or genre in Cuban literature.

**ILS 40902. Mexican Literature**

(3-0-3)

Combines an overview of the historical development of prose, poetry, and theatre in Mexico, with a close look at special problems and issues in Mexican literature.

**ILS 40905. Beyond the Islands: Latino/a Caribbean Literature and Culture**

(3-0-3) Moreno

This course examines the literary and cultural production of Latinos/as from the Spanish-speaking Caribbean. Issues of migration, transnationalism, and transculturation will be explored through the analysis of texts by Puerto Rican, Cuban American, and Dominican American authors.

**ILS 40908. Self, Family, Nation: Insular and U.S. Hispanic Caribbean Women Authors**

(3-0-3)

This course focuses on the literature of Hispanic Caribbean women authors in the islands and in the United States. By contrasting the works of recent and more

established authors from Puerto Rico, Cuba, the Dominican Republic, and their counterparts in the United States, we'll explore the construction of gender and sexuality from a Caribbean feminist perspective. Some of the texts that this course will examine include *In the Time of the Butterflies* by Julia Alvarez, *Papi* by Rita Indiana, *When I was Puerto Rican* by Esmeralda Santiago, *Maldito amor* by Rosario Ferré, and *Dreaming in Cuban* by Cristina García.

**ILS 45103. Mexican Immigration: A South Bend Case Study**  
(3-1-4)

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. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next, we learn ethical fieldwork methods in preparation for community research. Students working in two-person teams will gather data on local and transnational households and kin networks, political involvement, employment, consumption practices, cultural activities, and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino Studies to be given to those who shared their lives with us and to entities that are committed to helping them.

**ILS 46711. Directed Readings: Latino Studies**  
(V-0-V)

Independent faculty supervised readings. Credits 1–6

**ILS 46713. Directed Readings**  
(V-0-V)

Independent faculty supervised readings. Credits 1–3

## Department of Military Science (ROTC—Army)

**MSL 10101. Introduction to Military Leadership I**  
(1-2-1) Tripp

A study of the organization of the Army with emphasis on understanding and implementing officership, leadership, and the Army values. Military courtesy, discipline, customs, and traditions of the service, fitness, and communication are taught and demonstrated through practical exercise. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as land navigation and marksmanship.

**MSL 10102. Introduction to Military Leadership II**  
(1-2-1) Tripp

A study of functions, duties, and responsibilities of junior leaders. Emphasizes operations of the basic military team to include an introduction to the Army's problem-solving process as well as the fundamentals of time and resource management. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as first aid, U.S. weapons, and military communication.

**MSL 20201. Foundations of Military Leadership I**  
(2-2-2) Carter

Study and application of map-reading skills, military communications, and development of individual leadership techniques by learning the fundamentals of small-unit tactical operations. Emphasis on individual physical fitness and conducting self-evaluations to facilitate growth. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques along with instruction on basic military skills of land navigation and rifle marksmanship.

**MSL 20202. Foundations of Military Leadership II**  
(2-2-2) Carter

Study and application of mission planning and orders with an emphasis on small-unit leadership in tactical settings. Land navigation, map reading, marksmanship, and communication skills will be evaluated. Students are expected to demonstrate that they have mastered basic soldier skills and leadership fundamentals. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques along with advanced instruction on military skills.

**MSL 30301. Tactical Military Leadership**  
(2-2-2) Straus

Military decision making, problem analysis, and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise.

**MSL 30302. Applied Military Leadership**  
(2-2-2) Straus

Advanced military decision making, problem analysis, and integrated planning with synchronization of multiple assets. This is conducted on the basis of platoon operations and tactics. Includes two 48-hour field exercises.

**MSL 40401. The Professional Officer and Developmental Military Leadership**

(2-2-2) Crist

Advanced study of the military profession and of the concept of officership. Addresses training management, along with staff organization, functions, and processes, the components of officership, which include requirements to be a leader of character, a war fighter, a member of the profession of arms, and a servant of the nation, and the just war tradition.

**MSL 40402. Adaptive Military Leadership and Military Ethics**

(2-2-2) Crist

Advanced study of military leadership, military ethics, and a variety of issues relevant to junior military officers. Addresses the Army's leadership doctrine in depth, paying particular attention to the Army's leadership requirements model, along with military ethics and ethical decision making in professional situations. Additional topics include the law of war, cultural awareness, Army organization, and Army administration.

**MSL 40414. American Military History I**

(1.5-0-1.5) Dukeman

This course is the first part of a two-semester survey course with an analysis of American military history from the early American colonial period through the current global war on terrorism. The MSL 40414 course is designed to be an exploration into the evolution of modern warfare with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military from its first conception in 1607 through the 1900s. The successful completion of MSL 40414 and 40415 meets the military history pre-commissioning requirement for U.S. Army ROTC cadets.

**MSL 40415. American Military History II**

(V-0-V) Dukeman

This military history course is the second part of a two-semester survey course with an analysis of American military history from the Revolutionary War through the current global war on terrorism. The MSL 40415 course is designed to be an exploration into the evolution of modern warfare with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military from 1900 through the modern day war on terrorism. Part of this course includes a field trip to the nearby First Division Museum at Cantigny in Wheaton, Ill. The successful completion of MSL 40414 and 40415 meets the military history pre-commissioning requirement for U.S. Army ROTC cadets.

**MSL 40498. Topics in Military History**

(2-0-2)

This course is a study of military tactics, leadership, doctrine, technologies, techniques, and procedures as they relate to historical military campaigns.

**MSL 47498. Topics in Military Studies**

(3-0-3)

This is an independent study course that will allow contracted ROTC cadets to design a course of study to more completely investigate selected topics in military science.

**Department of Naval Science (ROTC—Navy)****NSCI 10101. Introduction to Naval Science**

(2-0-2) Dewalt

*Corequisite:* NSCI 41000

An introductory study of the U.S. Naval customs and traditions, military courtesies, organizational structure, officer career paths, and the role of the Naval Service in supporting national policies. Required for all NROTC freshmen. (Fall)

**NSCI 10102. Maritime Affairs**

(2-0-2) Dewalt

*Corequisite:* NSCI 41000

A comprehensive study of the development of seapower throughout history, focusing on the important role played by the American Navy in the formation of an independent United States. Includes analysis of the Roman and Greek Navies, but focuses on the American Navy from the Revolutionary War through the global war on terrorism. This course is required for all NROTC freshmen. (Spring)

**NSCI 20201. Leadership and Management I**

(3-0-3) Teuscher

*Corequisite:* NSCI 41000

A comprehensive study of organizational leadership. Emphasis on motivation, planning, communication, feedback, and subordinate needs. Introduction to moral leadership. (Fall)

**NSCI 20202. Navigation**

(3-0-3) Fensterer

*Corequisite:* NSCI 41000

A study of the theory and principles of navigation. The course covers dead reckoning, piloting, and navigation tools. Electronic, inertial, and celestial navigation systems are discussed. Nautical rules of the road and laws regarding vessel operation are also included. (Spring)

**NSCI 30301. Naval Ships Systems I**

(3-0-3) LaFleur

*Corequisite:* NSCI 41000

A detailed study of ship propulsion and auxiliary systems. Emphasis on fossil fuel, nuclear, and gas turbine systems. Introduction to ship design and damage control. (Fall)

**NSCI 30302. Naval Ships Systems II**

(3-0-3) LaFleur

*Corequisite:* NSCI 41000

An overview of basic theory and principles of modern naval ordnance, weapon systems, and their interaction with the physical constraints of the environment from initial target detection to final target engagement. Course contains an overview of types of weapon systems, including a study of target identification, detection, acquisition, tracking, and engagement. (Spring)

**NSCI 40401. Naval Operations and Seamanship**

(3-0-3) Fensterer

*Corequisite:* NSCI 41000

A study of ship handling and employment, including communications, and sonar and radar searches. Tactical formations, dispositions, and basic seamanship are taught. Relative motion and the maneuvering board are introduced. Naval command and control issues are also discussed. (Fall)

**NSCI 40402. Leadership and Ethics**

(3-0-3) Nees

*Prerequisite:* (CSE 30264 OR CSE 364)*Corequisite:* NSCI 41000

A study of practical leadership skills for any manager focusing on the specific leadership and management responsibilities of a Naval officer. Teaches skills

needed to transition from student to manager. Explores Naval ethical issues, Naval law, and Navy policies and programs. (Spring)

### **NSCI 40413. Amphibious Warfare I**

(3-0-3) Hart

*Corequisite:* NSCI 41000

A study of the origin and development of amphibious warfare with emphasis on leadership, tactics, the principles of war, and application to the modern battlefield. This course is required for Marine options and alternates every other fall semester with Evolution of Warfare.

### **NSCI 40415. Evolution of Warfare I**

(3-0-3) Hart

*Corequisite:* NSCI 41000

An exploration of warfare as an instrument of foreign policy throughout history. An analysis of the great captains, military organizations, and military theorists of history. This course is required for Marine options and alternates every other fall semester with NSCI 40413 Amphibious Warfare. (Fall 2009)

### **NSCI 41000. Drill/Leadership Laboratory**

(0-1-0)

Practical exercises in leadership, including close order drill and professional development classes.

## Department of Physical Education and Wellness Instruction

### **PE 10000. Physical Education**

(0-0-0)

*Corequisite:* PE 11000; PE 12000

All Notre Dame first-year students must take two semesters of physical education as a University requirement. However, those who enroll and remain in an ROTC program are exempted from physical education. The department believes that basic swimming skills are important for the student. A swim test will be administered at the beginning of the year to determine each student's ability. Most students will be able to elect four of the following activities to complete their requirement. It is strongly recommended that activities from both the wellness and lifetime sports tracks be taken: American Ballroom Dance, Contemporary Topics for College Students, Fencing, First Aid, Fitness for Life, Fundamentals of Basic Activity, Golf, Handball, Hiking/Orienteering, Ice Skating, Latin Ballroom Dance, Racquet Sports, Self-Defense, Skiing: Cross Country or Downhill, Soccer, Lifeguard Training, Water Safety Instruction, Team Handball, Tennis, Volleyball, Weight Training, and Yoga. All activities are offered at the beginning level; however, some activities are offered at an intermediate level. If the student has a physical disability and is unable to participate in activity classes, a specially designed program will be arranged.

### **PE 10001. Physical Education**

(0-0-0)

All Notre Dame first-year students must take two semesters of physical education as a University requirement. However, those who enroll and remain in an ROTC program are exempted from physical education. All students are required to register for the course "Contemporary Topics for College Students." The department believes that basic swimming skills are important for the student. A swim test will be administered at the beginning of the year to determine each student's ability. Most students will be able to elect four of the following activities to complete their requirement. It is strongly recommended that activities from both the wellness and lifetime sports tracks be taken: American Ballroom Dance, Basic Activities, Fencing, First Aid, Fitness Development, Golf, Handball, Hiking/Orienteering, Ice Skating, Latin Ballroom Dance, Officiating, Racquet Sports, Self-Defense, Skiing: Cross Country or Downhill, Soccer, Lifeguard Training, Lifesaving, Team Handball, Tennis, Volleyball, Weight Training, and Yoga. All activities are offered at the beginning level; however, some activities are offered at an intermediate level. If the student has a physical disability and is unable to participate in activity classes, a specially designed program will be arranged.

### **PE 11001. Contemporary Topics I**

(0-0-0)

*Corequisite:* PE 10001

This course is designed to aid the student in transition from high school to university life issues. The class will address the unique demands on the student and will be directed toward the different dimensions of wellness. Emphasis is on decision-making skills and positive life choices in areas of personal, academic, and professional success. Opportunities will be presented to enable the student to increase awareness of self-responsibility, enhanced self-understanding, exposure to campus resources, and strategies for improved behavior change.

### **PE 11002. Contemporary Topics II**

(0-0-0)

*Corequisite:* PE 10001

This course is designed to aid the student in transition from high school to university life issues. The class will address the unique demands on the student and will be directed toward the different dimensions of wellness. Emphasis is on decision-making skills and positive life choices in areas of personal, academic, and professional success. Opportunities will be presented to enable the student to increase awareness of self-responsibility, enhanced self-understanding, exposure to campus resources, and strategies for improved behavior change.

**PE 11003. Contemporary Topics I and II**

(0-0-0)

*Corequisite:* PE 10001

This course is designed to aid the student in transition from high school to university life issues. The class will address the unique demands on the student and will be directed toward the different dimensions of wellness. Emphasis is on decision-making skills and positive life choices in areas of personal, academic, and professional success. Opportunities will be presented to enable the student to increase awareness of self-responsibility, enhanced self-understanding, exposure to campus resources, and strategies for improved behavior change.

**PE 11004. Athlete**

(0-0-0)

*Corequisite:* PE 10001

This course is for student-athletes.

**PE 11005. American Dance—Female**

(0-0-0)

*Corequisite:* PE 10001

These activities are among the departments most popular. The basics of ballroom dance, along with proper etiquette, are presented. American Dance includes the Waltz, Foxtrot, Two-Step, Jitterbug, Swing, and Polka. Latin Dance includes the Cha Cha, Merengue, Mambo, Tango, and Salsa.

**PE 11006. American Dance—Male**

(0-0-0)

*Corequisite:* PE 10001

These activities are among the departments most popular. The basics of ballroom dance, along with proper etiquette, are presented. American Dance includes the Waltz, Foxtrot, Two-Step, Jitterbug, Swing, and Polka. Latin Dance includes the Cha Cha, Merengue, Mambo, Tango, and Salsa.

**PE 11007. Latin Dance—Female**

(0-0-0)

*Corequisite:* PE 10001

These activities are among the departments most popular. The basics of ballroom dance, along with proper etiquette, are presented. American Dance includes the Waltz, Foxtrot, Two-Step, Jitterbug, Swing, and Polka. Latin Dance includes the Cha Cha, Merengue, Mambo, Tango, and Salsa.

**PE 11008. Latin Dance—Male**

(0-0-0)

*Corequisite:* PE 10001

These activities are among the departments most popular. The basics of ballroom dance, along with proper etiquette, are presented. American Dance includes the Waltz, Foxtrot, Two-Step, Jitterbug, Swing, and Polka. Latin Dance includes the Cha Cha, Merengue, Mambo, Tango, and Salsa.

**PE 11009. Fencing**

(0-0-0)

*Corequisite:* PE 10001

Fencing is the art and sport of swordsmanship using a blunt weapon. Fencers use one of three types of weapons—the foil, the epee, or the sabre. Students will learn fencing moves such as on guard, lunge, attack and parry, and touch; as well as understanding basic rules of competition.

**PE 11010. First Aid / CPR (AED)**

(0-0-0)

*Corequisite:* PE 10001

The principle objective in this course, through knowledge and skill development, is to be prepared and meet the needs of most situations where emergency action is required. In this course Adult CPR and First Aid sections are certified separately. Automated external defibrillation is included if time allows.

**PE 11011. Fitness for Life**

(0-0-0)

*Corequisite:* PE 10001

These activities focus on several methods of achieving and maintaining a healthy level of fitness. Emphasis will be on aerobic conditioning and cardiorespiratory endurance, but flexibility, agility, coordination, and balance will be addressed. Many activities are group oriented; such as soccer, team handball, circuit training, jump rope, rabbit runs, interval training, and ultimate Frisbee/football.

**PE 11013. Golf**

(0-0-0)

*Corequisite:* PE 10001

Rules, regulations, and golf etiquette will be introduced via videos and books. Using irons and woods three areas will be addressed: the basics of grip, techniques of a sound swing, and elements of the game. Descriptions and practice of putting, chipping, pitching and the full swing are included in this course.

**PE 11014. Handball**

(0-0-0)

*Corequisite:* PE 10001

This is an excellent activity to develop several elements of fitness: cardiovascular endurance, muscular fitness, coordination, and flexibility. Students will have access to 10 courts in the Rockne Memorial Building. Emphasis is on eyes to hand to ball coordination, developing the weak hand and side, as well as handball skills for play. Rules, regulations, safety, and principles for strategy will be covered.

**PE 11015. Hiking**

(0-0-0)

*Corequisite:* PE 10001

Learn how to prepare for and enjoy a day of hiking in a variety of urban and natural settings. Learn compass techniques, pacing, safety, survival skills, and the climbing wall.

**PE 11016. Ice Skating**

(0-0-0)

*Corequisite:* PE 10001

Ice skating is an important competitive sport as well as a popular form of recreation. This class will teach skating safety, use of the right equipment, basic skating moves and techniques. Class may include games, relays, and broomball.

**PE 11017. Independent Study**

(0-0-0)

*Corequisite:* PE 10001

This course permits individual curriculum design between the student and the PE department.

**PE 11018. Lifeguard Training**

(0-0-0)

*Corequisite:* PE 10001

The purpose of this Red Cross course is to provide students the skills and knowledge needed to prevent and respond to aquatic emergencies. The suggested time for the Lifeguard course is approximately 33 hours. It is all-inclusive with First Aid, CPR, and AED for the Professional Rescuer. Emergency oxygen administration and preventing disease transmission will also be included.

**PE 11019. Racquetball**

(0-0-0)

*Corequisite:* PE 10001

A game similar to handball with respect to rules and the physical skill involved. Since only one hand is used it is more easily learned than handball. This sport has high carry-over potential and can be enjoyed co-recreationally. Emphasis is placed on rules of the game, strokes, footwork, court position and strategy.

**PE 11020. Self-Defense**

(0-0-0)

*Corequisite:* PE 10001

This course will provide knowledge, understanding, and appreciation of the psychological and philosophical fundamentals required to participate in the art of self-defense. Through practice and different example scenarios students will develop a degree of proficiency in a variety of techniques.

**PE 11022. Skiing—Cross Country**

(0-0-0)

*Corequisite:* PE 10001

Learn one of the fastest growing sports in the country. This course will introduce the student to equipment and basic skills necessary for participation. Equipment is provided and classes are taught on the Notre Dame Golf Course. A fee is charged.

**PE 11023. Skiing—Downhill/Snowboarding**

(0-0-0)

*Corequisite:* PE 10001

This course is open to both non-skiers and skiers of various abilities. It is designed to help the beginner to achieve adequate skill in order to enjoy the sport and to ski under control. It will allow a person who has skied before to improve their ability. The fee charged includes transportation, lessons, lift tickets, and use of equipment.

**PE 11024. Soccer**

(0-0-0)

*Corequisite:* PE 10001

Soccer maintains its place in the program because of its contribution to fitness and worldwide popularity. The sport is a combination of individual skills and team play. The course objectives are to develop stamina, agility, balance, and coordination as well as an understanding of the rules and field strategy.

**PE 11026. Sports—Coaching**

(0-0-0)

*Corequisite:* PE 10001

This course explores the art and science of coaching sports at various levels.

**PE 11027. Swimming—Basic**

(0-0-0)

*Corequisite:* PE 10001

It is University policy that all students should be able to protect themselves in the water. Therefore, all students must take a swim test. Our swimming program is designed to equip the student with water safety skills and knowledge in order to be reasonably safe and comfortable in, on, and around the water. BEGINNING SWIMMING (First Unit) instruction covers swimming strokes like the front crawl and elementary backstroke. Safety around water is emphasized. STROKE DEVELOPMENT (Second Unit) will continue skills from unit one as necessary and introduces the breaststroke and sidestroke.

**PE 11028. Team Handball**

(0-0-0)

*Corequisite:* PE 10001

A physical and dynamic sport which combines the skills of running, jumping, and throwing into a fast-moving and exciting game. Team handball incorporates facets of various team sports, most closely resembling basketball; dribbling and passing, picks and rolls, and fast breaks. The basic objective of the game is to out maneuver the opponent by passing the ball quickly and then throw the ball past the defense and goalie to score.

**PE 11029. Tennis**

(0-0-0)

*Corequisite:* PE 10001

Beginning tennis introduces the student with little or no background to a game that can be played throughout one's lifetime. Fundamentals of grip, forehand, backhand, serve and volley as well as rules and etiquette of tennis are stressed. Time for supervised practice is provided. Intermediate tennis will review basic

skills of the game as well as introduce net play, volley, overheads and lob. In addition, court strategy and tactics are taught. The department provides racquets. STUDENTS MUST WEAR TENNIS SHOES TO PARTICIPATE.

**PE 11030. Volleyball**

(0-0-0)

*Corequisite:* PE 10001

Volleyball is an increasingly popular team game that can be played in or outdoors, either recreationally or competitively. Basic skills include fundamentals of the serve, passing, spiking and blocking. Rules and court strategy are a part of this course.

**PE 11031. Walking and Jogging**

(0-0-0)

*Corequisite:* PE 10001

Becoming one of the fastest growing trends for cardiorespiratory endurance, it is used for recreational fitness as well as an Olympic sport. Students will learn about proper shoes, safety, correct stride techniques, as well as designing and monitoring a successful program.

**PE 11033. Weight Training**

(0-0-0)

*Corequisite:* PE 10001

The objectives of this course are to introduce the student to methods and techniques for improving muscular strength and endurance through program design. Methods of training include machines, free weights, and training without apparatus. Orientation to equipment, safety, and proper technique are emphasized.

**PE 11034. Yoga**

(0-0-0)

*Corequisite:* PE 10001

Yoga has a long history of philosophy and tradition, often referred to as the science of spirituality. Used as a form of exercise and cross training, it has profound and far-reaching health benefits. Students will receive information on the benefits, history, and the Eight Limbs of Yoga. Classes will focus on learning different breathing techniques and relaxation to be utilized as stress management tools for everyday life. Through consistent practice a student will gain strength, flexibility, balance, and coordination.

**PE 11035. S.C.U.B.A.**

(0-0-0)

*Corequisite:* PE 10001

This course consists of 28 hours of classroom and pool sessions (six Sundays and one Saturday afternoon). Completion of the course results in receiving a YMCA SCUBA Open Water Diver Certification, which is a lifetime certification. An informational meeting is held before the start of each course for a questions and answers session. This course is taught at the Rockne Memorial. A fee is charged.

**PE 11036. Ultimate Frisbee**

(0-0-0)

*Corequisite:* PE 10001

Ultimate Frisbee is a physical and dynamic sport that includes running, catching, and throwing. The basic objective is to out maneuver the opponent to score a goal.

**PE 11038. Biking for Fitness**

(0-0-0)

*Corequisite:* PE 10001

Biking is an excellent lifetime sport that will increase your cardiorespiratory and muscular endurance and help in maintaining a healthy weight. It's also fun! In this class, you will learn practical and useful information on equipment, maintenance, riding position, techniques, repairing punctures and the different types and styles of bikes. We will ride on and around campus.

**PE 11039. Fencing Advanced Beginner**

(0-0-0)

*Corequisite:* PE 10001

Fencers who successfully completed level I may participate in this class. No intermediate or advanced students are allowed. Students will already have proper understanding of foil, different commands, and proper footwork. Advanced beginner students will learn how to parry in the different zones and learn more advanced footwork and strategies.

**PE 11040. Golf Advanced Beginner**

(0-0-0)

*Corequisite:* PE 10001

This class is for students with a limited background in golf or who have taken Beginning Golf in the fall. Club use skills will be addressed along with an understanding of all rules, terminology, and etiquette. Mental as well as physical aspects of the game of golf will be integrated into this class.

**PE 11041. Tennis**

(0-0-0)

*Corequisite:* PE 10001

Students who took Beginning Tennis in the fall or have limited knowledge of the game may sign up for Advanced Beginner level. You should already be able to execute the basics of the forehand, backhand, serve, and volley. No intermediate or higher players will be allowed to take the class. This class is designed to improve your beginning strokes and learn to use them in a single or doubles play situation. Other advanced beginning strokes will be taught such as lob and overhead. We will also incorporate singles and doubles set up and responsibilities. As we incorporate the principles of mind, body, and spirit into the advanced beginner level, the concepts of relaxation, simplicity, repetition, and preparation will be integrated into this class.

**PE 11042. Weight Training Advanced Beginner**

(0-0-0)

*Corequisite:* PE 10001

Students who have taken beginning weight training or have some basic knowledge of weight training may sign up for this class. This class is for students with basic background knowledge of weight training. This class is designed to teach more advanced lifting techniques and methods of weight training than those taught in the beginning weight training class. The class will allow for individual appraisal of each student's needs when designing a program.

**PE 11043. Swimming For Fitness**

(0-0-0)

*Corequisite:* PE 10001

This class is designed to give students the cognitive know-how to develop a swim-conditioning program that will allow for successful swim training across the students lifespan. Emphasis will be placed on stroke development; students will be exposed to different training methods. Students will experience different training principles aerobic, interval, tempo, training, sprint, middle distance, and distance training. Prerequisites: Student has knowledge of three of the four competitive strokes. Demonstrate the ability to confidently swim 100 yards using any of the four competitive swimming strokes

**PE 11045. Running for Fitness and Competition**

(0-0-0)

*Corequisite:* PE 10001

The design of this class is based around the student currently training for a road race or eventually planning on building off of their fitness base to compete in a road race. Whether the student wants to compete to win or is set out to accomplish a given distance, they will learn the necessary tools to be properly prepared for race day and each day of the journey leading up to the event.

**PE 11046. Bowling**

(0-0-0)

*Corequisite:* PE 10001

The class will cover etiquette and all bowling fundamentals such as scoring, form, stance, grips, approach, delivery and spare pick-up. A fee is charged and will cover transportation, lanes fees, and shoes. Location is "Strikes and Spares." Transportation will leave from the library circle at 3:30 p.m. and return to campus at 5:45 p.m. This class will meet for four 2-hour sessions, one per week.

**PE 11047. Cycling**

(0-0-0)

*Corequisite:* PE 10001

The student will learn basic cycling techniques, training principles, and training routines while enhancing core strength, flexibility, and cardiorespiratory endurance.

**PE 12000. Learning Strategies and Wellness**

(0-0-0)

*Corequisite:* PE 10000; PE 11000

This orientation course is required of all first-year students as a component of their University requirement in physical education.

**PE 12001. Physical Education Makeup**

(0-0-0)

This physical education course is designed to accommodate students who have not yet completed their PE requirement for the First Year of Studies.

**PE 12002. Physical Education Makeup**

(0-0-0)

This physical education course is designed to accommodate students who have not yet completed their PE requirement for the First Year of Studies.

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